

SIMMONS COLLEGE

Undergraduate Program Course Catalog

2014–2015

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THE COLLEGE

About Simmons

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

Values:

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

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

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

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

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

- Extraordinary professional preparation with an emphasis on intellectual exploration and rigor, the integration of theory and practice, leadership, and informed citizenship.
- An outstanding location in the heart of Boston, a world-class college town with unlimited educational, career, and social opportunities.

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

The Educational Program

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

THE SIMMONS EDUCATION IN CONTEXT

Dedicated to women's education for more than one hundred years, Simmons prides itself on outstanding undergraduate programs taught by high-quality faculty. The College's commitment to excellence in teaching, small class size, and innovative programs are built on founder John Simmons' original mission to offer an education that would enable women to earn an independent livelihood.

Today, the Simmons educational program encourages students to engage actively with their studies, their communities, and the world. Grounded in individualized attention and positioned at the intersection of theory and practice, a Simmons education results in valued relationships between faculty and students and among faculty, students, and alumnae/i. A longstanding trademark of the undergraduate program is a simultaneous grounding in the liberal arts and sciences and commitment to professional studies. The independent learning requirement — one of the hallmarks of a Simmons education — challenges students to apply the conceptual skills learned in the classroom to a problem, project, or workplace experience as independent researchers and applied learners. Rigorous independent learning enables Simmons students to attain depth and practice in their chosen disciplines, to sustain a longer-term project of their own initiative, and to connect

their academic work with future employment or graduate study. One third of student internships lead to paid employment after graduation. Simmons also offers accelerated BA/BS-MA/MS programs for qualified undergraduates.

Simmons graduates are lifelong learners. At Simmons, students develop the critical thinking skills needed for personal and professional success and a sense of community that fosters a commitment to conscious and global engagement.

ACADEMIC ADVISING

At Simmons advising enables students to build on their strengths, identify and improve on their weaknesses, and maximize their use of College resources. The advising relationship is a partnership whose aim is to support the student's effort to achieve her academic and professional goals.

Students are assigned academic advisors before the semester in which they enter the College. Advisors from the Office of Academic Advising and Support work directly with most incoming students. In general, advising assignments are based on the student's expressed area of interest.

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

After a student's first year at Simmons a faculty advisor in their intended area of study will become her primary source for academic advising and an important source for career and professional advising. If a student is still unsure of a major, she will continue to be advised in the Office of Academic Advising and Support until she decides her major.

The advisors assist students in planning academic schedules and interpreting the goals and objectives of a Simmons education. Advisors guide students through college and departmental requirements and help them focus their studies. Students are responsible for monitoring their own progress toward fulfilling the College's degree requirements. Advisors are a knowledgeable resource about those requirements and are also well prepared to discuss career and graduate school opportunities.

PROGRAM PLANNING

The Simmons approach to liberal arts education is flexible. Each student develops a program suited to individual interests and career plans. Some areas of study are sequential and are best elected early in a student's program. Many areas of study allow for a minor or even a second major. Faculty and staff advisors assist students as they consider their options and make academic and career decisions. The fieldwork and internships offered by every academic department provide opportunities to test career areas and to consider the possibility of further professional study after graduation. Simmons has identified opportunities for study abroad for students in all majors and encourages students to participate in these programs. See page 11 for more information.

Majors

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

Africana Studies
 Art
 Arts Administration
 Biochemistry
 Biology
 Biostatistics
 Business and Management

Chemistry
 Chemistry-Management
 Communications
 Computer Science
 East Asian Studies
 Economics
 Economics and Mathematics
 Education:
 • Elementary, Middle, or High School
 • Social Studies Education
 • Spanish, French, English as a Second Language
 • Special Education
 English
 Environmental Science
 Exercise Science
 Finance
 Financial Mathematics
 French
 Health Informatics
 History
 Information Technology
 International Relations
 Marketing
 Mathematics
 Music
 Neuroscience and Behavior:
 • Cognitive Track
 • Neurobiology Track
 Nursing
 Nutrition and Dietetics
 Nutrition and Wellness
 Philosophy
 Physics
 Political Science
 Psychology
 Public Health
 Retail Management
 Sociology
 Social Work
 Spanish

Web Design and Development

Women's and Gender Studies

Minors

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

Business

Cinema and Media Studies

Entrepreneurship

Gender History

Principled Leadership

Organizational Studies

Photography

Physics of Materials

Performing Arts

Public History

Public Policy Studies

Scientific Computation

Social Justice

Statistics

Sustainability

Other Academic Programs

Honors Program

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

The Honors Program provides an opportunity for students with distinguished high school academic records who are newly entering the College or who apply after their first year. The program includes an interdisciplinary honors seminar in the first year, opportunities for honors courses in subsequent years, specially arranged co-curricular activities, and a seminar in the senior year (see pages 153-158). Selected for the program by an honors review committee, students are required to maintain

a minimum grade point average of 3.2 to remain in the program. Seniors in the Honors Program must complete an honors version of the independent learning requirement.

Pre-Law

Unlike premedical programs, which are quite specific and virtually obligatory for medical school candidates, a prelaw "curriculum" is largely a myth. Simmons' strong academic programs, small classes, and extensive opportunities for student/professor interaction and independent learning are an ideal preparation.

A student who is considering law school should register with the prelaw advisor as early as possible and make an appointment with the advisor to discuss specific interests and plans. The prelaw advisor organizes extracurricular activities of interest to prelaw students: lectures, meetings with lawyers who are Simmons alumnae, and field studies or internships related to law. The advisor is also available to help with the application process. For more information, please contact the director of Pre Law Advising, the Hon. Lynda Connolly at lynda.connolly@simmons.edu.

Pre-Health/Pre-Medical

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

- BIOL 113 and at least one additional semester of biology (typically BIOL 222 and 225).
- CHEM 113 (or 111), 116, 224, 225
- MATH 120, (also 121 and 118 for some medical schools)
- PHYS 112, 113
- FYS 101, 102, 103

- PSYC 101
- SOCI 241

For preparation for the Medical College Admission Test (MCAT), and for other pre professional schools, completion of one year of humanities, one year of social sciences, statistics and additional courses that develop analytical skills are recommended. Admissions tests and applications to medical colleges must be completed one year in advance of the targeted enrollment date.

The Pre-Health advisors, Dr. Bruce Gray and Jaclyn Anderson, assist students with program planning and with the application process. Students should register with Dr. Gray at the end of the first year. First year students should meet at least twice in the first year with Jaclyn Anderson, Pre-Professional advisor, in the Office of Academic Advising and Support. Interested students may also join the Simmons Pre-Health Liaison and the Colleges of the Fenway Chapter of the American Medical Students Association (AMSA).

3 +1 and 4 + 1 Accelerated Master's Degrees

3 + 1 Programs

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

BSW and MSW

See p. 232

BS in Computer Science and MS in Library and Information Science

See p. 109

BA in Economics and MA in Public Policy

See p. 116

BA in Political Science and MA in Public Policy

See p. 215

BA in Sociology and MA in Public Policy

See p. 237

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

4 + 1 Programs

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

BA or BS/MA Liberal Arts Majors/Teaching (Kathleen Dunn Scholars)

See p. 122

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

See p. 92

BS/MS Biology/Nutrition

See p. 72

BS/MS Biology, Chemistry, Computer Science, or Mathematics/Library Science.

See p. 88, 109, 178

BS/MS Exercise Science/Nutrition

See p. 73, 201

BS/MS Nutrition/Nutrition

See p. 202

BS/MS Public Health/Nutrition

See p. 201

BSN/MSN Nursing

See p. 193

BS/DPT Physical Therapy

See p. 209

BS/PharmD Chemistry and Pharmacy

See p. 86

BA/MBA Management.

See p. 168

BA/MA in History

See p. 146

Study Abroad

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

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

Credit for Prior Learning

The Credit for Prior Learning program offers Dix Scholars an opportunity to receive academic credit for knowledge gained through life experience. For more information, please see page 36 or contact the College Writing Center.

Degree Requirements

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

- An ability to communicate effectively, particularly through critical thinking, reading, and writing.
- An understanding of languages and cultures other than one's own.
- An ability to use technology to enhance learning.

- An exposure to a broad range of courses and modes of thinking.
- An opportunity for academic specialization, independent intellectual development, and career preparation.

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

A candidate for a degree is expected to satisfactorily complete the work of an approved program, including all required courses, within the traditional number of college years. When a student withdraws for a period that would extend the work of her program beyond a traditional length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of her readmission to the College.

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

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

COURSE NUMBERING

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

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

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

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

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

Courses at the 500 level are generally dually listed with an undergraduate course at the 300-level. Graduate students sign up for the 500-level course, undergraduates for the 300-level.

other institutions may be credited toward the Simmons degree. For additional information, contact the Office of the Registrar or consult the *Student Handbook*.

Department or Program Recommendation

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

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

Completion of 128 Semester Hours with a Passing Evaluation

To obtain a broad education, as well as depth of specialization, students must successfully complete a minimum of 128 semester hours for graduation. Most courses in the undergraduate curriculum carry four credits. Though a full-time load is a minimum of 12 credits, students typically take four courses

(16 credits) per semester. Students must have a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system in order to graduate. Each student's program should be a carefully developed plan of study. This plan should include: 1) courses selected to fulfill the all-College requirements, 2) courses required of and elected by the student in her major, and 3) electives. The following outlines specific course requirements:

First Year Program

Leanne Doherty, *Associate Dean and Director of First Year Program*

Susan Antonelli, *Assistant Dean for Student Life and Coordinator of FYS 101*

Terry Muller, *Director of Writing Center and Coordinator of FYS 102*

The First-Year Program is an eight-credit all-College requirement that begins in the student's first semester. It is composed of a 2-credit First-Year Seminar (FYS 101), a 2-credit College Writing course in the fall (FYS 102) and a 4 credit writing "passion" course in the spring (FYS 103).

Dix scholars will have a formal transcript evaluation from the Registrar's Office to indicate the appropriate sequence of courses to complete the College's writing requirement. Dix scholars who have one semester of writing have fulfilled their writing requirement. Dix scholars with no previous writing fulfill their writing requirement by taking a semester of writing at Simmons. This can be done by taking the Transfer/Dix section of FYS 103 or a course that is determined through advanced consultation with the Director of First Year Program.

Competency in Basic Mathematics

Every Simmons graduate must demonstrate competency in basic mathematics in **one** of the following ways:

- Pass the College's mathematics competency exam administered by the Center for Academic Achievement numerous times during the academic year.
- Successfully complete MATH 101, or a higher level mathematics course at Simmons.
- Achieve a sufficiently high score on the mathematics section of the SAT, the mathematics achievement test, or an Advanced Placement exam in Math.
- Present evidence of satisfactory completion at another accredited college of a mathematics course at the level of MATH 101 or above to the Registrar's Office.

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

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

Language Requirement

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

The following are the placement exam standards for the Simmons College language requirement:

1. Students who want to continue studying a language they have started in high school must take the placement exam if they are not placed through other means (AP, IB, SAT).
2. Heritage speakers (students who speak a language other than English in the home) who want to continue studying their native language must also take the placement exam.
3. Students who have taken three or more years of a language in high school will not be allowed to enroll in the 101-level of that language regardless of the results in the placement exam. Students who place into 101 through the placement exam will automatically be placed into the 102-level.
4. Students cannot enroll in a level lower than that indicated through the placement exam.

5. Exceptions will be considered for a) Dix Scholars who chose to pursue language studies, b) transfer students, c) students with disabilities, and d) students who have been away from language study for more than two years.
6. Students can appeal a placement decision by completing a formal petition to the Department of Modern Languages and Literatures.
7. The Department of Modern Languages and Literatures has final decision in placement questions.

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

U.S. and Global Diversity Requirement

All Simmons students must complete a course fulfilling the U.S. and Global Diversity Requirement after the completion of 32 semester hours or after a student has finished a full year of courses at Simmons. Courses fulfilling this requirement address issues of power and privilege from multiple perspectives. Courses offer students the opportunity to engage with the following topics: global cultures, past or present, an understanding of race and racism in the U.S., and global or international issues, topics of diversity related to gender, nationality, race, ethnicity, religion, disability,

socio-economic status, gender identity, sexual orientation, age, etc.

This requirement may be fulfilled through a mode course or a course in a student's major.

Information Technology Literacy Requirement (iComps)

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

Financial Literacy Requirement

Students are required to complete a financial literacy seminar to be eligible for graduation. For more information contact the Registrar's Office.

Majors (at least 28 semester hours)

Students may elect a major after completion of 32 semester hours. A major must be declared upon completion of five semesters (80 semester hours) of full-time study. Students take a minimum of 28 semester hours in a major field, as determined by each department. Please note that some majors require prerequisite courses. The College's academic and professional programs also offer fieldwork or internships through which students may apply their knowledge and explore opportunities in one of the career fields related to their area(s) of study. Students may elect a single departmental major or a combination of majors. Information about course requirements for majors can be found in the department listing in this catalog.

The curriculum offers the following options:

1. A single major – a coherent sequence of courses administered by a single department.
2. A double major – the student fulfills two complete majors.

3. A joint major – a sequence of courses drawn from two departments and advised and administered with the cooperation of both. Examples are environmental science, mathematics-economics, neuroscience, and biochemistry.
4. An interdepartmental major – a broad interdisciplinary program involving courses in two or more departments or programs. Approved interdepartmental majors include Arts Administration, East Asian Studies, Information Technology, and International Relations.
5. The Option for Personalized Educational Needs (OPEN) program offers an opportunity to design a major with the assistance of a faculty advisor. The OPEN program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed majors or the joint or double majors. OPEN major courses cannot be used toward a minor or be combined with another major.

Participation in the OPEN program enables a student to work out an individualized major in accordance with her own educational needs and goals. The student works with an advisor/s on a proposal for an OPEN major. The proposal outlines the major course requirements and provides a rationale for the academic integrity and unity of the proposed program of study. More information is available through the appropriate Office of the Dean.

Minors (optional) (20 semester hours)

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

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

Modes of Inquiry

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

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

See below for courses that fulfill each mode.

Mode 1 – Creative and Performing Arts

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

AADM 143	State of the Arts: Introduction to Arts Administration
ART 100	Objects and Ideas: A Museum History of Art
ART 111	Draw What You See
ART 112	Color Studio
ART 117	Printmaking
ART 119	Sculpture

ART 121	Artist's Books	HON 307	Creator, Patron, Muse: The Roles of Women in Music
ART/ COMM 138	The Poetry of Photography	MUS 110	The Language of Music
ART/ COMM 139	Color Photography CSI	MUS 120	Introduction to Music: The Middle Ages to Early Romanticism
ART 141	Introduction to Art History: Egypt to the Renaissance	MUS 121	Introduction to Music: Early Romanticism to the Present
ART 142	Introduction to Art History: Baroque to the 20th Century	MUS 125	The Symphony
ART 154	Contemporary Art	MUS 130	Music in Austria: The Imperial Legacy
ART 174M	Collecting Culture: Perspectives on Art Collections in Britain	MUS 141	Mozart: The Man and His Music
ART 183	Life Drawing	MUS 165	Music in Film
ART 213	Painting: Observation to Expression	MUS 222	Music in America
ART 215	Screen Printing	MUS 232	Bach to Beethoven: Music in the 18th Century
ART 245	American Art	MUS 234	The Romantic Century
ART 246	Art in the Age of Rembrandt	MUS 239	The Music that Changed the World
ART 249	History of Photography	PHIL 132	Philosophy and the Arts
ART 251	African Art: 3000 BC to the Present		
ART 252	Arts of China and Japan		
ART 255	African American Art		
CHIN 260	Chinese Calligraphy: Alternate Body-Building		
COMM 120	Communications Media		
COMM 121	Visual Communication		
COMM 210	Introduction to Graphic Design: Principles and Practice		
COMM 220	Video Production		
COMM 222	Animation		
ENGL 105	Creative Writing: Nonfiction	CHIN 202	Intermediate Chinese II
ENGL 107	Creative Writing: Fiction	CHIN 214	Contemporary Chinese Cinema
ENGL 109	Creative Writing: Poetry	CHIN 245	Advanced Intermediate Chinese I
		CHIN 246	Advanced Intermediate Chinese II

Mode 2 – Language, Literature, and Culture

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

CHIN 250	Masterpieces of Traditional Chinese Literature	JAPN 202	Intermediate Japanese II
ENGL 111	Greek Mythology and Religion	JAPN 245	Conversation and Composition
ENGL 112	The Bible	JAPN 246	Advanced Composition and Conversation
ENGL 121	Shakespeare	PHIL 152	Philosophy Through Literature and Film
ENGL 138	American Poetry	POLS 236	Political Novels
ENGL 161	American Literature to the Civil War	SPAN 202	Intermediate Spanish II
ENGL 162	American Literature from 1865 to 1920	SPAN 240	Spoken Spanish
ENGL 163	African Influences in American Literature and Culture	SPAN 245	Conversation and Composition
ENGL 176	African American Fiction	Mode 3 – Quantitative Analysis and Reasoning	
ENGL 178	Multicultural Themes in Modern American Literature	Courses in this category enable students to develop skills in quantitative reasoning and analysis beyond the level of basic mathematical competency. Therefore, students must have demonstrated basic mathematical competency (see page 13) prior to meeting this requirement. Mode 3 courses share a commitment to enabling students to understand, interpret, analyze, and evaluate numerical data and other quantitative information. Students will enhance their ability to think systematically and logically, as well as gain tools and experience in solving problems that are numerical and logical in nature.	
ENGL 184	World Drama Survey	CS 112	Introduction to Computer Science
ENGL/ WGST 193	Women in Literature	CS 226	Computer Organization and Architecture
ENGL 195	Art of Film	HON 308	Sustainability and Global Warming: Predicting the Future
FREN 202	Intermediate French II	IT 101	Living in a Digital Society
FREN 245	Conversation and Composition	IT 225	Health Informatics
HIST 254	History Through Novels and Film	MATH 103	Real-Life Math
HON 204	<i>Dialogues culturels: France and the Francophone World</i>	MATH 106	Precalculus
HON 205	The Colonial Legacy: South Africa in Film and Literature	MATH 115	Number Systems and Algebra for Elementary School Teachers
HON 208	The Art of Dissent: Art, Music and Literature in Political Opposition to Authoritarian Regimes	MATH 118	Introductory Statistics
HON 210	War and Memory in Latin America		
HON 304	Specimens and Collections: Science in Victorian Literature		
ITAL 202	Intermediate Italian II		

MATH 120	Calculus I	HON 303	HIV/AIDS: Intersection of Science
MATH 121	Calculus II	HON 304/ HON 305	Specimens and Collections: Science in Victorian Literature
MATH 210	Discrete Mathematics	NUTR 101	Food Science
MATH 211	Linear Algebra	NUTR 111	Fundamentals of Nutrition Science
MATH 220	Multivariable Calculus	PHYS 103	Great Discoveries in Science
MATH 227	Statistical Design and Analysis	PHYS 105	Science and Technology in the Everyday World: The Way Things Work
MATH 229	Regression Models	PHYS 110	Introductory Physics I
MGMT 110	Financial Accounting	PHYS 112	Fundamentals of Physics I
MGMT 112	Personal Finance	PSYC 201	Biological Psychology
MGMT 238	Managing Your Venture's Bottom Line		
PHIL 123	Symbolic Logic		

Mode 4 – Scientific Inquiry

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

BIOL 102	Biology of Human Development
BIOL/ PHYS 103	Great Discoveries in Science
BIOL 107	Plants and Society
BIOL 109	Biology of Women
BIOL 113	General Biology
BIOL 123	Principles of Microbiology
CHEM 108	Crime Science
CHEM 111	Introductory Chemistry: Inorganic
CHEM 113	Principles of Chemistry
CS 111	The Science of Sound and Image Media

Mode 5 – Social and Historical Perspectives

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

AST 101	Introduction to Africana Studies
AST 102	Social and Psychological Development of Blacks in America
AST/SOCI/ WGST 232	Race, Gender, and Health
AST 240	African American Intellectual and Political History
HIST 249/ CHIN 310	Chinese Civilization: Past and Present
COMM 124	Media, Messages, and Society
ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
ECON/ WGST 125	Women and Work

ECON 145	Economics of Sustainability and Resource Use	HIST 216	Women and Gender in U.S. History since 1890
FREN 310	Inside France: Studies in French Culture	HIST 219	History of Sexuality and the Family
FREN 311	Contemporary Issues in France	HIST 231	Understanding Islam in Historical Perspective
FREN 314	Topics in French Cinema	HIST 237	Holocaust
FREN 316	Outside France: Perspectives from the French-Speaking World	HIST 248	U.S. Foreign Policy: 1898–1945
HIST 100	World Civilizations I: Pre-Modern Societies	HIST 251	World Historical Perspectives on 9/11
HIST 101	World Civilizations II: Colonialism and Post-Colonialism	HON 206	Islamophobia: Anti-Muslim Racism in Europe and the United States
HIST 128	Modern European History 1789–1989	HON 224/ ECON 124	BRICS and the Global Economy
HIST 140	History of American Civilization I: 1607–1877	HON 301	Disability Studies: Private Lives, Public Debates
HIST 141	History of American Civilization II: 1877 to the Present	HIST 310/ JAPN 310	Japanese Civilization
HIST 201	The Dynamics of Japanese History	MGMT 245	Comparative Studies of Women Leaders
HIST 202	Asia to the 18th Century	NURS 387	Care of Individuals, Families, and Communities
HIST 203	Power and Culture: East Asia and the U.S. Across the Pacific	NUTR 110	Sociocultural Implications of Nutrition
HIST 204	Japanese Culture: Gender, Family, and Society	NUTR 150	International Nutrition Issues
HIST 205	Global Environmental History	PHIL 241	The Beginnings of Philosophy: Plato and Aristotle
HIST 206	The Rise of Modern China	PHIL 242	Making of the Modern Mind
HIST 207	Gender, Family, and Society in Modern China	PHIL 243	Mind, Politics, and Society: 19th-Century Philosophy
HIST 210	The African American Experience from Colonial Times to the Present	POLS 101	Introduction to American Politics
HIST 213	Race and Ethnicity in U.S. History	POLS 102	Introduction to International Politics
HIST 215	Women and Gender in U.S. History before 1890	POLS 104	Introduction to Comparative Politics

POLS 217	American Public Policy	PHIL 131	Biomedical Ethics
POLS 218	Parties and Elections	PHIL 133	Asian Philosophy
POLS 221	The Arab-Israeli Conflict	PHIL 136	Philosophy of Human Nature
POLS 225	International Politics of East Asia	PHIL 139	Environmental Ethics
POLS 240	Islam and the West	PHIL 225	Ethical, Legal, and Social Issues in Information Technology
SOCI 101	Principles of Sociology	PHIL/ POLS 232	Theories of Justice
SOCI 241	Health, Illness, and Society	PHIL 237	Philosophy of Mind
SPAN 310	The Making of Spain: Studies in Spanish Culture	POLS 103	The Nature of Politics
SPAN 312	Introduction to Latin America Culture and Civilization	POLS 247	Politics of Religious Fundamentalism
SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture	PSYC 101	Introduction to Psychological Science

Mode 6 – Psychological and Ethical Development

Courses in this category allow students to analyze mechanisms underlying the function of the human mind and the resulting behaviors and systems of thought. Students analyze the formation of human development in terms of identity, beliefs, or values. They may explore the nature of ethical choice that guides human thought and action. They examine the personal implications of such issues as psychological well-being, ethical judgment, societal diversity, gender roles, and/or social responsibility.

HON 211	Balance, Harmony and Happiness: A New Look at Classical China
HON 306	Covering War
MGMT 224	Socially-Minded Leadership
MGMT 234	Organizational Communication and Behavior
PHIL 120	Introduction to Philosophy: The Big Questions
PHIL 121	Philosophy of Religion
PHIL 130	Ethics

PSYC 235	Developmental Psychology
WGST 100	Introduction to Multicultural Women's and Gender Studies
WGST 111	Introduction to Gay, Lesbian, Bisexual, and Transgender Studies
WGST 258	Special Topics in Women's and Gender Studies

Independent Learning (at least 8 semester hours)

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

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

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

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

Campus-Based Independent Learning

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

Thesis: Thesis courses are numbered 355. A thesis involves substantial independent work on a topic chosen by the student. In addition, the thesis should be an extended piece of original work demonstrating familiarity with the knowledge and methodologies of the field. In the case of exceptional work, the department can award honors to the thesis (see page 23). All theses require the consent of the academic department and must be approved by a faculty member who will oversee the project.

Integrative Seminar: The integrative seminar, numbered 390 to 399, is a departmentally or divisionally based seminar designated for independent learning credits. These courses integrate the disciplines or subfields within the discipline by focusing on a central problem, theorist, or debate at an advanced conceptual level in a seminar setting. A substantial part of the student's research for the seminar occurs

independently of the class, and students are expected to have some responsibility for class discussion, including presentations. Students may take an integrative seminar more than once if the topic is different.

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

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

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

Marks and Evaluations

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

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F (Fail) = 0

RW (Required Withdrawal) = 0

P (Pass)*

AU (formal audit)*

W (Approved Withdrawal)*

** not included in GPA*

Grading Options

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

Pass/Fail

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

- First-Year Program courses 101, 102, 103.
- Modern languages and literatures: All language courses numbered 101, 102, and 201; Level I or Level II language courses taken at another institution by a Simmons student while she is enrolled at the College.

- Mathematics: MATH 101.
- Independent learning: Courses designated 350 to 399 or any whose purpose is to fulfill the independent learning requirement.

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

Formal Audit

A formal audit may be elected by any full-time undergraduate student after the first semester, provided that the student has the instructor's permission and agrees to abide by the instructor's conditions for the audit. A student may formally audit no more than one course each semester. There is no charge to full-time undergraduate students for a formal audit. A formal audit will appear on the student transcript, but no credit is given. A formal audit may not be used to satisfy any of the all-College requirements. More information on the formal audit option is available through the Office of the Registrar.

Informal Audit

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

Incomplete Evaluations

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, undergraduate students may request an "incomplete" by filing a petition with the

Administrative Board. The petition, signed by the student, her advisor, and the instructor, should outline a plan to complete the work. It is the student's responsibility to monitor her progress and complete all work so that the instructor can submit a final grade by the date set by the Board. Failure to submit work by the approved incomplete extension date may result in a grade of F. Failure to formally petition for an incomplete will result in automatic assignment of an F grade.

Course Repeat Policy

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

- A student may repeat at most two Simmons courses for credit.
- If a course is repeated for credit, both versions of the course will appear on the student's transcript and be included in the student's grade point average.
- A student who repeats one 4 credit course must complete 132 credits in order to still have 128 unique credits and meet that requirement for earning a degree.
- A student who repeats two 4 credit courses must complete 136 credits to still have 128 unique credits and meet that requirement for earning a degree.

Academic Difficulty

The records of students who are experiencing academic difficulty are reviewed periodically by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This responsibility includes reviewing the records of any student who has two or more failures in a semester (including a retroactive withdrawal) any student whose semester or cumulative grade point average is below 2.0, any student who as a result of their achievement in Simmons Summer School has a summer or

cumulative GPA of less than 2.00, any student who applies for a leave of absence or withdraws from the College after the eighth week of the semester, or any student whose overall record is considered marginal.

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

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

Academic Honors and Recognition Programs

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

The student:

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

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

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

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

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

Principles and Policies

Simmons has committed itself to the following principles and policies:

STUDENT PRINCIPLES

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

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

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

Enrollment in a course implies an agreement between instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation. Attendance and punctuality are expected at all classes. While there are no established College-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts state law, no student will be

penalized for absence due to religious observances.

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

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

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

EDUCATIONAL RECORD PRIVACY POLICY

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

EQUAL ACCESS POLICY

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

WITHDRAWAL FROM THE COLLEGE

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

COMMUNITY COMMITMENT TO DIVERSITY AND INCLUSION

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

- Ensuring that the organization has inclusive leadership, policies, and practices.
- Integrating diversity into the curriculum, cocurricular programming, admissions, and other activities.
- Fostering an open, dynamic, and critical intellectual environment of respect, civil engagement, and dialogue about differences.
- Increasing representation of traditionally underrepresented groups of students, faculty, and staff.

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

SIMMONS COLLEGE NOTICE OF NON-DISCRIMINATION AND GRIEVANCE PROCEDURES

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

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

Simmons College supports the principle and spirit of equal employment opportunity for all persons based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its

employment and personnel policies without regard to race, color, religion, disability, national origin, ancestry, age, sex, sexual orientation, gender identity, or veteran's status.

Simmons College administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Amendment Act of 2008.

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

Complaints of discrimination or harassment should be addressed to the Vice President of Talent & Human Capital Strategy when brought by employees, or to the applicable dean for appropriate action when brought by students. Complaints or inquiries concerning the College's policies and compliance with applicable laws, statutes, and regulations may also be directed to the Office of the General Counsel, Room C-208, 617-521-2074. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. A complaint should be filed with the appropriate office within 60 days after you, the grievant, become aware of the alleged violation. The President or appropriate college officer will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

GRIEVANCE PROCEDURE

A written complaint alleging violation of the federal sex and disability discrimination laws and/or regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing

Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A College employee's allegation that he or she has been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure. Inquiries concerning the application of non-discrimination policies may also be directed to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office for Civil Rights, 330 C Street, Washington, DC 20202.

INFORMATION FOR STUDENTS WITH DISABILITIES

Simmons College is committed to the full participation of all students in its programs and activities. Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them.

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amendment Act of 2008 (the ADAA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADAA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of her/his disability to the Disability Services Office, along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current medical documentation from a qualified clinician or health care provider supports the request for an

accommodation and sets forth suggestions for accommodations.

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

RELIGIOUS OBSERVANCE

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

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

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

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

OTHER POLICIES

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

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

Administration

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

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

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

The Provost and Senior Vice President, reporting to the President, is the Chief Academic Officer and the second-highest ranking officer at Simmons. All Deans, the Office of Sponsored Research, the Library, the Registrar, the Career Education Center, the Study Abroad Office and the Office of Academic Advising and Support report to

the Provost. In the president's absence, the provost serves as the chief executive officer for the university. The Provost provides leadership and advocacy for Simmons's academic programs. The Provost coordinates and manages the promotion and tenure process, advises the President and Board of Trustees on academic matters, and plays a major role in developing the annual budget and in recommending allocation of resources, particularly within academic units. Katie Conboy, Ph.D, is the current Provost.

The Vice Presidents leads the administrative units of the College. They are responsible for the day-to-day operation of the College as well as long-term planning, staffing decisions, and resource allocation for their respective divisions and for the College as a whole.

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

The Deans of each of the five schools are the academic leaders of their units. They are responsible for long-term planning, staffing decisions, curriculum support, and resource allocation.

Admission

FIRST-YEAR STUDENTS

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

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

Application Procedure for First-Year Students

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

1. **Early Action:** Students who are interested in learning about their admission decision early in the cycle may apply early action, which is a nonbinding plan. There are two

Early Action deadline options:

- **Early Action I:** Apply by November 1 to receive a decision in mid-December.
 - **Early Action II:** Apply by December 1 to receive a decision in mid-January.
2. **Regular Decision:** The application deadline for regular decision is February 1. Typically students are notified of a decision by mid-April. Simmons subscribes to the national candidate's reply date of May 1.

Required Credentials

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

1. **Application Form:** Application and a nonrefundable \$55 fee should be submitted to the Office of Undergraduate Admission for regular-decision candidates by February.
 - Early-action candidates should apply by November 1 or December 1. Students applying for the spring semester, which begins in January, should submit an application by December 1. The Common Application or Universal Application may be used in place of the Simmons application.
2. **Application for Financial Aid:** Refer to page 39 for application details.
3. **Tests:** Every applicant must take either the Scholastic Assessment Test (SAT) or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students (page 30). All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board. (The CEEB code for Simmons is 3761; the ACT code for Simmons is 1892.) For information concerning these tests, visit the College Board website at www.collegeboard.com or the American

College Testing Assessment website at www.act.org.

4. **Secondary School Record:** An official transcript from the secondary school is required.
5. **Recommendations:** The applicant must submit two official recommendations from the high school she attends, one from a guidance counselor and one from a teacher. A student may submit additional recommendations if she so chooses.
6. **Personal Interview:** Each applicant should visit the College, if possible. An interview is strongly recommended. The admission office is open for interviews year-round, Monday through Friday, from 9:00 a.m. to 4:30 p.m., and during certain times of the year on Saturday from 9:00 a.m. to 1:00 p.m. Appointments are required. You may also request a phone interview if you are unable to visit campus.
7. **Deferred Admission:** Students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. The student must submit her enrollment deposit and the requests must be submitted in writing to the Office of Undergraduate Admission prior to the expected enrollment date. A student may only defer her acceptance for one year. After one year, she must reapply to the College.

Academic Credits and Advanced Placement

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

may not be used to replace the required first-year course sequence. Up to 32 credits may be transferred in. A score of a 4 on an AP test will result in 4 college credits applied to a student's record. A score of a 5 on an AP exam will result in 8 college credits applied to a student's record.

Merit Scholarship Programs

Merit scholarships are renewable for four years (eight consecutive semesters) of full-time undergraduate coursework. They may not be used for summer sessions (except for students in 3+1 programs), graduate coursework, or study-abroad programs, and may not be combined with other waivers or merit scholarships.

Simmons Alumnae Scholarships

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

The Gilbert and Marcia Kotzen Scholarship

The Kotzen Scholarship is a \$30,000 scholarship, renewable with a 3.2 GPA, and are the most prestigious merit scholarship that Simmons offers, and is awarded to ten students who have an exceptional record of academic excellence and leadership. Kotzen Scholars are eligible to receive an additional award of \$3,000 to be used toward study abroad, short-term courses, summer internship tuition, or research support. A separate application is required. Application instructions may be found at the Simmons College Website or through the Office of Undergraduate Admission.

The Dean's Scholarship

The Dean's Scholarship, a \$15,000 award renewable with a 3.00 Simmons GPA, is awarded to admitted students who have demonstrated outstanding academic achievement.

The Dean's Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

The Presidential Scholarship

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

The Achievement Scholarship

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

The Boston Scholarship

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

Honors Program

The Honors Program is an interdisciplinary curriculum designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge. For more information on this selective program, please see page 153. Applications are available in the Office of Undergraduate Admission and on the College's website. For more information, please write to honors@simmons.edu.

TRANSFER STUDENTS

Students with advanced standing are also admitted to the College as transfers. A transfer student is anyone enrolling in Simmons for the first time who has attempted at least 17 college-level credits as a degree-seeking student at another accredited institution and is 23 years old or younger. Transfers are accepted for both the spring and fall terms. Transfer credit is generally granted for courses comparable to those offered by Simmons that were successfully completed with a grade of C or higher at another accredited institution. Credit for a course taken elsewhere with a grade of P can transfer if the registrar's office can determine that the P is not equivalent to a grade below a C. To be eligible for the Simmons degree, transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit. Students 24 years of age or older or students seeking a baccalaureate degree should apply to Simmons using the Dorothea Lynde Dix Scholars admission application. Please see page 35 for details.

Application Procedure for Transfers

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

1. **Application Form:** The Simmons Transfer application and a nonrefundable \$55 fee should be submitted to the Office of Undergraduate Admission by the preferred April 1 deadline for students interested in transferring for the fall semester. Notification of decisions is on a rolling basis. Accepted students who apply by April 1 and decide to enroll are required to submit a nonrefundable deposit no later than June 1. Students who apply after April 1 will be given a deposit deadline based on the date of decision. Students applying as transfer candidates to begin the nursing program in the fall semester are strongly encouraged to apply by January 10. Students interested

in enrolling for the spring semester should apply no later than November 15. The Common Application or Universal Application may be used in place of the Simmons application.

2. **Application for Financial Aid:** Refer to page 40 for application details.
3. **Secondary School Record:** An official transcript from the secondary school showing final grades earned, as well as proof of graduation is required. The applicant should contact her high school directly for this information.
4. **Tests:** Standardized test results are required of each applicant. This requirement may be met by taking either the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Assessment. Students who have completed a full year of undergraduate work are generally exempt from this requirement; however, all applicants for nursing and physical therapy must submit standardized test scores. For information concerning these tests, visit the College Board website at www.collegeboard.com or the American College Testing Assessment website at www.act.org. International students whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT or ACT. Scores for tests taken before college entrance may be submitted. In all cases, the applicant is responsible for having the test results forwarded to the Office of Undergraduate Admission. Applicants who have not taken any tests should contact the Office of Undergraduate Admission.
5. **College Record:** An official transcript from each college attended is required. If a student is enrolled in classes at the time of application, the applicant must file a supplementary transcript with final grades.

6. **Midterm Grade Report:** The Admission Committee requests that each applicant have her current instructors send midterm reports with her expected grades to the Office of Undergraduate Admission. A form for this purpose is provided in the transfer application.
7. **College Recommendation:** A recommendation from an academic advisor or dean and a recommendation from a faculty member are required. Both should be from the most recent institution attended. Forms for this purpose are included with the application materials. The Simmons Office of Undergraduate Admission keeps all credentials for one year. Therefore, applicants should notify the Office if they have previously applied to the College, as some of the required credentials may already be on file.

Advanced Placement for Transfer Students

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

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

Second Baccalaureate Degree

Qualified students holding a baccalaureate degree may be admitted to the College as candidates for another baccalaureate degree. They are allowed to apply, where appropriate, up to 80 credits from the first degree toward the

second degree. Second baccalaureate degree applicants must apply through the Dorothea Lynde Dix Scholars admission option and, once admitted, are subject to the policies that apply to Dix Scholars.

Merit Scholarship Programs for Transfer Students

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

The Simmons Alumnae Scholarship

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

The Achievement Scholarship

The Admission Committee grants the Achievement Scholarship to a select group of transfer students to acknowledge their academic achievement in both high school and college, as well as their contributions to these communities. Academic achievement, leadership, service, and co-curricular achievements distinguish candidates for this annual scholarship of \$5,000. The Achievement Scholarship is renewable for a maximum of four years with satisfactory academic progress. A separate application is not required. The scholarship may not be used for summer sessions, graduate coursework, or study-abroad programs and may not be combined with other waivers or merit scholarships.

Honors Program

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

INTERNATIONAL STUDENTS

Simmons College actively seeks out the most qualified students from every part of the world. Students who have completed or will complete the level of secondary education appropriate to beginning bachelor-level studies in the U.S. will be considered. Many students are eligible for advanced standing and college credit for certain secondary school examinations and certificates (such as A-level exams and the International Baccalaureate). Transfer students from junior colleges, institutes, and private and public colleges and universities recognized by their local governments will also be considered candidates for admission and transfer credit.

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

2. **Declaration of Finances:** Students who are not U.S. citizens or permanent residents are required to submit evidence of financial support in order to meet U.S. Immigration and Naturalization Service regulations for obtaining an F-1 student visa.
3. **Tests:** Students must demonstrate proficiency in English. If a student's native language is not English, she should arrange to sit for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or a comparable test. A minimum score of 560 on the paper exam or an 83 on the Internet-based TOEFL is required. For the IELTS, the minimum required score is 6.5. If English is a student's primary language, she is required to take the Scholastic Assessment Test (SAT), or the American College Testing Assessment (ACT). Any questions or concerns may be directed to the Office of Undergraduate Admission. Information on both tests may be obtained from educational advisors at United States Information Service (USIS) offices, Fulbright commissions, U.S. embassies and consulates, and international high schools overseas.
4. **Application Deadline:** The preferred application deadline for international students is February 1; however, applications will be considered on a continuous basis throughout the year. Applicants will be notified of an admission decision as soon as it is made. An F-1 student visa eligibility document (I-20) will follow the admission decision letter and student's submission of her enrollment deposit for all students who are neither U.S. citizens nor permanent residents and who have provided the necessary documentation of financial support. Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

ADMISSION OPTIONS FOR ADULT UNDERGRADUATE STUDENTS

Dorothea Lynde Dix Scholars

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

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

Admission Options

Degree Candidacy: Women who wish to earn their undergraduate degree may apply for any of Simmons' degree programs by filling out the appropriate application. Degree candidates are eligible to receive financial aid and may attend either part- or full-time. Dix Scholars may transfer up to 80 semester hours toward a Simmons Bachelor's degree through prior

coursework, the College-Level Examination Program (CLEP), and the College's Credit for Prior Learning (CPL) process. A minimum of 48 credits must be completed at Simmons in order to earn a degree.

The Credit for Prior Learning (CPL): The CPL program offers Dix Scholars an opportunity to receive college credit for knowledge gained through life experience. Dix Scholars, once enrolled as degree candidates, can apply for credit for learning attained through employment, volunteer work, hobbies, travel, or other activity. The CPL program includes a required two-credit seminar, IDS 227 (see page 158), facilitated by the faculty CPL advisor, Terry Müller. Please contact the Office of Undergraduate Admission for more information. Dix Scholars must complete all College requirements with the exception of the language requirement. Dix Scholars transferring credits can often apply those credits to complete graduation requirements. The Registrar provides an audit of the applicant's previous coursework that matches her academic experience to the Simmons curriculum.

Non-Degree (Special) Candidacy: Women or men who wish to take classes but do not necessarily want to earn a degree may apply as non-degree candidates. Non-degree candidates are allowed to take classes but are not eligible for graduation status unless they become degree candidates after applying. Non-degree candidates are not eligible to receive financial aid. Students wishing to take courses as non-degree students need to see the Admissions Office for more information.

Application Procedure for Dix Scholars

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

1. **Application Form:** The Simmons Dix Scholar application and a nonrefundable \$55 fee should be submitted to the Office of Undergraduate Admission by the appropriate deadline.
2. **High School Transcript:** Official transcript from the secondary school from which you graduated or GED scores must be sent directly to Simmons. Students who have already completed an associate's or bachelor's degree may request that this requirement be waived by emailing ugadm@simmons.edu.
3. **College/University Records:** Official transcripts from all colleges or universities attended should be sent directly to Simmons. If you are currently enrolled in college, you will need to file a supplementary transcript when final grades become available. College or university transcripts from institutions outside the U.S. must be officially evaluated by the Center for Educational Documentation, P.O. Box 170116, Boston, MA 02117. Phone: 617-338-7171; Fax: 617-338-7101; Email: info@cedevaluations.com.
4. **Two Recommendations:** Students must provide the contact information for two individuals within the application. Academic recommendations are strongly preferred.
5. **Standardized Test Scores:** Students applying to the nursing and physical therapy programs for their first bachelor's degree must report scores from the SAT, ACT, or TEAS. Scores will be accepted from official high school transcripts. For scores being sent directly by the College Board/SAT Score Report, the Simmons College code is 3761. Simmons does not require SAT Subject Tests. If English is not your native language, TOEFL, IELTS, or a comparable test is required.
6. **Résumé:** Recommended for all applicants.
7. **Statement of Purpose:** Please reflect upon your personal and professional experiences. Describe how these experiences have influenced your decision to attend college as an adult student. Please double space your statement, which should be between two and four pages long.

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

Housing for Dix Scholars

On-campus housing is available in residence halls reserved for graduate students and Dix Scholars pursuing a baccalaureate degree here at Simmons College based on availability. For a housing application or general housing information, please see Simmons College Website for more information.

Tuition and Financial Aid for Dix Scholars

Because Dix Scholars often have life commitments involving family and work that preclude many from attending college full-time, Simmons offers these students tuition based on credits taken rather than flat tuition. This policy enables the adult student to have greater flexibility in completing her program. See page 41 for current tuition rates. Dix Scholars who apply for admission as degree candidates are welcome to apply for financial aid. See below for further information about financial aid.

Dix Scholarships

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

Honors Program

The Honors Program is an interdisciplinary program designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge. Dix Scholars entering Simmons as degree candidates have the opportunity to apply to the honors program.

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

Financial Aid

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

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

SCHOLARSHIPS AND GRANTS

Merit Scholarships: Simmons College offers grants and scholarships based on academic excellence, achievement in leadership, community service, and cocurricular activities. Non-need-based funding is awarded upon entrance to the College and has varying grade point average requirements for renewal in subsequent years. For a description of these opportunities, please see page 31.

Need-based Grants: Simmons College also offers grants based on financial need. In subsequent award years, satisfactory academic progress and changes in calculated need will continue to have an impact on the grant amount a student receives. If a student receives a Simmons need-based grant as part of her aid package, it may be adjusted during the academic year to include support from one of Simmons' 400 special and endowed funds; however, the total grant amount will not change. Endowed scholarships/grants are

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

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

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

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

LOANS: FEDERAL AND INSTITUTIONAL

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

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

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

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

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

PARENTAL LOAN PROGRAMS AND PAYMENT PLANS

The College is committed to assisting families in pursuing additional financing options.

The Federal PLUS Loan for parents is the recommended loan option for families to finance educational expenses over a 10 year, or longer, period. For more information about monthly payment plans, see page 41. Monthly payment plans are a means of budgeting education costs over the academic year without borrowing, thereby allowing families to pay for current academic-year expenses out of current monthly income and savings. In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These short-term loans are available to students no more than once each semester.

PART-TIME EMPLOYMENT

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

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

APPLYING FOR FINANCIAL AID

First-year Students

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

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

Continuing Undergraduates

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

Transfer Students

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

Financial Aid for Dix Scholars

Newly enrolling Dix Scholars receive a Dix Scholarship of \$3,400. Dix Scholars working toward their first undergraduate degree are eligible to apply for federal and state funds as well as a Simmons Grant. Students seeking a second degree are also eligible for aid on a limited basis. Any Dix Scholar is welcome to apply for financial aid by submitting the

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

Registration and Financial Information

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

EXPENSES: 2014 – 2015

Tuition for full-time undergraduates (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2014–2015 academic year is \$17,600 (\$19,325 for nursing students) per semester. Tuition for part-time undergraduates (registered for fewer than 12 credits) and Dorothea Lynde Dix Scholars is based on a \$1,100 (non-nursing) and \$1,208 (nursing) charge per credit hour of instruction. In addition, all full-time undergraduates (12 or more semester hours per semester) and all part-time resident students must pay a health center fee (\$385 per semester). The health center fee entitles a student to the services of the Simmons College Health Center but does not include any accident or health insurance. The cost for room and board for undergraduates is \$6,868 per semester (\$7,688 for Dix Scholars). All full-time undergraduates and full-time Dix Scholars pay a \$130 per semester student activity fee, which supports a number of student-run activities and events. A \$420 fee is charged each semester for students in study abroad programs.

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

Full-Year Budget (2014–2015)

	Resident	Commuter
Tuition (Non-Nursing)	\$35,200	\$35,200
Tuition (Nursing)	38,650	38,650
Residence	13,736	N/A
Residence (Dix Scholars)	15,376	N/A
Health Center Fee	770	770
Student Activity Fee	260	260
Non-Nursing Total	\$49,966	\$36,230
Nursing Total	\$53,416	\$39,680

Approximately \$1200 should be budgeted for books and supplies.

Massachusetts Medical Insurance

Massachusetts state law mandates that all students taking at least 75 percent of full-time credit hours, 9 or more credits, must be covered by medical insurance providing for a specified minimum coverage. Simmons College offers students the option of either participating in a plan offered through the College or submitting a waiver form. The waiver form must include specific insurance information on the insurance plan covering the student. Waivers are completed online at the website of our plan manager, www.UniversityHealthPlans.com. The waivers must be completed by September 17 for the fall semester and by February 4 for the spring semester. Full-time students who do not submit a waiver form by the due dates above will automatically be enrolled and billed for the required Massachusetts medical insurance. International students may not waive the medical insurance requirement.

PAYMENT POLICIES

College charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed the registration forms and has settled all charges with the Office of Student Financial Services. Students are urged to complete payment in full by the due dates of August 1 for the fall semester and December 15 for the spring semester. The College cannot assure that payments received after the due date will be processed in time to clear the student's official registration. Students who do not settle their accounts prior to the first day of classes may have to select courses on a space-available basis. Students whose payments are received after the due dates will be charged a \$200 late payment fee (\$100 is assessed at the due date; an additional \$100 is assessed on the first week of the term). A fee of \$20, in addition to the above late payment fees, will be charged for any dishonored check. Checks should be made

payable to Simmons College and sent to the statement remittance address:

Simmons College
 300 The Fenway
 Boston, MA 02115-5898
 Attention: Cashier Window

or presented at the Cashier Window at the College.

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

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

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

Tuition and Residence Deposits

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

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

REFUND POLICIES:

Tuition General Refund Policy

Tuition refunds will be granted only through the first four weeks of a semester. The date that appears on the official add/drop form filed with the Registrar is used to determine the refund amounts. Only official add/drop forms will be accepted as evidence that a student has withdrawn from a class or program.

This refund policy applies when the student's course load falls below 12 credits per semester and for all Dix Scholars.

Fall Semester 2014

Courses Dropped On or Before	Percentage of Charges Cancelled
<i>September 12</i>	<i>100 percent</i>
<i>September 19</i>	<i>80 percent</i>
<i>September 26</i>	<i>60 percent</i>
<i>October 2</i>	<i>40 percent</i>
<i>October 9</i>	<i>20 percent</i>
<i>On or after October 10</i>	<i>0 percent</i>

Spring Semester 2015

Courses Dropped On or Before	Percentage of Charges Cancelled
<i>January 28</i>	<i>100 percent</i>
<i>February 4</i>	<i>80 percent</i>
<i>February 11</i>	<i>60 percent</i>
<i>February 18</i>	<i>40 percent</i>
<i>February 25</i>	<i>20 percent</i>
<i>On or after February 26</i>	<i>0 percent</i>

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

If a student should completely withdraw from all coursework once classes begin in the fall or spring semesters, she may still be accountable for a portion of tuition, fees, room, and board. Simmons College is responsible for adhering to rules established by the Federal Government that determine the amounts of federal financial aid (Stafford, Pell, Perkins, SEOG, TEACH) a student is allowed to keep toward college charges. The federal rules assume that a student earns her aid based on the period of time she remained enrolled. State funds are also subject to change due to withdrawal. If a student is considering withdrawal, she should meet with a financial aid officer to discuss the financial implications. All non-financial aid students who withdraw from some or all classes are subject to the Simmons general refund policy, which provides partial refunds of tuition only for the first four weeks of classes. When a student withdraws, any adjusted Simmons charges that have not yet been paid are still owed to the College. The College will attempt to collect any unpaid charges, as well as late fees and interest charges. If the account is referred for collection, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the College, including the release of academic transcripts. Questions regarding refunds should be directed to the Office of Student Financial Services.

Dropping a Course

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

dropped are subject to the above refund policy.

Refund Policy: Residence Fees and Deposits

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a pro-rated amount for food costs, starting from the date she officially withdraws from residence. No refund will be made after the Friday of the fourth week of the semester. Federal financial aid recipients may be subject to different rules, and students are encouraged to meet with a financial aid officer for an explanation of an individual case.

The residence deposit reserves a residence hall room for the entire academic year. The deposit is refundable in full upon graduation or upon notification by November 14 and March 27 that the student will not be returning to Simmons College the following semester. A student who withdraws from residence in mid-semester but who has paid her bills may receive her deposit in full upon written notification to the Director of Residence Life. Students should be aware that the undergraduate room and board license agreement is binding from the date of occupancy to the end of the academic year. Deposits for new incoming students are not refundable. If the new student receives an exemption from housing their housing deposit will be credited toward their tuition bill. In addition, charges for damage or loss of College property attributed to the resident student may be assessed. Students should refer to their Housing License Agreement for the most up to date information about Residence Fees and Deposits as it may contain more specific dates and other information.

REGISTRATION AND BILLING

Registration: New Students

New and returning students should finalize their registrations by September 5 for the fall semester and by January 16 for the spring semester. An officially registered student is one

who has completed the registration form per instructions, obtained any necessary approvals, and settled all charges with the Office of Student Financial Services. Students' registrations should be final by the end of the second week of classes. Students may, with the permission of the instructor, register for classes during the third and fourth week of classes. No student may register for any course after the fourth Friday of either semester.

Billing: New Students

Tuition bills are mailed in mid-June for the fall semester and mid-November for the spring semester. They are sent to the student's permanent address as maintained by the Registrar's Office. Tuition bills are also uploaded regularly to the Online Student Account Center which can be accessed via AARC. Any student who does not receive a bill by these dates should request one from the Office of Student Financial Services. For new students who are accepted to the College after the respective billing dates noted above, all charges are payable when billed. Tuition charges are based on the full-time student rate. Students planning a course load of less than 12 credit hours should notify the Registrar in writing prior to June 8 for the fall semester and November 14 for the spring semester so a correct bill can be issued.

Registration: Returning Students

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

Billing: Returning Students

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

Reading 2014–2015 Catalog Course Descriptions

Each department uses one or more prefixes to identify its courses: “SPAN” indicates that this is a Spanish course, offered by the Department of Modern Languages and Literatures. The “310” means that it is a 300- or upper-level course. For more information about course numbering, see page 12. TC: If a course number is followed by TC, that course is a travel course. Travel courses usually run for four weeks beginning at the end of final exams in the spring term. They are counted as part of a student’s spring semester course load.

Course Prefix and Number

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

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

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

Semester Hours

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

Course Instructor

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

Course Title

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

Mode

SPAN 310 may be taken to fulfill mode of inquiry five, an all-College requirement. Not all courses count towards modes. For more information about modes of inquiry, including a complete list of courses that fulfill each mode, see pages 15–20.

Semester Offered

This code indicates which semester(s) the course will be offered in 2014–2016:

F = Fall

S = Spring

U = Summer

1 = Academic Year 2014–2015

2 = Academic Year 2015–2016

Thus SPAN 310, designated (F-2), will be offered in fall of the 2015-2016 academic year (fall 2015).

Prerequisites and Course Limitations

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

Course Description

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

User’s Guide

DEPARTMENTS AND PROGRAMS

Department of Africana Studies

Janie Ward, *Chair and Professor*

Theresa Perry, *Professor*

Dawna Thomas, *Associate Professor*

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

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

Each of these areas may be examined further by focusing upon specializations in the humanities (e.g., literature, film, journalism), social sciences (e.g., research, public policy, health care), physical sciences (e.g., environmental studies), or interdisciplinary studies (e.g., women's and gender studies, management, education). An AST major or minor is appropriate for students with strong interests in studies of Americans of color, in the study of race, gender, and class in the humanities or social sciences, or in one or more subject areas indicated above. The department prepares students for the labor market and continued professional and graduate training by providing a solid knowledge foundation of critical, analytical, and technological skills. Pre-graduation internships are available for all interested students. Study abroad and modern

language skills are highly recommended.

Students interested in dual degree programs or self-designed majors should consult with department faculty to design an individualized program.

Major in Africana Studies

This course of study is for students who want to pursue a liberal arts major in Africana studies. Students who anticipate professional careers or graduate study in liberal arts should consider this major track. The major requires 36 semester hours comprising the following:

AST 101	Introduction to Africana Studies
AST 102	Black Cultures in U.S. Society
AST 240	African American Intellectual and Political History

- Eight semester hours contributing to an interdisciplinary knowledge of Africana studies, no more than four hours of which may be taken in any one department.

Courses that count toward the satisfaction of this requirement include:

AST/ WGST 210	Sisters of the African Diaspora
AST/ SOCL 249	Inequality: Race, Class, and Gender in Comparative Settings
AST 275	Soul, Funk, and Civil Rights
AST 300	Seminar in Selected Topics in Africana Studies
AST 313	The Black Struggle for Schooling in the United States
AST/SOCI/ WGST 365	Intimate Family Violence: A Multicultural Perspective
AST 388	Black Popular Culture and the Education of Black Youth
ENGL 163	African Influences in American Literature and Culture
ENGL 176	African American Fiction
ENGL 275	American Modernism and the Harlem Renaissance
POLS 215	The Politics of Exclusion
POLS 242	African Politics

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

Other electives are:

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

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

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

Minor in Africana Studies

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

Minor in Social Justice

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

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

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

Departmental Honors

Departmental honors is offered to eligible students according to the College requirements on page 23. Majors with a minimum 3.30 cumulative grade point average and a 3.67 grade point average within the Department of Africana Studies are eligible for the departmental honors.

COURSES

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

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

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

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

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

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

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

4 sem. hrs.

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

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

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

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

[AST/SOCI 249 Inequality: Race, Class, and Gender in Comparative Settings

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

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

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

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

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

[AST/SOCI 311 Critical Race Legal Theory

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

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

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

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

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

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

4 sem. hrs.

Examines historical, theoretica, and empirical studies to understand, explain, predict, and intervene in the school performance of students of color in the United States. Studies variables affecting the school performance of African Americans, West Indian Immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans, and Mexican Americans. Examines educational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Perry.

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

4 sem. hrs.

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

AST 349 Directed Study (F, S)

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

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

AST 350 Independent Study (F, S)

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

AST 355 Senior Thesis (F, S)

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

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

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

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

AST 370 Internship (F, S)

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

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

4 sem. hrs.

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

F = Fall
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U = Summer
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1 = AY 2014–2015
2 = AY 2015–2016
M = Mode
* = Schedule t.b.a.

Department of Art and Music

Margaret Hanni, *Chair and Associate Professor*

Gregory Slowik, *Professor*

Colleen Kiely, *Associate Professor*

Heather Hole, *Assistant Professor*

Edie Bresler, *Senior Lecturer*

Bridget Lynch, *Senior Lecturer*

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

Marcia Lomedico, *Administrative Assistant*

Additional Teaching Faculty

Kimberlee Cloutier-Blizzard

Michelle Grohe

Frances Hamilton

Randi Hopkins

Jaelyn Kain

Timothy Orwig

Helen Popinchalk

Guhapriya Ranganathan

Masha Ryskin

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

Department Learning Goals

I. Develop visual or aural literacy.

Students will:

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

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

Students will:

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

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

Students will:

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

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

Students will:

- Understand the role and value of cultural institutions in society.
- Recognize the roles and responsibilities of professionals in cultural institutions.

- Apply professional values and ethics in classes and internships.

Art and Music Departmental Honors

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

ART

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

Major in Art

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

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

Art History Track

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

The required courses are:

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

Studio Art Track

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

Minors in Art

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

Minor in Art

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

- Art History: Students must take four art history courses and one of the following studio art courses: ART 111, ART 112, ART 138, or ART 139.
- Studio Art: Students must take four studio art courses, one of which must be ART 111, ART 112, ART 138, and/or ART 139 plus one art history course.
- ART 100 is accepted for the art minor

Minor in Arts Administration

See page 59.

Minor in Photography

A minor in photography requires five courses from the following:

- ART/COMM 138 and/or 139

- Two or three from the following: ART/COMM 232, 237, 239, 256, 230.
- Either ART 249 or ART 154

Minor in Music

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

COURSES

Art Studio Courses

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

4 sem. hrs.

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

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

4 sem. hrs.

This introductory studio course immerses you in the evocative and complex world of color and its applications in art, design, and culture. Students learn color theory and develop technical, perceptual, and conceptual skills through hands-on weekly assignments, both formal and experimental. Working in paint and mixed media, you will explore the interdependent relationship between color and issues of visual communication. Requires no previous experience, although ART 111 is strongly encouraged. Kiely, Lynch, Ranganathan.

ART 117 Printmaking (M1) (F)

4 sem. hrs.

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

ART 119 Sculpture (M1) (F)

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

ART 183 Life Drawing (M1) (F)

4 sem. hrs.

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

ment, and more conceptual interpretations. Kiely, Ryskin.

ART 211 Drawing II: Contemporary Visions (S)

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

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

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

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

Develop basic painting skills while exploring the expressive potential of paint. This course instructs the beginning painter in the materials and techniques of painting. Students learn various indirect and direct approaches to painting – underpainting, glazing, impasto, wet-in-wet – developing formal, perceptual and critical skills. Emphasizes color as it relates to both individual expressive concerns and pictorial structure, and introduces students to examples of historical and contemporary painting. Kiely, Lynch.

ART 215 Screen Printing (M1) (S)

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

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

ART 216 Screen Printing and Propaganda (S)

4 sem hrs.

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

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ART 222 Collage & Mixed Media (S)

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

Recycle and transform your raw materials into art!

This course explores a variety of forms of representation from the 1950s to the present, focusing on collage and mixed media. Students work with traditional (ex: paint, drawing media) and non-traditional materials (ex: recycled and found materials) emphasizing experimentation, culminating in an independent body of work. Processes include photomontage, collage, assemblage, transfer techniques, and appropriation. Kiely.

ART/COMM 230 Special Topics in Photography

4 sem. hrs.

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

ART 231 Special Topics in Studio Art

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

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

ART 232 Advanced Digital Sandbox (S)

Prereq.: ART 139.

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

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

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

Emphasizes the making of fine art photographs with attention to the aesthetics of creating photographic images in conjunction with learn-

ing advanced exposure and printing technique. Students will work on projects to explore and deepen their ideas. Black and white photography in the traditional darkroom. Bresler.

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

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

How do you connect with honest, clear, and provocative story telling? In this class, students engage with the documentary tradition by investigating cultural, political, ideological, or personal topics of their own choosing. Along the way they are encouraged to refine their technical and aesthetic skills. Students work in digital, analog, color or black and white. Bresler.

ART/COMM 256 Approaches in Contemporary Photography (S)

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

From portraits to staged narratives, appropriation to the conceptual landscape, students explore a diverse range of methods and styles. Combining discussions, with visiting artists, field trips to gallery and/or museum exhibitions, students produce a final portfolio of deeply intentional and considered photographs. Bresler.

ART 331 Special Topics in Studio Art

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

Offers students an opportunity for immersion and advanced study in topical themes in studio art. Classes incorporate readings, trips to museums/galleries and visiting artist talks to develop critical awareness of the field. Students create a portfolio of related works as a final project. Topics or themes for a particular semester will be posted in advance of registration. Kiely, Lynch.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

What do we expect of art? What stories does it tell and why? How does it communicate to the viewer through purely visual means? How do we read a work of art? Students learn the language of western art from 1600 to the 20th century by studying how it looks, and the ideas and values it conveys over three centuries in Europe and the United States. Students become familiar with different periods in art, the careers of significant artists, and the historical role of women in the production and commissioning of art. Uses the collections of the Museum of Fine Arts and the Gardner Museum for class visits and discussions, as well as for individual study of the original works of art on view. Hanni.

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

4 sem. hrs.

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

[ART 174 (TC) Collecting Culture: Perspectives on Art Collections in Britain (M1)

4 sem. hrs. Not offered in 2014-2015.]

Studies significant collections of art and antiquities in museums, galleries, and country houses in and around London, how they were formed, and their relationship to changing social and political

contexts in Britain. Topics include classical and Assyrian art at the British Museum in relationship to empire building in 18th- and 19th-century England, portraiture as a document of changing aristocratic ideals and national identity, and the Victoria and Albert Museum as an example of social reform. Hanni.

ART 210 Architecture of Boston (F)

4 sem. hrs.

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

ART/EDUC 205 Thinking Through Art (F)

4 sem. hrs.

Examines how viewers and students acquire critical thinking skills through their observations and group discussions of art and studies student-centered learning and the inquiry method of teaching. Students will gain experience in facilitating discussion about works of art based on the Visual Thinking Strategies method developed by a Harvard psychologist and a museum educator. Students will study the theoretical underpinnings to VTS and will acquire practical experience in using the method. Group work, classroom observation, guest speakers, and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary. Grohe.

ART 241 Special Topics in Art History

4 sem. hrs.

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

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ART 243 Art in Europe: Romanticism, Impressionism, Expressionism (F)

4 sem. hrs.

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

[ART 244 20th-Century Art (S)]

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required to take ART 100, 141, or 142. Not offered in 2014-2015]

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

ART 245 American Art (M1) (F)

4 sem. hrs.

Studies painting, photography, sculpture, and architecture from the colonial period to the 20th century. Considers how the nation during various historical periods defined and presented itself through art. Explores the experiences of women artists in America and the role of the U.S. in the international art world. Investigates themes of portraiture, landscape, and the development of modernism. Examines artists such as Copley, Sargent, Homer, Cassatt, and O'Keeffe at the Museum of Fine Arts. Hole.

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

4 sem. hrs.

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

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

4 sem. hrs.

Was the Italian Renaissance a period of opportunity, new perspectives and changing values for women? In what ways did women participate in the creation and commissioning of art? What roles did they play as the subjects of art? What historical ideas influenced the places women inhabited in Renaissance society? Students will explore historical, social, and religious developments during the Renaissance as they influenced women's roles in society, including as writers, humanists, artists, and patrons of art. Students will become familiar with significant artists of the period, male and female, as they build their knowledge of the key ideas, values and practices of the period 1400-1600 in Italy. Class visits and individual study of the works from this period at the Museum of Fine Arts and the Gardner Museum. Hanni.

[ART 248 Women and Art (S)]

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required, to take ART 100, 141, or 142. Not offered in 2014-2015.]

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

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

4 sem. hrs.

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

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

4 sem. hrs. Not offered in 2014-2015.]

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

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

4 sem. hrs.

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

[ART 255 African American Art (M1)

4 sem. hrs. Not offered in 2014-2015.]

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

ART 343 Special Topics in Art History (S)

4 sem. hrs.

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

ART 347 Art of the Gardner Museum (S)

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

Examines the Isabella Stewart Gardner Museum in depth: the woman responsible for its existence, the cultural contexts in which it was formed around the turn of the century, and those in which it exists today. Through readings and course meetings at the museum, this upper-level seminar explores the spectacular collections at the Museum. Gardner's unique vision for displaying art in her palace, as well as the roles of various departments, and the challenges of being an idiosyncratic museum in 21st century America. Hanni.

ART 349 Directed Study (F, S)

4 sem. hrs.

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

ART 350 Independent Study (F, S)

4 sem. hrs. Staff.

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

4 or 8 sem. hrs.

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

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Interdisciplinary Major in Arts Administration

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

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

Art

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

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

In addition:

- ART 141 Introduction to Art History: Egypt to The Renaissance
- ART 142 Introduction to Art History: Baroque to the 20th Century
- AADM 143 State of the Arts: An Introduction to Arts Administration
- AADM 390 Arts in the Community

One elective in art history

Music

- MUS 120 Introduction to Music: The Middle Ages to Early Romanticism
- MUS 121 Introduction to Music: Early Romanticism to the Present
- AADM 143 State of the Arts: An Introduction to Arts Administration
- AADM 390 Arts in the Community

Three electives in music history, theory, or performance

Communications Track

- COMM 122 Writing and Editing Across the Media
- COMM 186 Introduction to Public Relations and Marketing Communications
- COMM 281 Writing for Public Relations and Integrated Marketing Communications

And two of the following courses:

- COMM 120 Communications Media
- COMM 121 Visual Communication
- COMM 123 Communications Technologies
- COMM 124 Media, Messages, Society
- COMM 210 Introduction to Graphic Design: Principles and Practices (requires COMM 123)
- COMM 220 Video Production
- COMM 244 Web I: Design for the World Wide Web (requires COMM 210)
- COMM 260 Journalism (requires COMM 122)
- COMM 262 Media Convergence
- COMM 310 Feature Writing (requires COMM 122)

Business Track

- MGMT 100 Foundations of Business and Management
- MGMT 221 Project Management
- MGMT 234 Organizational Communication and Behavior
- MGMT 238 Managing Your Venture's Financial Bottom Line
- MGMT 250 Marketing

Recommended:

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

Marketing Track

MGMT 100 Foundations of Business and Management
 MGMT 250 Principles of Marketing

And three of the following courses:

MGMT 230 Why We Buy
 MGMT 231 Creating Brand Value
 MGMT 232A Strategic Marketing Communications I: Advertising
 MGMT 232B Strategic Marketing Communications II: National Student Ad Competition
 MGMT 233 Developing Customer Relationships
 MGMT 348 The Sustainable Supply Chain
 MGMT 394 Comparative Retail Strategies

Recommended:

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

Minor in Arts Administration

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

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

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

4 sem. hrs.

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

AADM 253 Special Topics in Arts Administration (S)

4 sem. hrs.

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

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

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

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

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

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

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

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MUSIC

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

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

Majors in Music

Majors offered in music include arts administration, and a music major with a music history or an applied music (performance) track. The study of music can lead to careers in a wide variety of fields, including teaching, performance, arts administration, music editing and publishing, recording, programming for radio and television broadcasts, etc. The major in music would be enriched if combined with a major in another area, such as English, communications, management, or history.

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

Applied Music Track

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

Music History Track

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

Interdisciplinary Major and Minor in Arts Administration

The Department of Art and Music offers an interdepartmental major in arts administration with an emphasis in music. Information concerning this major begins on page 58. A minor in arts administration is also offered. See page 59.

Minor in Music

A music minor consists of four music history/theory courses and one elective in music history, theory, or performance. Normally, at least two courses must be at the 200 level or above. A minimum of 12 semester hours must be taken within the department to complete a minor in music.

Other Programs

The New England Conservatory of Music

Performance studies and theoretical courses regularly offered at the New England Conservatory of Music may be elected for credit by qualified students. Under the provisions of an inter-institutional agreement between the New England Conservatory of Music and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the conservatory, subject to certain specified conditions, the details of which should be obtained from the Department of Art and Music. A Simmons student who wishes to pursue a course at the conservatory must be recommended by the music faculty at Simmons College. The student will then be referred to the New England Conservatory of Music. Simmons College and the New England Conservatory reserve the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected. Please see additional information found under MUS 349 Directed Study on page 63.

The Simmons College Concert Choir

Danica Buckley, Music Director

The Simmons College Concert Choir is a 30- to 40-voice women's chorus open to all women in the Simmons community, including undergraduate, graduate, and continuing education students, as well as faculty and staff. Rehearsals begin in September and January and take place once a week. The Concert Choir prepares two programs each year, performing one major concert at the end of each semester, as well as with the New England Philharmonic Orchestra in Spring semester as invited. The repertoire includes classical music written for women's voices from the Renaissance to the 20th century. Some choral singing experience is helpful, but not necessary.

Minor in Performing Arts

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

COURSES

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

4 sem. hrs.

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

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MUS 111 How Music Works (S)

4 sem. hrs.

Discusses the music of numerous cultures and stylistic periods and their function within various societies. Introduces examples of nontraditional notation leading to discussions and analysis of diverse compositions. Requires a basic understanding of music notation and familiarity with the keyboard. Reviews and strengthens concepts from MUS 110. Note: MUS 110 and 111 are designed in sequence, but may be taken separately. Slowik.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

MUS 125 The Symphony (M1) (F)

4 sem. hrs

Enhances the listener's appreciation of symphonic music: symphonic trends from pre-classic through the 20th century, development of orchestral instruments and symphonic forms, and historical and biographical information about each composition and composer. Integrates live concerts by the Boston Symphony Orchestra in Symphony Hall and by the New England Philharmonic Orchestra. Slowik.

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

4 sem. hrs. Not offered in 2014-2015.]

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

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

4 sem. hrs.

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

[MUS 165 Music in Film (M1) (S)

4 sem. hrs. Not offered in 2014-2015.]

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

[MUS 222 Music in America (M1) (F)

4 sem. hrs. Not offered in 2014-2015.]

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

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

4 sem. hrs. Not offered in 2014-2015.]

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

MUS 234 The Romantic Century (M1) (S)

4 sem. hrs.

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

MUS 239 The Music That Changed the World (M1) (F)

4 sem. hrs.

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

MUS 349 Directed Study (F,S)

4 sem. hrs.

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

MUS 350 Independent Study (F, S)

4 sem. hrs.

Individualized projects at an advanced level. Slowik.

MUS/ART 370 Internship (F, S)

4 sem. hrs.

Refer to ART 370. Staff.

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2014-2015
2 = AY 2015-2016
M = Mode
* = Schedule
t.b.a.

Department of Biology

D. Bruce Gray, *Chair and Associate Professor*

Mary Owen, *Professor*

Jane Lopilato, *Associate Professor*

Elizabeth Scott, *Associate Professor*

Maria Abate, *Assistant Professor*

Randi Lite, *Associate Professor of Practice*

Charlotte Russell, *Senior Lecturer*

Jyl Richards, *Laboratory Manager*

Tracy Machcinski, *Laboratory Supervisor*

Victoria Galloway, *Administrative Assistant*

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

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

- Accelerated five year programs: BS Biology/MS Nutrition, BS Exercise Science/MS Nutrition, or BS Public Health/MS Nutrition (jointly offered with Nutrition Department in School of Health Studies).

- Certification for teaching biology at the middle school and secondary school levels is also possible by enrollment in the education department.

For further information about the Biology Department or the Premedical Program refer to the Simmons College Webiste.

Departmental Honors

The Department of Biology offers the opportunity for students in any of our six majors and education track to receive Departmental Honors upon graduation. Students who have earned an outstanding GPA in Simmons biology courses (minimum of six required) and who receive an A in Bio 355 (Senior Thesis in Biology) will receive Departmental Honors in Biology. The designation of Departmental Honors will appear on the student's transcript.

Departmental Recognition

This designation in Biology is given to those seniors whom the department considers to have completed outstanding work in the department. Such recognition is included on the student's transcript.

Major in Biology

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

graduate and professional schools.

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

Year 1:

BIOL 113 General Biology
BIOL 218 Principles of Zoology

Year 2:

BIOL 222 Animal Physiology
BIOL 225 Cell Biology

Year 3:

BIOL 336 Genetics

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

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

Minor in Biology

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

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

Education Track

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

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

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

Joint Major in Biochemistry

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

Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in

biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields.

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

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

Graduate School Preparation

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

Requirements:

First Year

- BIOL 113 General Biology
- BIOL 221 Microbiology
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 224 Organic Chemistry I
- MATH 120 Calculus I
- MATH 121 Calculus II

Sophomore Year

- BIOL 225 Cell Biology
- CHEM 225 Organic Chemistry II
- CHEM 216 Quantitative Analysis
- PHYS 112, 113 Fundamentals of Physics

Junior Year

- BIOL 337 Molecular Biology

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

Senior Year

- 300-level elective in chemistry or biology

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

Joint Major in Environmental Science

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

Tracks

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

Biology Track**First Year**

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

Sophomore Year

- MATH 118 Introductory Statistics
 (or Math 227 or Math 229)
 BIOL 218 Principles of Zoology
 or BIOL 221 Microbiology
 ECON 100 Principles of Microeconomics
 CHEM 112 Introductory Chemistry: Organic
 or CHEM 224 Organic Chemistry I

Junior Year

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

Senior Year

- BIOL 322 Evolution*
 PHIL 139 Environmental Ethics*

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

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

Electives

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

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

- BIOL 222 Animal Physiology
 BIOL 333 Marine Biology
 BIOL 336 Genetics
 BIOL 340 Plant Biology
 or BIOL 107 Plants and Society

- BIOL 345 Tropical Marine Biology (Field study travel)
 BIOL 347 Human Development and Genetics
 CHEM 216 Quantitative Analysis
 CHEM 227 Energy and Global Warming
 CHEM 342 Mechanistic Toxicology
 HON 308 Sustainability and Global Warming
 SURV 150 Overview of Surveying Technology (Wentworth) – GIS Skills
 MATH 120 Calculus I
 MATH 227 Biostatistical Design and Analysis
 NUTR 150 International Nutrition Issues
 PHYS 110 Introduction to Physics I
 PHYS 111 Introduction to Physics II

Three elective courses from the Arts and Humanities course list:

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

Independent Learning

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

Chemistry Track

First Year

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

Sophomore Year

- MATH 118 Introductory Statistics
 CHEM 224 Organic Chemistry I
 PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II

Junior Year

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

Senior Year

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

Electives (8 credits)

- Choose two:
 CHEM 225 Organic Chemistry II
 CHEM 341 Advanced Analytical Chemistry
 CHEM 342 Mechanistic Toxicology

Independent Learning

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

Exercise Science Program

This program provides a challenging educational experience for students who wish to pursue health/fitness careers. The major

provides hands on experience in the health/fitness industry tied to core academic preparation in the science of exercise and health. Students of exercise science will have the requisite coursework for graduate programs in Physical Therapy, Clinical Exercise Physiology, Kinesiology, and Exercise Science. Graduates of an exercise science program may work in commercial fitness centers, health clubs, community centers, corporate wellness programs, and nonprofit health promotion organizations. They may lead group exercise sessions, personal training sessions, and create and manage programs and facilities.

Exercise Science Major

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

First Year

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

Sophomore Year

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

Junior Year

- SNHS 361 Exercise Assessment and
 Prescription
 PSYC 232 Health Psychology
 BIOL 332 Exercise Physiology

PHYS 110 Introduction to Physics I
(prereq. for SNHS 362)
CPR with AED Training at Heartsaver level
(Health Care Provider level for DPT students)
First Aid Certification

Senior Year

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

For Students in the Accelerated Physical Therapy program:

PT 602 and 603 Integrated Clinical Experience (2 credit) and PT 610 and 612/650 Research Methods and Applying Research to Practice (5 credit) are equivalent to 8 credits of internship PT 625 Fundamentals of Movement Sciences I is equivalent to BIOL 362 Kinesiology PHYS 111 is both a requirement for the PT program and is an elective from the Exercise Science list.

Exercise Science Electives:

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

Minor in Exercise Science

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

BIOL 246 Foundations of Exercise and Health
BIOL 332 Exercise Physiology

MATH 118 Introductory Statistics
SNHS 361 Exercise Assessment and Prescription

Elective from the Exercise Science list.

For further information about the program in exercise science, contact Professor Randi Lite (Department of Biology). Students planning to attend medical, dental, or veterinary school should contact Professor Bruce Gray, Health Professions Advisor (Department of Biology), as early as possible to be sure to incorporate the courses required for admission to these professional schools.

Joint Major in Neuroscience and Behavior

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

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

First Year

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

Sophomore Year

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

Junior Year

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

Senior Year

- PB 347 Seminar in Psychobiology
 Majors select one of two concentrations to add to the core:

(A) Neurobiology Track

- CHEM 112 Introductory Chemistry: Organic or CHEM 224 Organic Chemistry I
 BIOL 225 Cell Biology
 BIOL 334 Neurobiology
 BIOL 337 Molecular Biology

An additional 200-level or higher biology course.

(B) Cognitive and Behavioral Track

- BIOL 342 Topics in Behavioral Biology
 PSYC 301 Research in Biopsychology or PSYC 303 Research in Cognitive Processes

A 200-level or higher biology course
 Two additional courses from the neuroscience list.

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

Neuroscience List

- PSYC 231 The Nature of Abnormal Behavior

- PSYC 232 Health Psychology
 PSYC 243 Cognitive Psychology
 PSYC 244 Drugs and Behavior
 PSYC 245 Memory and Learning
 PSYC 247 Perception
 PSYC 301 Research in Biopsychology
 PSYC 303 Research in Cognitive Processes
 CS 112 Introduction to Programming
 PHIL 136 Philosophy of Human Nature
 PHIL 238 Ways of Knowing
 BIOL 222 Animal Physiology
 BIOL 225 Cell Biology
 BIOL 231 Anatomy and Physiology I
 BIOL 334 Neurobiology
 BIOL 335 Developmental Biology
 BIOL 336 Genetics
 CHEM 112 Introductory Chemistry: Organic
 CHEM 223 Introduction to Biochemistry
 NUTR 111 Fundamentals of Nutrition Science
 or NUTR 112 Introduction to Nutrition Science

Independent Learning

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

Public Health Program

This program provides a unique and challenging educational experience for students who wish to combine an interdisciplinary liberal arts education with a specialty focus on public health. The major provides conceptual foundations and empirical bases for analyzing the interplay between science, society, and health, and prepares students for a variety of public health careers. The minor allows pre-med students and other health professions students an opportunity to augment their spe-

cialty education with this broad perspective. There is a rising demand for public health professionals, due to increased global concerns regarding infectious and chronic disease epidemiology, food and water safety, sanitation, and environmental health issues. Public health professionals have excellent employment prospects, as researchers, community health workers, and health program managers.

Public Health Major

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

First Year

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

Sophomore Year

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

Junior Year

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

Senior Year

PH 347	Seminar in Public Health
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Majors select one of two tracks to add to the core:

(A) Biology Track

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

Students must choose one additional course from the biology list:

Biology Electives

BIOL 245	Ecology
BIOL 338	Microbial Pathogenesis
BIOL 341	Microbiology of Food, Water, and Waste
CHEM 327	Energy and Global Warming
HON 303	HIV/AIDS Intersections of Science
IT 225	Health Informatics
MGMT 234	Organizational Communication and Behavior
MATH 227	Biostatistical Design and Analysis
MATH 229	Regression Models
NUTR 110	Sociocultural Implications of Nutrition
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology

(B) Social Analysis Track

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

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

Social Analysis Electives

AST/SOCI/	Race, Gender, and Health
WGST 232	
HON 303	HIV/AIDS Intersections of Science
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics
MATH 227	Biostatistical Analysis and Design
MATH 229	Regression Models
MGMT 234	Organizational Communication and Behavior
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology
SJ 220	Working for Social Justice
SJ 222	Organizing for Social Change
SOCI 210	Body Politics
SOCI 339	Qualitative Research Workshop
AST/SOCI/	Intimate Family Violence
WGST 365	

Independent Learning

This all-College independent learning requirement (eight semester hours) will be met through courses in the biology or sociology

departments, usually in the senior year. In the biology department it will be met through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis or BIOL 370 Internship. In the sociology department, it will be met through SOCI 350 Independent Study, SOCI 355 Thesis, or SOCI 370 Internship. Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

Public Health Resources in Boston

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

Minor in Public Health

The minor consists of the following five courses:

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

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

BS Biology/MS Nutrition Program

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Biology and a minor in chemistry and a Master's of Science degree in Nutrition. Graduates of this program

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

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

Year One

FYS 101	First Year Seminar
FYS 102	First Year Writing
BIOL 113	General Biology
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
	Modern Language (101)
BIOL 218	Zoology
or BIOL 221	Microbiology
CHEM 224	Organic Chemistry I
FYS 103	First Year Writing II
	Modern Language (102)

Year Two

CHEM 225	Organic Chemistry II
	Modern Language (201)
MATH 120	Calculus I
	Mode 1 Elective
CHEM 216	Quantitative Analysis
BIOL 225	Cell Biology
NUTR 112	Introduction to Nutrition Science
	Elective

Year Three

BIOL 231	Anatomy and Physiology I
CHEM 345	Biochemistry
NUTR 237	The Practice of Community Nutrition

Mode 2 Elective
 BIOL 232 Anatomy and Physiology II
 BIOL 300-level elective
 MATH 118 Introductory Statistics (M3)
 Mode 5 Elective

Year Four

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

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

BS Exercise Science/MS Nutrition Program

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

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

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

Year One

FYS 101 First Year Seminar
 FYS 102 First Year Writing
 BIOL 113 General Biology
 CHEM 111 Introductory Chemistry: Inorganic
 Modern Language (101)
 CHEM 112 Introductory Chemistry: Organic
 FYS 103 College Writing II
 Modern Language (102)

Year Two

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

Year Three

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

Mode 2 Elective*

BIOL 332 Exercise Physiology
 SNHS 361 Exercise Assessment and Prescription

PHYS 110 Introductory Physics I

Mode 5 Elective*

First Aid and CPR/AED Training

Year Four

SNHS 410 Research Methods***
 BIOL 370 Internship (8 credits)
 BIOL 362 Kinesiology
 Mode 6 Elective*
 SNHS 450 Health Care Systems***
 Elective from the exercise science list**
 Elective (general)
 Elective (general)

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

Exercise Science Electives:

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

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

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

BS Public Health/MS Nutrition Program

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences and the Nutrition Department, School of Health Sciences.

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

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

Requirements for the undergraduate Public Health major and graduate degree in Nutrition:**Year One**

FYS 101	First Year Seminar
FYS 102	First Year Writing
BIOL 113	General Biology
BIOL 104	Introduction to Environmental Science
SOCI 241	Health, Illness, and Society
CHEM 111	Introductory Chemistry: Inorganic
CHEM 112	Introductory Chemistry: Organic
FYS 103	College Writing II
	Modern Language (101)

Year Two

BIOL 221	Microbiology
MATH 118	Introductory Statistics
NUTR 112	Introduction to Nutrition Science
BIOL 246	Foundations of Exercise
	Modern Language (102)
	Mode 1 Elective*
BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II

Year Three

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

BIOL 347 Human Development and Genetics
 Modern Language (201)
 Mode 2 Elective*
 CHEM 223 Biochemistry
 NUTR 237 The Practice of Community Nutrition

Year Four

BIOL 350/370 Independent Study/Internship (8 credits)
 PH 347 Seminar in Public Health
 Biology Elective
 Mode 5 Elective*
 Mode 6 Elective*
 SNHS 410 Research Methods
 SNHS 450 Health Care Systems***

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

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

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

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

Policy on Combinations of Double Majors or Minors

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

COURSES

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

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

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

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

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

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

BIOL 104 Introduction to Environmental Science (S-1)

4 sem. hrs.

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

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

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

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

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

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

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

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

4 sem. hrs.

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

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

4 sem. hrs. Prereq.: Admittance in the Honors Program.

See description for BIOL 113 General Biology. Staff.

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

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

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

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

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

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

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

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

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

BIOL 222 Animal Physiology (F-1,2)

4 sem. hrs. Prereq.: BIOL 113, Chem 111 or 113.

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

BIOL 225 Cell Biology (S-1,2)

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

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

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

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

Presents an integrated approach to the fundamental facts and concepts of human anatomy and physiology. Examines the constituents of the human body through investigation of tissue types and histology, with further emphasis on skeletal/muscular and nervous systems, and endocrine control. Laboratory includes histology, gross anatomy, dissection, and physiological experiments. Lite, Russell.

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

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

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

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

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

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

4 sem. hrs. Prereq.: BIOL 123; BIOL 231; CHEM 110. See description for BIOL 232 Anatomy and Physiology II. Gray, Staff.

[BIOL 245 Principles of Ecology (F-1)

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

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

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

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

BIOL 322 Evolutionary Biology (F-2)

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

[BIOL 331 Immunobiology (S-1)

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

BIOL 332 Exercise Physiology (F-1,2)

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

BIOL 333 Marine Biology (S-1)

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

BIOL 334 Neurobiology (F-2)

4 sem. hrs. Prereq.: BIOL 225 or BIOL 231 or Psy 201 or consent of the instructor. Introduces human brain function using comparative and evolutionary concepts with emphasis on molecular, cellular, and neurophysiological techniques. Uses neuropathologies and disorders to illustrate basic concepts. Laboratory introduces students to neuroanatomy and basic techniques in neuroscience research. Gray.

BIOL 335 Developmental Biology (S-2)

4 sem. hrs. Prereq.: BIOL 225. Studies the morphological changes that occur in the development of organisms and the molecular events that underlie these processes. Laboratory sessions explore the development of many organisms, including vertebrates, invertebrates, and plants. Owen.

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BIOL 336 Genetics (F-1,2)

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

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

BIOL 337 Molecular Biology (S-1)

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

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

BIOL 338 Microbial Pathogenesis (F-2)

4 sem. hrs. Prereq.: BIOL 225.

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

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

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

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

BIOL 340 Plant Biology (S-2)

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

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

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

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

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

BIOL 342 Behavioral Biology (F-1)

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

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

BIOL 345 Tropical Marine Biology (S-2)

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

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

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

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

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

BIOL 347 Human Development and Genetics (F-1)

Prereq.: BIOL 104 and BIOL 113.

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

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

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

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

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

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

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

BIOL 355 Thesis (S-1,2)

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

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

BIOL 362 Kinesiology (S-1,2)

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

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

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

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

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

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

4 sem hrs. Prereq: Consent of the instructor.

Normally open to only senior Neuroscience and Behavior majors.

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

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

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

Normally open only to Senior Public Health Majors.

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

School of Nursing and Health Sciences Courses for Exercise Science Majors**SNHS 361 Exercise Assessment and Prescription (S-1,2)**

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

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

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Department of Chemistry and Physics

Richard W. Gurney, *Chair and Associate Professor*

Michael D. Kaplan, *Professor*

Leonard J. Soltzberg, *Professor Emeritus*

John Warner, *Visiting Professor*

Michael J. Berger, *Associate Professor*

Jennifer A. Canfield, *Associate Professor*

Nancy E. Lee, *Associate Professor*

Erica M. Gunn, *Assistant Professor*

Michael Jordan, *Senior Lecturer*

Changqing Chen, *Senior Lecturer*

Cheryl L. Lavoie, *Senior Lecturer*

Stephanie Walker, *Senior Lecturer*

Mirela G. Mustata, *Senior Lecturer*

Joseph Genevich, *Physics Lab Technician*

Kris McDonough, *Administrative Assistant*

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

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

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

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

- Interdisciplinary major in environmental science (tracks in chemistry or biology).

- Dual degree in chemistry (B.S.) and pharmacy (PharmD), in collaboration with Massachusetts College of Pharmacy and Health Sciences.
- Joint major in chemistry and management.
- MAT in teaching chemistry fast-track - (The MAT fast-track program permits students to decrease the time required to obtain a master's degree by starting graduate courses during the undergraduate years. A science major may pursue this program to obtain secondary school teaching credentials).
- M.S. in science librarianship fast-track – (The program in library and information science will appeal to students interested in the application of new technology to science information retrieval).
- Minor in sustainability.
- Minor in physics of materials.
- M.S. in Chemistry or Applied Physics (through an articulation agreement with the University of Oregon Masters Internship Program - a 1-year program - following the Simmons B.S. in Chemistry, Biochemistry or Physics). For the Program in Physics, see pages 210-213.

Students who major in a program of study in Chemistry or Physics can use one AP test score of five to replace CHEM 113, a core requirement of the major. Students who major in a program of study in Chemistry or Physics can use an IB test score of six or seven to replace CHEM 113 or CHEM113 & CHEM226, respectively. Enrollment in CHEM115 in the Fall term, instead of CHEM113, is recommended for these students.

Honors in Chemistry and Physics:

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

categories – work in the laboratory, written thesis document, and thesis defense.

Student Competencies:

Knowledge-Based

All our graduates will be able to:

- Master a broad set of chemical knowledge in the basic areas of the discipline (organic, inorganic, analytical, physical, and biological chemistry).
- Solve quantitative and qualitative problems competently by: identifying the essential parts of a problem and formulating a strategy for solving the problem, rationally estimating the solution to a problem, applying appropriate techniques to arrive at a solution, testing the correctness of the solution, and interpreting the results.

Performance/Skills-Based

All our graduates will demonstrate the ability to:

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

Professional

All graduates will:

- Maintain the integrity of data and demonstrate ethical and professional standards, in accordance with the American Chemical Society guidelines for professional conduct.

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

American Chemical Society Certified Majors

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

Major in Chemistry

B.S. graduates in chemistry work in laboratories developing pharmaceuticals, cosmetics, energy resources, solutions to environmental problems, and other areas of modern industry. A chemistry bachelor’s degree is also excellent

preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. With the M.S. or Ph.D., a scientist can take responsibility for planning research and supervising laboratories. Excellent career opportunities are found in private industry, in government laboratories, and on college and university faculties.

Sequencing Requirements

Students considering a major in chemistry should take CHEM 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take CHEM 111 instead of 113. MATH 101 will be recommended by advisors for students in chemistry who may need to review basic mathematical concepts. By the middle of the junior year, students should have taken MATH 220 and PHYS 112 and 113.

Major in Chemistry

First Year

CHEM 113	Principles of Chemistry
CHEM 216	Quantitative Analysis
MATH 120	Calculus I
MATH 121	Calculus II

Sophomore Year

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

Junior Year

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

Senior Year

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

300-level electives in chemistry include:
 CHEM 341 Advanced Analytical Chemistry
 CHEM 342 Mechanistic Toxicology
 CHEM 343 Advanced Topics in Modern Chemistry
 CHEM 345 Biochemistry
 CHEM 347 Advanced Topics in Biochemistry

ACS Certified Major in Chemistry

To meet ACS Certification, the student's program must also include CHEM248 (Junior Year) and CHEM 345 or CHEM 223 (Senior Year). The two additional 300-level electives must be chosen from CHEM 341, CHEM 342, CHEM 343, or CHEM 347.

Interdisciplinary Major in Biochemistry

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

venient to take MATH 120 and/or MATH 121 during the summer. The advanced biochemistry lab, CHEM 347, provides an opportunity to learn more advanced techniques in biotechnology in a fully research integrated environment.

ACS Certified Major in Biochemistry

First Year

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

Sophomore Year

BIOL 225 Cell Biology
 CHEM 224 Organic Chemistry I
 CHEM 226 Organic Chemistry II
 PHYS 112, 113 Fundamentals of Physics

Junior Year

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

Senior Year

300-level elective in chemistry or biology

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

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

Joint Major in Environmental Science

Environmental Science is a joint major offered by the Departments of Biology and Chemistry. This major recognizes the importance of environmental problems in the

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

Tracks

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

The suggested sequence for core courses is:

Biology Track

First Year

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

Sophomore Year

MATH 118 Introductory Statistics
 (or MATH227/MATH229)
 BIOL 218 Principles of Zoology
 or BIOL 221 Microbiology
 ECON 100 Principles of Microeconomics
 CHEM 112 Introductory Chemistry: Organic
 or CHEM 224 Organic Chemistry

Junior Year

BIOL 245 Ecology*
 ENVI 201 Environmental Forum**

Senior Year

BIOL 322 Evolution*
 PHIL 139 Environmental Ethics*

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

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

Electives

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

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

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

- Three elective courses from the Arts and Humanities course list:
- ART 245 American Art
- ECON 239 Government Regulation of Industry
- ECON 247 Environmental Economics
- ECON 145 Economics of Sustainability and Resource Use
- HIST 205 Global Environmental History
- MGMT 224 Socially-Minded Leadership
- POLS 101 Introduction to American Politics
- POLS 102 Introduction to International Politics
- POLS 217 American Public Policy
- POLS 220 International Organization and Law
- SOCI 241 Health, Illness, and Society
- SOCI 245 International Health
- SOCI 267 Globalization

Chemistry Track

First Year

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

Sophomore Year

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

Junior Year

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

Senior Year

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

Electives (8 credits)

Choose two:

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

Independent Learning

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

Joint Major in Chemistry-Management

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons (e.g., public relations, political advising, and lobbying). The independent learning requirement is ordinarily fulfilled by MGMT 370 Internship (eight semester hours) in a project related to the management or financial aspects of science related organizations, such as science museums or hospital laboratories. These internships are administered by the management program according to the normal procedures of MGMT 370. In rare instances, the independent learning requirement may be fulfilled by CHEM 355 (eight semester hours) or by a non-science related internship in MGMT 370.

First Year

- CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry
CHEM 224 Organic Chemistry
MATH 120 Calculus I
MATH 121 Calculus II

Sophomore Year

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

Junior Year

- CHEM 331 Thermodynamics and Kinetics
or CHEM 332 Quantum Mechanics and
Molecular Structure
ECON 101 Principles of Macroeconomics
MGMT 110 Financial Accounting
MGMT 234 Organizational Communication
and Behavior
MATH 118 Introductory Statistics
(or MATH227/MATH229)

Senior Year

- MGMT 250 Marketing
or MGMT 260 Finance
Chemistry elective
Internship/independent study
CHEM 390 Chemistry Seminar

Strongly recommended electives:
MGMT 340 Strategy and the remaining course
from MGMT 250 or MGMT 260.

Dual-Degree Program in Chemistry and Pharmacy

Under the provisions of an inter-institutional agreement with the Massachusetts College of Pharmacy and Health Sciences (MCPHS), Simmons College offers a seven-year dual degree program for Simmons students, leading to the BS degree in chemistry from Simmons and the PharmD degree from MCPHS. Interested students should consult the chair of the chemistry department (Gurney)

or the chemistry pharmacy advisor (Lee).

Pharmacy is an integral part of the health care community and industry. The PharmD degree, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, ambulatory care, long-term care, regulatory agencies, and practice management. The dual-degree program requires one year more to complete than a regular entry-level six-year PharmD but, by adding the BS in chemistry, offers more flexibility in career options, particularly for a student who is interested in research.

MCPHS, a member of the Colleges of the Fenway consortium, is located on Longwood Avenue, one block from Simmons, and accredited by the New England Association of Schools and Colleges and the Accreditation Council on Pharmacy Education. It was organized as a private institution in 1823 to educate men and women in the profession of pharmacy. In addition to the professional PharmD degree, MCPHS offers undergraduate and professional degrees in a number of health-related areas and research-oriented MS and PhD degrees in the pharmaceutical sciences.

The curriculum begins with three full years at Simmons. In the second semester of her third year, a student enrolls for the three-credit course Health Care Delivery at MCPHS and follows the normal MCPHS transfer procedures. In the fourth year, eight semester hours of senior research plus seminar are carried out at Simmons, and an almost full load of coursework in pharmacy is started at MCPHS. The fifth and sixth years are spent entirely at MCPHS, and the pharmacy curriculum is completed in the seventh year with 36 weeks of experiential education.

Students fulfill the degree requirements of both institutions; no degree is awarded until the entire program is complete. At that time, the student receives a PharmD degree from MCPHS and a BS degree in chemistry from Simmons.

Licensure in pharmacy in Massachusetts requires 1,500 hours of internship (practical pharmacy) plus a state board examination.

One thousand hours of the internship are arranged by the student and are paid. The student usually begins the internship with summer or academic-year appointments after transferring to MCPHS. The balance of the internship requirement is met by satisfactory completion of the experiential education during the seventh year. State licensing examinations are generally taken during the summer following graduation.

Students interested in the dual-degree program should talk to the chair of the chemistry department as early as possible in their programs. Students apply for admission to MCPHS during their junior year at Simmons through MCPHS's normal transfer student admission process. Although MCPHS agrees to give qualified Simmons students preference, it is their right to determine final suitability for entry into the professional pharmacy program.

Requirements for the Chemistry major: (First three years plus independent study)

Year One

BIOL 113 General Biology
 BIOL 218 Principles of Zoology
 CHEM 111 Introductory Chemistry: Inorganic
 or CHEM 113 Principles of Chemistry
 CHEM 216 Quantitative Analysis
 MATH 120 Calculus I
 MATH 121 Calculus II

Year Two

BIOL 221 Microbiology
 CHEM 224 Organic Chemistry I
 CHEM 225 Organic Chemistry II
 PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II
 PSYC 101 Introduction to Psychological
 Science
 COMM 181 Public Speaking and Group
 Discussion

Year Three

CHEM 331 Thermodynamics and Kinetics
 CHEM 332 Quantum Mechanics and
 Molecular Structure
 CHEM 345 Biochemistry

ECON 101 Principles of Macroeconomics
 MATH 118 Introductory Statistics
 (or MATH227/MATH229)

Year Four

CHEM 355 Independent Study with Thesis

A detailed description of the dual-degree program is available from the Chemistry Department office.

Minor in Chemistry

A minor in chemistry consists of one introductory course (111 or 113), one or two 200-level courses, and one or two 300-level courses. CHEM 112 may be substituted for a 200-level course for the purposes of a minor in chemistry. Minors can be designed to meet the special interests of a variety of students. An environmental interest would be met by the CHEM 111 or 113, 112, 216, 227 and 341 or 342 sequence, math majors could elect CHEM 111 or 113, 112, 216, 332, and 343, biologists could easily obtain a chemistry minor by electing CHEM 111 or 113, 216, 224, 225, and 345. Students in majors constructed from the offerings of two departments (biochemistry, environmental science) do not obtain a minor in either department. No more than one course in the minor should be taken pass/fail.

Minor in Physics of Materials

Please see the description under The Program in Physics.

Minor in Sustainability

The minor is anchored in the Environmental Forum (ENVI 201) and Environmental Ethics (PHIL 139), providing a common experience for all students electing this minor. The selection of elective courses within the minor should be undertaken in consultation with the student's major advisor or another faculty member with an interest in issues of sustainability. The courses should form a cohesive and thematic thread of courses that complement the major. The Environmental Forum is a required two credit course that focuses on

topics related to sustainability and the environment, encourages an active dialog between students and invited expert speakers, and provides an integrative thread to the minor. In addition, this course has a service-learning component that connects sustainability to the community. Environmental Ethics, two semesters of the Environmental Forum, and a total of twenty credits, are required for the minor, with one course from each group below. Note CHEM 221 (Cultural Ecology and Sustainability: Lessons from Iceland) can be used in place of one the Environmental Forum courses.

Scientific Issues

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

Economic and Political Issues

- ECON 247 Environmental Economics
 [ECON 145 Economics of Natural Resource Use and Sustainability]
 [POLS 217 American Public Policy (M5)]

Social Issues

- HIST 205 Global Environmental History (M5)]
 [MGMT 224 Socially Minded Leadership (M6)]
 [MGMT 229 Corporate Social Responsibility]
 [MGMT 348 The Sustainable Supply Chain]
 [S] 220 Working for Social Justice (M6)]
 SOCI 321 Sociology of Food
 [SOCI 245 International Health]

The courses in [brackets] do not require prerequisites.

Integrated BS/MAT or MS Programs

Integrated programs permit students to obtain bachelor's and master's degrees in less time than it would take to do the programs separately. Students begin the master's degree program during their junior and senior years. The integrated program in education,

described under the Department of Education on page 121 helps to fulfill a great unmet need for qualified chemistry teachers at the high school level. The integrated program in chemistry and library and information science leads to a BS in chemistry and a MS in library and information science. Information about this program can be obtained from the chemistry department or from the Graduate School of Library and Information Science. Biotechnology and other private-sector and government research organizations actively seek science information specialists with this combination of qualifications.

COURSES

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

4 sem. hrs.

Examines the role that the natural sciences play in analyzing physical evidence collected at a crime scene. Students begin by defining science and understanding why the government has placed special qualifiers on scientific expert witnesses. Students will survey the sciences used in a modern crime lab to understand the principles behind the analyses. Three hours lecture, one four-hour laboratory per week. Hebard.

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

4 sem. hrs.

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

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

4 sem. hrs.

Designed for students majoring in nursing, physical therapy, or nutrition. Covers basic concepts with special reference to inorganic compounds, including chemical equations, the periodic table, chemical bonding, and equilibrium. Assumes

no previous knowledge of the subject or sophisticated background in mathematics. Laboratory correlates with and amplifies the lecture material and presents fundamental laboratory techniques, including instrumental methods. Three lectures, one discussion period, and one laboratory per week. Walker.

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

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113. Covers nature of the covalent bond, structure of organic compounds, and their reactions and reaction mechanisms. Introduces structure and biochemical functions of compounds important to life. Three hour lecture, and one laboratory per week. For concentrators in paramedical or science-related fields. CHEM 112 is not adequate preparation for CHEM225. Lee, Chen.

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

4 sem. hrs. Prereq.: A satisfactory score on the Simmons chemistry placement examination. Provides a quantitative development of a few fundamental topics: connections between chemical behavior and molecular structure, with special reference to molecular modeling, dynamic chemical processes, and energy, entropy, and chemical equilibrium. Emphasizes applications of chemistry to real-world problems. Laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures and one laboratory per week. Berger.

CHEM 115 Introduction to Chemistry Research

4 sem.hrs. Prereq.: A satisfactory score on the Simmons chemistry placement examination or an AP Score of 4 or 5, or an IB Score of 5, 6, or 7 Introduction to the Chemistry Research Laboratory is a lab-intensive course that introduces students to chemical research skills in a laboratory setting, while building upon the topics of bonding, chemical reactivity, molecular structure, periodic trends of the elements and much more. Upon conclusion of the course, students will have learned how to safely use a variety of lab equipment, develop research plans, conduct experiments to implement the research plan, and write and present a research report. Eight hours of lab per week, lectures on demand. Staff.

CHEM 216 Quantitative Analysis (S-1,2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113 or CHEM115.

Presents theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base, redox equilibria and their application in potentiometric, gravimetric, titrimetric, and coulometric methods, spectrophotometry, chromatographic separations, and analytical data evaluation and computer data reduction. Three hours lecture, one discussion period and a four-hour laboratory per week. Berger.

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

4 sem. hrs.

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

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

4 sem. hrs. Prereq.: CHEM 112 or CHEM 224 & CHEM225.

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

CHEM 224 Organic Chemistry I (F2)

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

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

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* = Schedule t.b.a.

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

4 sem. hrs. Prereq.: CHEM 224.

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

CHEM 227/327 Energy and Global Warming (F1)

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

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

CHEM 248 Inorganic Chemistry (F-1,2)

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

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

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

4 sem. hrs. Prereq.: CHEM 216, PHYS 113, and MATH 121.

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

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

4 sem. hrs. Prereq.: CICHEM 216, PHYS 113, and MATH 12; PHYS201 strongly recommended.

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

CHEM 341 Advanced Analytical Chemistry (F-1)

4 sem. hrs. Prereq.: CHEM 216.

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

CHEM 342 Mechanistic Toxicology (F-2)

4 sem. hrs. Prereq.: CHEM 225.

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

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

4 sem. hrs.

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

CHEM 345 Biochemistry (F-1,2)

4 sem. hrs. Prereq.: CHEM 216, CHEM225 and BIOL225 or consent of the instructor.

Covers organizing principles of living systems, structure and function of proteins, sugars, and lipids, mechanism and kinetics of enzymes, introduction to bioenergetics, and integration and control of metabolic pathways. One laboratory per week emphasizes modern instrumentation such as Western blotting, column chromatography, HPLC, and spectrophotometer metric methods. Canfield.

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

4 sem. hrs. Prereq.: CHEM 345.

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

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

4 or 8 sem. hrs.

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

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

4 or 8 sem. hrs.

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

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

8 sem. hrs.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. Research may be conducted on the Chemistry/Physics Floor or at a local research laboratory in the form of a mentored internship. Results presented in a thesis, oral, and a poster presentation. Students must concurrently enroll in CHEM390. Berger, Canfield, Chen, Gunn, Gurney, Lee, Kaplan, Walker.

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

1 sem. hr.

Required of all chemistry, chemistry/pharmacy, and biochemistry majors completing CHEM 355. Other interested students are invited to attend. Canfield.

Courses taught through the Colleges of the Fenway**ENVI 200 Environmental Forum [Colleges of the Fenway] (S-1,2)**

2 sem. hrs.

Provides a forum for different disciplines and interests to assess current environmental topics. Examines scientific, socioeconomic, and political aspects of environmental issues. Includes a service learning component and encourages interaction with local, regional, and national environmental advocates. Students will develop applied research skills and make oral and written presentations. Staff.

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Program in Children's Literature

Cathryn M. Mercier, *Director and Professor*

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

4 sem. hrs.

Provides a broad overview of the field of children's and young adult literature, including historical and contemporary considerations, criticism, and representative works from major genres. Sophomore standing. Mercier.

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

Simmons offers an accelerated program that allows our undergraduate students to acquire the MA in Children's literature or the MFA in Writing for Children within one year of completing their undergraduate studies at the College. The accelerated BA/MA program requires 32 credits beyond the Simmons baccalaureate degree for the MA; the BA/MFA student must complete 28 credits beyond the Simmons baccalaureate degree. Applications should be filed before the beginning of the student's senior year and must include an interview with the program director.

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

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

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

Master of Arts in Children's Literature

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

Master of Fine Arts in Writing for Children

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

Department of Communications

Ellen Grabiner, *Chair and Associate Professor*

Bob White, *Professor*

Judith Aronson, *Associate Professor*

James Corcoran, *Associate Professor*

Len Mailloux, *Senior Lecturer*

Judith Richland, *Senior Lecturer*

Andrew Porter, *Lecturer and Internship Director*

Dane Groves, *Multimedia Classroom Manager*

Lydia Hardy, *Assistant Lab Manager*

Yasmin Solomon, *Administrative Assistant*

Additional Teaching Faculty

Sidney Berger

The mission of the Department of Communications at Simmons College is to ensure that students receive a strong liberal arts education while also providing them with strong career preparation. It is an experiential learning environment that encourages students to become lifelong learners committed to excellence. It is an environment that seeks a balance between concepts and theory, and the skills needed to produce media content in any professional setting where people use technology to exchange information. Those settings include business, education, and social services, as well as journalism, broadcasting – TV, radio, and Internet – newspapers, magazines, public relations, advertising, and graphic design. That combination prepares our students for jobs today—and for the jobs of tomorrow— because we know that rapid changes in technology will demand that our students know how to adapt to dramatic changes in their work. It also is an approach that is highly interdisciplinary – drawing from political science and international relations, art, sociology, and cinema and media studies.

Major in Communications

The major in communications focuses on “how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media.” Meaning generation is central to the work we do in the Department of Communications; that focus is the tie that binds together the concentration areas within the major and the core courses required of all majors. Whether a student is studying journalism, graphic design, public relations and marketing communications, or new media, she is learning how to create meaning. The curriculum also emphasizes media convergence – the intersection and interaction of print, electronic, and digital media – that is at the center of what is going on in the real world. Students are prepared to work across each of these communication platforms. This program of study culminates in advanced coursework and capstone experiences like internships, independent study, and Studio Five — the department’s student-run, professional communications workplace. Each student majoring in communications is required to take 40 semester hours of study in the Department of Communications.

Step One: Three courses (12 semester hours)

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

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

Step Four: Independent learning options (options offered by the department to fulfill the all-College independent learning requirement of 8 semester hours)

Step Five: Senior Seminar/StoryTelling (4 semester hours)

Step One: The Communications Core Requirements

The major requires three core courses that explore the areas of media and society, writing and editing, visual communication and the

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technology currently driving emerging media. A blend of theory and hands-on, practical projects prepares students for further developmental work in one of the department's concentrations of study.

COMM 121 Visual Communication

COMM 122 Writing and Editing Across the Media

COMM 124 Media, Messages, and Society

Students should complete the three core courses by the end of the second year of study in a four-year program. A student should declare her major at the end of the sophomore year. In this recommended sequence, the student would complete the core and then choose a track to declare at this time.

Step Two: Developmental Coursework

The department's academic program comprises four concentrations of study within the Communications major and two joint majors. They are:

- Concentration in Graphic Design
- Concentration in Journalism
- Concentration Media Arts
- Concentration in Public Relations/Marketing Communications
- Major in Web Design and Development (joint major with Computer Science)
- Major in Arts Administration (joint major with Management and Art and Music)

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

Step Three: Required Electives

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

areas of the discipline.

Step Four: Senior Seminar/StoryTelling (Capstone experience)

This capstone course extends the theoretical underpinnings offered in the department while providing students with an opportunity to develop a senior project that reflects their concentration area. The course examines the role of stories in shaping human experience and meaning, the elements that are necessary to create a good story, and the ways that digital technologies disrupt our conventional understanding of how stories are told.

Step Five: Independent Learning Options (Capstone Experiences)

Students majoring in communications have four options to complete the all-College independent learning requirement. Ideally, the student should choose two of the four to complete the independent learning requirement of eight credits. Students may take up to 16 credits of field-based independent credits.

COMM 350 Independent Study

COMM 370 Internship

COMM 380 Field Experience

COMM 390 Studio Five: A Communications Workplace

Departmental Honors

The Department of Communications offers the opportunity for majors to receive departmental honors. Students in Comm 344, Senior Seminar, which is the required capstone for the major, who have a superior record in the major and who receive an A on their senior project and an A in the seminar will receive departmental honors. Student projects will be reviewed and graded by both the faculty member teaching the seminar and at least one additional faculty member in the student's concentration area. The designation of departmental honors will appear on the student's transcript.transcripts.

Departmental Recognition

The Department of Communication does not

offer the designation “departmental recognition.” Instead, outstanding students may be named to Lambda Pi Eta, the national honor society for students in communications.

Concentrations in the Communications Major

Graphic Design Concentration

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

Prerequisites/Requirements Outside the Communications Department

May be taken concurrently with the Communications core.

The following three studio art courses:

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

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

- ART 141 Introduction to Art History:
Egypt to Mannerism
- ART 142 Introduction to Art History:
Baroque to the 20th Century
- Design History at Mass Art or other university with consent of design advisor.

Step Two

Four required courses:

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

Step Three

Two electives, at least one at the 300-level:

- COMM 244 Design for World Wide Web
- COMM 246 Digital Imaging for Design
- COMM 262 Media Convergence
- COMM 320 Media and the First Amendment
- COMM 322 Digital Cultures: Communication and New Media

- COMM 328 Special Topics (when appropriate)
- COMM 333 Web II: Motion Graphics for the Web

Step Four

- COMM 344 Senior Seminar/Storytelling

Journalism Concentration

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

Step Two

- Three required courses:
- COMM 260 Journalism
- COMM 265 Editing Copy and Proof
- COMM 320 Media and the First Amendment

Step Three

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

- COMM 163 Radio Operations
- COMM 181 Public Speaking and Group Discussion
- COMM 262 Media Convergence
- COMM 263 Broadcast Writing
- COMM 268 Human Rights in South Africa
- COMM 269 Globalization on a Shoestring
- COMM 310 Feature Writing
- COMM 315 Opinion/Editorial Writing
- COMM 322 Digital Cultures: Communication and New Media
- COMM 328 Special Topics in Communications (when appropriate)

Step Four

- COMM 344 Senior Seminar/Storytelling

Media Arts Concentration

Students may pursue a media arts concentration that combines written, visual, and electronic media.

Step Two

- Three required courses:
- COMM 120 Communications Media
- COMM 210 Introduction to Graphic Design:
Principles and Practice
- COMM 262 Media Convergence

Step Three

Three elective courses, at least one 300-level:

- COMM 163 Radio Operations
- COMM 220 Video Production
- COMM 222 Animation
- COMM 240 Intermediate Graphic Design:
 - Typography
- COMM 244 Design for WWW
- COMM 246 Digital Imaging for Design
- COMM 248 Intermediate Graphic Design II:
 - Type and Image
- COMM 260 Journalism
- COMM 263 Broadcast Writing
- COMM 269 Globalization on a Shoestring
- COMM 320 Media and the First Amendment
- COMM 322 Digital Cultures: Communication and New Media
- COMM 328 Special Topics in Communications (when appropriate)
- COMM 333 Web II Motion Graphics for the Web

Web Design and Development (Joint major with Computer Science)

For more information, please see page 107.

Interdisciplinary Major in Arts Administration

For more information, please see page 58.

Interdisciplinary Major in Public Relations and Marketing Communications

The Interdisciplinary Major in Public Relations and Marketing Communications is designed to provide grounding and experience in public relations focused writing as well as a firm understanding on the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students can receive a BA or BS in Pr/MarCom based on electives selected. The Department

of Communications houses the major, in collaboration with SOM's Marketing, Operations and Strategy department.

Required Core Courses

- COMM 121 Visual Communications
- COMM 122 Writing and Editing Across the Media
- COMM 186 Introduction to Public Relations & Marketing Communications
- COMM 210 Introduction to Graphic Design
- COMM 281 Writing for Public Relations & Marketing Communications
- COMM 325 Public Relations Seminar
- MGMT 100 Foundations of Business and Management
- MGMT 230 Why We Buy
- MGMT 238 Managing Your Venture's Financial Bottom Line
- MGMT 250 Principles of Marketing

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

Electives

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

- COMM 124 Media, Messages and Society
- COMM 163 Radio Operations and Performance
- COMM 181 Public Speaking
- COMM 240 Intermediate Graphic Design:
 - Typography
- COMM 244 Web
- COMM 260 Journalism
- COMM 262 Media Convergence
- COMM 286 Advertising/MGMT 232A
 - Strategic Marketing Communications: Advertising
- COMM 310 Feature Writing
- COMM 315 Op/Ed
- COMM 322 Digital Cultures

COMM 326 Advertising and Copywriting/
MGMT 232B Strategic Marketing
Communications: National
Student Ad Competition

COMM 333 Motion Graphics

COMM 344 Senior Seminar/Storytelling

COMM 390 Studio Five

MGMT 221 Project Management

MGMT 224 Socially Minded Leadership

MGMT 229 Corporate Social Responsibility

MGMT 231 Creating Brand Value

MGMT 234 Organizational Behavior

MGMT 320 Negotiations and Change
Management

MGMT 335 Marketing Research

MGMT 392 Marketing Decision-making

Recommended for the PR/MarCom major are ECON 100 Principles of Microeconomics and PSYC 101 Introduction to Psychological Science.

Minors in Communications

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

Graphic Design

Required

COMM 121 Visual Communications

COMM 210 Introduction to Graphic Design

COMM 240 Intermediate Graphic Design I:
Typography

Electives for Non-Art Majors – (select 2)

ART 111 Drawing

ART 112 Color

COMM/ART 138 The Poetry of Photography

Electives for Art Majors (select 2)

COMM 244 Web I: Design for the
World Wide Web

COMM 246 Digital Imaging for Design

COMM 248 Intermediate Graphic Design II:
Type and Image

COMM 262 Media Convergence

COMM 320 Media and the First Amendment

COMM 328 Special Topics (when appropriate)

COMM 333 Web II: Motion Graphics for
the Web

COMM 340 Advanced Design

Journalism

Required

COMM 122 Writing Across the Media

COMM 260 Journalism

COMM 265 Editing Copy and Proof

Electives (select 2)

COMM 124 Media, Messages, & Society

COMM 262 Media Convergence

COMM 263 Broadcast Writing

COMM 268 South Africa

COMM 310 Feature Writing

COMM 315 Opinion/Editorial Writing

COMM 320 Media and the First Amendment

COMM 322 Digital Cultures: Communication
and Social Media

COMM 328 Special Topics (when appropriate)

Media Arts

Required

COMM 120 Communications Media

COMM 121 Visual Communications

COMM 124 Media, Messages, and Society

Electives (select 2)

COMM 210 Introduction to Graphic Design

COMM 220 Video Production

COMM 222 Animation

COMM 244 Web I: Design for the World
Wide Web

COMM 246 Digital Imaging for Design

COMM 262 Media Convergence

COMM 320 Media and the First Amendment

COMM 322 Digital Cultures: Communication
and Social Media

COMM 333 Web II: Motion Graphics for the
Web

Radio

Required

- COMM 122 Writing Across the Media
 COMM 163 Radio Operations
 COMM 263 Broadcast Writing

Electives (select 2)

- COMM 124 Media, Messages, and Society
 COMM 262 Media Convergence
 COMM 269 Globalization on a Shoestring
 COMM 320 Media and the First Amendment
 COMM 322 Digital Cultures: Communication and Social Media

Web Design and Development: (Joint minor with Computer Science)

Required

- CS 112 Introduction to Programming
 COMM 121 Visual Communications
 COMM 244 Web I: Design for the World Wide Web
 CS 321 Web Services and Web-Centric Computing
 COMM 210 Introduction to Graphic Design or CS 333 Database Management Systems

Interdisciplinary Minor in Cinema and Media Studies

A minor in Cinema and Media Studies comprises two required courses and three electives.

Required Courses

- ENGL 195 Art of Film
 ENGL 221 The Critical Lens: Introduction to Film and Media Theory

Three Electives (select 3)

- AST 388 Black Popular Culture
 ART/COMM 138 The Poetry of Photography*
 ART/COMM 139 Color Photography CSI*
 ART/COMM 232 Digital Photography II*
 ART/COMM 239 Art of the Real: Documentary Photography*
 ART/COMM 237 Advanced Black and White Photography*

- ART 249 History of Photography
 MUS 165 Music in Film
 CHIN 214 Contemporary Chinese Cinema
 COMM 120 Communications Media
 COMM 121 Visual Communication
 COMM 124 Media, Messages, and Society
 COMM 222 Animation*
 COMM 220 Video Production*
 COMM 246 Digital Imaging for Design
 COMM 262 Media Convergence
 COMM 333 Web II: Motion Picture Graphics for the Web
 COMM 344 Storytelling*
 ENGL 327 Race and Gender in Psychoanalytic Discourse
 ENGL 354 Studies in Film Genre
 ENGL 398 Feminist Media Studies
 HIST 254 History Through Novels and Films
 HIST 329 Film and Historical Representation
 PHIL 152 Philosophy Through Literature and Film
 SPAN 314 Hispanic Culture as Seen through Film

Restrictions on Electives: One elective must be a production class. (Production classes are designated with an *) In addition, at least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

Post-Baccalaureate Program Leading to a Diploma in Communications

The diploma program can be completed in one year on a full-time basis or over a longer period of time on a part-time basis. It offers graduates of approved colleges an opportunity to pursue post-baccalaureate professional preparation in the field of communications. A typical program requires 32 semester hours of study and typically includes the following courses:

- COMM 121 Visual Communication
 COMM 122 Writing and Editing Across the Media

COMM 124 Media, Messages, and Society

Five electives (chosen in consultation with faculty advisor; at least one at the 300-level)

Core courses may be waived by the department chair if the diploma student enters with equivalent coursework. Evidence of completion of coursework is required. The student must take additional electives in lieu of the waived core course(s).

COURSES**COMM 120 Communications Media (M1) (F,S)**

4 sem. hrs.

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

COMM 121 Visual Communication (M1) (F,S)

4 sem. hrs.

Introduces the concepts of visual culture and visual literacy with an emphasis on looking at looking. From the perspective of consumer and producer of images, the visual experience is deconstructed to illuminate meaning-making practices. Utilizes a variety of theoretical perspectives and approaches to advertising and fine art images, photography, comics, and the graphic novel. Grabiner, Richland.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

COMM 163 Radio Operations and Performance (F,S)

4 sem. hrs.

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

COMM 181 Public Speaking and Group Discussion (F,S)

4 sem. hrs.

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

F = Fall
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2 = AY 2015–2016
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* = Schedule t.b.a.

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

4 sem. hrs.

Explores the nature and role of communications in marketing and the integration of public relations, advertising, direct marketing, sales promotion, personal selling, and new media in the marketing communications plan. Analyzes marketing communications materials in various media and considers the economic and social implications of promotion. Includes a field assignment. Porter.

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

4 sem. hrs. Prereq.: COMM 123, plus two of the following: COMM 120, COMM 121, ART 111, ART 112, ART/COMM 138; or consent of the instructor.

Addresses formal principles, process, and production of 2D design. Complements design lectures, demonstrations, and student presentations with studio projects and critiques. Provides tools to develop conceptual skills, master mechanical tools, utilize design-driven software applications; prepare visual, written, and oral presentations, and learn the process and techniques needed to achieve quality design. Involves lecture/lab. Aronson, Richland.

COMM 220 Video Production (M1) (F,S)

4 sem. hrs.

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

COMM 222 Animation (M1) (F,S)

4 sem. hrs.

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

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

Prereq: COMM/ART 138.

Teaches the fundamentals necessary for producing dynamic color photographs. Students learn cutting-edge Photoshop techniques geared

especially toward photographers. Traditional and digital cameras are used. Examines the work of contemporary color artists through slides, periodicals and field trips to exhibitions. Bresler.

COMM/ART 237 Advanced Photography Workshop

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

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

COMM/ART 239 Documentary Photography (F)

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

Offers an opportunity to use photography to describe, understand, and interpret the world around us by creating photographic essays on subjects of students' choosing. Gives attention to refining technical skills while delving into aesthetic issues of significance and meaning in our images. Studies the documentary tradition as a basis to develop work. Bresler.

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

4 sem. hrs.

Applies the formal principles of design in the context of typography. Topics include type history and terminology, display and text type for print and screen communication, typographic hierarchy in information design, bookmaking, and concept-based design through typographic layout and manipulation. Includes lectures, discussions, class critiques, and computer lab sessions. Aronson, Richland.

COMM 244 Web I: Design for the World Wide Web (F)

4 sem. hrs. Prereq.: COMM 210.

Introduces the essential concepts and tools necessary to produce websites. Includes understanding HTML syntax, authoring web pages, creating and editing web graphics, establishing site hierarchy, and designing information architecture. Requires students to create effective user interfaces, test for usability, and manage the website development process. Grabiner, Groves.

COMM 246 Digital Imaging for Design (S)

4 sem. hrs. Prereq.: COMM 123.

Explores creative approaches to acquiring, manipulating, authoring, and disseminating digital images. In the Adobe CS3 environment, students combine natural and digital media, working iteratively in order to achieve unique solutions to their challenges. In-depth exploration of Photoshop layers, blending modes, masks, and compositing techniques. Students work on stand-alone images and in sequence, for print and web. Grabner.

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

4 sem. hrs. Prereq.: COMM 240 Reinforces the design process and research-based work.

Students create professional pieces after careful investigation and analysis. Emphasizes integrating type and image to strengthen a message. Addresses information hierarchy, sequencing, grid development on the computer, and multimedia presentations. Assignments include publications, websites, organization identity programs, and expressive use of typography. Aronson.

COMM/ART 256 Approaches in Contemporary Photography (S)

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

Expands explorations in photography through self-designed photographic projects. Refines visual and technical skills. Includes two or three long-term projects, critiques, discussion of the work of art photographers, visits to exhibitions, and technical exercises. Bresler.

COMM 260 Journalism (M5) (F,S)

4 sem. hrs. Prereq.: COMM 122.

Immerses students into journalism by covering community issues and events ranging from local and national politics to entertainment and sports. Teaches how to identify news values and make news judgments, as well as acquire note-taking and interviewing skills, understand media ethics and law, and develop news writing techniques. Corcoran, Porter.

COMM 262 Media Convergence (F-1,2; S-1,2)

4 sem. hrs.

Media Convergence is the melding of digital images (still and moving), sound, and typography, to create media for a variety of platforms. This course addresses the rapid changes in media production and distribution and provides hands

on knowledge necessary to create, produce, and distribute media. It integrates the study of media history, theory, and design with production skills in film, audio, video, print and digital media—to enable students to advance as media producers. Richland.

COMM 263 Broadcast Writing (S)

4 sem. hrs. Prereq.: COMM 122.

Involves reporting, videotaping, script writing, and videotape editing for the broadcast media. Includes actual news and documentary assignments with production of broadcast news packages utilizing state-of-the-art digital video editing techniques. Mailloux.

COMM 265 Editing Copy and Proof (F,S)

4 sem. hrs. Prereq.: COMM 122.

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

[COMM/POLS 268 Human Rights in South Africa*]

4 sem. hrs. Prereq.: COMM 122 or consent of the instructor.]

Explores changes since the country’s first multi-racial elections in 1994 and the extent to which the society reflects the values of its post-apartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience. Staff.

COMM 269 Globalization on a Shoestring (S-1,2)

4 sem. hrs. Prereq.: COMM 122 and/or COMM 163.

Gives the student a “virtual study abroad” experience. In conjunction with African University College of Communications (AUCC) in Ghana and schools and participants from around the world, students get to work in a cross-cultural setting using streaming and social media, examining social, cultural, and political issues from a global perspective. Mailloux.

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* = Schedule t.b.a.

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

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

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

COMM 286 Advertising (F)

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

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

COMM 310 Feature Writing (F)

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

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

COMM 315 Opinion/Editorial Writing (S)

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

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

COMM 320 Media and the First Amendment (F)

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

Examines the news media's First Amendment rights and responsibilities, addressing libel, privacy, fairness, and objectivity, as well as current

media issues. Discusses the ethical and legal ramifications of communications in a democratic society. Corcoran, Mailloux.

COMM 322 Digital Cultures: Communication and New Media (S-1,2)

4 sem. hrs. COMM 124 or consent of instructor.

Communicators are challenged to develop literacies and competencies in what currently resembles a whirlwind of perpetually emerging communication technologies. Tracing the trajectory of participatory or "social" cultures, we will investigate the impact of these tools on meaning making practices. A hands-on approach grounds this course and its engagement in the long-standing debates in media and cultural theory. Grabiner, Porter.

COMM 325 Public Relations Seminar (F,S)

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

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

COMM 326 Advertising Copywriting and Layout (S)

4 sem. hrs. Prereq.: COMM 286.

Concentrates primarily on creating radio spots, magazine layouts, and television storyboards. Elements of effective advertising are considered, such as drawing attention to the ad, motivating the reader, and building a portfolio through writing and revision. Students provide feedback in a focus group-like setting. Staff.

COMM 328 Special Topics in Communications (F,S)

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

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

COMM/ART 330 Special Topics in Photography (S)

4 sem. hrs. Prereq: COMM/ART 138 and two additional photography courses or consent of the instructor.

Delves deeply into the practice and theory of photography. General topic is contemporary photography, with readings by Barthes, Sontag, and other theoreticians considered in relation to the work of students and contemporary photographers. Bresler.

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

4 sem. hrs. Prereq: COMM 244

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

COMM 340 Advanced Design (S)

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

Increases understanding of the designer's role as problem solver and professional design consultant. Introduces responsive design systems. Provides opportunity to create new portfolio-quality work and develop a personal style. Projects include: a personal identity system with professional level résumé and cover letter, prototyping a complex multi-page publication with text, images and info graphic, a website or smart phone app, and a branding system. Aronson.

COMM 344 Senior Seminar/Storytelling (F, S)

4 sem. hrs. Prereq.: COMM 121, COMM 122, COMM, 124 and concentration requirements.

Storytelling is perhaps the oldest, most salient form of entertainment, education and enlightenment that humans have engaged in. The course examines the role of stories in our lives, the elements that are necessary to create a good story, and the ways that digital technologies disrupt our conventional understanding of how stories are told. Students will complete a major project in the course using storytelling techniques and demonstrating their understanding of the different modes of communication. Staff.

COMM 350 Independent Study (F, S, U)

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

COMM 370 Internship (F, S, U)

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

COMM 380 Field Experience (F,S)

4 sem. hrs.

An eight to 10 hours-per-week field placement in the Greater Boston area, based on the student's background and interests, available to students who have already completed COMM 370. Students must apply before October 15 for spring semester. Porter.

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

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

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

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 * = Schedule t.b.a.

Program in Computer Science and Informatics

Nanette Veilleux, *Professor, Program Director*

Margaret Menzin, *Professor*

Bruce P. Tis, *Associate Professor*

Amber Stubbs, *Assistant Professor*

The Program in Computer Science and Informatics offers majors and minors in computer science, information technology, web design and development, health informatics and scientific computation (minor). Our program prepares women for technology-related careers in the global marketplace, for graduate school, and to be knowledgeable, ethical and socially conscious adopters of technology. We also serve the Simmons community by offering service courses to address both the general and specific technology fluency needs of our students. These courses help the student gain an overview of technology—its use, application, and limitations and can serve as stand-alone courses or as a starting point for more advanced study in one of our four technology areas. We often find that students have a latent interest in, and talent for, technology that blossoms in these courses.

Students may also complete an eight-credit internship where they relate theory learned in class to the actual needs of the workplace. Students have completed internships in industry, government, nonprofits, and academic institutions such as Fuji Film Microdisk, Northeastern University, Raytheon, IBM/Lotus, Hyperactive Multimedia, Meditech, TechSoup Global, Screened Images Multimedia, UPS Field Services, Eduventures, Highrock Covenant Church, Windsor School, Partners Healthcare Information Systems, and CakeWalk. Students are frequently offered permanent jobs upon graduation at the company that sponsored their internship. Our job placement rate upon graduation is very high.

Students opportunity to complete significant independent study projects under the guidance of a faculty member, as well as

participate as a member of a research team on NSF-funded research projects. While our courses and majors have a strong technology focus, they also stress teamwork, collaboration, communication, and the development of leadership skills. All courses include a structured laboratory experience with students often solving problems in groups. Our students often double major in areas such as communications, English, education, mathematics, philosophy, Spanish, and management. Our alumni work for companies developing educational software, medical support, gene research to cure cancers, research to ensure that voting machines cannot be hacked, and writing software to help nonprofits survive.

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

Major in Computer Science

The demand for computer scientists in the workplace remains strong. New and exciting problems are there to be solved. Students that major in computer science develop new technology, as well as apply advanced technology to solving highly technical problems at the forefront of technology. They learn to think critically, logically, and abstractly. They gain both an understanding of the underlying theory and concepts of computing as well as the facility to integrate theory with practice. They are problem solvers. Students take both foundational courses and advanced technology courses that focus on systems and technology development. Students are prepared for careers in programming, web development, system support, network administration, database design, computer and network security, applications development, and software engineering. The program also provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two-semester

project, beginning with a preparatory semester of related independent research.

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

- CS 112 Introduction to Computer Science
 - CS 113 GUI and Event-Driven Programming
 - CS 226 Computer Organization and Architecture
 - CS 227 Computer Networks
 - CS 232 Data Structures and Algorithms
 - CS 330 Structure and Organization of Programming Languages
 - CS 345 Operating Systems
 - MATH 210 Discrete Mathematics
 - PHIL 225 Ethical, Legal, and Social Issues in Information Technology
- One mathematics course numbered MATH 118 and above

Electives (choice of three)

- CS 321 Web-Centric Programming
 - CS 327 Cybersecurity
 - CS 333 Database Management Systems
 - CS 334 Special Topics in Computer Science
 - CS 343 or LIS 486 Systems Analysis
- LIS technology courses as approved

Honors in Computer Science

The Honors designation will be given if a student has:

- Demonstrated academic achievement by earning a GPA of 3.5 or greater in courses taken at Simmons for the major
- Conducted research as demonstrated by successfully completing of one of the following:
 - o NSF-REU
 - o Honors Thesis
 - o Research Project deemed to be honors-worthy by the program faculty

Minor in Computer Science

Computing technology pervades our experience, both in the workplace and in our personal lives. An understanding of technology and its application, as well as the development of strong technical problem solving skills

is valuable to every undergraduate. Students from a wide range of majors frequently minor in computer science. Students choose from the following options:

Requirements:

Web Development

This option provides a strong technical background for anyone wishing to develop web-based applications. Students will learn HTML, JavaScript, Java, and database design and implementation, as well as the network infrastructure upon which web applications are built, including security considerations. The curriculum includes:

- CS 112 Introduction to Computer Science
- CS 227 Computer Networks
- CS 327 Cybersecurity
- CS 321 Web-Centric Programming and Web Technologies
- CS 333 Database Management Systems

Software Development

This option provides an introduction to software development and programming. It is appropriate for anyone considering a major in computer science or interested in application programming. The curriculum includes:

- IT 101 Living in a Digital Society
- CS 112 Introduction to Computer Science
- CS 113 GUI and Event-Driven Programming
- CS 232 Data Structures and Algorithms
- CS 321 Web-Centric Computing and Web Technologies

Systems

This option prepares the student to perform user support, system administration, or network administration, and develops the technical expertise needed in many small offices and organizations today. The curriculum includes:

- CS 112 Introduction to Computer Science
- CS 226 Computer Organization and Architecture
- CS 227 Computer Networks
- CS 345 Operating Systems
- CS 327 Cybersecurity

And one additional CS course other than CS 111

Open

A custom-designed minor consisting of five courses may be proposed by the student to achieve her specific goals. Faculty members are available to help the student design this minor. The computer science and information technology faculty must approve the final proposal.

Major in Information Technology

For students interested in the assessment of users' technology needs, and the evaluation, application, administration, and support of technology, we offer a major and minor in information technology. The major provides students with a solid technical grounding in computer science and information technology, as well as education in the "soft" interpersonal skills of communication, teamwork, critical thinking, and ethical decision-making that are vital to the IT industry. An information technologist determines user needs and then develops, manages, and supports technology based solutions. Students take courses in communication, management, philosophy, and computer science and information technology. Students are prepared for a broad range of careers such as web content provider/manager, web developer, web administrator, IT consultant, network support, customer/desktop support, system integrator, system analyst, and application developer.

- CS 112 Introduction to Computer Science
- CS 113 GUI and Event-Driven Programming
- CS 227 Computer Networks
- CS 333 Database Management Systems
- CS 321 Web-centric Computing and Web Technology
- CS 327 Cybersecurity
- IT 343 or LIS 486 Systems Analysis

Mathematics

- MATH 210 Discrete Mathematics
or MATH 118 Introductory Statistics

Philosophy

- PHIL 225 Ethical, Legal, and Social Issues in Information Technology

Communications

One of the following:

- COMM 120 Communications Media
- COMM 121 Visual Communication
- COMM 122 Writing and Editing Across the Media
- COMM 181 Public Speaking and Group Discussion

Management

- MGMT 234 Organizational Communication and Behavior

Three courses from an application domain, such as management, the sciences, communications, education etc, or a minor in another discipline are strongly suggested.

Minor in Information Technology

The minor in information technology provides the technology skills and understanding required of every professional in today's workforce. You gain an excellent grounding in technology—an overview of technology and web applications, a familiarity with a modern programming language; the ability to design, create and use a database, a grasp of management issues, and the ability to sharpen your communication skills. This minor is a nice complement to any major at Simmons.

Requirements:

- IT 101 Living in a Digital Society
 - CS 112 Introduction to Computer Science
 - CS 333 Database Management Systems
- Choose two of the following courses:
- COMM 120 Communications Media
 - COMM 121 Visual Communication
 - COMM 122 Writing and Editing Across the Media
 - COMM 181 Public Speaking and Group Discussions
 - MGMT 234 Organizational Communication and Behavior
 - PHIL 225 Ethical, Legal, and Social Issues in Information Technology

Major in Health Informatics

Health Informatics is the application of the computing and information technology disciplines to solving problems in the field of health care. This interdisciplinary major includes foundation courses in technology, as well as more advanced topics such as security, database management, web applications development, and systems analysis. Students also learn about the health care industry by taking courses such as health informatics, biomedical ethics, and the health industry market and business model. Electives include courses in sociology, biology, and management. The major also provides experiential learning in the health care industry through two experiential placements that will expose our students to both the neediest and to the most sophisticated ends of the health care spectrum. Students graduating in this major would be desirable in IT departments at hospitals and other medium-to-large health care settings, and in companies developing software for the health care industry. There will also be positions in maintaining, modifying and managing software services.

Required Courses

CS 112 Introduction to Computer Science
 CS 113 GUI and Event-Driven Programming
 IT 225 Health Informatics
 MATH 118 Introductory Statistics
 CS 227 Computer Networks
 CS 327 Cybersecurity
 CS 333 Database Management Systems
 CS 321 Web Centric Programming and Web Technologies
 IT 343 or LIS 486 Systems Analysis
 PHIL 131 Biomedical Ethics

One of the following:

SNHS 450 The Health Care Systems: Interdisciplinary Perspectives
 MGMT 120 Introduction to Health Systems
 MBAH 448 Health Care IT (with permission of instructor)

Independent Learning: To be satisfied in the IT department of a hospital, HMO or at a company which develops software for the health care industry.

Electives

Students are strongly urged to select two or more of the following, depending of their specific interest and in consultation with their advisors:

SOCI 241 Society and Health
 BIOL 346 Epidemiology
 MATH 227 Biostatistical Design and Analysis
 MGMT 110 Financial Accounting
 MGMT 100 Foundations of Business and Management

Students should also consult with their advisors about the possibilities of a minor in Biology, Management, or Public Health.

Minor in Scientific Computation

The minor in scientific computation deals with the processing of large sets of “messy data”. A must for anyone planning on attending graduate school.

MATH 118 Introductory Statistics
 MATH 343 Mathematical Modeling
 CS 112 Introduction to Computer Science
 CS 333 Database Management Systems

A fifth course to be chosen from:

CS 226 Computer Organization and Architecture
 CS 113 GUI and Event-Driven Programming
 MATH 227 Biostatistical Design and Analysis
 MATH 338 Probability
 MATH 225 Differential Equations

Major in Web Design & Development

Joint major with the Communications Department.

The World Wide Web has driven a need for web designers and developers. People who understand both the art and the science of web development are particularly valued. Graduates will have a firm understanding of the principles of design as well as an understanding of the

technical issues involved in the development of an active web site. Students graduating from this major will have an advantage over traditional web designers because they will have a clear understanding of the elements of web development. Likewise, the students will also have an advantage over traditional web developers because they will possess knowledge of the elements of design.

This major combines existing classes from the Communications and Computer Science programs to create a cohesive major in Web Design & Development. It seeks to draw students who are interested in integrating the two facets of web site creation rather than focusing on either the Graphic Design concentration or the Computer Science major.

Requirements

Step One: Core

The core classes focus on providing students with a foundation for the other steps in their major.

COMM 121 Visual Communication
 COMM 210 Introduction to Graphic Design
 CS 112 Introduction to Computer Science

Step Two: Developmental

COMM 240 Typography
 COMM 244 Web 1: Design for the World Wide Web
 CS 113 GUI and Event-Driven Programming
 CS 321 Web-Centric Computing and Web Technologies

Step Three: Electives. Students take three electives, not all from the same discipline. (CS/COMM)

CS 227 Computer Networks
 CS 327 Cybersecurity
 CS 333 Database Management Systems
 COMM 340 Type and Image
 COMM 348 Advanced Design.
 IT 343 Systems Analysis & Design.
 COMM 333 Web II: Motion Graphics.

Step Four: Senior Seminar Core

COMM 395 Senior Seminar.

Step Five: Independent Learning

Students may choose to take independent studies and internships from either the Communications department or the Computer Science program. This will depend on the nature of the independent study or internship. Students may also opt to take COMM 390: Studio 5 for their independent learning requirement.

Degree options: With the approval of her advisors, a student may choose whether to graduate with a Bachelor of Arts or of Science, depending on which discipline she has chosen the preponderance of her course work.

Please keep in mind that this major will not function as simply a Communications concentration because the core classes do not meet the requirements for the Communications core. This major is also not designed as a replacement for the Graphic Design concentration, as students graduating from the major will not receive the entire breadth of the design curriculum or the Communications core. Likewise, it is not a Computer Science major; students will not be exposed to the breadth of the CS field and would need additional courses to move into other application areas.

Interdisciplinary Minor in Web Design and Development:

Required

- 1) CS 112 Introduction to Computer Science
- 2) COMM 121 Visual Communications
- 3) COMM 244 Design for the World Wide Web
- 4) CS 321 Web Centric Programming and Web Technologies
- 5) Either COMM 210 Introduction to Graphic Design OR CS 333 Database Management Systems

Technology and Management

There is a growing need for the application of technology in the global marketplace. We encourage our computer science and information technology majors to minor in management. They can complete in a minor in

business metrics, finance, leadership, management, marketing, or retail management, which will be invaluable as they enter the workforce.

Integrated B.S./MS Programs

Two integrated programs permit students to obtain their BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. The integrated program in education is described under the Department of Education on page 121. Information about the integrated program in computer science and library and information science is available from the program in Computer Science and Informatics or from the Graduate School of Library and Information Science.

3+1 B.S. in Computer Science/M.S. in Library and Information Science

The world of library and information science is changing –fast. No longer just a home for printed texts, a “library” is any place where creating, storing, and accessing traditional print and emerging digital resources come together.

This evolution is huge, and the vast array of careers it is creating calls for a new breed of highly trained, technologically savvy information professional. The 3+1 Computer Science/Library and Information Science Program will thoroughly prepare you to meet this opportunity.

Pairing a Bachelor of Science in Computer Science with a Master in Library and Information Science, this sought-after combination will give you a versatile technical background, as well as advanced knowledge of the principles, theories, and practices of modern librarianship, digital curation, and content management.

You will earn your computer science degree in three years in an empowering, state-of-the-art environment. Through coursework and hands-on learning, you will develop your ability to understand computing foundation and theory and to solve real-world problems

through the application of technology.

Master’s level coursework in library science will commence by your senior year and culminate in stimulating yet practical independent studies. Our Graduate School of Library and Information Science (GSLIS) is ranked in the country’s top 10 by U.S. News & World Report. The faculty are recognized leaders in their fields, while our prime Boston location opens the door to hundreds of prestigious internships.

COURSES

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

4 sem. hrs. S15.]

Examines, through lecture and laboratory exercises, the physical realization of sight and sound and what adaptations must be made to create digital sound recordings, both of speech music, and digital photographs and movies from these sensory inputs. Veilleux.

CS 112/412 Introduction to Computer Science (M3) (F)

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

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Requires significant projects. Veilleux, Tis.

CS 113/413 GUI and Event-Driven Programming (S)

4 sem. hrs. Prereq.: CS 112.

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

CS 226/426 Computer Organization and Architecture (M3) (F15)

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

Studies the structure and function of computer hardware, with an emphasis on performance. Includes history of computers, information representation, hardware components and their

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functions, buses, internal and external memory, input/output, CPU, and instruction sets. Tis.

CS 227/427 Computer Networks (F14)

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

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

CS 232/432 Data Structures and Algorithms (F)

4 sem. hrs. Prereq.: CS 113. Coreq.: MATH 210. Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables, and applications of data structures. Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms. Tis, Veilleux. Stubbs.

CS 321/521 Web-Centric Computing and Web Technologies (F14)

4 sem. hrs. Prereq.: CS 112

Provides knowledge of the current web technologies, including both client- and server-side technologies, AJAX, and mash-ups. Offers in-depth study of web architectures, web page creation using the standard HTML5, CSS and JavaScript with jQuery, AJAX, and server-side Perl. Studies XML and design of XML schemas and XPath/XSLT. Web services are also examined, including SOA, UDDI, WSDL, SOAP. Menzin.

CS 327/527 Cybersecurity (S15)

4 sem. hrs. Prereq.: CS 227.

Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, email confidentiality, firewalls, web servers, malware, and security management strategies. Tis.

CS 330/530 Structure and Organization of Programming Languages (S)

4 sem. hrs. Prereq.: CS 232, CS 226 or consent of instructor.

Provides a comparison of computer languages and language paradigms (object-oriented, procedural, functional, event-driven) with respect to data structures, control structures, and implementation. Investigates these issues in several languages (currently JAVA, C++, Perl, Ruby, and Scheme). Presents formal language specification including regular, context-free, and ambiguous languages. Veilleux, Stubbs.

CS 333/533 Database Management Systems (S16)

4 sem. hrs. Prereq.: CS 112.

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

CS 334 Special Topics in Computer Science

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

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

CS 343 Systems Analysis and Design (S15)

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

Teaches the strategies used in designing a complex computer-based application system: identifying stakeholders, gathering information, writing requirements, analyzing for technical and financial feasibility, setting priorities, planning and managing projects, and designing for usability. Includes extensive use of cases and UML for in depth examples. Involves team projects. Menzin.

CS 345/545 Operating Systems (F14, S16)

4 sem. hrs. Prereq.: CS 226 and CS 232.

Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX/Linux system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming. Tis.

CS 349 Directed Study (F, S)

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

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

CS 350 Independent Study (F, S)

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

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

CS 355 Honor Thesis (F, S)

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

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

CS 370 Internship (F, S)

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

IT 101 Living in a Digital Society (M3) (F, S)

4 sem. hrs.

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

explored. Students gain an understanding of computer hardware and networks in order to make informed purchasing, configuration, installation, and maintenance decisions. Veilleux, Tis.

IT 225/525 Health Informatics (M3) (F,S)

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

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

IT 350 Independent Study (F, S)

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

Staff.

IT 370 Internship (F, S)

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

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

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* = Schedule t.b.a.

Program in East Asian Studies

Alistar Inglis, *Director, Associate Professor of Modern Languages and Literatures*

Zachary Abuza, *Professor of Political Science and International Relations*

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

Shirong Luo, *Associate Professor of Philosophy*

Niloufer Sohrabji, *Associate Professor of Economics*

The major in East Asian studies (EAS) is designed to provide students with knowledge and understanding of East Asia, a region that has become increasingly significant in the post-Cold War era. Students acquire this knowledge by studying an East Asian language as well as courses in other disciplines, including art history, economics, film studies, history, literature, philosophy, political science, religion, and sociology. The major prepares students for further growth along a variety of paths beyond college, including graduate study, careers in education, employment overseas or in business and institutions specializing in East Asia, and service within and to the Asian American community.

A minor in East Asian studies allows students to enhance their major academic program with an understanding of the history, politics, and culture of East Asia. A minor does not require language courses.

Major in East Asian Studies

Requirements: Students must take five elective courses from the EAS curriculum, including at least one of either HIST 201, HIST 202, or HIST 206. No more than three courses may be taken in any one department.

EAS Curriculum

(20 semester hours)

- ART 252 Arts of China and Japan
- CHIN 214 Topics in Contemporary Chinese Cinema
- CHIN 202 Intermediate Chinese II

- CHIN 245 Advanced Intermediate Chinese I
- CHIN 246 Advanced Intermediate Chinese II
- CHIN 250 Masterpieces of Traditional Chinese Literature
- CHIN 260 Chinese Calligraphy: Alternate Body Building
- CHIN 310 Chinese Civilization: Past and Present
- ECON 222 Comparative Economies of East Asia
- HIST 201 The Dynamics of Japanese History
- HIST 202 Asia to the 18th Century
- HIST 203 History of East Asian and U.S. Foreign Relations
- HIST 204 Japanese Culture: Gender, Family, and Society
- HIST 206 The Rise of Modern China
- HIST 207 Gender, Family, and Society in Modern China
- HIST 362 Seminar: Reforms and Revolutions in Asia
- HIST 364 Seminar: The Rape of Nanjing
- HONS 208 Art of Dissent
- HONS 211 Balance, Harmony, and Happiness: A New Look at Classical China
- JAPN 202 Intermediate Japanese II
- JAPN 245 Composition and Conversation
- JAPN 310 Japanese Civilization
- JAPN 320 Newspaper Kanji and Translation
- JAPN 325 Japanese Fables and Onomatopoeia
- PHIL 133 Asian Philosophy
- PHIL 390 Seminar on Buddhism
- POLS 225 International Politics of East Asia
- POLS 241 The Dragon Ascending: Politics and Policy Making in Contemporary China
- POLS 245 Politics of Newly Industrializing Countries
- SOCI 267 Globalization

Language Courses (20 semester hours)

Students are required to study a single East Asian language offered at Simmons for five consecutive semesters. Courses taken to fulfill this part of the requirement, therefore,

cannot also count among the five electives from the EAS curriculum. Students who enter the Program with at least an intermediate knowledge of an Asian language may satisfy the requirement by completing five semesters' continued study of either the same or another Asian language once correct placement has been determined. Alternatively, in special cases pending the Director's approval, the student may complete five additional courses from the EAS curriculum. Students who enter Simmons with an understanding of an Asian language below the intermediate level can satisfy the language requirement by study that would raise their competence to that of advanced intermediate in addition to either further language courses or those from the EAS curriculum.

Capstone Cross-Cultural Experience (8 semester hours)

This requirement consists of two phases:

1. Study abroad or community-based learning.

To encourage cross-cultural experience, students complete four semester hours through either study abroad or community-based learning within an Asian American community. Students should have adequate language preparation and a significant portion of coursework completed before undertaking this experience. Thus, most students will satisfy this requirement during the junior or senior year. The precise timing will be decided in consultation with the student's advisor. Alternatively, the student may undertake an independent study with an EAS faculty member that would culminate in a research paper on a topic of the student's own design. 2. Integrative Seminar.

Successful completion of either EAS 390 or, when not offered, an alternate course is mandatory for all students in the major. In this seminar, the student will produce either a research paper or some form of creative work associated with a special interest. The nature and scope of the project will be collaboratively determined with the seminar instructor and/or their advisor. HIST 364 and 362 will be offered in lieu of the Seminar for 2015-16.

Honors

Honors in East Asian Studies requires a minimum GPA of 3.67 for EAS courses in addition to a grade of A or A- for the senior term-paper; i.e., the paper produced as part of the course work for either EAS 390 or 350.

Minor in East Asian Studies

A minor in East Asian studies consists of five courses from the EAS curriculum. No more than three courses may be taken in any one department.

COURSES

EAS 349 Directed Study (F, S)

4 sem. hrs. Staff.

EAS 350 Independent Study (F, S)

4 sem. hrs. Staff.

EAS 370 Internship (F, S)

4–8 sem. hrs. Staff.

EAS 380 Fieldwork

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

[EAS 390 Integrative Seminar

4 sem. hrs. Prereq.: Consent of the department.
Not offered in 2014–2015.]

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2016
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t.b.a.

Department of Economics

Masato Aoki, *Chair and Associate Professor*

Donald Basch, *Professor Emeritus*

Carole Biewener, *Professor*

Zinnia Mukherjee, *Assistant Professor*

Barbara Sawtelle, *Professor Emerita*

Niloufer Sohrabji, *Associate Professor*

Mark Valentine, *Administrative Assistant*

Decision-makers at all levels of business, government, and the nonprofit sector frequently evaluate complex economic issues, while intelligent citizenship makes increasing demands on an individual's knowledge of economics. Also, the analytical tools of economics are increasingly important to studies of health care and educational systems, the environment, sustainable resource use, gender and racial inequality, technology, economic policy, international relations, economic justice, and other domestic and global issues of public and private life.

The major in economics provides students with an excellent background for careers in finance, industry, government, and the nonprofit sector. In addition, it prepares students for graduate work in many disciplines, including economics, law, business, and public policy. Economics majors develop institutional knowledge about the business world, the domestic and global economic environment in which businesses, households, and communities operate, and the governmental policies that affect businesses and workers. Further, economics majors develop the ability to analyze complex economic and social issues and to communicate the results of their analysis through writing and oral presentation.

The Economics Department annually offers the Econnect program, a series of interactive programs aimed at helping students successfully transition to careers or graduate study. Now in its fifteenth year, Econnect features the annual Economics Student-Alumnae Networking Dinner, at which over fifty

Economics graduates engage in structured and friendly networking with current students who are equipped with a networking directory of participating alumnae, student-customized "business cards," and basic training in networking skills. Outcomes include job offers, first interviews, internships, lessons in effective networking practices, advice about graduate programs, and networking beyond the Simmons community. In other Econnect activities, alumnae participate in skill-development workshops in interviewing, negotiating, and LinkedIn. The Department's Internship program further supports the student's exploration of career interests and provides practice in interviewing, résumé preparation, networking, and professional behavior.

The two-course introductory sequence (ECON 100 & 101) provides students with conceptual frameworks for understanding and evaluating the U.S. economy from theoretical, historical, and global perspectives. Intermediate microeconomics and macroeconomics (ECON 200 & 201) rigorously present major theoretical approaches and their analytical applications and policy implications. Economics electives (ECON 124 through 393) extend theoretical and empirical analyses to various aspects of the U.S. and international economies. ECON 393 applies mathematical principles and statistical techniques to the analysis of economic issues. The department's internship supervisor places students in internships (ECON 370) where they develop and apply their skills and knowledge in a professional, research, or policymaking setting. The senior thesis (ECON 355) challenges intellectually ambitious majors to propose, research, and write a defensible thesis; the thesis is the culminating product of a two-semester project and prepares students for graduate-level work, and qualifies the student for consideration for honors in economics. Economics is complemented by other fields of study in the liberal arts and sciences and in the professional areas. According to their individual interests, strengths, and priorities, students might con-

sider either double-majoring in economics and a complementary discipline or combining the economics major with a minor; the variety of possible combinations reflects the intellectual and aspirational diversity of the Simmons student body. In addition, the department collaborates with other departments in offering courses in East Asian studies, environmental science, international relations, public policy, sustainability, and women's and gender studies. Depending on their areas of special interest and future plans, students might consider the joint major in economics and mathematics, the joint major in financial mathematics, and the minor in public policy studies.

The minor in economics complements the student's major area of study. The minor provides a survey of economic analysis or a focused concentration on particular fields of economic study such as the economics of the environment and sustainability, international economics, monetary economics, social analysis, or public policy.

Major in Economics

Requirements:

The major in economics requires the successful completion of a total of ten courses, consisting of six core courses and four economics elective courses. At least two of the economics electives must be at or above the 200 level. Core courses (all six are required; note the possible substitutions):

ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
MATH 118	Introductory Statistics (MATH 227: Biostatistical Design or MATH 229 Regression Models may substitute for MATH 118)
ECON 200	Intermediate Microeconomics
ECON 201	Intermediate Macroeconomics
MATH 120	Calculus I (or a higher-level calculus course)

Elective courses (select four from the following list), including at least two at the 200 level or higher):

ECON 124/ HONS 224	BRICS and the Global Economy
ECON/ WGST 125	Women and Work
ECON 145	Economics of Sustainability and Resource Use
ECON/ WGST 214	Women in the World Economy
ECON 216	Economic Development
ECON 218	International Trade
ECON 220	International Monetary Systems
ECON 222	Comparative Economies of East Asia
ECON 225/ HONS 325	Political Economy of U.S. Capitalism
ECON 231	Money and Banking
ECON 236	Public Economics
ECON 239	Government Regulation of Industry
ECON 241	Business Competition and Antitrust Policy
ECON 247	Environmental Economics
ECON 390	Special Topics in Economics (not counted as an economics elective if used for the independent learning requirement)
ECON 393	Econometrics (not counted as an economics elective if used for the independent learning requirement)

Note: ECON 100 and 101 may be taken in any order; this is true also for ECON 200 and 201. Generally, majors complete ECON 100 and 101 by the end of the sophomore year and the remaining core courses by the end of the junior year. ECON 100 and/or 101 are prerequisites for all upper-level courses

Honors in Economics

Candidacy for honors in economics requires a minimum GPA of 3.67 in economics courses and a thesis proposal, which must be approved by the department normally in the student's junior year. The honors candidate must complete ECON 350 Independent Study and ECON 355 Thesis. Upon completion of the thesis, the department will determine whether the thesis merits designation of honors in economics.

Recommendations:

The student should work closely with her faculty advisor, who can provide invaluable assistance in various aspects of the student's success. First, the student may seek guidance in selecting economics courses that focus on a particular field of interest within economics such as the economics of the environment and sustainable resource use, international economics, monetary economics, social analysis, or public policy. Second, the advisor may help the student identify non-economics courses that would enhance the student's intellectual growth according to her interests, strengths, and goals. Third, the student may want assistance in identifying student organizations or other co-curricular activities that would enhance her study and application of economics. Fourth, the advisor may assist the student in planning and preparing for graduate study or careers. Students considering graduate study in economics or related fields should take ECON 393 and courses in calculus and possibly other areas of mathematics; they should also consider various options that combine economics and mathematics, including the joint major in Economics and Mathematics. Economics majors must also complete eight semester hours of independent learning in order to fulfill the all-College requirement. While the independent learning requirement may be completed in other departments, students are encouraged to complete the requirement within economics. The independent learning requirement can be met within the department through any com-

bination of ECON 350 Independent Study, 355 Thesis, 370 Internship, 390 Special Topics, and 393 Econometrics. ECON 350, 355, and 370 do not count toward the 16-semester hour elective requirement for the economics major. If used for independent learning, ECON 390 and 393 also do not count toward the elective requirement.

3+1 Accelerated Degree Program: B.A. in Economics + M.A. in Public Policy

In the 3+1 program in Economics and Public Policy, students complete the Economics major in three years and the interdisciplinary M.A. in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling. See page 215.

Joint Major in Economics and Mathematics

The formal joint major in economics and mathematics is offered with the Department of Mathematics and is administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint major in economics and mathematics provides the opportunity to develop a field of applied mathematics

Requirements:

ECON 100 Principles of Microeconomics
ECON 101 Principles of Macroeconomics
(ECON 100 & 101 are basic to all other work in economics and should be taken no later than the second year by students considering the joint major.)

The following courses are required:

ECON 200 Intermediate Microeconomics
ECON 201 Intermediate Macroeconomics

ECON 393	Econometrics
MATH 118	Introductory Statistics
MATH 211	Linear Algebra
MATH 220	Multivariable Calculus
MATH 338	Probability
MATH 339	Probability and Mathematical Statistics

In addition, the joint major requires either (1) three economics electives or (2) two economics electives plus MATH 320 Introduction to Real Analysis. In either case, two of the economics electives must be at the 200 level or higher. In addition, joint majors must complete the all-College independent learning requirement. While the independent learning requirement may be completed in other departments, students are encouraged to complete it within either economics or mathematics. Note: ECON 393 is a required course for the joint major and therefore cannot count toward the independent learning requirement.

Joint Major in Financial Mathematics

The Department of Economics also offers a joint major in financial mathematics with the Department of Mathematics. This major is intended to serve students who are interested in applying the principles of mathematical and economic analysis in the financial services industry. Students graduating with this major might become stock analysts, bond traders, or decision analysts at consulting firms, work in the pension/annuity industry, or go to graduate school in the growing area of financial mathematics. The requirements for the joint major in financial mathematics are described in the listings for the Department of Mathematics.

Minor in Economics

The minor in economics requires successful completion of a total of five courses, consisting of ECON 100, ECON 101, and any three economics elective courses other than ECON 390 and ECON 393. Note: ECON 200 and 201 cannot be counted toward the minor.

Minor in Public Policy Studies

For more information see page 215.

COURSES

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

4 sem. hrs.

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

ECON 101 Principles of Macroeconomics (M5) (F, S)

4 sem. hrs.

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

ECON 124/HONS 224 BRICS and the Global Economy (M5) (S)

4 sem. hrs. Prereq: Sophomore standing.

Introduces students to the emerging economies known as the BRICS (Brazil, Russia, India, China and South Africa), which are expected to overtake the G-7 countries by 2050. Analyzes the alternative development paths of and the future challenges facing these countries. Examines the regional and global consequences of the rise of these emerging powers. Sohrabji.

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[ECON/WGST 125 Women and Work (M5) (S)]

4 sem. hrs. Not offered in 2014-15]

An introduction to the history of women's paid work in the United States and the ongoing challenges women face in relation to the gender wage gap, gender discrimination, gendered occupational segregation, and the glass ceiling. Students write a research paper to relate the course material to their own lives or to the lives of other women. Biewener.

ECON 145 Economics of Sustainability and Resource Use (M5) (F)

4 sem. hrs. [Not offered in 2014-15]

Introduces students to the economic theory of natural resource use and applies economics principles to issues of sustainable development, including "weak" versus "strong" sustainability, efficiency versus equity in the analysis of policy options, and international trade's effects on sustainable development. Mukherjee.

ECON 200 Intermediate Microeconomics (S)

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

Provides an intermediate study of the neoclassical theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Emphasizes the way micro decision-making leads to the market allocation of resources. Mukherjee.

ECON 201 Intermediate Macroeconomics (S)

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

Provides an intermediate study of major macroeconomic theories, macroeconomic performance, and fiscal and monetary policies. Particular attention is given to the key historical shifts in macroeconomic theories, policies, and conditions. Aoki.

ECON/WGST 214 Women in the World Economy (S1/F2)

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

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

[ECON 216 Economic Development (S)]

4 sem. hrs. Prereq.: ECON 100 and 101. Not offered in 2014-15]

A reading seminar that addresses the promises and pitfalls of economic development by considering the theory and practice of development in different regions. Particular attention is paid to historical and institutional conditions that have shaped regional dynamics in Europe, East Asia, Latin America, South Asia, and Sub-Saharan Africa. Biewener.

ECON 218 International Trade (F)

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

Introduces students to international trade theory and policy with an emphasis on issues of current interest. Examines theories of why nations trade, the political economy of trade protection and strategic trade policy, debates surrounding trade and intellectual property rights, and environmental concerns. Sohrabji.

ECON 220 International Monetary Systems (S)

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

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

[ECON 222 Comparative Economies of East Asia (S)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2014-15] Discusses the changing nature of economic systems by comparing the “new capitalisms” in East Asia. Studies the institutions, rules, and regulations in these emerging economies, including banking regulations, foreign investing, and exchange rate regimes, as alternate models of growth and development are formulated. Sohrabji.

[ECON 225/HONS 325 Political Economy of U.S. Capitalism (S)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2014-15] Analyzes contemporary U.S. capitalism through the prism of class, with emphasis on Marx’s economic theory of class structures, surplus, exploitation, competition, contradiction, and crisis. Critically compares Marxian economic theory to neoclassical and Keynesian theories. Combines lectures and discussions, and develops critical thinking through critical writing. Aoki.

ECON 231 Money and Banking (F)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Examines the U.S. monetary and financial systems, monetary theories, and monetary policy. Surveys theories of interest rates, theories of the interaction between the economy’s monetary and productive sectors, and monetary policy. Places monetary theories within the context of broad economic debates. Tracks developments in monetary policy and financial markets, and analyzes impacts on financial intermediation and the macroeconomy. Aoki.

[ECON 236 Public Economics (S)

4 sem. hrs. Prereq.: ECON 100. Not offered in 2014-15] Analyzes government spending and taxes at the national, state, and local levels. Topics include growth in government, income and corporate taxes in the U.S., major public spending programs, financing health care and education, the Social Security system, and the relationship among various local, state, and federal governments. Mukherjee.

[ECON 239 Government Regulation of Industry (S)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2014-15] Examines the government regulation that directly guides, restricts, and overrules private decision making in the U.S. economy. Overview of such regulation along with in-depth analysis of cases such as pharmaceutical drug regulation, environmental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation. Mukherjee.

[ECON 241 Business Competition and Antitrust Policy (S)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2015-16] Analyzes the extent and nature of business competition among business firms in the United States. Particularly focuses on those cases where structure and conduct are purported to deviate significantly from conditions of perfect competition. Examines antitrust policy as a means of improving the performance of American industry. Mukherjee.

[ECON 247 Environmental Economics (S)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2015-2016.] Examines the roles of the government and the market in tackling local and global environmental problems. Analyzes a range of environmental policies, involving both direct control approaches and incentive mechanisms, and commonly used methods to measure environmental costs and benefits. Topics include water and air pollution, global warming and climate change, acid rain, disposal of solid and hazardous wastes, and endangered species protection. Mukherjee.

ECON 349 Directed Study (F,S)

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

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ECON 350 Independent Study (F, S)

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

ECON 355 Thesis (S)

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

Written as the culmination of a two-semester project, following writing of an acceptable thesis proposal during the spring of junior year and writing of a literature review in ECON 350 in fall of senior year. Includes oral defense with members of the department. Required for consideration for honors in economics. Staff.

ECON 370 Internship (F, S)

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

Provides students with the opportunity to apply and develop their knowledge and skills as economic analysts in a professional setting while exploring career interests. Each intern completes an in-depth research paper focusing on a project related to the internship site and provides an oral review of her research findings at the end of the semester. Biewener.

[ECON 390 Special Topics in Economics

4 sem. hrs. Prereq.: ECON 200 and 201 or consent of the instructor. Not offered in 2014–2016.]

Intensively studies a particular area of economics using advanced analytical techniques. Intended for juniors and seniors majoring in economics. Offered in a seminar format with a topic that varies from year to year. Staff.

ECON 393 Econometrics (F)

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

Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to describe economic relationships, to test hypotheses about economic relationships, and to forecast future economic activity. Students complete a research project where they create and test economic models using a statistical package. Sohrabji.

Department of Education

Mission Statement

Simmons educates people who share a passion for learning, a commitment to community, and a determination to make a difference. We prepare educators and leaders through clinical experiences and research-based practices in order to enable them to meet the challenges of a more diverse, technological, and global society. We promote equity, excellence, and social justice in a culture of collaboration.

FACULTY

Janie Ward, *Chair and Professor*
 Paul Abraham, *Professor, Director of the MATESL Program*
 Kathleen Dunn, *Professor Emerita*
 Theresa Perry, *Professor*
 Judah Axe, *Assistant Professor*
 Daren Graves, *Assistant Professor*
 Helen Guttentag, *Professor of Practice, Director of Clinical Programs and Undergraduate General Education*
 Joy Bettencourt, *Associate Professor of Practice*
 Janet Chumley, *Associate Professor of Practice*
 Maryellen Cunnion, *Associate Professor of Practice*
 Ellen Davidson, *Associate Professor of Practice, Interim Director of MAT Program*
 Jennifer Edge-Savage, *Associate Professor of Practice, Coordinator of the Program in Assistive Special Education Technology*
 Jane Hardin, *Associate Professor of Practice, Coordinator of South Coast Educational Collaborative Program*
 Madalaine Pugliese, *Associate Professor of Practice and Coordinator of the Program in Assistive Special Education Technology*

Additional Teaching Faculty

Allan Blume
 Agnieszka Bourret
 Charles Cormier

Judith Freedberg
 Stephanie Hamel
 Jeffrey Lucope
 Bruce Mallory
 Sally Nelson
 Karen Price
 Marnie Reed
 Margaret Rodero
 Thomas Rooney
 Julie Rigo
 Jill Sifantus
 John Ullian
 Barbara Weiffenbach

Staff

Suzanne Kowalewski, *Licensing Specialist*
 Nancy Ortega, *Off-Site Program Manager*
 Patrick Cunniffe, *Program Coordinator*
 Cynthia Smith, *Administrative Assistant*

Simmons also offers graduate programs in education. For more information, see the Graduate Course Catalog.

Teacher Preparation Programs

Note: The Massachusetts state regulations for licensing may continue to change. Thus, requirements for completing education programs in preparation for licensure may also be modified as the department responds to changes in licensing regulations.

The teacher preparation program complies with Massachusetts licensing requirements and with those of the Interstate Certification Compact, with licensing reciprocity in 42 states. Massachusetts requires that all candidates for licensing in all programs in education pass the Massachusetts Tests for Educator Licensure (MTEL). In order for a candidate to receive a license, that person must 1) successfully complete all course and initial licensing requirements of the Simmons program, 2) be recommended for licensure by public school and college faculty at the conclusion of the practicum, and 3) pass all appropriate sections of the MTEL. Candidates seeking out-of-state licensure may additionally be asked to take

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a similar examination required by that state. Department administrators are available to discuss specific licensing information.

An initial license will be awarded upon recommendation to the Commonwealth of Massachusetts after completion of a baccalaureate with a major in one of the liberal arts and sciences as well as in education, or completion of a master's degree through the five year Dunn Scholars Program. The programs below comply with the requirements of the initial license.

The Department of Education offers the following teacher preparation programs at the undergraduate level:

- Elementary*, middle and high school English, History, Mathematics, Biology, Spanish and French.
- English as a second language (PreK-6 and 5-12) – page 125*
- Moderate disabilities (5-12) page 127*
- Severe disabilities (all levels) page 127*

* Students wishing to become licensed in these fields must enroll in the five-year Dunn Scholars Program.

Independent Learning

Education majors fulfill the all-College independent learning requirement through practica. Dunn Scholars fulfill this requirement through EDUC 350 or EDUC 388, or Independent Learning in their liberal arts majors.

Kathleen Dunn Scholars

An integrated bachelor's and master's program is available in all license programs, enabling students to complete a reduced-credit master's program during their fifth year, and do a year long internship in a public school classroom. Students applying for this program are known as Kathleen Dunn Scholars. Dunn Scholars take two to five education courses at the undergraduate level (five for a minor) and complete a full major in a liberal arts area. They must complete eight credits of independent learning either in education or their liberal arts major prior to completion of the

bachelor's degree, and apply for admission to the appropriate graduate program at the end of their junior year.

All Dunn Scholars must have a minimum grade point average of 3.0 for admission into the MAT program. Contact the director of undergraduate programs in general education for more information.

A joint social studies–education major is available for students majoring in elementary and special education. See page 124 or contact the director of the general education undergraduate program for further information.

All courses in Stages I, II, and III must be taken for a grade and may not be taken pass/fail.

Students in the four-year program and the Dunn Scholars program must have passing scores on the MTEL Communication, Literacy, and other license required tests before being admitted to the practicum. Students must pass the Communication and Literacy tests no later than the end of the junior year, and must take their subject matter tests as soon as they have completed all of the courses in the content of their fields. It is strongly advised that elementary students take the Math portion of the elementary subject matter test as soon as they have completed MATH 115 and MATH 116.

Bachelor's Programs in Elementary, Middle, and High School Content and ESL

Majors are required to complete the following sequence of courses:

Stage I Fundamentals of Education in the Inclusive Classroom (Common Core)

Stage II Subject Matter Field(s)

Stage III Licensure Preparation

Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core) (8 semester hours)

The following courses are required for all general education and ESL majors:

- *EDUC 156 Schools in an Era of Change (freshman or sophomore year)

*GEDUC 460 Teaching Strategies for the Inclusive Classroom (junior year)

*Includes fieldwork

Students will be evaluated for writing competence at the conclusion of EDUC 156 and must be recommended by the faculty to advance to GEDUC 460. Students will again be evaluated after completion of GEDUC 460. Those students who have not demonstrated strong academic and literacy skills will be offered other options and will work closely with their advisors to find a match for their child-related interests in a non-licensed field.

Stage II. Subject Matter Field(s)

All students seeking licensure must complete a major in the liberal arts or sciences as well as in education. Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below. Students should thus plan their liberal arts majors, college requirements, and courses to fulfill particular subject requirements with their education advisors.

Stage III. Licensure Preparation

Students choose curriculum and methods courses, fieldwork, and student teaching appropriate to their levels and fields of specialization as designated below.

Elementary Teacher (Grades 1–6)

The Elementary Program is only offered as a five-year program. In addition to the common core, students must also complete the following courses in Stage II and Stage III.

Stage II. Subject Matter Field (52 semester hours)

English:

One course in World literature or American literature and

CHL 313 Survey of Literature for Children and Young Adults

Mathematics:

MATH 115 Number Systems and Algebra for Elementary School Teachers

MATH 116 Geometry and Data Analysis for Elementary School Teachers

History and Social Studies:

HIST 100 World Civilizations I: Pre-Modern Societies

HIST 101 World Civilizations II: Colonialism and Post-Colonialism

HIST 140 History of American Civilization I

POLS 101 Introduction to American Politics

Science and Technology Engineering:

*BIOL/ Great Discoveries in Science

PHYS 103

or *BIOL 113 General Biology

PHYS 105 Science and Technology in the Everyday World: The Way Things Work

PSYC 101 Introduction to Psychological Science

Art/Music:

One course chosen with advisor

Stage III. Licensure Preparation (28 semester hours)

Some or all of these courses may be taken at the graduate level during the fifth year.

Required courses:

*GEDUC 461 Social Studies, Science and the Arts in the Elementary Classroom

*GEDUC 464 Reading and Language Arts for the Elementary Classroom

*GEDUC 467 Math for the Elementary Classroom

*TESL 417 Sheltered English Instruction

*SPND 446 Learners with Special Needs

*Includes fieldwork.

Elementary Minor (20 semester hours)

Dunn Scholars (see page 122) might choose to do a minor and complete their licensure preparation at the graduate level during their fifth year. Students complete EDUC 156 and GEDUC 460 and select three of the following courses:

- *SPND 446 Learners with Special Needs (or other appropriate special education course)
 - *GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
 - *GEDUC 464 Reading and Language Arts for the Elementary Classroom
 - *GEDUC 467 Math for the Elementary Classroom
- *Includes fieldwork.

Joint Social Studies–Education Major (36 semester hours)

This joint major is designed for students with elementary and special education majors. Courses selected offer the best preparation for the social studies curriculum now mandated by the Massachusetts Curriculum Frameworks and taught in public school classrooms, and are designed to prepare candidates for the MTEL now required of all elementary and special education teacher candidates. Students should work closely with their advisors in the education department to plan a course of study. In addition to the courses prescribed in the joint major, students should take courses to complete the subject matter core required for licensing (Stage II and Stage III) as well as courses that fulfill the College requirements.

American History (8 semester hours):

HIST 140 History of American Civilization I: 1607-1877
or HIST 241 Revolutions in the West
and one U.S. history course above the 100-level that includes material from the 20th century

World Civilization (8 semester hours):

HIST 100 World Civilizations I
or HIST 222 Greek and Roman History
and one non-U.S. history course above the 100-level that focuses on a period of history since the Renaissance.

Economics (8 semester hours):

ECON 100 Principles of Microeconomics
ECON 101 Principles of Macroeconomics

Political Science (4 semester hours):

POLS 101 Introduction to American Politics

Depth (8 credits):

Two courses above the 100 level, chosen from history or political science and international relations.

Note: Many of the courses in this major include courses in the subject matter core and the modes of inquiry.

Middle School Teacher (Grades 5–8) in Subject Matter Fields

or

High School Teacher (Grades 8–12) in Subject Matter Fields

or

Teacher of Spanish or French (Grades 5–12)

Four-year students preparing to teach at the middle school or high school level must double-major in education and in a subject matter area taught in public schools. In addition to the common core, students are required to take the following courses in Stage II and Stage III.

Stage II. Subject Matter Field(s)

Special subject teachers at the high school and middle school levels must complete the requirements for a major in their subject matter fields. In some areas, additional specific courses are required by state regulations. Students must consult with an advisor in the Department of Education while planning their academic major.

Teacher of biology: A major in biology is required.

Teacher of English: A major in English is required.

Teacher of English as a Second Language: A major in English, or another modern language or other liberal arts majors, are possible.

Note, however, that competence in a modern language at or above the intermediate level is required for all. Required ESL subject matter includes the following courses:

- *ML 310 Introduction to Linguistics and English Grammar
 - *TESL 445 Fundamentals of Reading and Writing in a Second Language
 - TESL 451 Bilingualism and Language Variation in Multicultural Settings
 - *TESL 479 Teaching English as a Second Language Methodology and Curriculum Development
 - *ML 408 Second Language Acquisition
 - *Includes fieldwork
- See page 125 for more details about English as a Second Language.

Teacher of history: A major in history is required.

Teacher of modern world language: A major in a modern language other than English is required. Twenty semester hours must be above the intermediate level, and advanced composition and conversation, linguistics, and theories of first and second language acquisition must be included. Students must demonstrate fluency as determined by the Department of Modern Languages and Literatures before student teaching. In addition, Massachusetts licensure requires a demonstration of proficiency at or above the advanced level according to ACTFL/ILR guidelines.

Teacher of mathematics: A major in mathematics is required.

Stage III. Licensure Preparation (32 semester hours)

Required courses:

- PSYC 236 Psychology of Adolescence (Prereq.: PSYC 101)
- EDUC 310 Seminar in Teaching and Learning at the Middle and High School Level (taken concurrently with EDUC 383, EDUC 384, or EDUC 385)
- EDUC 383 Practicum: Middle School (Grades 5–8) (12 semester hours)
- or EDUC 384 Practicum: High School (Grades 8–12) (12 semester hours)
- or EDUC 385 Practicum: French, Spanish, ESL (Grades 5–12) (12 semester hours)
- GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School
- *GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- *GEDUC 47– A course in the curriculum of specific subject areas in middle and high school
- *TESL 417 Sheltered English Instruction
- *SPND 446 Learners with Special Needs
- *Includes fieldwork

Middle/High Schools Minor (20 semester hours)

Dunn Scholars (see page 122) might minor in education and complete their licensure preparation at the graduate level during their fifth year.

- *EDUC 156 Schools in an Era of Change
- *SPND 446 Learners with Special Needs or another appropriate course in special education
- *GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- *GEDUC 460 Teaching Strategies for the Inclusive Classroom

GEDUC 47- A course in the curriculum of specific subject areas in middle and high school

*Includes fieldwork

English as a Second Language (5–12)

The program in English as a second language prepares teachers to work with non-native English speakers in public schools in self-contained and pull-out classrooms at middle and high school levels. This is a five-year program after which students earn a master's degree (The Dunn Scholar Program). This program should be taken concurrently with a major in one of the liberal arts or sciences. A strong background in a second language and culture is necessary, and a semester abroad is strongly encouraged. (Students interested in ESL should contact the MATESL program for specific advising.)

First Year

Modern language (101, 102, or appropriate level)

PSYC 101 Introduction to Psychological Science

EDUC 156 Schools in an Era of Change

Sophomore Year

Modern language (201, 202, or appropriate level)

PSYC 236 Psychology of Adolescence

Junior Year

Modern language (240, 245, or appropriate level)

*GEDUC 460 Teaching Strategies for the Inclusive Classroom

Senior Year

TESL 451 Bilingualism and Language Variation in Multicultural Settings

TESL 445 Reading and Writing in a Second Language

*TESL 479 Teaching English as a Second Language Methodology and Curriculum Development

*ML 310 Introduction to Linguistics and English Grammar

*ML 408 Second Language Acquisition (summer after graduation)

*Includes fieldwork

SPECIAL EDUCATION

In the field of special education, Simmons College offers training for Massachusetts licensure for teachers of students with moderate disabilities (Levels: PreK–8 or 5–12) and teacher of students with severe disabilities (Levels: All). Students interested in these programs are required to enroll in the five-year Dunn Scholar Program. Students who select one of these programs must also have a major in the liberal arts or sciences. In addition, as mandated by the Massachusetts Department of Elementary and Secondary Education, all students must document at least 36 semester hours in upper- and lower-level arts and sciences coursework covering composition, American literature, world literature, including British literature, U.S. history from colonial times to present, world history, including European history from ancient times to the present, geography, economics, U.S. government, including founding documents, child development; science laboratory work, and appropriate mathematics and science coursework (Courses under Elementary Teacher (Grades 1-6) are highly recommended for all Special Education students since these courses form the basis of the preparation for the General Curriculum Tests required by all seeking license in Special Education). Students may opt to minor in special education, but a master's is required to obtain licensure.

The five-year Dunn Scholar Program is essentially the only route to licensure in the programs in Special Education.

Courses are as follows:

First Year

PSYC 101 Introduction to Psychological Science

EDUC 156 Schools in an Era of Change

Second Year

PSYC 235 Developmental Psychology
 or PSYC 236 Psychology of Adolescence
 Liberal arts requirements

Third Year

SPND 446 Learners with Special Needs
 RDG 410 Multisensory Structured
 Language Strategies for Reading
 GEDUC 467 Math for the Elementary
 Classroom
 *GEDUC 460 Teaching Strategies for the
 Inclusive Classroom

***Recommended**

Fourth Year

SPND 422 Differentiating Instruction
 Using Technology Across the
 Curriculum
 SPND 444 Special Education Laws and
 Regulations for Teachers and
 Administrators (2 credits)
 SPND 445 The Individualized Education
 Program: Strategies for
 Development, Interpretation
 and Implementation (2 credits)
 SPND 350 Independent Study

Fifth Year

The courses as listed under the appropriate designation.

Moderate Disabilities (Levels: PreK–8 or 5–12)

This concentration prepares students in inclusive education to work with learners with moderate disabilities in grades PreK–8 or 5–12 emphasizing collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of public or 603 CMR 28.00 approved school settings.

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

SPND 441 Classroom Management for
 Learners with Special Needs in
 Inclusive Settings
 RDG 406 The Structure of Language for
 Teachers
 SPND 415 Applied Research I
 SPND 436 Formal and Informal
 Assessment
 SPND 435 Practicum in Special Education
 (Moderate Disabilities; PreK-8)
 or SPND 440 Practicum in Special Education
 (Moderate Disabilities; 5-12)
 SPND 438 Practicum in Special Education
 (Moderate Disabilities; PreK-8)
 or SPND 439 Practicum in Special Education
 (Moderate Disabilities; 5-12)
 SPND 487 Seminar and Fieldwork in
 Education (2 credits)
 SPND 488 Seminar and Fieldwork in
 Education (2 credits)
 TESL 417 Sheltered English Instruction

Severe Disabilities (Levels: All)

The severe disabilities (Levels: All) concentration prepares students to work with learners with severe disabilities in inclusive general education classrooms, in self-contained special education classes in general public schools, or in 603 CMR 28.00 approved residential or day schools. The goal is to support meaningful access to curriculum of learners with severe disabilities in inclusive classrooms, the community, and the workplace. Working in preschool, elementary, middle, and high school settings, each student is prepared to teach learners age-appropriate skills using the Massachusetts Curriculum as well as communication techniques, self-help strategies, social behavior skills, and specific vocational training.

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

SPND 415 Applied Research I
 SPND 442 Analysis of Behavior: Principles
 and Classroom Applications
 SPND 447 Assessment and Curriculum
 Development for Learners with
 Severe Disabilities

- SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process (2 credits)
- Elective
- SPND 467 Practicum: Severe Disabilities (Levels: All)
- SPND 468 Practicum: Severe Disabilities (Levels: All)
- SPND 487 Seminar and Fieldwork in Education (2 credits)
- SPND 488 Seminar and Fieldwork in Education (2 credits)
- TESL 417 Sheltered English Instruction

Special Education Practicum (completed during the master's year)

The practicum provides students with an in-depth learning experience under the guidance of skilled cooperating practitioners and College supervisors. In addition, it allows practicum students the opportunity to collaborate with special education and general education instructors, enabling them to meet the standards under the state regulations for an initial license. This experience involves practicum students in all areas of the Massachusetts Curriculum. Students in Programs in Special Education must pass all applicable sections of the MTEL as designated by the Massachusetts Department of Education, including the Communication and Literacy Skills test, subject matter test, General Curriculum tests (multi-subject and math subtest), and Foundations of Reading test (Moderate Disabilities Only), in order to register for the practicum. Students must submit formal documentation of test scores to the Programs in Special Education prior to registration.

Independent Learning

Special education minors can fulfill the all-College independent learning requirement by completing SPND 350 Seminar and fieldwork in Education.

Minor in Special Education

A student may pursue a minor in special education by completing the following courses: EDUC 156, SPND 446, RDG 410, SPND 422, SPND 444, and SPND 445.

COURSES

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

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

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

GEDUC 420 Teaching for Content Area Literacy (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Focuses on providing secondary teachers with research-based, pragmatic strategies to help their students develop content area literacy. Utilizing a lesson and unit planning framework, students will learn and apply reading, writing, speaking, listening and presenting tools and techniques to their respective content areas. Additionally, students will learn and apply instructional strategies for the “new literacies” associated with the Internet. In turn, these tools, techniques, and instructional strategies will help their students to better access, understand, and communicate content, as well as become independent learners. Lucove.

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

4 sem. hrs.

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

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

4 sem. hrs. Staff.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

4 sem. hrs. Staff.

GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers professional issues for middle and high school teachers and students, including current school reform efforts, the multicultural debate, and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course. Davidson, Oakes.

GEDUC 460 Teaching Strategies for the Inclusive Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: EDUC 156 and consent of the department. Not open to first-year students. Examines a variety of teaching strategies applicable to students in heterogeneous classrooms: techniques to individualize instruction and

promote mastery learning, development of cooperative learning strategies, and consideration of specific classroom and behavior management procedures. Requires fieldwork. Bettencourt.

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers methods and materials for elementary curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. Cornier.

GEDUC 464 Reading and Language Arts for the Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers methods of assessment and instruction in creating comprehensive literacy programs with reference to the ELA Frameworks throughout, decoding strategies including phonemic awareness and phonics skills, comprehension strategies, guided reading; literature circles, the writing process, and the integration of children's literature and poetry. Requires two mornings a week of fieldwork if taken concurrently with GEDUC 467. Scotto, Rodero.

GEDUC 467 Math for the Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers basic topics of elementary mathematics from contemporary viewpoints to reinforce mathematics learning. Examines varying pupil responses and techniques of instruction and construction of curriculum units. Requires field experience in an inclusive classroom. Includes two mornings a week of fieldwork if taken concurrently with GEDUC 464. Davidson, Hamel.

GEDUC 471 English Curriculum at the Middle or High School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers issues in the teaching of high school and middle school English, including selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories. Includes observation and aiding experiences in inclusive English classrooms. Rooney.

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GEDUC 472 Modern Foreign Language Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I and one course in advanced composition or stylistics.

Considers major pedagogical issues in modern language instruction with specific attention to theories of language acquisition, the development of listening, speaking, reading, and writing skills, selection and justification of content, models of curricular design, and construction of lesson plans and units. Includes observation and aiding experiences in inclusive language classrooms. Nelson.

GEDUC 474 History and Political Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers major pedagogical issues in teaching history and the social sciences, emphasizing selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Includes observation and aiding experiences in inclusive social studies classrooms. Bettencourt.

GEDUC 476 Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Introduces middle and high school science teaching: specific problems, instructional materials, and teaching techniques. Emphasizes observing and aiding inclusive science classes. Sifantus, Weiffenbach.

GEDUC 478 Mathematics Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Explores contemporary issues and problems in middle and high school level mathematics teaching, including curriculum projects and materials and their origins, rationales, and uses. Emphasizes the teacher's role as a generator of knowledge and curriculum and the formulator of instruction. Includes appropriate field experience. Mallory.

TESL 417 Sheltered English Instruction (F, S, U)

4 sem. hrs. Either GEDUC 460 or SPND 446 Successful completion of this course can qualify you for Massachusetts Sheltered English Instruction (SEI) Endorsement. For pre-service teachers in core subject areas, the course will

build your skills, confidence, and familiarity with research-proven practices for working with English Language Learner (ELL) students. You will cover the social, cultural, familial, and academic factors that affect learning. You will learn strategies for sheltering content for ELLs and, using WIDA language standards, you will explore the link between oral language and student learning of academic language and literacy skills. This course was created for candidates working toward their first initial teaching license in a core subject area and is not intended for incumbent, already-licensed teachers. Abraham, Chumley.

TESL 445 Fundamentals of Reading and Writing in a Second Language (F-1,2)

4 sem. hrs.

Provides an introduction to reading and writing in a second language. Examines theories of reading both first and second language, relevant differences in first and second reading processes and instruction, particularly with beginning readers, and formal and informal reading assessment. Involves tutoring. Writing theory and practice will be examined and instructional approaches to writing, the writing process, and writing assessment will also be considered. Requires fieldwork. Abraham, Staff.

TESL 451 Bilingualism and Language Variation in Multicultural Settings (F-1,2)

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context. Investigates the effects of gender, race, and culture on language use within developmental stages and learning styles of students across grade levels. Emphasizes assessment procedures and the involvement of parents in education. Chumley.

TESL 479 Teaching English as a Second Language Methodology and Curriculum Development (S-1,2)

4 sem. hrs.

Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques – reading and writing processes and instruction and assessment and testing – and their application to curriculum development. Requires fieldwork. Bourret.

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Requires fieldwork. Chumley.

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.

Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Requires fieldwork. Price, Reed.

RDG 406 The Structure of Language for Teachers (F-1,2)

4 sem. hrs.

Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. Progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. Chumley.

RDG 410 Multisensory Structured Language Strategies for Reading (S-1,2)

4 sem. hrs.

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for learners with language and reading challenges. Emphasizes use of these techniques and strategies within inclusive and general education settings. Collins, Machamer, Rigo.

SPND 422 Differentiating Instruction Using Technology Across the Curriculum (U-1,2)

4 sem. hrs.

Explores strategies to incorporate assistive special education technology into classrooms and learners' individualized educational programs.

Provides real-world experiences, resources, and skill development in the latest software, adaptive equipment, and best practices. Explores readily implemented practical solutions for inclusive classrooms. Pugliese, Edge-Savage.

SPND 436 Formal and Informal Assessment (F-1,2)

4 sem. hrs.

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. Stefanini, Waterman, Waters.

SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (F-1,2)

4 sem. hrs.

Focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasizes preventive discipline, classroom environments, and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. Axe, Hardin.

SPND 442 Analysis of Behavior: Principles and Classroom Applications (F-1,2)

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and practices successful in schools, communities, and work settings. Requires fieldwork. Axe.

SPND 444 Special Education Laws and Regulations for Teachers and Administrators (S-1,2; U-1,2)

2 sem. hrs.

Offers an examination of the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Reviews the statutory and regulatory foundations pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Students are not required to have a background in law. Blume, Ullian.

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SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (S-1,2; U-1,2)

2 sem. hrs. Prereq. SPND 444.

Offers an examination of the legal requirements, as well as the process for the development, implementation and interpretation of the Individualized Education Program (IEP). The IEP forms the basis for the provision of specially designed instruction to students with special needs who are eligible for special education under the provisions of the Individuals with Disabilities Education Act (IDEA). Analysis of IEP meeting procedures and protocols are also integral to this course. Blume, Ullian.

SPND 446 Learners with Special Needs (F-1,2; U-1,2)

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on language development and communication problems. Requires fieldwork. Evans, Hardin.

SPND 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities (F-1,2)

4 sem. hrs.

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings. Requires fieldwork. Lenane.

SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process (U-1,2)

4 sem. hrs.

Examines employment opportunities and support services available to citizens with severe disabilities. Involves job inventories in local industry and analysis of the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Includes placement and supervision of learners in worksites. Requires fieldwork. Blume, Williams.

SPND 469 Topics in Clinical Practice (F-1,2; S-1,2)

4-8 sem. hrs.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Staff.

PRACTICA

All student teaching will take place within a 50-mile radius of the College. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during spring recess. In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.00 in order to be recommended for a practicum. All students must document 75 hours of pre-practicum fieldwork prior to advancing to the practicum. Students must also pass the required Massachusetts Tests for Educator Licensure (MTEL) prior to admission to the practicum. Practica descriptions can be found at the end of course listings for each teacher preparation program.

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification.

For further information for past cohorts, please see the Simmons College website.

EDUC 383 Practicum: Middle School (Grades 5-8) (S-1,2)

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

Assigns supervised teaching responsibilities in an appropriate inclusive middle school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Staff.

EDUC 384 Practicum: High School (Grades 8–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an appropriate inclusive high school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Staff.

EDUC 385 Practicum: French, Spanish, or ESL (Grades 5–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive French, Spanish, or ESL classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Chumley.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Limited enrollment. Two full days a week of clinical experience in a private or public school classroom. Guttentag.

Linguistics Courses for Education Majors**ML 310 Introduction to Linguistics and English Grammar (S-1,2)**

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

Please Note:

Because of the complexities of the Education Program in meeting all of the state requirements for licensure, it is critical that students follow the study plans developed with their advisors. Deviation from the established program, without approval by the advisor, may result in students having to take an additional

semester in order to complete all licensure and graduation requirements.

THE MASSACHUSETTS CORI

Students seeking prepracticum fieldwork placements prior to their practicums or graduate-level internships may be asked by the school district to have a CORI (Criminal Offender Record Information), a criminal background check, done on them. It is very likely that students will be asked for this prior to their placements in their practicums or internships. All candidates applying for teaching positions in Massachusetts public schools will be required to have a CORI completed.

A CORI will reveal any arrest and/or conviction of a felony or misdemeanor in Massachusetts. A school district has the right to refuse placement or employment of any applicant whose CORI reveals any criminal record.

The application for a teaching license in Massachusetts includes the following question: Have you ever been convicted of a felony? The state has the right to refuse a teaching license to any applicant who has a questionable criminal record.

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Department of English

Pamela Bromberg, *Interim Chair and Professor*

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

Lowry Pei, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

**Richard Wollman, *Professor*

Sheldon George, *Associate Professor and Director of the Graduate Program in English*

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

Suzanne Leonard, *Associate Professor*

Rachel Lacasse, *Administrative Assistant*

* *On sabbatical leave fall 2014*

***On sabbatical leave spring 2015*

The study of literature as embodied in the English major has a number of goals: to familiarize the student with the work of important writers, to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature, and to sharpen her understanding of the English language. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker. The student majoring in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time, she develops pragmatic skills that will serve her well in the world of the professions. Simmons English majors have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

Learning Goals

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

1. Disciplinary Skills

Students will be able to read closely, write critical essays driven by their own insights in conversation with those of published scholars, do research independently, reflect critically on their own analytical thinking, and talk intelligently about their insights in discussions or formal presentations.

2. Disciplinary Content

Students will be able to think about literature on the basis of a reasonably broad knowledge of individual literary works, literary history in different periods (both British and American), and literary or critical theories.

3. Critical-Historical Awareness

Students will be able to discuss how literary works fit into the context of their times and grow out of a society with a particular history and politics. Students will be able to discern the complex relationship of representation to issues of power in relation to race, class, gender, and sexuality.

4. Life Skills after Graduation

Students will be able to write insightfully, read closely, think critically, and do independent research in ways that serve them after graduation in a variety of career paths or further degree programs. They will be especially aware of the power of language and discourse to shape thought and action.

5. Caring about Literature as Art

Students will be able to recognize, appreciate, and express original insights regarding the artfulness of literary works. Some will be able to pursue the creation of such art works on their own.

Requirements

The major in English consists of 11 courses given by, or approved by, the department. The following courses are required of all majors:

ENGL 199 Approaches to Literature

ENGL 200 Introduction to Theory

ENGL 199 is an introduction to the major and is open to all students thinking about majoring in English. All potential majors are urged to take it no later than the beginning of their sophomore year. While ENGL 199 and 200 constitute a sequence and must be taken in that order, this sequence is not necessarily consecutive. ENGL 199 is a class appropriate for incoming first-year students, while ENGL 200 is an advanced course in critical theory, open only to students with sophomore standing and above who have taken 199. Students will thus typically take 199 at the beginning of their first year, and they will take 200 no earlier than the beginning of their second year. ENGL 199 is the prerequisite for all 300-level literature classes offered by this department. Some 300-level classes may have additional prerequisites; see course descriptions below. Students may choose either the creative writing or the literature option for their English major. Described below are additional requirements for each option.

Requirements of the Major

Students who major in English cannot use AP test scores to replace core requirements of the major. A score of 5 or higher on the IB will count as non-specific academic credit.

The Creative Writing Option

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
- One course covering literature from 1610–1800 (ENGL 243, 307*, 332, or 342)
- One course covering 19th-c. English literature (ENGL 211*, 254*, 304, 306, 307*, HON 304, or HON 305)
- One course covering British or U.S. literature and/or media of the 20th and/or 21st c. (ENGL 172, 178*, 195, 211*, 214, 221, 239*, 254*, 275*, 317*, 318, 327, 328, 354, or 398)
- One course in American literature before 1900 (ENGL 138, 161, 162, 235, 312, 320, or 331)
- One course in multiethnic literature (ENGL 163, 176, 178*, 220, 239*, 250, 275*, 308, 316, 317*, HON 205)
- Two creative writing courses (ENGL 105, 107,

109, 305, or 350)

• One literature or creative writing elective
 Note: Two of these eleven courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.
 *ENGL 211 and 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, 239, 275, and 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.

The Literature Option

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
- One course covering literature from 1610–1800 (ENGL 243, 307*, 332, or 342)
- One course covering 19th-c. English literature (ENGL 211*, 254*, 304, 306, 307*, HON 304, or HON 305)
- One course covering British or U.S. literature and/or media of the 20th and/or 21st c. (ENGL 172, 178*, 195, 211*, 214, 221, 239*, 254*, 275*, 317*, 318, 327, 328, 354, or 398)
- One course in American literature before 1900 (ENGL 138, 161, 162, 235, 312, 320, or 331)
- One course in multi-ethnic literature (ENGL 163, 176, 178*, 220, 239*, 250, 275*, 308, 316, 317*, HON 205)
- Any three other English courses (one of which may be a creative writing course)
 Note: Two of these eleven courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.
 *ENGL 211 and 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, 239, 275, and 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.

Independent Learning

In special circumstances, with agreement of the instructor and approval of the chair, ENGL 349, Directed Study may be substituted for a course offered in a required area. Note that directed study does not count toward the independent learning requirement. In consultation with her departmental advisor, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures. Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the department chair. Such students may want to take greater advantage of the independent learning option. In the Department of English, some or all of the College's independent learning requirement can be met in the following ways: ENGL 350, 355, 370, 380, or 390. Alternatively, English majors may meet the requirement by taking appropriate courses or completing projects in an area other than English. Internship and Field Work (370 and 380) do not count toward the eleven courses required for the major. In addition to 350, 355, 370, 380, or 390, some 300-level literature classes will satisfy the independent learning requirement. Students should check with their department advisor and/or the Chair to learn which 300-level classes satisfy the independent learning requirement each term. Students may only satisfy half the college's independent learning requirement through an approved 300-level literature course.

Honors in English

Students may earn Honors in English in one of two ways.

1. A student must have a GPA of 3.67 in English and submit an application and a portfolio by the end of the first semester of her junior year to the chair of the department. The portfolio should include a writing sample, two

letters of recommendation, and a statement of intent describing her intellectual interests and reasons for pursuing honors in English. The chair, in consultation with members of the department, will determine candidacy. This version of Honors in English requires that candidates complete the regular English major through either the creative writing option or the literature option, plus ENGL 350, Independent Study, followed by ENGL 355, Thesis.

2. Students may instead earn Honors in English by taking 12 English classes plus ENGL 390, Seminar in Literary Scholarship. This option requires that the student maintain a GPA of 3.5 in English and earn at least an A- in ENGL 390.

Students intending to continue the study of English at the graduate level will find it advisable to take the honors program. Students considering graduate work are also strongly urged to take a significant number of English courses at the 300-level and to take a literature course in another modern language. Interested students should consult with Sheldon George, director of the graduate program in English.

Minor in English

A minor in English requires five courses from departmental offerings, including ENGL 199 and at least one course at the 200 or 300 level.

Interdisciplinary Minor in Cinema and Media Studies

A minor in Cinema and Media Studies is comprised of two required courses and three electives.

Required Courses

ENGL 195	Art of Film
ENGL 221	The Critical Lens: Introduction to Film and Media Theory

Elective Courses

AST 300	Black Popular Culture
ART/COMM 138	Introduction to Photography and the Traditional Lab*

- ART/COMM 139 Introduction to Photography and the Digital Lab*
- ART/COMM 232 Digital Photography II*
- ART/COMM 237 Advanced Photography Workshop*
- ART/COMM 239 Documentary Photography*
- ART 249 History of Photography
- MUS 165 Music in Film
- CHIN 214 Contemporary Chinese Cinema
- COMM 120 Communications Media*
- COMM 121 Visual Communication
- COMM 124 Media, Messages, and Society
- COMM 220 Video Production*
- COMM 222 Animation*
- ENGL 327 Race and Gender in Psychoanalytic Discourse
- ENGL 354 Studies in Film Genre
- ENGL 398 Feminist Media Studies
- HIST 254 History through Novels and Film
- HIST 329 Film and Historical Representation
- PHIL 152 Philosophy through Literature and Film
- SPAN 314 Hispanic Culture as Seen through Film

Restrictions on Electives

One elective must be a production class. (Production classes are designated with an *) At least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

Transfer Students

The English department will accept up to three English classes transferred in toward the minor; we require grades of C or above in these classes. (Five classes are required for the minor, including ENGL 199 and at least one course at the 200 or 300 level.)

The department will accept up to seven classes toward the major for seniors transferring to Simmons, up to five for juniors, and up to three for sophomores. We require grades of C or above in all classes transferred in toward the major.

All transfer students must take the two 300-level seminars required of English majors at Simmons. (We will accept advanced classes

toward the major if students have earned grades of C or above in these classes, but these classes will not satisfy the 300-level requirements.)

Graduate Programs in English

For information about the Master of Arts in English, see the Graduate Course Catalog.

COURSES

Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English majors, and for students just beginning the study of literature: ENGL 111, 112, 121, 163, 172, 178, 193, 195, 199.

ENGL 105 Creative Writing: Non-Fiction (M1) (F-1,2; S-1,2)

4 sem. hrs.

Designed for students with a solid base of writing skill who wish to grow further as writers. Teaches writing of non-fiction that a non-captive audience would willingly read. Focuses primarily on the personal narrative. Pei, Wollman.

ENGL 107 Creative Writing: Fiction (M1) (F-1,2, S-1,2)

4 sem. hrs.

Introduces the discipline of writing the short story. Reading of some classic and contemporary short fiction, and discussion of student drafts in a supportive workshop setting. Pei.

ENGL 109 Creative Writing: Poetry (M1) (F-1,2, S-1,2)

4 sem. hrs.

Targets the eager and curious writer of poems seeking structure, feedback, and models of excellence in a workshop setting. Assumes that those who want to write are those who have been deeply moved by the writing of others. Includes extensive reading and attendance at poetry readings in the Boston area. Weaver, Wollman.

ENGL 111 Greek Mythology and Religion (M2) (F-1,2)

4 sem. hrs.

Examines myths about the principle gods, goddesses, and heroes of ancient Greece, and the influence of Greek mythology on later literature, language, and the visual arts. Includes readings from Homer, Hesiod, Sappho, Ovid, and Greek dramatists. Wollman.

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ENGL 112 The Bible (M2) (S-1,2)

4 sem. hrs.

Closely studies the Old and New Testaments, with attention to the problem of strategies of interpretation. Considers themes including the use of metaphor, shifting attitudes toward sex, time and typology, and theological versus cultural perspectives. Wollman.

ENGL 121 Shakespeare (M2) (F-1,2)

4 sem. hrs.

Analyzes major plays with commentary on the theater of Shakespeare's London. Includes films and attendance at live performances of Shakespeare's plays when possible. Wollman.

ENGL 138 American Poetry (M2) (S-2)

4 sem. hrs.

Studies major American poets and the process by which the creation of a self precedes the creation of one's poetry. Attends to such figures as Walt Whitman, Emily Dickinson, Robert Frost, Marianne Moore, Wallace Stevens, William Carlos Williams, and Robert Lowell. Bergland.

ENGL 161 American Literature to the Civil War (M2) (S-1)

4 sem. hrs.

Studies American literature from its beginnings to the Civil War, from its pre-literature—recording the encounters among the Native Americans, English, Spanish, French, and Africans—to the first emergence of America's literature of diversity, exemplified by such writers as Douglass, Jacobs, Emerson, Fuller, Thoreau, Hawthorne, Dickinson, and Melville. Bergland.

ENGL 162 American Literature from 1865 to 1920 (M2) (F-1)

4 sem. hrs.

Focuses on the responses of American writers to the change from a predominantly rural small-town society to an urban industrialized one and the accompanying challenges to previous racial and gender stereotypes. Texts include poetry by Walt Whitman and Emily Dickinson, fiction by Mark Twain, Henry James, Kate Chopin, Theodore Dreiser, and Edith Wharton, and W.E.B. DuBois's *Souls of Black Folk*. George.

ENGL 163 African Influences in American Literature and Culture (M2) (F-2)

4 sem. hrs.

Readings will include autobiographical writings

by black people during slavery alongside poetry and significant essays by Emerson, DuBois, and Baldwin. Attention will be given to works of visual art by Augusta Savage and others as well as episodes from documentaries such as *Jazz* and *The Wire* in what amounts to a multi-disciplinary approach to American literature that will prepare students to consider the development of American literature and culture from a diverse perspective. Weaver.

[ENGL 172 20th-century U.S. Fiction

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

Focuses upon important works by U.S. writers of the twentieth century, including William Faulkner, Langston Hughes, Jack Kerouac, James Baldwin, Ken Kesey, Gloria Naylor, Tim O'Brien, and others. George.

ENGL 176 African American Fiction (M2) (S-2)

4 sem. hrs.

Analyzes the possibility of viewing fiction by African Americans as constitutive of a distinctive genre of literature. Highlights certain repeated themes and rhetorical patterns found in fiction by African Americans, but asks if race itself is what finally determines the makeup of the genre. Authors include Douglass, Baldwin, Ellison, Washington, Wright, and others. George.

ENGL 178 Multicultural Themes in Modern American Literature (M2) (F-1, 2, S-2)

4 sem. hrs.

Studies personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and non-fictional works by African American, Jewish, Native American, Asian American, Latino, and other authors. Focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. Bergland, George.

ENGL 184 World Drama Survey (M2) (S-2)

4 sem. hrs.

This course is a survey of major plays from Europe, the United States and Africa. Dramatists may include Sophocles, Aristophanes, Shakespeare, Ben Jonson, Molière, Ibsen, Strindberg, Chekhov, O'Neill, Brecht, Beckett, Hansberry, Fugard, and August Wilson. Studies social and political contexts of theater, performance practices, and writing about drama. Weaver.

ENGL/WGST 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. Hager, Leonard.

ENGL 195 Art of Film (M2) (F-1, 2)

4 sem. hrs.

Serves as an introduction to film analysis by teaching the basics of mise-en-scène, cinematography, editing, and sound as well as fundamental principles of film narrative, style, genre, and theory. Films chosen from a number of different historical periods and national contexts, including classical Hollywood cinema. Leonard.

ENGL 199 Approaches to Literature (F-1,2, S-1,2)

4 sem. hrs.

An introduction to the English major, 199 provides a grounding in the skills and questions basic to the study of literature: how to trace an image, how a novelist constructs a character, what a poet is doing with meter and rhyme, and how to make comparisons between different texts. Required for all English majors. Bergland, Bromberg, George, Hager, Leonard, Pei, Weaver, Wollman.

ENGL 200 Introduction to Theory (F-1,2, S-1,2)

4 sem hrs.; Prereq: ENGL 199

The second half of the required introduction to the English major, this course builds on English 199 and considers how we read, analyze, and write about literature from different critical perspectives, including Postcolonialism and Race Studies, Feminism, Psychoanalysis, Structuralism, Deconstruction, and/or Marxism. Required for all English majors. Bergland, Bromberg, George, Hager, Leonard, Weaver, Wollman.

ENGL 211 From Alice to Eeyore: Favorites and Classics from the Golden Age of Children's Literature (F-1)

4 sem hrs.

Examines the wide variety of literature written for children in the Victorian and modernist periods in Britain, from fairy tales and nonsense verse

to didactic fiction and fantasy. Authors studied may include Lewis Carroll, Edward Lear, Frances Hodgson Burnett, Christina Rossetti, Robert Louis Stevenson, E. Nesbit, Kenneth Grahame, J.M. Barrie, P.L. Travers, and A.A. Milne. Hager.

ENGL 214 The Invented Self in American Fiction (F-2)

4 sem hrs.

Looks at U.S. writers as authors of themselves and creators of their own personae in 20th and 21st-century U.S. fiction. Examines both the literary and societal implications of such self-fabrications in works by writers such as Philip Roth, Jeffrey Eugenides, Anne Tyler, Amy Bloom, Tom Perrotta, Junot Diaz, Patricia Highsmith, Michael Cunningham, Susana Moore, and Cristina Garcia. Leonard.

[ENGL 220 African American Autobiographies

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

Presents African American autobiographies as involved continually in literary attempts to redefine both American history and African Americans themselves. Investigates how these works blur the lines between self and community, and fact and fiction in the efforts to dialogue with previous representations of African American identity. Authors include Jacobs, Angelou, Douglass, Baldwin, DuBois, Gates, Hurston, and others. George.

ENGL 221 The Critical Lens: Introduction to Film and Media Theory (S-1,2)

4 sem. hrs. Prereq: ENGL 195 recommended.

Introduces students to the main schools of theory in cinema and media studies, including auteur theory, narrative, semiotics, psychoanalysis, Marxism, feminism, queer theory, critical race theory, reception theory, third and accented cinemas. Gabiner. Leonard.

ENGL 235 Identity and Race in the American Literary Imagination: 1820-1890 (S-2)

4 sem. hrs.

Focuses upon the works of major American writers and defines and analyzes how the sentiments and attitudes of the Romantic and Realist periods become intertwined with race in the literary process of imagining and representing American identity. George.

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ENGL 239 When I Get to Be a Composer – African American Poetry to 1954 (F-1)

4 sem. hrs.

Beginning with 18th c. writings by Phillis Wheatley and other African American poets held in slavery, this course will be an examination of the arc and trajectory of what constitutes the tradition of poetry by African Americans. The course concludes with the work of Gwendolyn Brooks and Robert Hayden. Weaver.

ENGL 243 The English Novel through Austen (S-1)

4 sem. hrs.

Considers the development of the English novel, with emphasis on narrative technique and the cultural history of the novel in the 18th century. Novelists may include Behn, Haywood, Fielding, Burney, Austen, and Walpole. Bromberg.

ENGL/CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.

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

ENGL 254 The English Novel from Victorians to Moderns (F-2)

4 sem. hrs.

Studies major English novelists, such as Charles Dickens, the Brontës, George Eliot, Bram Stoker, H.G. Wells, Radclyffe Hall, Rebecca West, and at least one non-canonical novelist. Hager.

ENGL 275 American Modernism and the Harlem Renaissance (S-1)

4 sem. hrs.

Focuses on the literature, music, and culture that emerged after WWI in places like Harlem. Examines the period's atmosphere of creativity and experimentation through the works of both major "white" writers like Hemingway, Faulkner, Fitzgerald, and Eliot, and major African-American writers like Hughes, Hurston, Larsen, Du Bois, and Toomer. George.

ENGL 304 Problems in Romantic Literature: The Romantic Rebel (S-1)

4 sem. hrs. Prereq.: ENGL 199 and junior standing.

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

ENGL 305 Advanced Creative Writing: Non-Fiction (F-2)

4 sem. hrs. Prereq.: ENGL 105, or its equivalent at another college.

Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short reflective exercises intended to sharpen awareness of form and technique in non-fiction. Pei.

ENGL 306 Victorian Literature and Culture (S-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing.

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

ENGL 307 Jane Austen and Her Contemporaries (S-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing.

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole, Frances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts. Bromberg

ENGL 308 The Postcolonial Novel (F-1)

4 sem. hrs. Prereq.: ENGL 199 and junior standing.

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

[ENGL 312 Classic American Writers

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Not offered in 2014-2016.] 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 316 Native American Literature

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Not offered in 2014-2016.] Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by Native and non-Native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria. Bergland.

ENGL 317 Toni Morrison and American Literature (S-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon. George.

ENGL 318 The Dramatic Imagination in America (S-1)

4 sem. hrs. Prereq.: ENGL 200 and junior standing. Focuses on 20th-century American plays by writers including Susan Glaspell, Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Reads plays as literature and enacts them in class—as far as possible—as theater. Weaver.

[ENGL 320 American Women's Poetry

4 sem. hrs. Prereq: ENGL 199 and junior standing. Not offered in 2014-2016.] Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format. Bergland.

[ENGL 321 Studies in Shakespeare

4 sem. hrs. Prereq.: ENGL 199, ENGL 121, and junior standing OR consent of the department. Not offered in 2014-2016.] Closely analyzes a few major plays and varied critical approaches to them. Wollman.

ENGL 323 Special Topics in Literature*

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Offers an intensive study of a particular genre of literature. Staff.

ENGL 326 Studies in Medieval and Renaissance Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the 16th century. Wollman.

ENGL 327 Race and Gender in Psychoanalytic Discourse (S-1)

4 sem. hrs. Prereq.: ENGL 200 and junior standing. Investigates psychoanalysis as a theoretical discourse that has been forced continually to rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theorists who have used race and gender to redefine psychoanalysis. George.

[ENGL 328 American Ghosts: The Cultural Politics of Haunting

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Not offered in 2014-2016.] Examines the discourse of spectralization in American literature, 1620-present: Charles Brockden Brown, Edgar Allan Poe, Maxine Hong Kingston, Leslie Marmon Silko, Toni Morrison, Cristina Garcia, Stephen King, August Wilson, and Tony Kushner. Bergland.

ENGL 331 Literary Boston (F-2)

4 sem. hrs. Prereq: ENGL 199 and junior standing. Traces literary representations of Boston, puritans to the present: Cotton Mather, Catherine Maria Sedgwick, Nathaniel Hawthorne, Louisa May Alcott, Edward Bellamy, Pauline Hopkins, Mary Antin. Margaret Atwood, Dennis Lehane or Jhumpa Lahiri. Bergland.

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ENGL 332 English Literature of the 17th Century (F-1)

4 sem. hrs. ENGL 199 and junior standing
A survey of seventeenth-century literature through the study of the metaphysical poetry of Donne, Herbert, and Marvell the cavalier poetry of Jonson and his followers, the prose of Bacon and Browne, and the early work of Milton. Wollman.

ENGL 342 Studies in 18th-Century Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. ENGL 200 recommended.
Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. Bromberg.

ENGL 350 Independent Study (F-1, 2, S-1, 2)

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

ENGL 354 Studies in Film Genre: Melodrama (F-1)

4 sem. hrs. Prereq: ENGL 195 and junior standing. ENGL 200 or 221 recommended.
Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

ENGL 355 Thesis (F-1, 2, S-1, 2)

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

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

4–8 sem. hrs. Prereq.: consent of faculty supervisor and approval of CEC staff.
In collaboration with the Career Education Center and under the supervision of a member of the English faculty, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and its connection to their major. Staff.

ENGL 380 Fieldwork (F-1, 2, S-1, 2)

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

ENGL 390 Seminar in Literary Scholarship (S-1, F-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing.
Offers a framework for advanced independent work in literary studies. Anchored in a common topic that changes each year. Texts include some of the critical and theoretical approaches that help to define the topic. Bergland, Bromberg, George, Hager, Leonard, Wollman.

ENGL 398 Feminist Media Studies (S-2)

4 sem. hrs. Prereq.: ENGL 195 and junior standing. ENGL 200 or 221 recommended.
Analyzes how film form positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the “woman’s film,” feminist documentary, racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism. Leonard.

First-Year Program

Leanne Doherty, *Associate Dean and Director of First Year Program*

The First-Year Program begins in the student's first semester. It is composed of FYS, a 2-credit First-Year Seminar, a 2-credit College Writing course in the fall, and a four credit writing "passion" course in the spring. It is a first-year, eight-credit all-College requirement.

FYS 101 First Year College Seminar (F, S)

Susan Antonelli, Assistant Dean for Student Life and Coordinator of FYS 101

2 sem. hrs.

This seminar facilitates the transition from high school to college by introducing first-year students to academic, co-curricular life, and formal, and informal opportunities at Simmons. Co-taught by staff or faculty and student facilitators, the seminar focuses on key issues and situations traditional first-year students face such as standing College resources, managing time, building a resume, and leadership development. Students explore questions of identity and values in a safe and supportive environment. The course encourages students to develop confidence and compassion as they interact with others and become active, informed, and engaged members of the Simmons community and beyond. Each year FYS is taught within the context of an overarching theme.

FYS 102 College Writing (F,S)

Terry Muller, Director of Writing Center and Coordinator of FYS 102

2 sem. hrs.

This two-credit writing course introduces first-year students to writing at the college level. The course takes a general, non-disciplinary approach to the writing process where students explore voice, content, purpose, and style while meeting the needs of their audience.

FYS 103 College Writing II (S)

4 sem. hrs. Prereq: FYS 101 and FYS 102

This course is a four credit, spring semester "passion" seminar that takes as its explicit focus the development of critical reading, writing, and analysis. The spring writing seminar and the 2-credit writing course offered in the fall will be designed to work together as a coherent sequence of instruction, along with topics addressed in FYS 101. Instructors will teach "passion courses" in an area of expertise. Topics will encourage intellectual curiosity, college-level thinking, and substantive analysis. Writing assignments vary in length, purpose, and audience. Transfer students with questions about their enrollment in FYS 103 should consult their Transfer Credit Evaluation and/or consult with the director of the First Year Program.

FYS 103 College Writing II for Dix Scholars (F)

4 sem. hrs. Prereq: Placement by the registrar and FYS director; Dix status.

Dix Scholars' formal transcript evaluation from the Registrar's office to indicate the appropriate sequence of courses will complete the College's writing requirement. Dix scholars who have one semester of writing have fulfilled their writing requirement. Dix scholars with no previous writing fulfill their writing requirement by taking the transfer/Dix section of FYS 103 or a course that is determined through advanced consultation with the Director of First Year Programs.

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Department of History

Laura Prieto, *Chair and Professor*
 Stephen Berry, *Associate Professor*
 Laurie Crumpacker, *Professor Emerita*
 Sarah Leonard, *Associate Professor*
 Zhigang Liu, *Associate Professor*
 Stephen Ortega, *Associate Professor*

Additional Teaching Faculty

Trevor Coates
 Donna Curtin
 Kate Larson
 Joseph Potvin

The study of history helps one to make sense of the past and to understand today's internally diverse and internationally complex society. History helps us to learn about individuals and various ethnic and racial groups in the context of their times. The Department of History at Simmons College offers courses that introduce students to a variety of historical regions, periods, and methodologies, as well as clusters of courses that give students the chance to develop expertise in a particular area of history such as East Asian Studies, Race and Ethnicity Studies, or Public History. History graduates are prepared for careers as teachers, librarians and archivists, lawyers, writers, museum curators, National Park or historic site interpreters, researchers, consultants, business people, and government officials. Employers in many fields choose to hire history graduates because of their skills in reading, writing, research, and analysis. The Department of History offers research opportunities and internships in a variety of spheres to help students gain further knowledge and work experience.

Major in History

The major in history is composed of 40 semester hours of history courses. The courses are integrated into the major in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Most of the courses numbered in the 100s and 200s

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

Requirements

Category I: Introductory Level

Any three courses chosen from the following:
 HIST 100 World Civilizations I
 HIST 101 World Civilizations II
 HIST 128 Modern European History 1789–1989
 HIST 140 History of American Civilization I
 HIST 141 History of American Civilization II
 HIST 202 Asia to the 18th Century

Students considering a major in history are advised to complete Category I by the end of their sophomore year. History majors may substitute other history electives for up to two survey courses if they have received a grade of 4 or 5 on an advanced placement exam in history, or a score of 5, 6, or 7 on an international baccalaureate exam in history.

Category II: Specialization

Three courses with a specific focus defined by the student. This focus may be geographical (such as Asia, Europe, or the U.S.), thematic (such as race or gender) or temporal (such as modern). One course in Category I may count in Category II.

A specialization in public history requires five of the following, with HIST 253 as the first course:

HIST 205	Global Environmental History
HIST 252	History and Material Culture
HIST 253	Boston's Past: Introduction to Public History

- HIST 254 History through Novels and Films
 HIST 260 Interpreting the Past: The Craft of History
 HIST 368 Sites of History: Research Seminar in Public History
 HIST 370 Internship at a public history site

Category III: Breadth

The three courses covering required topics: one course with a focus on race and ethnicity history (AST 240, HIST 210, HIST 211, HIST 217, HIST 231, HIST 237, HIST 240), one course in early or pre-modern history (HIST 202, HIST 205, HIST 222, HIST 223, HIST 224, HIST 225, HIST 235, HIST 240, HIST 241, HIST 371), and one course in historical gender studies (HIST 204, HIST 207, HIST 215, HIST 216, HIST 219, HIST 230, HIST 360, WGST 204).

Category IV: Methods

All majors must take HIST 260: Interpreting the Past, preferably in the junior year. By petition, students in the accelerated BA/MA History program may count HIST 397 to fulfill the Methods requirement for the undergraduate major.

Category V: Advanced Work

One history course at or above the 350 level: this requirement may be fulfilled with a seminar, an internship, a thesis, or an independent study. Majors must declare how they plan to fulfill the independent learning requirement before the end of their junior year.

Interdepartmental, Double Majors, Five Year Master's Programs

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. For example, a student may propose an interdepartmental major in European studies or a double major, such as history and secondary education. Other fields that lend themselves to such combinations with history are Africana studies, communications, English, modern languages and literatures, economics, politi-

cal science, sociology, arts administration, women's and gender studies, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a major. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching (MAT) degree (see the requirements on page 10) along with those leading to the BA. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Two seminars taken in the senior year may fulfill two requirements for the MA in history or for the history/archives management dual degree masters. A student interested in any of these majors should discuss her plans early in her college career with her advisor and the chairs of the departments involved.

Joint Social Studies–Education Major

A joint social studies–education major is available for students majoring in early childhood, elementary, or special education. Students should contact the chairs of the education or history departments for further information.

Minor in History

Students choosing a minor in history are required to take five courses, at least one of which should be at the 100 level and at least two at the 200 level.

Minor in Gender History

Students choosing a minor in gender history are required to take five courses. One or two courses should be at the introductory level to gain a general understanding of historical methods, regional contexts, narrative, and chronology. The remaining three or four specialized upper-level courses in gender history should be selected from the following list: HIST 204, HIST 207, HIST 215, HIST 216, HIST 219, HIST 230, and HIST 360.

Minor in Public History

Students choosing a minor in public history are required to take five courses — one at the introductory level, one elective at any level, and HIST 252, HIST 253, and HIST 370.

Departmental Honors in History

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

Graduate Programs in History

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

- MA in history in conjunction with an MS from the Graduate School of Library and Information Science in Archives Management
- MA in history
- MA/MAT in History and Education

For more information on any of these graduate degrees, see the Graduate Course Catalog.

COURSES

HIST 100 World Civilizations I: Pre-Modern Societies (M5) (F)

4 sem. hrs.

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

HIST 101 World Civilizations II: Colonialism and Post-Colonialism (M5) (F)

4 sem. hrs.

Studies world history from an explicitly multicultural and interdisciplinary perspective civilizations since the Renaissance, with sustained attention to the rise of the West to world dominance.

Evaluates those many cultures and societies that have experienced colonialism and post-colonialism. Ortega.

HIST 128 Modern European History 1789–1989 (M5) (F)

4 sem. hrs.

Examines the development of Europe from the French Revolution to the collapse of Communism in Europe in 1989. Focuses on the impact of democratic revolution, industrialization, imperialism, total war, fascism, the Holocaust, and the Cold War. Sources include art, film, autobiographies, and other primary documents. Leonard, Potvin.

HIST 140 History of American Civilization I: 1607–1877 (M5) (F)

4 sem. hrs.

Surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. Berry.

HIST 141 History of American Civilization II: 1877 to the Present (M5) (S)

4 sem. hrs.

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

HIST 201 The Dynamics of Japanese History (M5) (S)

4 sem. hrs.

Examines the rise and fall of imperial Japan (1868–1945) and certain trends since 1945. Investigates the history and ideology of a nation that believed in military prowess and authoritarian government as a national honor. Discusses factors that led Japan to this view, its consequences, and Japan's path to postwar democracy and prosperity. Liu.

HIST 202 Asia to the 18th Century (F) (M5)

4 sem. hrs.

Studies the ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. Discusses the influence of Buddhism, Islam, and Confucianism upon these many cultures and societies. Liu.

HIST 203 History of East Asian and U.S. Foreign Relations (M5) (F1)

4 sem. hrs.

Examines the development of East Asian and American foreign relations, focusing primarily on Sino-American-Japanese triangular relations since 1800. Special attention is given to the emergence of Japan and the U.S. as world powers and their approaches to dealing with nationalist and communist China. Liu.

HIST 204 Japanese Culture: Gender, Family, and Society (M5) (S)

4 sem. hrs.

Examines the key role of gender in Japan's culture and historical development since the days of the Heian court ladies and the fierce samurai. Explores changes in the relations between men and women throughout their history. Uses historical records, literary texts, and artistic expressions. Liu.

HIST 205 Global Environmental History (M5)(F2)

4 sem. hrs.

Examines the ways in which humans have perceived, interacted with, and shaped the non-human environment. Looks at the influence of different cultural perspectives in establishing environmental practices. Areas of inquiry include the impact of agriculture and the effects of European colonialism on different habitats. Ortega.

HIST 206 The Rise of Modern China (M5) (F1)

4 sem. hrs.

Provides a brief review of traditional Chinese civilization before 1800. Studies imperialist activities and China's struggle to transform itself into a modern nation. Examines closely the clashes between Confucianism and modernity, nationalism and communism, and democracy and authoritarianism. Liu.

HIST 207 Gender, Family, and Society in Modern China (M5) (S)

4 sem. hrs.

Examines the roles men and women play in family and society in China, focusing on the impact of traditional values and foreign ideologies upon people's conduct, family hierarchy, and social structure. Special attention is given to the changes in women's lives brought about by Mao's rule and westernization since 1978. Liu.

HIST 210 The African American Experience from Colonial Times to the Present (M5) (F2)

4 sem. hrs.

Begins with the arrival of Africans in bondage in Virginia in 1619. Studies original materials, significant historical writings, film, and literary works to consider slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new post-slavery society in the South. It continues with migration and urbanization, the world wars, the Harlem Renaissance, African Americans in the Great Depression, postwar movements including Civil Rights and Black Power, and present-day battles for freedom and justice. Berry.

HIST 213 Race and Ethnicity in U.S. History (M5) (S2)

4 sem. hrs.

Explores the following questions: How have ideas about race developed and changed? How have science, social science, law, politics, art, and literature shaped definitions of race and in turn affected race relations and racism? Considers the historical experiences of Native Americans, African Americans, Latinos, Asian Americans, and white ethnic groups. Prieto.

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HIST/WGST 215 Women and Gender in U.S. History before 1890 (M5) (F1)

4 sem. hrs.

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representations in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities. Prieto.

HIST/WGST 216 Women and Gender in U.S. History since 1890 (M5) (S1)

4 sem. hrs.

Examines women's diverse experiences – for example as workers, activists, consumers, artists, intellectual, and leaders – in the United States from the Progressive Era through the World Wars, the “feminine mystique” of the 1950s, and the civil rights era. Emphasizes changing definitions of gender and how it has intersected with women's racial, class, ethnic, sexual, regional, and other identities. Prieto.

HIST 218 Topics in Latin American History (S)

4 sem. hrs.

Surveys the development of the region's economic and social life from 1492 to the present and concentrates in contemporary forces, such as the economy, politics, and social relations. Places special emphasis on the impact of the United States on the region and present-day economic relations, power structures, and social changes. Staff.

HIST 219 History of Sexuality and the Family (M5) (F2)

4 sem. hrs.

Traces the transformation of a pre-modern family centered system equating sexuality with reproduction into the 20th-century concept of sexuality as a form of identity and self-expression. Explores the connections between changes in sexuality and historically specific events and trends. Considers the roles gender, race, and class have played in changing definitions of what constitutes a “family.” Prieto.

HIST 222 Greek and Roman History (F1)

4 sem. hrs.

Studies the many manifestations of the genius of Mediterranean civilization in the Greco-Roman era. Examines Greek democracy, theater, and thought, Hellenistic medicine and city life, and Roman law, culture, and imperialism. Concludes with the merger of these many creative strains in early Christianity. Potvin.

HIST 223 Medieval History (S1)

4 sem. hrs.

Explores selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasizes social and economic organization and cultural patterns. Gives special attention to northwest Europe. Potvin.

HIST 224 The Renaissance (F2)

4 sem. hrs.

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

HIST 230 Women and Gender in Europe (S1)

4 sem. hrs.

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

HIST 231 Understanding Islam in Historical Perspective (M5) (S)

4 sem. hrs.

Examines Islamic society from its beginning to roughly 1800. Covers issues such as the rise of Islam in the Arabian peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, and familiarizes students with a wide range of topics and diverse chronological periods. Ortega.

HIST 237 Holocaust (M5) (F1)

4 sem. hrs.

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

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

4 sem. hrs.

Examines interactions between the Americas, Africa, and Europe in the early modern era. Gives special consideration of the Atlantic slave trade, the development of transatlantic colonial empires – especially the Spanish, British, French and Dutch empires – and interactions between American Indians and white colonizers. Covers social, economic, and political change. Berry.

HIST 241 Revolutions in the West (S2)

4 sem. hrs.

Provides a comparative look at several of the major political and intellectual revolutions that transformed the West from an unimportant corner of the world in 1500 to a major site of world economic and cultural power. Includes the Scientific, American, French, and Russian Revolutions. Leonard.

HIST 248 U.S. Foreign Policy: 1898–1945 (M5) (F2)

4 sem. hrs.

Explores the U.S.'s emerging global involvement— its origins and underlying values — as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. Considers a range of foreign policy issues from the emergence of imperialism to the Cold War. Liu.

HIST/POLS 249 U.S. Foreign Policy: 1945–Present (S2)

4 sem. hrs.

Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Considers the historic impact of Third World revolutions and the surge toward detente. Also investigates the sudden termination of the Cold War in the Gorbachev era and the emergence of China as an increasingly strong economic, political, and potentially military power. Liu.

HIST 251 World Historical Perspectives on 9/11 (M5) (F)

4 sem. hrs.

Contextualizes September 11th within a world historical framework. Examines the event's relationship to the late Cold War, to issues in the Middle East and to other world events. The class will also explore the significance of 9/11 as a new historical beginning. Ortega.

HIST 252 History and Material Culture (S)

4 sem. hrs.

Focuses on the role of objects in American history – the importance of the key fabrics, tools, possessions, built environments, and products used. How do we integrate artifacts into our understanding of the historical record? How have museums, in particular, selected, preserved, and displayed historical artifacts to shape our understanding of our collective past? Examines how material culture interacts with gender, race, class, privacy, and technological change. Berry

HIST 253 Boston's Past: Introduction to Public History (F1)

4 sem. hrs. Prereq.: A college-level history course or consent of the instructor is preferred.

Introduces the theoretical issues and practical questions involved in the public display of history in places such as museums, historical sites, and the Internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations. Berry.

HIST 254 History through Novels and Film (M2) (S)

4 sem. hrs.

Examines how audiences view history through novels and films and how scholars treat artistic works as historical texts. Analyzes selected films and novels to explore the uses and limitations of fiction and cinema as means of illuminating history and society. Crumacker, Ortega.

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

4 sem. hrs.

Studies the methodological, theoretical, and practical questions involved in the writing of history. Explores the relationship between past and present, the use of primary sources, and the interpretation of history by drawing on the work of the most creative practitioners of the discipline. Berry.

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HIST 329 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. Coates, Leonard.

HIST 349 Directed Study (F, S)

4 sem. hrs.

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

HIST 350 Independent Study (F, S)

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

Enrollment normally open only to juniors and seniors. Consult with the department chair about the procedure for proposing a topic to study independently. Staff.

HIST 355 Thesis (F, S)

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

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

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

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Offers advanced studies in the history of women’s experience and the construction of gender. Draws upon one of a series of revolving themes, including gender and consumer culture, women and education; gender and war, women, work and professionalization, and the suffrage movement. Prieto.

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

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

Concentrates on forms of contact among people in different parts of the world. Examines how encounters across borders inform, affect, and relate to issues such as trade, the environment, conflict, notions of other, gender perceptions, and colonialism. Ortega.

HIST 362 Reforms and Revolutions in Asia (F1)

4 sem. hrs. Prereq.: At least two history courses, one of which is preferably a 200 level East Asian course, and consent of the instructor. Enrollment normally open only to juniors, seniors, and graduate students.

Examines revolutions and reforms in modern Asia, focusing primarily on the watershed events occurring in the 20th century. Topics include comparisons between bloody or nonviolent revolutions and gradual or radical reform. Liu.

HIST 364 The Rape of Nanjing (F2)

4 sem. hrs. Prereq.: At least two history courses, one of which is preferably a 200-level East Asian course, or consent of the instructor.

Explores the social, cultural, ideological, and psychological dimensions of the Japanese aggression that culminated in the Nanjing Massacre, the exploitation of comfort women, forced labor, and human experimentation in WWII. Examines explanations for the absence of discussion on these human rights violations in the ensuing Cold War until the late 1980s and how that absence helped shape postwar East Asia. Liu.

HIST 365 9/11 Narratives (S1)

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

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

HIST 367 Memory and the Holocaust (S1)

4 sem. hrs. Prereq: Consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems of interpreting memory, trauma, and the use of oral testimony. Leonard.

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

4 sem. hrs. Prereq: At least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Examines the theory and practice of public history for those who plan to apply their academic historical studies in public settings. Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians, as seen in public venues. Curtin.

HIST 370 Internship (F,S)

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) or 20 to 30 hours (for eight credits) in workplace sites connected to their major. Students typically complete a final paper that reflects on their experience and brings together theory and practice. Staff.

HIST 371 Seminar in Early American History (S2)

4 sem hrs. Prereq.: At least two history courses and consent of department. Enrollment normally open only to juniors, seniors, and graduate students. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries with special attention to political institutions, social structure, race relations, and gender roles. Topics vary each year. Berry, Crumpacker.

HIST 372 Race and Gender in the Atlantic World (F1)

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

This course will focus on the racial and gendered discourses in the developing Atlantic World and how those discourses shaped the experiences of women and Africans. The class will also investigate the ways that participation in the Atlantic systems offered people of color and women the opportunity to transcend culturally created roles. Berry.

HIST 373 Seminar in 19th-Century U.S. History (S1)

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

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

HIST 374 Modern U.S. History Seminar (F1)

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

Focuses on different topics each year in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, and movements for civil rights. Staff.

HIST 375 Cold War Culture (S2)

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

Focusing on the 1950s and early 1960s, this seminar examines the ways in which the Cold War shaped American family life, domestic politics, popular culture, conformity and youth rebellion, increasing demands for civil rights, and changing gender roles. Readings range from historical scholarship to fiction, autobiography, and film. Prieto.

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HIST 376 The American Revolution (F2)

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

This course investigates themes arising from revolutionary era North America including diverse approaches to the causes and effects of the movement for independence. The class touches on political, intellectual, and military events, but more so, it focuses on the social and cultural aspects of the Revolution, particularly the lived experience for men and women. Berry.

HIST 377 Seminar in Modern European History (S2)

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

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

HIST 378 Lives of Faith

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

The course will use autobiography and biography to understand the variety and diversity of religious beliefs in American history from the founding era until the present. The lives of these men and women also provide small windows into the complexity and creativity of religious experience in the nation's past. Berry.

HIST 379 Expansion and Empire in U.S. History (S2)

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

This seminar traces both violent and non-violent American territorial expansion from its colonial origins through the articulation of Manifest Destiny to the overseas colonies that the U.S. acquired after the Spanish-American War. We attend especially to factors of race, gender, citizenship, and political and cultural integration versus separation. Prieto.

HIST 380 Fieldwork (F, S)

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

HIST 397 Historical Methods and Research (F)

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

Cross-Listed Courses**AST 240 African American Intellectual and Political History (F)**

4 sem. hrs. See page 48 for description.

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

4 sem. hrs. See page 149 for description. Liu.

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

4 sem. hrs.

See page 184 for description. Liu, Inglis.

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

4 sem hrs. See page 187 for description. Liu.

WGST 204 Roots of Feminism

4 sem. hrs. See page 246 for description.

Honors Program

Mary Jane Treacy, *Director and Professor of Spanish*
 Zachary Abuza, *Professor of Political Science and International Relations*
 Pamela Bromberg, *Professor and Chair of English*
 Robert Goldman, *Professor of Math and Statistics*
 Margaret Menzin, *Professor of Math and Computer Science*
 Gregory Slowik, *Professor of Art and Music*
 Masato Aoki, *Associate Professor and Chair of Economics*
 Michael Berger, *Associate Professor Chemistry*
 Stephen Berry, *Associate Professor of History*
 Dánisa Bonacic, *Associate Professor of Spanish*
 James Corcoran, *Associate Professor of Communications*
 Eduardo Febles, *Associate Professor of French and Chair of Modern Languages*
 Kelly Hager, *Associate Professor of English and Women's and Gender Studies*
 Denise Hildreth, *Associate Professor of Practice, School of Social Work*
 Jane Lopilato, *Associate Professor of Biology*
 Shirong Luo, *Associate Professor of Philosophy*
 Jennifer Roecklein-Canfield, *Associate Professor of Chemistry and Associate Director of Honors*
 Niloufer Sohrabji, *Associate Professor of Economics*
 Dawna Thomas, *Associate Professor of Africana Studies and Women's and Gender Studies*
 Daren Graves, *Associate Professor of Education*
 Benjamin Cole, *Assistant Professor of Political Science and International Relations*
 Heather Hole, *Assistant Professor of Art and Music*
 Benjamin Cole, *Assistant Professor of Sociology*
 Gabriela Antunes, *Administrative Assistant to Honors and Study Abroad*

Honors Steering Committee

Donna Glynn, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
 Denise Hildreth, *Associate Professor of Practice, School of Social Work*
 John Lowe, *Associate Dean, School of Management*
 Margaret Menzin, *Professor of Math and Computer Science*
 Jennifer Roecklein-Canfield, *Associate Professor of Chemistry and Associate Director of Honors*
 Niloufer Sohrabji, *Associate Professor of Economics*

The Honors Program at Simmons fosters a motivated group of students who explore the complexity of today's world and their place in it. This challenging academic program is designed to enhance the undergraduate experience of students in all departmental disciplines. Its goal is to encourage depth in the department of choice as well as to enhance this knowledge through interdisciplinary studies and global awareness. The Honors Program includes an enriched curriculum that is offered in small seminars, team-taught courses, study-abroad opportunities, research projects, and/or internships. In addition, the Honors Program provides co-curricular activities both at the College and in the Boston area. Faculty take their classes as well as small groups of honors students to the theater, film festivals, museums, and lectures throughout the year.

Students apply to the Honors Program when they apply to the College and are selected by an Honors Review Committee. There is another opportunity to join the program for a small number of students who apply in their first year for sophomore entry. Honors students are required to maintain a minimum GPA of 3.4. Transfer students and Dix scholars with fewer than 40 credits are encouraged to apply.

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Requirements: Core Values of the Honors Program

Learning Communities

First-year students participate in an eight credit Honors Learning Community: two individual courses and a common integrative seminar that asks students to look at issues of social and cultural difference through a multidisciplinary lens. There are different Learning Communities each year. The Learning Community serves as the first-year writing course for honors students.

International Perspectives

Select one of the 200-level honors courses that explore cultures and contemporary issues outside the U.S. and Western Europe. These courses are designed to lead you to understand how the peoples of a region or nation think about themselves and debate how to shape their economic, political, and cultural futures. These courses fulfill mode of inquiry requirements.

- HON 204 Dialogues Culturels: France and the Francophone World
- HON 205 South Africa in Film and Literature
- HON 206 Islamophobia: Comparative Muslim Experiences in the U.S. and Europe
- HON 208 Art of Dissent: Art, Music & Literature in Political Opposition to Authoritarian Regimes
- HON 210 War and Memory in Latin America
- HON 211 Balance, Harmony, Happiness: A New Look at Classical China
- HON 224/ BRICS and the Global Economy
ECON 124

Interdisciplinary Approaches to Knowledge

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

- HON 300 Learning by Giving
- HON 301 Disability and Society: Private Lives, Public Debate
- HON 303 HIV/AIDS Intersections of Science and Society
- HON 304/305 Specimens and Collections: Science in Victorian Literature
- HON 306 Covering War
- HON 307 Creator, Patron, Muse: The Roles of Women in Music
- HON 308 Global Warning and Climate Change
- HON 309 Discovering the Science of Data
- HON 320 Boston's Past: An Introduction to Public History
- HON 325 Class in America: A Fugitive Approach to Capitalism

Disciplinary Depth

Seniors develop an eight-credit independent honors-level project within the departmental major, most often a thesis, an internship, or graduate-level coursework in conjunction with a research paper.

Skills for Academic and Professional Success

- HON 190 Critical Thinking, Public Speaking
- HON 390 Transitions: Graduate School and Beyond

General Education

The honors program offers courses in all of the modes of inquiry categories. We strongly encourage you to take advantage of these special offerings to fulfill the all-College general education requirements as well as your work in honors. You make take as many honors seminars as you like.

Study Abroad

First and second years: The honors program strongly encourages its students, particularly in their first and second years at the College, to join Simmons faculty in a one-month travel course abroad. Third and fourth years: The honors program hopes that advanced students

will plan for a summer, semester or full year abroad, uniting their disciplinary work with study and internships abroad. To this end, we strongly encourage all students in every discipline to maintain their study of language past the required 201 level.

All honors students may apply for the D'Angelo Scholarship for Study Abroad, a special scholarship established for honors students in addition to many College awards for study abroad. See the Office of Study Abroad and the Honors office for details.

Honors sophomores may join the Honors Global Scholars Program. This is a two-semester program to train students to write competitive applications for scholarships and national fellowships. This program culminates in an application for our Honors Global Scholars scholarship. This will generously fund a semester or full-year study abroad in the junior year. (Those students in highly structured departmental majors will be allowed to substitute a summer program of significant length and academic depth.)

Honors Activities

The program hosts honors teas where faculty and students get together for informal conversations and to hear from speakers on a variety of topics. The honors liaison, comprised of students in all four undergraduate classes, organizes activities throughout the year. The director of the Honors Program works with small groups of students and mentors individuals who are interested in applying for graduate school, as well as for national student fellowships such as the Fulbright, Truman, and Boren.

COURSES

Honors Learning Community Democracy or Apartheid: Race, Class, and Meritocracy in America Section-01 | Aoki & Graves

In the learning community "Democracy or Apartheid: Race, Class, and Meritocracy in America," members of the departments of Economics and Education pose questions about

the intersection of racial and class dynamics as they play out in the U.S. system of education. What causes educational inequality in America? How is educational inequality related to economic inequality? Can we claim to live and work in a meritocratic society? Is our education system designed to ameliorate or reproduce economic inequality? In Hon 101, Prof. Graves from the Education Department will examine education in an era of colorblind racism. In Hons 102, Prof. Aoki from the Economics Department will investigate economic approaches to class and the interaction between economic inequality and educational inequality. In the weekly Learning Community Integrative Seminar, Profs. Graves and Aoki will lead discussions and activities that integrate educational and economic analytical perspectives, racial and class dynamics, and competing viewpoints on education reform.

Honors Learning Community Your Microbes and You Section -02 | Roecklein-Canfield-& Menzin

How do we untangle it all? How do scientists - working in teams - generate data and make sense of it? In this course you will work with a biochemist and a computer scientist to discover how the microbes living in your own body change the way your own genes act. How do the wee beasties living inside us actually play an important role in our own health? We will use biology, math and computer science to answer these excellent questions.

Students enrolled in this course must have taken AP Biology in high school. Lab section included. If you take this course you do not have to register for CS113.

Honors Learning Community Art, Politics and Revolution: Mexico and Its Neighbors, 1900-1960 Section -03 | Cole & Hole

The complex relationships between art and politics, and among artists and politicians, Mexico and its neighbors, dramatically influenced the development of the Mexican national identity in the first half of the twentieth century. This course examines these relationships, exploring connections between Mexican and American modernist artists (including Frida Kahlo, Georgia O'Keefe, Diego Rivera, Marsden Hartley, and Charles Alston) and their patrons as they traveled to one another's countries, socialized in connected circles, and engaged in related (and sometimes conflictual) political movements. Students will

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also learn about the political context of these relationships, through an exploration of the political development of Mexico, including the Revolution, the rise (and fracturing) of communism in Mexico, one-party rule by the PRI, and by the ways in which Mexico's political and economic development have been affected by the unique relationship with the United States.

HON 190 Critical Thinking, Public Speaking

A one-credit seminar for all first-year and sophomore-entry students. The course develops critical thinking skills, applying them to public speaking. The class meets once a month for workshops on extemporaneous speaking, formal presentations, and the use of sources to make strong arguments. Treacy.

Honors Seminars

Most seminars fulfill a Mode of Inquiry and may be taken at any time after completion of the Honors Learning Community

Seminar numbers at 200 and 300-levels refer to the Core Values that the course fulfills; it does not refer to level of challenge or the need for prerequisites.

Generally, students take a minimum of one seminar per year. Students are encouraged to look to Honors seminars as they fulfill the Modes of Inquiry requirements.

HON 204 Dialogues Culturels: France and the Francophone World (M2)

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

Explores the relationship between France as an aging "metropole" and its former French colonies through a study of literature and cultures of Cameroon, Senegal, Guadeloupe, and the minorities in France today. Focuses on questions of gender, race, and cultural identity framed by colonization, slavery, and decolonization. Febles.

HON 205 The Colonial Legacy: South Africa in Film and Literature (M2)

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

Investigates the complex, many-voiced story of the impact of Western colonialism on the continent and peoples of Africa by reading historical and literary texts that focus on South Africa and the areas of West Africa that would later become the Congo and Nigeria. Bromberg.

HON 206 Islamophobia: Comparative Muslim Experiences in the United States and Europe (M5)

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

Islamophobia has been defined as an irrational fear of Islam and hostility towards Muslims. This course will examine the unique social, political, and economic contexts which have led to the rise of Islamophobia in Europe and the United States. We will situate Islamophobia within race scholarship. Selod.

HON 208 The Art of Dissent: Art, Music, & Literature in Political Opposition to Authoritarian Regimes (M2)

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

How does one challenge an authoritarian state? Across time and cultures, the arts have been the most effective vehicle. This course analyzes the ways that literature, cinema, and the arts have been used to undermine authoritarian regimes and totalitarian states, challenge their claims to legitimacy and revisit the official historical narrative. Although half the course focuses on China and Vietnam, cases also include the former Soviet Union, Eastern Europe, and Turkey. Abuza.

HON 210 War and Memory in Latin America (M2)

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

Explores the rise of revolutionary groups in Latin America during the 1950s -1970s, the violence of state terror, and the ways in which nations are addressing their conflicted histories. Emphasis on Nicaragua, Argentina, and Chile. Treacy.

HON 211 Balance, Harmony, and Happiness: A New Look at Classical Chinese Culture (M6)

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

This course focuses on the foundational aspects of Chinese culture of the classical period, including Chinese mythology, medicine, the earliest writing scripts (oracle bone inscriptions), philosophy, poetry, and humor. The course presents these aspects as Chinese cultural blueprints that have had vital and profound impact on the subsequent developments up to the present day. Conceptually the course explores and examines three overarching themes: balance, harmony, and happiness. Luo.

HON 224/ECON 124 BRICS and the Global Economy (M5)

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

Introduces students to the emerging economies known as BRICS (Brazil, Russia, India, China, and South Africa) which are expected to overtake the G-7 countries by 2050. Analyzes the alternative development paths of these countries and the future challenges facing them. Examines the regional and global consequences of the rise of these emerging powers. Sohrabji.

HON 300/SW 223/MGMT 223 Learning by Giving.

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

Provides the opportunity for students to engage with a local nonprofit as a grant writer, while learning the conceptual material that supports this endeavor. Teams will join with, learn from, and ultimately serve as grant writers for local nonprofit community partners culminating in a competitive decision-making process for awarding multiple grants totaling \$10, 000. Faculty from SSW and SOM in partnership with the Scott/Ross Center will facilitate integration of theory and practice. Hildreth and Deyton.

HON 301 Disability and Society: Private Lives, Public Debate (M5)

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

Examines the concepts of normalcy and disability, using personal narratives, literature, film, legal documents, social science research, and public health statistics. Students question how and why disability is socially constructed as a social category. Demonstrates the power of this concept in terms of policies created to “control” disability and those people with disabilities have created. Thomas.

HON 303 HIV/AIDS Intersections of Science (M4)

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

Considers the AIDS pandemic from biomedical, public health, and human rights perspectives. Students gain an appreciation of the fundamentals of infectious diseases, epidemiology, immunology, and virology. Human and societal factors that impact the transmission, prevention, diagnosis, and treatment of HIV/AIDS and vice

versa will be interwoven throughout the course to provide a realistic and multidimensional view of the pandemic and its solutions. Rocklein-Canfield.

HON 304/305 Specimens and Collections: Science in Victorian Literature (M2 or M4)

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

Explores the way in which science is advanced, argued about, and celebrated in two Victorian novels. Elizabeth Gaskell's *Wives and Daughters* looks at the idea of the scientific gentleman and the way in which scientific endeavor is linked to political advancement and romantic attachment. In Charles Dickens's *Bleak House* we see the beginnings of a concern for public health. Students will carry out field- and laboratory-based experiments. Hager and Lopilato.

HON 306 Covering War (M6)

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

One of the major jobs of the news media is to keep the public informed about the nation's political institutions and the actions of its military. This course explores the role of the journalist during war. War coverage is difficult because journalists must balance the people's right to know against information that might risk security. The goal of this course is to evaluate how well the media do in maintaining this balance. Corcoran.

HON 307 Creator, Patron, Muse: The Roles of Women in Music (M1)

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

This intense study of music created and inspired by female composers combined with an understanding of their considerable philanthropy will cast new light upon women's historic influence on music. Slowik.

HON 308 Sustainability and Global Warming: Predicting the Future (M3)

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

Explores the topic of global warming and climate change, using conceptual and quantitative modeling techniques. Students will review evidence for global warming and evaluate the importance of human factors using a variety of conceptual “back of the envelope” calculations, simple “box models,” and more sophisticated computer modeling, all of which are used to forecast climate change. Berger.

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2014–2015
2 = AY 2015–2016
M = Mode
* = Schedule t.b.a.

HON 309 Discovering the Science of Data

4 sem. hrs. Prereq.: Membership in the honors program. Math 118 or consent of the instructor. Data Science is a new and important field that is an intriguing mix of statistics, computer science, mathematics, and graphic arts. This course will introduce the student to all aspects of working with data specifically, finding and accessing data, data storage, “cleaning” and organizing data, analyzing data, visualizing data, and data presentation. The course will make extensive use of the open source (free) statistical software R. Students can expect a good deal of team work with class presentations. Goldman.

HON 320/ HIST 353 Boston's Past: Introduction to Public History

4 sem hrs. Prereq.: Membership in the honors program. Introduces the theoretical issues and practical questions involved in the public display of history in places such as museums, historical sites, and the internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations. Berry.

HON 325/ECON 225 Class in America: A Fugitive Approach to Capitalism (M5)

4 sem hrs. Prereq.: Membership in the honors program. This course will engage students with Marxian theory's critique of capitalism and economic theories that do not address class. Unlike mainstream economics, Marxian theory interweaves economics, politics, and philosophy. We will examine what class has to do with productivity growth, business concentration, the household economy, globalization, and economic instability. Aoki.

HON 390 Transitions: Graduate School and Beyond

1 sem. hr. Prereq.: Membership in the honors program. A one-credit seminar. Develops skills needed for applying to graduate school and the professions. Topics include: articulate your competencies in a portfolio, prepare a personal statement, do an informational interview in a career or academic area of your choice, and write a proposal for the Honors Senior Project. Treacy

Honors Senior Project

Eight credits of independent work are taken in the departmental major in consultation with the director of the Honors Program. Note that the Honors Senior Project is not an additional project, but rather a planned, purposeful, and enriched way of fulfilling the departmental senior requirements. A thesis or substantial writing project is encouraged.

Interdisciplinary Seminars**IDS 227 Seminar for Dix Scholars (S-1,2)**

2 sem. hrs. Designed for Dix Scholars who are interested in pursuing the credit for prior learning option. Examines issues relating to learning and life experience, offers intensive writing, and explores questions of academic specialization and professional development. Müller.

For more information about credit for prior learning, see page 36.

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

4 sem. hrs. Provides community service opportunities in public health, education, and environmental and women's organizations in San Juan del Sur, Nicaragua. Explores Nicaraguan history and culture, macro- and microeconomic issues, the local public health and educational infrastructure, and three environmental foci (local ornithology, sea turtle sanctuary, and local fishing industry). Requires conversational Spanish. Gullette. One of the major jobs of the news media is to keep the public informed about the nation's political institutions and the actions of its military. This course explores the role of the journalist during war. War coverage is difficult because journalists must balance the people's right to know against information that might risk security. The goal of this course is to evaluate how well the media do in maintaining this balance. Corcoran.

School of Management Programs in Business, Management and the Prince Program in Retail Management

Cathy E. Minehan, *Dean, School of Management*

Faculty

Stacy Blake-Beard, *Professor*
Susan Hass, *Professor*
Lynda Moore, *Professor and Department Chair, Organizational Behavior and Management*
Teresa Nelson, *Professor*
Bonita Betters-Reed, *Professor Emerita*
Deborah M. Kolb, *Professor Emerita*
Alice Sapienza, *Professor Emerita*
Bruce Warren, *Professor Emeritus*
Gary Gaumer, *Associate Professor and Department Chair, Accounting, Finance and Economics*
J. Barry Lin, *Associate Professor*
John Lowe, *Associate Professor and Associate Dean for the UG Program*
Jane Mooney, *Associate Professor*
Mindell Reiss Nitkin, *Associate Professor*
Susan D. Sampson, *Associate Professor, Director of Prince Program in Retail Management and Department Chair, Marketing, Operations and Strategy*
Edward Vieira, *Associate Professor*
Angela Chang, *Assistant Professor*
Yulong Li, *Assistant Professor*
Ryan Raffety, *Assistant Professor*
Špela Trefalt, *Assistant Professor*
Nataliya S. K. Zaiats, *Assistant Professor*
Patricia H. Deyton, *Professor of Practice and Associate Dean for the Graduate Programs, Director of the Center for Gender in Organizations*
Mary Finlay, *Professor of Practice*
Indra J. Guertler, *Professor of Practice*
Paula F. Gutlove, *Professor of Practice*
Cynthia A. Ingols, *Professor of Practice and Director, BSBA Internship Program*

Catherine J. Robbins, *Professor of Practice and Program Director, MBA in Health Care*
Mary Shapiro, *Professor of Practice*
Robert F. Coulam, *Senior Lecturer and Director, Center for Health Policy*
Susan Vinnicombe, *Deloitte Ellen Gabriel Chair for Women and Leadership*
Jiang Du, *Visiting Lecturer in Finance*

Staff

Mary M. Dutkiewicz, *Associate Dean, Administration and Academic Programs*
Elisa Van Dam, *Senior Director, Executive Education*
Agnes Ebbs, *Director, Career Services*
Christina Knowles, *Executive Director, Boston Women's Workforce Council*
Georgette Arato, *Career Services Advisor*
Paula Bent, *Manager, SOM Academic Programs*
Barbara Carter, *Administrative Manager, Office of the Dean*
Leslee Digirolamo-Magee, *Program Administrator, SOM Academic Programs*
Liam Ross-Fitzgibbons, *Career Services Coordinator*
Lauren Walleser, *Coodinator, Center for Gender in Organizations*
Lisa Welter, *Administrative Assistant, Office of the Dean*

The Simmons Bachelor of Science of Business Administration (BSBA) is a rigorous undergraduate management program grounded in courses in the arts and sciences and which provides a top quality business degree that is woman-centered and dedicated to a successful business career for women. Women are building strong careers and making important contributions to society through positions in management at all levels. A major leading to the BSBA degree or a minor from the School of Management (SOM) will help prepare you for work in any type or size of organization, including private companies, non-profit organizations or social enterprises, whether large (thousands of employees) or small (entrepreneurial start-up).

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2014-2015
2 = AY 2015-2016
M = Mode
* = Schedule t.b.a.

Working with program options and your internship requirement, you can focus on a functional area such as finance, marketing, or entrepreneurship; you can target a specific industry of interest such as health care, retail, financial services, or information technology. You can even consider our 5-year joint BSBA/MBA program or 4-year BSBA/MSM program. The SOM is ready to work with you to plan your program of study so that it delivers value to you now and throughout your career.

Organizations today are seeking college graduates with the education and experience to succeed as creative, ethical, and versatile problem solvers and team members who are globally aware and sensitive to the value of a diverse workforce. At the SOM, we integrate these topics throughout the curriculum using experiential and service learning, case studies, the required internship and practical, hands-on class projects. SOM designed this program to help develop and hone your critical thinking, decision-making, and project management skills. Students leave with a portfolio of course and work projects that demonstrate the skills and competencies needed in today's workplaces. Overall, we believe our courses prepare you not only for work, but also for life.

The SOM offers four undergraduate majors: Business and Management, Finance, Marketing, and Retail Management. Joint majors are also available in Arts Administration (with the Department of Art and Music), Financial Math (with the Economics and Mathematics Departments), Chemistry-Management (with the Department of Chemistry) and Public Relations and Marketing Communications (with the Department of Communications). Additionally, SOM offers minors in Business, Finance, Marketing, Organizational Studies, Retail Management, Entrepreneurship, Principled Leadership, and Health Care Management. Students may elect to complete a major, a minor, or both from the SOM.

Students can combine SOM coursework with a wide variety of majors and minors in departments across the undergraduate college to fit

students' individual career and educational goals. For example, economics majors may find a business minor a great practical complement for the job search. Marketing majors may look to communications as a minor to develop a complementary knowledge set in public relations and advertising. The options are many and we encourage you to visit your undergraduate advisor to find out more.

SOM Honor Societies: Beta Gamma Sigma and Alpha Delta Sigma

Beta Gamma Sigma (BGS) is the premier honor society for students enrolled in business and management programs accredited by AACSB International (The Association to Advance Collegiate Schools of Business), the world's top accreditation distinction for business schools. The Society's membership comprises the brightest and best of the world's business leaders and draws from students in the top academic ranks of their class. The Society's mission defines this lifelong commitment to its members' academic and professional success: to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

Alpha Delta Sigma is the honor society that is part of the American Advertising Federation for our marketing students. The requirements are that the student must be current in dues membership, be a senior or rising senior, have taken at least two advertising or marketing courses, and have a minimum undergraduate GPA of 3.25 or graduate GPA of 3.60.

Departmental Recognition and Honors in Management

A student in one of the four SOM majors qualifies for Departmental Recognition with a GPA of 3.5 or higher in management (MGMT) courses. Departmental Honors are offered to qualified students (3.5 or higher GPA in MGMT courses) subject to the College requirements designated on page 23.

MAJORS

There are four majors within the management program: Business and Management, Finance, Marketing, and Retail Management. All four share the same core courses. Double majors within the SOM will share the same core, and cannot have electives double-count. Any minor requires at least three distinct courses from other electives taken. No major or minor prerequisite, core or elective course for an SOM major or minor can be taken as a pass/fail option. Students who have taken AP Statistics or AP economics in high school and had an AP score of 4 or 5 can waive out of that particular prerequisite requirement. Students may also take MATH 227 or MATH 229 as an alternative to MATH 118. Students who have taken International Baccalaureate (IB) accounting or IB business in high school with an IB score of 5, 6, or 7 can waive out of MGMT 110 or MGMT 100, respectively.

Prerequisites for Management, Marketing and Retail Management Majors

ECON 100 Principles of Microeconomics
MATH 118 Introductory Statistics

Prerequisites for Finance Majors

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

Required Core Courses for All SOM Majors

MGMT 100 Foundations of Business and Management
MGMT 110 Financial Accounting
MGMT 234 Organizational Communication and Behavior
MGMT 250 Marketing
MGMT 260 Finance
MGMT 325 Operations Management and Decision Making
MGMT 340 Strategy

Each student completes four additional courses and a capstone course in her specific major (see the individual major descriptions below) for 20 credit hours in electives. Students must complete all prerequisites and core

courses prior to taking the capstone in each major.

Independent Learning Requirement: Students meet the Simmons independent learning requirement by taking MGMT 370 Internship. Dix Scholars with significant previous work experience, or students who have had multiple internships may substitute MGMT 350 Independent Study or MGMT 380 Field Experience for MGMT 370 with the permission of the Associate Dean for the SOM UG Program.

Major in Business and Management

Organizations today demand responsive leaders, who can provide vision, are creative, manage across the organization and work ethically and effectively in a diverse workforce. This major prepares women to assume entry-level and early managerial positions in a variety of organizations, entrepreneurial ventures, corporations, nonprofits and social enterprises. Students gain an understanding of managerial roles, activities, and functions of organizations. We place particular emphasis on understanding oneself and others in a globally competitive and multicultural world.

There are unlimited opportunities today for women in organizations. Graduates have found jobs in high technology, financial services, health care, and communications. Students can combine a major in Business and Management with a variety of liberal arts disciplines such as psychology, sociology, or information technology to enhance knowledge and critical thinking skills, and to provide a broader context in which to practice management.

Prerequisites for Business and Management Majors

ECON 100 Principles of Microeconomics
MATH 118 Introductory Statistics

Required Core Courses

MGMT 100 Foundations of Business and Management
MGMT 110 Financial Accounting

- MGMT 234 Organizational Communication and Behavior
 MGMT 250 Marketing
 MGMT 260 Finance
 MGMT 325 Operations Management and Decision Making
 MGMT 340 Strategy

Required Elective Courses

- MGMT 221 Project Management
 MGMT 225 The Manager and the Legal Environment
 MGMT 391 Cross-Cultural Management OR
 MGMT 395 Leadership and Managing Change

Electives

The student will select two electives from the following list:

- MGMT 120 Introduction to Health Systems
 MGMT 137 Entrepreneurship and Innovation
 MGMT 180 Business Law
 MGMT 223 Learning by Giving
 MGMT 224 Socially Minded Leadership
 MGMT 229 Corporate Social Responsibility
 MGMT 236 Retail Management
 MGMT 245 Comparative Studies of Women Leaders (TC)
 MGMT 290 Special Topics in Management (when relevant)
 MGMT 320 Negotiations and Change Management
 MGMT 337 Team Based Entrepreneurship
 MGMT 348 The Sustainable Supply Chain

Major in Finance

A degree in finance can prepare a student to work in a corporate or nonprofit finance department, enter a management-training program, pursue a career in the financial services industry, or be part of a start-up or entrepreneurial venture. Women with finance degrees are prepared to specialize in financial practice or look for applications across the organization because understanding the financial structure and demands of a company is a broad-based skill. In the course of their studies, students in finance learn how to evaluate the organization's financial needs, including cash flow,

return on uses of cash, short- and long-term asset management, and issues of growth and capital structure. Few would deny the need for knowledgeable, dedicated and ethical finance participants in our global money world. A broad range of career options exist.

Prerequisites for Finance Majors

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

Required Core Courses

- MGMT 100 Foundations of Business and Management
 MGMT 110 Financial Accounting
 MGMT 234 Organizational Communication and Behavior
 MGMT 250 Marketing
 MGMT 260 Finance
 MGMT 325 Operations Management and Decision Making
 MGMT 340 Strategy

Required Elective Courses

- MGMT 310 Financial Statement Analysis
 MGMT 311 Investments
 MGMT 314 International Finance
 MGMT 315 Corporate Financial Planning and Strategy
 MGMT 393 Financial Modeling

Electives

Students may select any of the following for additional depth in the Finance major but they **do not substitute** for the required finance electives:

- ECON 220 International Monetary Systems
 ECON 231 Money and Banking
 MATH 319 Financial Mathematics

Major in Marketing

Marketers bridge companies and customers using an increasing array of ideas, tools and techniques. Marketers face many critical issues today, including pressures in the global marketplace that influence access to supplies and sale of goods. They also face sweeping changes in technology and information systems that have

altered the ways in which organizations distribute their products and communicate with their customers, the shift from mass marketing to relationship marketing with the resulting array of market segments and subcultures, and the continued challenges and opportunities posed by issues of social responsibility and ethics.

Marketers need to understand the concepts and principles of marketing, but they also benefit from coursework in economics, communications, modern languages, and/or information technology. Students can combine a major in Marketing with other areas of study to give the student a richer context in which to operate as a marketer and to enhance her ability to integrate multiple sources of information, think critically, and solve marketing problems.

Prerequisites for Marketing Majors

ECON 100 Principles of Microeconomics
MATH 118 Introductory Statistics

Required Core Courses

MGMT 100 Foundations of Business and Management
MGMT 110 Financial Accounting
MGMT 234 Organizational Communication and Behavior
MGMT 250 Marketing
MGMT 260 Finance
MGMT 325 Operations Management and Decision Making
MGMT 340 Strategy

Required Elective Courses

MGMT 230 Why We Buy
MGMT 335 Marketing Research
MGMT 392 Marketing Decision Making

Electives

The student will select two electives from the following list:

MGMT 221 Project Management
MGMT 225 The Manager and the Legal Environment
MGMT 229 Corporate Social Responsibility
MGMT 231 Creating Brand Value

MGMT 232A Strategic Marketing Communications I: Advertising
MGMT 232B Strategic Marketing Communications II: NSAC
MGMT 233 Developing Customer Relationships
MGMT 236 Retail Management
MGMT 290 Special Topics in Management: Seminar (when relevant)
MGMT 348 The Sustainable Supply Chain
MGMT 394 Comparative Retail Strategies

Major in Retail Management The Prince Program in Retail Management

The Prince Program in Retail Management, established in 1905 by Lucinda Prince and directed by Professor Susan Sampson, is recognized as one of the country's most prestigious undergraduate programs specifically geared toward preparing women for a career in all aspects of retailing. Retailing is a major segment of the U.S. and global economy. Success in this industry greatly depends upon the retailer's ability to adapt to changing demographics and lifestyles, respond quickly and effectively to global competition, utilize the available technology, and apply sound marketing and financial management. The Prince Program equips its graduates with the academic foundation and the experiential tools required to succeed in this environment.

Prerequisites for Retail Management Majors

ECON 100 Principles of Microeconomics
MATH 118 Introductory Statistics

Required Core Courses

MGMT 100 Foundations of Business and Management
MGMT 110 Financial Accounting
MGMT 234 Organizational Communication and Behavior
MGMT 250 Marketing
MGMT 260 Finance
MGMT 325 Operations Management and Decision Making
MGMT 340 Strategy

Required Elective Courses

- MGMT 236 Retail Management
 MGMT 394 Comparative Retail Strategies

Electives

The student will select three electives from the following list:

- MGMT 137 Entrepreneurship and Innovation
 MGMT 221 Project Management
 MGMT 225 The Manager and the Legal Environment
 MGMT 229 Corporate Social Responsibility
 MGMT 231 Creating Brand Value
 MGMT 232A Strategic Marketing Communications I: Advertising
 MGMT 232B Strategic Marketing Communications II: National Student Ad Competition
 MGMT 233 Developing Customer Relationships
 MGMT 290 Special Topics in Management: Seminar (when relevant)
 MGMT 335 Marketing Research
 MGMT 337 Team Based Entrepreneurship
 MGMT 348 The Sustainable Supply Chain

INTERDEPARTMENTAL AND JOINT MAJORS***Joint Major in Arts Administration***

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

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

Art

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

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

In addition:

- ART 141 Introduction to Art History: Egypt to The Renaissance
 ART 142 Introduction to Art History: Baroque to the 20th Century
 AADM 143 State of the Arts: An Introduction to Arts Administration
 AADM 390 Arts in the Community

One elective in art history

Music

- MUS 120 Introduction to Music: The Middle Ages to Early Romanticism
 MUS 121 Introduction to Music: Early Romanticism to the Present
 AADM 143 State of the Arts: An Introduction to Arts Administration
 AADM 390 Arts in the Community

Three electives in music history, theory, or performance

Business Track

- MGMT 100 Foundations of Business and Management
 MGMT 221 Project Management
 MGMT 234 Organizational Communication and Behavior
 MGMT 238 Managing Your Venture's Financial Bottom Line
 MGMT 250 Marketing

Recommended:

- ECON 100 Principles of Microeconomics
 ECON 101 Principles of Macroeconomics

MATH 118 Introductory Statistics

Marketing Track

MGMT 100 Foundations of Business and Management

MGMT 250 Principles of Marketing

And three of the following courses:

MGMT 230 Why We Buy

MGMT 231 Creating Brand Value

MGMT 232A Strategic Marketing
Communications I: Advertising

MGMT 232B Strategic Marketing
Communications II: National Student Ad Competition

MGMT 233 Developing Customer Relationships

MGMT 348 The Sustainable Supply Chain

MGMT 394 Comparative Retail Strategies

Recommended:

ECON 100 Principles of Microeconomics

ECON 101 Principles of Macroeconomics

MATH 118 Introductory Statistics

Minor in Arts Administration

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

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

Joint Major in Chemistry-Management

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons (e.g., public relations, political advising, and lobbying). The independent learning requirement is ordinarily fulfilled by MGMT 370 Internship (eight semester hours) in a

project related to the management or financial aspects of science related organizations, such as science museums or hospital laboratories. These internships are administered by the management program according to the normal procedures of MGMT 370. In rare instances, the independent learning requirement may be fulfilled by CHEM 355 (eight semester hours) or by a non-science related internship in MGMT 370.

First Year

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

CHEM 224 Organic Chemistry

MATH 120 Calculus I

MATH 121 Calculus II

Sophomore Year

CHEM 224 Organic Chemistry I

CHEM 225 Organic Chemistry II

PHYS 112 Fundamentals of Physics I

PHYS 113 Fundamentals of Physics II

ECON 100 Principles of Microeconomics

MGMT 100 Foundations of Business and Management

Junior Year

CHEM 331 Thermodynamics and Kinetics or CHEM 332 Quantum Mechanics and Molecular Structure

ECON 101 Principles of Macroeconomics

MGMT 110 Financial Accounting

MGMT 234 Organizational Communication and Behavior

MATH 118 Introductory Statistics
(or MATH227/MATH229)

Senior Year

MGMT 250 Marketing or MGMT 260 Finance

Chemistry elective

Internship/independent study

CHEM 390 Chemistry Seminar

Strongly recommended electives:

MGMT 340 Strategy

And the remaining course from:

MGMT 250 Marketing

or MGMT 260 Finance.

Joint Major in Public Relations and Marketing Communications

The Interdepartmental major in Public Relations and Marketing Communications is designed to provide grounding and experience in public relations focused writing as well as a firm understanding on the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students can receive a BA in Pr/MarCom based on electives selected. The Department of Communications houses the major, in collaboration with SOM's Marketing, Operations, and Strategy department.

Required Core Courses

- COMM 121 Visual Communications
- COMM 122 Writing and Editing Across the Media
- COMM 186 Introduction to Public Relations & Marketing Communications
- COMM 210 Introduction to Graphic Design
- COMM 281 Writing for Public Relations & Marketing Communications
- COMM 325 Public Relations Seminar
- MGMT 100 Foundations of Business and Management
- MGMT 230 Why We Buy
- MGMT 238 Managing Your Venture's Financial Bottom Line
- MGMT 250 Principles of Marketing

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

Electives

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

- COMM 124 Media, Messages and Society
- COMM 163 Radio Operations and Performance
- COMM 181 Public Speaking

- COMM 240 Intermediate Graphic Design: Typography
- COMM 244 Web
- COMM 260 Journalism
- COMM 262 Media Convergence
- COMM 286 Advertising/MGMT 232A Strategic Marketing Communications: Advertising
- COMM 310 Feature Writing
- COMM 315 Op/Ed
- COMM 322 Digital Cultures
- COMM 326 Advertising and Copywriting/MGMT 232B Strategic Marketing Communications: NSAC
- COMM 333 Motion Graphics
- COMM 344 Senior Seminar/Storytelling
- COMM 390 Studio Five
- MGMT 221 Project Management
- MGMT 224 Socially Minded Leadership
- MGMT 229 Corporate Social Responsibility
- MGMT 231 Creating Brand Value
- MGMT 234 Organizational Behavior
- MGMT 320 Negotiations and Change Management
- MGMT 335 Marketing Research
- MGMT 392 Marketing Decision-making

Recommended for the PR/MarCom major:

- ECON 100 Principles of Microeconomics
- PSYC 101 Introduction to Psychological Science.

Joint Major in Financial Mathematics

Offered jointly with the Departments of Mathematics and Economics, this major serves students interested in applying principles of mathematics and economic analysis in the financial services industry. Past graduates are pursuing careers in securities analysis in mutual funds, private wealth management, and management of nonprofit organizations.

Required Core Courses

- ECON 100 Principles of Microeconomics
- ECON 101 Principles of Macroeconomics
- ECON 220 International Monetary Systems
- ECON 231 Money and Banking
- ECON 393 Econometrics

MATH 118 Statistics
 MATH 220 Multivariable Calculus
 MATH 319 Financial Mathematics
 MATH 338 Probability
 MATH 339 Mathematical Statistics or
 MATH 343 Mathematical Modeling
 MGMT 110 Financial Accounting
 MGMT 260 Finance
 MGMT 311 Investments (or another 300-level
 finance course in management)
 Independent learning (eight semester hours)

MINORS

SOM minors provide depth in a specific functional discipline or specialization (for example, finance or entrepreneurship) when taken with an SOM major, or they serve as a complement to majors outside of SOM. All minors consist of five courses. For those minors with electives, students should select electives in consultation with an SOM faculty advisor.

With the exception of the minor in business, students majoring in one of the four SOM majors may take any minor. Any SOM major and minor combination will double-count core courses but must have unique electives.

School of Management Minors

Minor in Business

MGMT 100 Foundations of Business and Management
 MGMT 110 Financial Accounting
 MGMT 234 Organizational Communication and Behavior
 MGMT 250 Marketing
 MGMT 260 Finance

Minor in Finance

MGMT 110 Financial Accounting
 MGMT 260 Finance
 Students should choose three electives from the required finance electives on page 162.

Minor in Organizational Studies

MGMT 100 Foundations of Business and Management
 MGMT 234 Organizational Communication and Behavior

MGMT 320 Negotiations and Change Management
 Students should choose two electives from the business and management electives on page 162.

Minor in Retail Management

MGMT 100 Foundations of Business and Management
 MGMT 236 Retail Management
 MGMT 250 Marketing
 Students should choose two electives from the retail management electives on page 164.

Minor in Marketing

MGMT 100 Foundations of Business and Management
 MGMT 250 Marketing
 Students should choose three electives from the marketing major electives on page 163.

Interdisciplinary Minors

Minor in Entrepreneurship

Consists of five courses. Any SOM Major may double count up to two core courses but must have unique electives.

MGMT 137 Entrepreneurship and Innovation
 MGMT 238 Managing Your Venture's Financial Bottom Line
 MGMT 250 Marketing
 MGMT 337 Team Based Entrepreneurship
 One flex course

Flex courses: (choose one)

Students select one flex course from the list below. All minor students are required to write a brief rationale describing how the flex course contributes to her entrepreneurial career interests. Flex courses must have final approval from the minor advisor.

MGMT 224 Socially Minded Leadership
 MGMT 230 Why We Buy
 MGMT 231 Creating Brand Value
 MGMT 232A Strategic Marketing Communications I: Advertising
 MGMT 232B Strategic Marketing Communications II: NSAC

- MGMT 233 Developing Customer Relationships
- MGMT 234 Organizational Communication and Behavior
- MGMT 236 Retail Management
- MGMT 260 Finance
- ECON 214 Women in the World Economy
- ECON 222 Comparative Economies in East Asia
- ECON 239 Government Regulation of Industry
- ECON 241 Business Competition and Antitrust Policy
- SOCI 267 Globalization
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change

Minor in Principled Leadership

- MGMT 100 Foundations of Business and Management
- MGMT 224 Socially Minded Leadership OR
- GSM 551 Perspectives and Practices: Principled Leadership (consent required)
- MGMT 234 Organizational Communication and Behavior
- One depth elective
- One breadth elective

Depth Electives: (choose one)

- MGMT 137 Entrepreneurship and Innovation
- MGMT 223 Learning by Giving
- MGMT 229 Corporate Social Responsibility: Managing People, Planet and Profit
- MGMT 245 Comparative Studies of Women Leaders (TC)
- MGMT 320 Negotiations and Change Management
- MGMT 348 Sustainable Supply Chain
- GSM 516 Sustainability Analysis (consent required)

Breadth Electives: (choose one)

- ECON 214 Women in the World Economy
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change
- SOCI 225 Social Movements

- WGST 100 Introduction to Multicultural Women's and Gender Studies
- POLS 219 Gender and Politics
- GSM 553 Gender and Leadership (consent required)

Minor in Health Care Management

- MGMT 100 Foundations of Business and Management
- MGMT 120 Introduction to Health Care
- MGMT 239 Health Care Finance

Electives: (choose two)

- MGMT 137 Entrepreneurship and Innovation
- MGMT 180 Business Law
- MGMT 225 Manager and the Legal Environment
- MGMT 234 Organizational Communication and Behavior
- BIOL 246 Foundations in Exercise and Health
- PHIL 131 Biomedical Ethics
- ECON 239 Government Regulation of Industry
- IT 225 Health Informatics
- NURS 100 Professional Issues in Nursing
- NUTR 237 The Practice of Community Nutrition
- NUTR 249 Leadership in Food Service Management
- POLS 217 American Public Policy
- PSYCH 232 Health Psychology
- PSYCH 239 Psychology of Aging
- SOCI 241 Health, Illness and Society
- SOCI 245 International Health
- SOCI 345 Health Systems and Policy
- SW 101 Intro to Social Work and Social Welfare
- SW 200 Social Welfare Policy
- Non-Science Majors should strongly consider IT 225, SOCI 241, SOCI 245, PHIL 131.

The BSBA/MBA or the BSBA/MSM Combined Degree Program

The SOM offers an accelerated BSBA/MBA degree program for qualified students with appropriate work experience. This accelerated program allows students to save 4 courses worth of tuition. Students typically take two

MBA classes during their senior year and count those classes towards both their undergraduate and MBA course requirements. Additionally two UG courses will count towards MBA course requirements. The MBA courses do not count for any UG SOM major requirements, but these courses count as general credits toward their degree requirements.

Accelerated degree candidates must have at least a 3.2 GPA to apply to the program. Applications are due by June 30 after the completion of the junior year or after a student has completed 96 credits. An applicant is required to submit letters of recommendation from her advisor, a faculty member who is familiar with her work, and a professional reference. She is also required to submit scores from the GMAT (Graduate Management Admissions Test) or GRE as part of her formal application to the MBA program. If a student has a GPA of 3.5 within her major, she may waive out of the GMAT/GRE requirement. Students who are interested in the combined degree program must have the equivalent of at least two years of professional work experience before starting their MBA. This requirement makes the program of primary interest to Dix Scholars, although some traditional undergraduates with significant summer and internship experience may also meet this requirement.

Once accepted into the program, the student may register for two MBA courses in her undergraduate senior year. She must achieve the minimum SOM graduate grade (currently a B-) in each of these courses, and complete her BSBA, in order to continue with the combined degree program. Once she begins the MBA program, she may continue on any scheduled track currently offered by the SOM (including the 16 month and two-year day programs or a variety of part-time evening programs). Students interested in the program should make their intentions known to their advisor early in their Simmons undergraduate career so that she can plan her academic schedule to take maximum advantage of the program.

The SOM also offers an accelerated BSBA/Masters in Management program for qualified

students who have limited work experience but want to pursue a Master's degree right out of college. Students typically take two MSM classes during their senior year and count those classes towards both their undergraduate and MSM course requirements. Two courses also will count towards their MSM course requirements. The MSM courses do not count for any UG SOM major requirements, but these courses count as general credits towards their degree requirements.

Accelerated degree candidates must have at least a 3.0 GPA to apply to the program. Applications are due by June 30 after the completion of the junior year or a student completes 96 credits. An applicant is required to submit letters of recommendation from her advisor, a faculty member who is familiar with her work, and a professional reference. Once accepted into the program, the student may register for one MSM course in each semester of her undergraduate senior year. She must achieve the minimum SOM graduate grade (currently a B-) in each of these courses, and complete her BSBA, in order to continue with the combined degree program. Once she begins the MSM program, she will continue on any scheduled track currently offered by the SOM. Students interested in the program should make their intentions known to their advisor early in their Simmons undergraduate career so that she can plan her academic schedule to take maximum advantage of the program.

Post-Baccalaureate Program Leading to a Diploma

The School of Management offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. This program permits concentrated study in the various management disciplines and leads to the diploma in management. Thirty-two (32) semester hours of work are required, of which the student must take 24 semester hours within the SOM. A student may take up to eight semester hours in complementary disciplines such as economics

and statistics. Each student plans her program in consultation with the SOM Associate Dean for Administration and Academic Programs or the Associate Dean for UG Programs and may include any courses for which prerequisites are satisfied. The program's flexibility permits the selection of courses to meet varying objectives of individual students.

COURSES

MGMT 100 Foundations of Business and Management (F-1,2, S-1,2)

4 sem. hrs.

Introduces the various functions, processes and activities of the manager in today's global marketplace. Emphasizes such areas as understanding the global economy, organizations and social responsibility, managing diversity, and establishing ethical standards for decision-making. Incorporates service learning, guest speakers, experiential exercises and case studies to help students observe, evaluate and apply managerial skills. Shapiro, Deyton, Lowe, Staff.

MGMT 110 Financial Accounting (M3) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Completion of the basic mathematics competency requirement. Develops the ability to read, understand, analyze, and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to perspective, such as investor, creditor, or manager. A required concurrent lab offers training and reinforcement in the use of Excel spreadsheets. Nitkin, Staff.

MGMT 112 Personal Finance (M3) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Completion of the basic mathematics competency requirement. Explores problem-solving skills and decisions related to money across the many phases of your personal and professional lives, including what to buy, how to use credit, and how to invest for the future. Provides skills for planning and achieving financial independence. Students develop a personal finance plan to help turn personal financial goals into reality. Guertler, Lin, Zaiats.

MGMT 120 Introduction to Health Systems (F-1,2)

4 sem. hrs.

Healthcare is currently one-sixth of the US Economy and at the center of historical debates in our state and national governments, our court systems, and at the kitchen table. There has never been a more exciting time to engage in healthcare and to explore the many career opportunities that exist in this industry. The intent of this course is to focus on key areas of healthcare, including health policy and the upcoming presidential election, innovation in healthcare, and healthcare systems and structures. Lowe, Staff.

MGMT 137 Entrepreneurship and Innovation (S-1,2)

4 sem. hrs.

Student-run businesses and engagement with entrepreneurs help students tap into their entrepreneurial potential and apply ideas and new behaviors to any career setting. Participation in College wide and classroom activities offers opportunities to understand innovation and manage projects and processes in new ways fit for the 21st century economy. Staff.

[MGMT 180 Business Law (S-2)

4 sem. hrs. Not Offered in Spring, 2015]

Addresses the legal and ethical principles governing business conduct and their impact on business policy, including employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, estates, and trusts. This highly interactive course includes guest lecturers, cases, and a field trip. Warren, Staff.

MGMT 221 Project Management (S-1,2)

4 sem. hrs.

Regardless of someone's role in business, education, health care, government, or any other sector, being able to manage projects successfully is a critical skill. A project is a unique set of activities meant to produce a defined outcome within an established period using a specific allocation of resources. This course provides an overview of concepts, tools, and techniques for planning, directing and controlling projects. It takes a multidisciplinary approach that comprises the quantitative analysis required to meet the technical, budget, and time constraints of projects as well as the behavioral and organizational factors critical to their successful completion. Students use case analysis and experiential exercises to supplement the coursework. Finlay, Staff.

MGMT 223 Learning by Giving (S-1,2)

4 sem. hrs.

This interdisciplinary course with the School of Social Work and the Scott/Ross Center for Community Service provides the opportunity for students to engage with a local nonprofit organization as a grant writer, while learning the conceptual material that supports this endeavor. Teams of students will join with, learn from, and ultimately serve as grant writers for local nonprofit community partners culminating in a competitive decision making process for awarding multiple grants totaling \$10,000. Of particular importance to this course is the culmination of awarding actual grants to community organizations. Learning by Giving has generously provided \$10,000 to fund the course grant-making project. Dayton (SOM), Hildreth (SSW), Staff.

MGMT 224 Socially-Minded Leadership (M6) (S-1,2)

4 sem. hrs.

Provides students with the opportunity to explore, compare, and challenge traditional and contemporary perspectives and models of leadership with emphasis on gender-based and socially minded leadership theories. Ensures integration of theory and practice by requiring participation in a service-learning project customized to complement the student's career interests. Includes leadership assessment activities, experiential exercises, case analyses, films, and projects. Dayton, Staff.

MGMT 225 The Manager and the Legal Environment (F-1,2)

4 sem. hrs.

Examines the judicial system and the legal and ethical issues that affect both managers and citizens. Considers an individual's rights as a consumer, a party to a contract, a victim of crime or negligence, an employee, or an employer starting a new business. Intellectual property rights and cyberlaw are included. Guest lectures, cases, and a field trip enhance this interactive course. Warren, Staff.

MGMT 229 Corporate Social Responsibility: Managing People, Planet and Profit (S-1,2)

4 sem. hrs.

Provides an in-depth understanding of the principles and theories underlying Corporate Social Responsibility. Discusses critical social issues that affect the business world today and identifies strategic opportunities companies can leverage to

both drive social change and cultivate competitive advantage. Students will learn how to design and implement CSR strategies. Staff.

MGMT 230 Why We Buy (F-1,2)

4 sem. hrs.

What makes us buy the things we own? Who determines what is fashionable? Why is shopping such a fundamental part of contemporary culture? How do brands shape who we are? How do marketers persuade us to buy things we do not need? This course explores the science of consumer behavior, bringing emerging theory from anthropology, sociology, psychology, economics and neuroscience to understand consumer choice, the meaning of choices and the effect of choices on the development of society and culture. Features experiential labs that allow students to go out into the field to study consumer behavior as it unfolds around them. Sampson, Vieira, Staff.

MGMT 231 Creating Brand Value (S-1,2)

4 sem. hrs.

Focuses on effective strategic management of brands. For many firms, the brands associated with their products and/or services are their most valuable assets, and, thus, they give much management attention to designing, communicating, stewarding, and protecting them. This course takes a contemporary view of branding as a collaborative process of meaning-making between firms, consumers, and other cultural producers. This includes emerging theory and best practices on crafting brand stories, managing consumer-brand relationships and brand communities, open source branding, branding in social media, and managing brand crises. Sampson, Vieira, Staff.

MGMT 232A Strategic Marketing Communications I: Advertising (F-1,2)

4 sem. hrs.

Examines strategic uses of marketing communications and is a joint course with the Department of Communications course COMM 286. With the advent of new social media tools, more people are participating and engaging in the conversation online. As former members of the audience become the creators of content, corporations and media organizations must rapidly adjust to this new way of communicating and relating to the customer. This course will explore the new media landscape and how it has profoundly changed the ways we produce marketing and conduct business. Chang, Sampson, Vieira, Staff.

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2014-2015
2 = AY 2015-2016
M = Mode
* = Schedule t.b.a.

MGMT 232B Strategic Marketing Communications II: NSAC Competition (S-1,2)

4 sem. hrs. Prerequisite: MGMT 232A or consent of instructor

This course continues the learning of MGMT 232A and prepares students to participate in the National Student Ad Competition course in late spring. It is a joint course with the Department of Communications course COMM 326. Chang, Sampson, Vieira, Staff.

MGMT 233 Developing Customer Relationships (S-2)

4 sem. hrs.

Helps students develop an understanding of the functional areas of professional selling and sales management. Covers topics including organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. Sampson, Staff.

MGMT 234 Organizational Communication and Behavior (M6) F-1,2, S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

Provides an analytical framework for understanding interpersonal, group, and organizational behavior. Explores managerial problem solving and decision-making in organizations through case analysis. Improves written and oral communication through group projects, presentations and individual reflection. Shapiro, Staff.

MGMT 236 Retail Management (F-2)

4 sem. hrs. Prereq.: MGMT 100.

Provides the student with a broad view and an understanding of the forces driving the global retail industry. Gives comprehensive coverage of the principles of the marketing environment, the diversity of the retail industry, sustainability and green building practices, consumer behavior, merchandising, buying, and the tools available for improving retail profitability. Sampson, Vieira, Staff.

MGMT 238 Managing Your Venture's Financial Bottom Line (M3) (F-1)

4 sem. hrs.

Introduces the theories, knowledge, and financial tools needed by an entrepreneur to launch and grow a successful venture. Topics include analyzing the profitability of a venture idea, developing financial statements and projections, and determining how to obtain the financial capital

necessary to run and grow an enterprise. Guertler, Nitkin, Robbins.

MGMT 239 Health Care Finance (S-1,2)

4 sem. hrs.

This course is an introduction to financial management concepts and business practices in the healthcare industry. It includes the topics of financial reporting, managerial accounting and finance. It focuses on the analytical and performance management techniques that have particular relevance to clinicians and practitioners. In this course, the student should become fluent in the issues, data and concepts of financial decision-making at the departmental or unit level. Nitkin, Robbins, Staff.

MGMT 245 (TC) Comparative Studies of Women Leaders (M5) (S-1,2)

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

Examines leadership from an international perspective with a specific focus on cross-cultural and comparative theories of leadership, with special attention to the role of gender. Experiential immersion through pre-departure orientation, faculty-led international travel to a nation and post-departure comparative analysis with at least one other region besides the U.S. Builds intercultural competence through exercises, cases, meetings with local women leaders, and cultural orientation. Staff.

MGMT 250 Marketing (F-1,2, S-1,2)

4 sem. hrs.

Introduces marketing language, concepts, and processes, and enables students to apply their learning to complex, real-life marketing situations. Culminates in the creation of marketing plans for local organizations in which teams of students demonstrate their ability to gather, analyze and draw conclusions from industry and market data. Includes cases, discussions and experiential exercises. Chang, Sampson, Staff.

MGMT 260 Finance (F-1,2, S-1,2)

4 sem. hrs. Prereq.: MGMT 110 and demonstrated Excel competency.

Provides students with the fundamental concepts and analytical tools used in financial management. Studies managerial decisions related to evaluating investment and financing opportunities. Examines both short-term and long-term considerations related to these decisions. Provides both a corporate and an individual decision-making perspective. Includes a financial

literacy project in the community. Guertler, Lin, Zaiats.

MGMT 290 Special Topics in Management (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Covers current trends in management and other topics of interest that are not a part of other course offerings. Past topics have included planning and modeling, business and human rights, health care management systems, direct marketing, e-marketing, international finance, corporate ethics, and accountability. May count as an elective for one or more majors depending on content. Staff.

MGMT 310 Financial Statement Analysis (F-1,2)

4 sem. hrs. Prereq.: MGMT 260. Examines the financial reporting choices made by firms and the implications of those choices on the reported performance of the firm. Extends accounting topic coverage beyond the topics covered in the introductory financial accounting class. Exposes students to topics included in the Level I CFA exams. Includes cases and individual research projects. Mooney, Staff.

MGMT 311 Investments (S-1,2)

4 sem. hrs. Prereq.: MGMT 260. Focuses on principles and analytical tools of the fundamental investments: mutual funds, indices, stocks, bonds, futures and options. Covers how each is characterized, valued, traded, and evaluated. Develops the student's decision-making skills as an investment manager through an online investment simulation and the management of an actual self-selected client. Guertler, Staff.

MGMT 314 International Finance (S-1,2)

4 sem. hrs. Prereq.: MGMT 260. Introduces students to the international economic and financial environment, the dynamics of foreign exchange markets, and country risk analysis. The course concentrates on foreign exchange rates, the effects of exchange rate movements on both domestic and international operations, and the methods of hedging the exposure to exchange-rate risk (forward contracts, futures, options, swaps, etc.) It also focuses on examining how a firm should handle the risks of international trade. Main topics covered include evaluating risk, the financing of international trade and undertaking a Country and Business

Analysis Project. Zaiats, Staff.

MGMT 315 Corporate Financial Planning and Strategy (F-1,2)

4 sem. hrs. Prereq.: MGMT 260. Focuses on solving problems and making decisions in corporate finance, frequently using cases as the context. Covers three essential strategic decisions that every business faces: investing, financing and dividend decisions. Includes a project on an actual company with current problems as the basis of a "real-life" case analysis. Zaiats, Staff.

MGMT 320 Negotiations and Change Management (S-1,2)

4 sem. hrs. Prereq.: MGMT 100. Teaches interrelated concepts in negotiation, conflict and change that are critical to working effectively in teams, organizations and partnerships, as well as advancing one's own career. Explores everyday negotiation challenges confronting women in the workplace. Uses case analyses, role-play, videotaped negotiation sessions and other experiential activities to apply course concepts. Deyton, Ingols, Gutlove, Staff.

MGMT 325 Operations Management and Decision Making (F-1,2, S-1,2)

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

Introduces the fundamentals of transforming inputs into outputs. Explores how companies match supply with demand and allocate resources efficiently. Skills gained through this course are essential to starting a business as an entrepreneur, managing an ongoing business and participating in the business environment as an individual with management responsibilities. Learning applies equally in both non-profit and for-profit organizations. Uses lectures, readings, problem sets, case analyses, discussions, and in class experiential exercises. Li, Mooney, Staff.

MGMT 335 Marketing Research (F-1,2)

4 sem. hrs. Prereq.: MGMT 250 and MATH 118. Introduces the state-of-art research design and analysis approach. Focuses on methods for collecting, analyzing and interpreting market and consumer data relevant to the managerial decision-making process for both big corporations as well as small and medium enterprises. Has a strong applied and managerial orientation. Includes lectures, cases, field trips, and a research project. Sampson, Viera, Staff.

MGMT 337 Team Based Entrepreneurship (S-2)

4 sem. hrs. Prereq.: MGMT 137, or SOM major or consent of instructor.

Focuses on launching, leading and growing ventures that are aligned with students' career goals. Applies advanced knowledge of entrepreneurship concepts, processes, and analytical strategies to design a new venture plan. Students also focus on key issues of human capital management and examine gender as it relates to new venture creation and entrepreneurial leadership. Staff.

MGMT 340 Strategy (F-1,2, S-1,2)

4 sem. hrs. Prereq.: MGMT 100, MGMT 234, MGMT 250, MGMT 260 and junior standing.

Develops capacity to think strategically through synthesis of knowledge gained from prior management program courses. Explores crafting business strategy to gain competitive advantage through extensive readings and case analyses, using global examples and blended technology. Raffety, Staff.

MGMT 348 The Sustainable Supply Chain (S-1)

4 sem. hrs.

Examines sustainability and corporate stewardship in management of the supply chain. Being sustainable is now a source of competitive advantage and a matter of corporate survival. Sustainable Supply Chain Management (SSCM) provides five potential benefits for companies: increased productivity, opportunity or innovation and competitive advantage, risk minimization from supply chain interruptions, protection and enhancement of a company's brand reputation, and participation in sustainability indexes, which encourages outside investment. Sampson, Staff.

MGMT 349 Advancing Your Career (F-1,2; S-1,2; U-1,2)

1-4 sem. hrs. Prereq.: MGMT 370 and consent of instructor.

This course allows students to gain additional work experience in today's environment. Ingols, Lowe, Staff.

MGMT 350 Independent Study (F-1,2, S-1,2, U-1,2)

4 sem. hrs. Prereq.: Consent of the Associate Dean for the SOM UG Program

Involves a course of study on a topic of interest to the student. The work culminates in a final paper or other substantial final project. In order to complete an independent study, students must identify a faculty member of the SOM faculty who is willing to work with them on the topic. Lowe, Staff.

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

8 or 16 sem. hrs. Prerequisites: MGMT 234, declared major or minor in the SOM, and consent of the instructor.

Provides supervised work experience for majors/minors. Requires approximately 20 hours of work per week in a profit or non-profit organization in a position related to student's career goals. Also requires completion of extensive written analyses of the internship organization, participation in class seminars, and development of a comprehensive portfolio. Ingols, Lowe, Staff.

MGMT 380 Field Experience (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Consent of the Associate Dean for the SOM UG Program.

Offers individual field experience similar to an internship. Requires a minimum of eight to 10 hours of work per week in a for-profit or not-for-profit organization. Requires completion of significant written work, which may include research, analysis or portfolio development. Arranged with a supervising faculty member from the SOM. Staff.

MGMT 391 Cross-Cultural Management (S-2)

4 sem. hrs. Prereq.: Senior standing, MGMT 221, MGMT 325, MGMT 340 and MGMT 370.

Capstone course for majors in business and management. Others by consent of instructor.

The ability to interact effectively across cultures is a fundamental job requirement and critical leadership competency. Explores the implications of culture on managerial and leadership approaches, business practices, communication and interpersonal relations, organizational and individual performances as well as on human resource management dimensions, in both international and domestic settings. Requires group project and presentation. Deyton, Staff.

MGMT 392 Marketing Decision Making (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 230, MGMT 325, MGMT 335, MGMT 340 and MGMT 370; capstone course for majors in Marketing, capstone course for Retail Management majors for 2014-16. Others by consent of instructor. Examines both the art and science of choosing target markets and acquiring, keeping, and growing customers through creating, delivering, and communicating superior customer value. The course builds on core marketing management concepts and challenges students to look and apply both domestic and international frameworks to the fundamental marketing functions of product, pricing, distribution, and promotion. Requires group project and presentation. May be taken in lieu of MGMT 394 with consent of Director of the Prince Program. Sampson, Staff.

MGMT 393 Financial Modeling (S-1,2)

4 sem. hrs. Prereq.: Senior Standing, ECON 100, ECON 101, MGMT 325, MGMT 340, MGMT 370, MGMT 310, MGMT 314, MGMT 315, and MGMT 311 (co-req. ok); capstone course for majors in Finance. Others by consent of instructor. Prepares students for a career that uses strategic financial analysis and spreadsheet modeling. This course will develop modeling skills including building reliable models, using the models to forecast change, and interpreting outcomes. All learning will be applied to a company identified by the student and will be compiled into a company portfolio. Students are encouraged to choose a company strategically so that the portfolio will contribute to her internship or job search. Requires presentation. Guertler, Staff.

[MGMT 394 Comparative Retail Strategies (S-1,2) Not offered in 2014-16, retail management majors will take MGMT 392 Marketing Decision Making as their capstone course.]

4 sem. hrs. Prereq.: Junior standing, MGMT 236, MGMT 325, MGMT 340 and MGMT 370; capstone course for majors in Retail Management. Others by consent of instructor. Focuses on the key strategic issues facing the retail industry. Uses a case-based approach to study such issues as the impact of technology, globalization, sustainability, green building, social media, and merchandise storage and handling. Students must complete a comprehensive retailing project and presentation. Sampson, Staff.

MGMT 395 Leadership and Managing Change (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 221, MGMT 325, MGMT 340 and MGMT 370; capstone course for majors in Business and Management. Others by consent of instructor. Planned change is an essential ingredient for organizations to remain relevant and successful. Whether as an individual contributor, a team leader, a manager or a top-level executive, each person needs to see opportunities for change and lead themselves and others through change that is essential for an organization's longevity. This course will provide students with the theoretical foundation and practical applications for leading change for themselves, for small and large groups, and for implementing, supporting and promoting change in large organizations. Students will have the opportunity to learn concepts through lectures and readings, and practice applying change concepts in experiential exercises, case analyses, a group project, taped presentations, an on-line simulation, and other interactive activities. Ingols, Staff.

F = Fall
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2 = AY 2015-2016
M = Mode
* = Schedule t.b.a.

Department of Mathematics and Statistics

Margaret Menzin, *Chair and Professor*
 Donna Beers, *Professor*
 Michael Brown, *Professor*
 Robert Goldman, *Professor*
 Viktor Grigoryan, *Assistant Professor*
 David S. Browder, *Professor of Mathematics, Emeritus*
 W. David Novak, *Associate Professor Emeritus*
 Victoria Galloway, *Administrative Assistant*

The Department of Mathematics and Statistics offers majors in mathematics and in biostatistics, as well as joint majors in financial mathematics and in economics and mathematics. It also offers minors in mathematics, biostatistics, statistics, and scientific computation (joint with Computer Science).

First year students who had calculus and/or statistics in high school should see a member of the department for proper placement in a math course.

Major in Mathematics

The increasing complexity of society has made the mathematical sciences important for solving problems in the social sciences and management as well as in the sciences. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, an art form, or a game. The major in mathematics is designed to provide a strong background in various mathematical areas and their applications. Through her choice of courses, a student may prepare for graduate work or a career in statistics, biostatistics, mathematical finance, bioinformatics, actuarial science, or teaching. There are many opportunities for students who are interested in combining mathematics with other disciplines. Joint or double majors are available with biology, chemistry, computer science, economics, education, management, and psychology. Other fields may also be fruit-

fully combined with mathematics. Students interested in such majors should consult with the chairs of the departments involved.

Requirements:

The major in mathematics begins with multivariable calculus MATH 220. (Some students will have taken the equivalent of MATH 120-121 in high school; other students will take MATH 120-121 at Simmons prior to taking MATH 220.) Other required courses are MATH 210 and 211 (normally taken in the sophomore year), MATH 118 (sophomore or junior year), MATH 310 (junior or senior year), MATH 320 and 321 (junior or senior year), and CS 112 (may be taken as early as the first year; students should plan on taking it in the first two years. With the approval of the department, another programming course may be substituted for CS 112). In addition, mathematics majors must take either MATH 338 or MATH 343 as an elective, and two more mathematics courses from MATH 225, the other of Math 338/343, and MATH 390 (may be taken more than once). Finally, at least four semester hours of independent learning must be completed in mathematics. It is departmental policy that courses required for a major or minor should not be taken pass/fail.

Major in Biostatistics

Biostatistics is the application of statistical methods to medicine and public health. Biostatisticians generally work as part of a research team, and are responsible for the design of studies, the analysis of the resulting data, and the communication of the results. In recent years biostatistics has become an indispensable tool for improving public health and reducing illness and the demand for those trained in the field is great and growing. The major in biostatistics includes a foundation in mathematics, a core of applied and theoretical statistics courses, and relevant biology and computing courses. Biostatistics provides a deep and wide foundation in quantitative methods that can form the basis for a career in numerous fields. A biostatistics major can

usefully be combined with a major in any health science or indeed with a major in any field which makes extensive use of quantitative methods.

Requirements:

The required courses for the biostatistics major are MATH 118, MATH 220, MATH 211, MATH 227, MATH 229, MATH 338, MATH 339, and CS 112, followed by ITECH 4101 (Programming in SAS at Emmanuel College.) In addition, students must take two biology courses: one from BIOL 104, BIOL 123, or BIOL 113 and the other from a 200- or 300-level biology course. Finally, at least four semester hours of independent learning must be completed in biostatistics. It is departmental policy that courses required for a major or minor should not be taken pass/fail.

Joint Major in Economics and Mathematics

Specialization affords students interested in careers in business, the financial services, government, and the nonprofit sector the opportunity to pursue an area of applied mathematics. The joint major in economics and mathematics provides students with the mathematical and statistical tools and concepts needed for economic analysis. For complete information about this major, see page 116.

Joint Major in Financial Mathematics

Offered jointly with the Departments of Economics and Management, this major serves students interested in applying the principles of mathematical and economic analysis in the financial services industry. Past graduates are pursuing careers in security analysis at mutual funds, private wealth management, and management of nonprofit organizations. Courses required for the financial mathematics major are:

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

MATH 220 Multivariable Calculus
MATH 211 Linear Algebra
ECON 220 International Monetary Systems
ECON 231 Money and Banking
ECON 393 Econometrics
MATH 319 Financial Mathematics
MATH 338 Probability
MATH 339 Mathematical Statistics
or MATH 343 Mathematical Modeling
MGMT 110 Financial Accounting
MGMT 260 Finance
MGMT 311 Investments (or another 300-level finance course in management)
Independent learning (eight semester hours)

Honors in Mathematics or Biostatistics

In order to receive Honors in Mathematics and Statistics, a student must:

1. Maintain superior academic performance as indicated by a GPA of 3.5 or higher in major courses taken at Simmons College
2. Conduct independent research through the successful completion of an NSF-REU or similar research program or by completion of a thesis or project supervised within the Department which receives a grade of A- or A.
3. Communication of the work by presentation to the Department or another approved forum.

Minor in Biostatistics

The minor in biostatistics consists of MATH 118, MATH 227, MATH 229; one from BIOL 104, 113, 123, 336, or 346; and one from SOC 241, PSYC 203, or PT 610.

Minor in Mathematics

A mathematics minor consists of MATH 211, MATH 220, and three additional MATH courses numbered 120 or higher.

Minor in Statistics

The minor in statistics consists of MATH 118, MATH 229, MATH 338, MATH 339, and one of the following:

- ECON 393 Econometrics
 MATH 319 Financial Mathematics
 MATH 343 Mathematical Modeling

Minor in Scientific Computation

- MATH 118 Introductory Statistics OR
 MATH 227 Statistical Design and Analysis
 MATH 343 Mathematical Modeling
 CS 112 Introduction to Programming
 CS 333 Database Management Systems

A fifth course to be chosen from:

- CS 226 Computer Organization and Architecture
 CS 113 GUI and Event-Driven Programming
 MATH 227 Statistical Design and Analysis (if not taken earlier)
 MATH 338 Probability
 MATH 225 Differential Equations

Integrated BS/MS Programs

Two integrated programs permit students to obtain their BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. The integrated program in education is described under the Department of Education on page 121. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics, Statistics, and Computer Science or from the Graduate School of Library and Information Science.

All-College Requirement of Competency in Basic Mathematics

See page 13 for information about the all-College requirement of competency in basic mathematics. Satisfaction of the mathematics competency requirement is a prerequisite to all MATH courses except MATH 101.

COURSES

MATH 101 Introduction to Mathematics (F-1,2; S-1,2)

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

Reviews arithmetic, including percents, proportion, and geometric formulae. Covers equations, polynomials, rational expressions, and problem solving. Staff.

[MATH 103 Real-Life Math (M3) (S)]

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. Not offered in 2014-15.]

Mathematical ideas and tools for "real life": logic and number systems, consumer math (interest rates, credit card debt, investment math), math in business (decision-making), probability and statistics, and problem-solving. Staff.

MATH 106 Precalculus (M3) (S)

4 sem. hrs. Prereq.: Recommendation of the department or completion of the competency in basic mathematics requirement.

Provides a study of algebra and functions in preparation for calculus. Covers the real number system, algebraic manipulation of polynomials and rational functions, functions, and their graphs, trigonometry, and applications. Staff.

MATH 115 Number Systems and Algebra for Elementary School Teachers (M3) (F)

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

Covers topics from arithmetic and algebra that elementary school teachers will be teaching, including number systems, number operations, patterns, relations, functions, and problem solving. Beers.

MATH 116 Geometry and Data Analysis for Elementary School Teachers (S)

4 sem hrs. Prereq: Completion of MATH 115 and competency in basic mathematics requirement.

Covers topics from geometry and data analysis that elementary school teachers will be teaching, including shapes and spatial reasoning, measurement, introductory statistics and probability, and problem solving. Staff.

MATH 118 Introductory Statistics (M3) (F, S)

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

Intended primarily for students in the health, behavioral, or social sciences. Covers univariate and bivariate data analysis, surveys and experiments, elementary probability, sampling distributions, statistical inference for proportions and means. Extensive use is made of the software Minitab. The course will include a significant data analysis project. Staff.

MATH 120 Calculus I (M3) (F)

4 sem. hrs. Prereq.: MATH 106 or equivalent in high school or consent of the instructor; also recommendation of the department and completion of the competency in basic mathematics requirement.

Covers analytic geometry, functions, limits and continuity, and differential calculus. Includes applications to extrema, physical problems, etc. Staff.

MATH 121 Calculus II (M3) (S)

4 sem. hrs. Prereq.: MATH 120 or equivalent. Covers integral calculus and applications to area, volume, etc., transcendental functions, techniques of integration, polar coordinates, and improper integrals. Staff.

MATH 210 Discrete Mathematics (M3) (F)

4 sem. hrs. Prereq.: MATH 106 or equivalent or consent of the instructor. Covers foundations of mathematics, combinatorial problem-solving, and graph theory. Includes the following topics: propositional logic and Boolean algebra, one-to-one, onto and invertible functions, cardinality, big-O, applications to complexity theory and cryptography, permutations, combinations, trees, binomial and multinomial coefficients, elementary probability, inclusion/exclusion recurrence relations, basic graph theory, chains, paths, connectedness circuits, models, and numerous applications. Beers, Menzin.

MATH 211 Linear Algebra (M3) (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or higher or consent of the instructor. Covers real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Includes selected topics from complex vector spaces, dual spaces, differential operators, etc. Beers, Menzin.

MATH 220 Multivariable Calculus (M3) (F)

4 sem. hrs. Prereq.: MATH 120 or 121 or equivalent in high school or consent of the instructor. Covers vectors and analytic geometry in three dimensions; functions of several variables; and partial derivatives, multiple integration, and applications. Grigoryan, Brown.

MATH 225 Differential Equations

Not offered in 2015-2016
4 sem. hrs. Prereq.: MATH 220 and MATH 211; CS 112 recommended. Introduction to ordinary and partial differential equations. Uses both theoretical approaches and contemporary computer-based tools. Applications drawn especially from the sciences. Grigoryan.

MATH 227 Statistical Design and Analysis (M3) (F)

4 sem. hrs. Prereq.: MATH 118 or consent of the instructor. Covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasiexperimental designs. Includes sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of the mathematics major. Goldman.

MATH 229 Regression Models (M3) (S)

4 sem. hrs. Prereq: MATH 118 or consent of the instructor. Covers modern regression models used in medical research. Includes descriptive and inferential methods in simple and multiple linear regression, simple and multiple logistic regression and survival analysis models. Students will use the statistical package, SPSS. Goldman.

[MATH 310 Modern Algebra (S)

4 sem. hrs. Prereq.: MATH 210 and MATH 211. Not offered in 2014-2015.] Reviews set theory, groups and group homomorphism, rings and ring homomorphisms and examples, Euclidean division algorithm, prime factorization, and Chinese remainder theorem with applications to cryptography, Peano's postulates, leading to a description of the integer, rational, real, and complex number systems; Fermat's Little Theorem, Euler phi function, and linear and quadratic residues. Beers, Menzin.

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MATH 319 Financial Mathematics

4 sem. hrs. Prereq.: MATH 118 and MGMT 311 or ECON 231; or consent of the instructor. Not offered in 2015-2016.

Covers Bayesian statistics, methods of examining risk, models for financial decision-making, complex present value computations, risk management, behavioral economics, Modern Portfolio Theory, and pricing of options and other derivatives, including the Black-Scholes Theorem and the "Greeks." Does not count toward the mathematics major. Mezin.

MATH 320 Introduction to Real Analysis I

4 sem. hrs. Prereq.: MATH 220 and MATH 210 and 211. Not offered in 2015-2016.

Provides preliminary discussion of set theory: the set of real numbers, sequences, and series, and completeness of the real line. Grigoryan.

MATH 321 Introduction to Real Analysis II

4 sem. hrs. Prereq.: MATH 320. Not offered in 2015-2016.

Covers topology of the real line, continuity and differentiability of functions of a real variable, and complete spaces of continuous functions. Grigoryan.

[MATH 338 Probability (F)

4 sem. hrs. Prereq.: MATH 118, and MATH 121 or 220 or consent of the instructor. Not offered in 2014-2015]

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

[MATH 339 Mathematical Statistics (S)

4 sem. hrs. Prereq.: MATH 338. Not offered in 2014-2015]

Covers point and interval estimates, methods for estimation, properties of estimators, hypothesis testing, p-values, likelihood ratio tests, linear statistical models, analysis of variance methods, Chi-Square tests, and Bayesian methods. Makes use of Statistical software. Brown.

MATH 343 Mathematical Modeling (S-1)

4 sem. hrs. Prereq.: MATH 220 and either MATH 210, 118, or 319. Not offered in 2015-2016.

Covers topics chosen from the following: graphs (traffic control, social groups, transportation), simulation, stochastic models, game theory, differential equation models, linear programming, input/output models, queues, epidemics, and population growth. Brown.

MATH 349 Directed Study (F, S)

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

MATH 350 Independent Study (F, S)

4 sem. hrs. Staff.

MATH 370 Internship (F, S)

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

MATH 390 Special Topics Seminar in Mathematics (S)

4 sem. hrs. Prereq.: MATH 120 or recommendation of the department.

Investigates an advanced topic in mathematics, with emphasis on developing research skills. Staff.

Department of Modern Languages and Literatures

Eduardo Febles, *Chair and Associate Professor*

María Dolores Peláez-Benítez, *Professor*

Mary Jane Treacy, *Professor, Director of the Honors Program*

Dánisa Bonacic, *Associate Professor*

Alister Inglis, *Associate Professor*

Zhigang Liu, *Associate Professor*

Pía Cúneo-Ruiz, *Lecturer*

Nathalie Vincent-Munnia, *Lecturer*

Leticia Meza-Riedewald, *Lecturer*

Raquel Halty, *Professor Emerita*

Brenna Doyle, *Administrative Assistant*

The Department of Modern Languages and Literatures offers Chinese, French, Italian, Japanese, and Spanish at various levels, enabling students to strengthen their command of a language they have already studied or to begin study of a new language. In these courses, students learn to speak and understand as well as to read and write with increasing facility and accuracy. As students become familiar with a particular language and its literature and culture, they develop knowledge of the intellectual and social history of the people who speak that language. Moreover, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. Students may elect courses in modern languages and literatures as a part of a liberal education or choose a modern language major with a career objective in mind. The study of a modern language can be combined with diverse career areas, for example, in social sciences, in science, in other fields within the humanities, or in professional fields. A major in French or Spanish, when combined with a major in the humanities, social sciences, communications, health studies, or management, prepares students for careers in many areas, such as government service, employment with publishers or interna-

tional agencies, health professions, teaching, or graduate study. Students may wish to study or work abroad in the future. To do so, they must achieve competence in all basic language skills. Likewise, if plans include further study in graduate school, they will need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs. Upon arrival at Simmons, previous language study is evaluated, and placement in a course is determined based on previous experience or a test given by the Center for Academic Achievement.

All-College Language Requirement

See page 13 for a description.

Major in French

Requirements: The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to study abroad but are expected to take a minimum of 16 semester hours of course work in the department, including at least four semester hours upon their return from study abroad.

Core Requirements

Four semester hours of advanced work in language:

FREN 245 Conversation and Composition

Four semester hours of French civilization, selected from:

*FREN 310 Inside France: Studies in French Culture

*FREN 311 Contemporary Issues in France

FREN 314 Topics in French Cinema

FREN 316 Outside France: Perspectives from the French-Speaking World

Four semester hours of introduction to French literature:

FREN 266 The Quest for Identity: The Self and the Other in the French Literary Tradition

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Eight semester hours of advanced work in language, literature, and culture, selected from:
 FREN 322 French Theater: The Actor and the Script

FREN 326 The City as Text: Paris and Its Literary Representations

FREN 395 Seminar: Special Topics in French

Twelve semester hours of elective courses in language, literature, or civilization.

*French education candidates have to take FREN 310: Inside France Studies in French Culture and FREN 311: Contemporary Issues in France as part of the licensure requirement.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all French majors.

Honors in French

Candidates for honors in French are expected to fulfill College requirements as designated on page 23. Students register for FREN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for FREN 355 Senior Thesis in the spring.

Minor in French

The minor in French consists of five courses above the 202 level to be distributed as follows:
 FREN 245

One civilization course

One literature course

Two electives

Students are encouraged to study abroad but are expected to take a minimum of 12 semester hours of departmental offerings in French at Simmons.

Major in Spanish

Requirements: The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills

through study abroad but are expected to take a minimum of 16 semester hours of coursework in the department, including at least four semester hours upon return from study abroad.

Core Requirements

Four semester hours of advanced work in language:

SPAN 245 Conversation and Composition

Four semester hours of Spanish or Hispanic American civilization, selected from:

SPAN 310 The Making of Spain: Studies in Spanish Culture

SPAN 312 Introduction to Latin American Culture and Civilization

SPAN 314 Hispanic Culture as Seen Through Film

SPAN 253TC Social and Political Issues in Modern Spain

Four semester hours of introduction to Spanish or Hispanic American literature, selected from:

SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater

SPAN 265 20th-Century Hispanic Short Story

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel

Eight semester hours of advanced work in literature and culture, selected from:

SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th and 17th-Century Spain

SPAN 320 The World of Don Quijote

SPAN 322 Love, War, and Parody in Medieval and Contemporary Spanish Fiction

SPAN 332 Contemporary Fiction in Latin America

SPAN 336 Latin American Women Writers

SPAN 395 Seminar: Special Topics in Spanish

Twelve semester hours of elective courses in language, literature, civilization, or fieldwork.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of course work in English.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all Spanish majors.

Honors in Spanish

Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 23. Students register for SPAN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for SPAN 355 Senior Thesis in the spring.

Minor in Spanish

The minor in Spanish consists of five courses above the 202 level to be distributed as follows: SPAN 245

- One civilization course
- One literature course
- Two electives

Students are encouraged to study abroad but are expected to take a minimum of 12 semester hours of departmental offerings in Spanish at Simmons.

Study Abroad

Students may be granted credit for the satisfactory completion of a prescribed program in duly recognized study-abroad programs, provided each proposal is recommended and approved by the school or department concerned, the study-abroad advisor, and the administrative board. If considering language study, students should explore the options as early as possible to assure adequate preparation.

COURSES

Mandarin Chinese

CHIN 101 Elementary Chinese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Intended for non-heritage learners. Develops all four basic language skills: listening, speaking, reading, and writing. Introduces pinyin Romanization. Also introduces 80 Chinese characters (either in simplified or traditional form). Uses supplementary audiovisual material to provide cultural and linguistic survival skills. Inglis.

CHIN 102 Elementary Chinese II (S-1,2)

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

Continuation of CHIN 101. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 201 Intermediate Chinese I (F-1,2)

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

Continuation of CHIN 102. Emphasizes communication. Introduces new grammar while consolidating previous material. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 202 Intermediate Chinese II (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 201 or placement by the department.

Continuation of CHIN 201. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 245 Advanced Intermediate Chinese I (M2) (F-1,2)

4 sem. hrs. Prereq.: CHIN 202 or placement by the department.

Continuation of CHIN 202. Emphasizes communication. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

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CHIN 246 Advanced Intermediate Chinese II (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 245 or placement by the department.

Continuation of CHIN 245. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

Offered in English**[CHIN 214 Contemporary Chinese Cinema (M2)**

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

Introduces Chinese language films of the '80's and '90's, including New Wave Cinema, from China and her Diaspora. Besides essential cinematic techniques, important aspects of Chinese culture as reflected in the films are explored. Among the acclaimed works studied are: The Wedding Banquet, Yellow Earth, In the Mood for Love, and The Girl from Hunan. Taught in English. No prior knowledge of Chinese or China is necessary. Inglis.

CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.

Survey of the most famous works of poetry and fiction ever produced in China. Embark on an allegorical odyssey in search of Buddhist enlightenment, understand popular religious beliefs as you hear stories of the supernatural, learn about sexuality in traditional China through love stories and romantic encounters, join a quest for immortality, be amazed to see goddesses alight from the sky, and share in the emotions of China's best poets as they ruminate about life and human experience. Inglis.

CHIN 260 Chinese Calligraphy: Alternate Body-Building (M1) (S-1)

4 sem hrs.

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of the brush through studio work from simple exercises to exhibition pieces. A knowledge of Chinese is not necessary. Inglis.

[CHIN 310 (TC) Chinese Civilization: Past and Present (M5)

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

Provides a broad overview of modern Chinese civilization, with an emphasis on modern history. Explores social and cultural issues through a variety of learning experiences, including written texts, film, and field trips. Inglis.

[CHIN 395 Seminar: Special Topics in Chinese

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

Topic changes from year to year. Staff.

French**Language Sequence****FREN 101 Elementary French I (F-1,2)**

4 sem. hrs.

Emphasizes communication. Develops all four basic language skills: understanding, speaking, reading, and writing. Aims to provide cultural and linguistic survival skills through contemporary methodologies. Staff.

FREN 102 Elementary French II (S-1,2)

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

Continuation of FREN 101. Staff.

FREN 201 Intermediate French I (F-1,2)

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

Reviews grammar with oral practice and reading of short modern French texts. Emphasizes development of spoken skills and vocabulary for everyday life in French-speaking countries. Staff.

FREN 202 Intermediate French II (M2) (S-1,2)

4 sem. hrs. Prereq.: FREN 201 or placement by the department.

Continuation of FREN 201, with a special focus on writing at the intermediate level. Staff.

FREN 245 Conversation and Composition (M2) (F-1,2)

4 sem. hrs. Prereq.: FREN 202 or consent of the instructor.

Develops greater facility in the use of oral and written language. Emphasizes contemporary vocabulary and usage and encourages expression on personal and current issues. Requires a

number of short papers as well as several prepared oral reports. Febles.

Civilization Courses

[FREN 310 Inside France: Studies in French Culture (M5)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor. Not offered in 2014-16]
Addresses the question “What is French culture?” through a multimedia study of topics drawn from French geography, history, artistic traditions, and institutions. Includes topics such as Paris and its legacy, the formation of a citizen of the republic, and World War II. Febles.

FREN 311 Contemporary Issues in France (M5) (S-2)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.
Exposes students to a wide variety of contemporary issues in France, including trends in sexuality and marriage, violence in the suburbs, Franco-American relations, multiculturalism, and French identity politics. Febles.

[FREN 314 Topics in French Cinema (M5)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor. Not offered in 2014–2016.]
Studies culture and offers insights about the French and the increasingly diverse influences that define them as a people. Recent topics have included “Growing Up French” and “Urban Encounters: Filming Paris.” Staff.

FREN 316 Outside France: Perspectives from the French-Speaking World (M5) (F-1)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.
Provides a multimedia study of selected French speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Uses the perspectives on France viewed from outside, discovered in a corpus of both literary and socio-historical texts, to approach an understanding of these other French cultures. Staff.

Literature Courses

FREN 266 The Quest for Identity: The Self and the Other in the French Literary Tradition (F-2)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.
Explores the theme of the self and the other in

the French literary tradition from the Middle Ages to present times. Close readings of a variety of literary genres will allow us to study the different embodiments of the “other” including the colonized, the feminine, and the self. Febles.

[FREN 322 French Theater: The Actor and the Script

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2014–2016.]
Covers masterpieces of French theater from the classical seventeenth century to the modern Théâtre de l’absurde and Théâtre de boulevard. Intertwines texts and visual representations on stage, as students read, watch, and act. Programs from local theaters might be included. Staff.

FREN 326 The City as Text: Paris and Its Literary Representations (S-1)

4 sem. hrs. Prereq.: FREN 245, or consent of the instructor.
Explores the literary representations of Paris and its importance to the development of realism, symbolism, and surrealism. Readings in major authors representing these movements will allow us to study such themes as the city and insurrection, Paris underground, and the emergence of the consumer society. Febles.

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

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

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

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

FREN 355 Thesis (S-1,2)

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

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

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

[FREN 395 Seminar: Special Topics in French

4 sem. hrs. Prereq.: FREN 266 or an upper-level course in French literature, or consent of the instructor. Not offered in 2014–2016.] Topic changes from year to year. Staff.

Italian**ITAL 101 Elementary Italian I (F-1,2)**

4 sem. hrs. Develops the ability to speak, read, and write in Italian. Enhances awareness and understanding of Italian culture through presentation of authentic materials. Staff.

ITAL 102 Elementary Italian II (S-1,2)

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

ITAL 201 Intermediate Italian I (F-1,2)

4 sem. hrs. Prereq.: ITAL 102 or placement by the department. Develops communicative skills through a selective grammar review. Uses authentic readings and audiovisual materials, including films, to enhance discussion of different aspects of contemporary Italian life. Continues practice in writing and includes intensive work on spoken skills. Staff.

ITAL 202 Intermediate Italian II (M2) (S-1,2)

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

Japanese**JAPN 101 Elementary Japanese I (F-1,2)**

4 sem. hrs. Emphasizes communication. Aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Introduces Hiragana and Katakana early in the semester and some kanji in the second half of the semester. Liu.

JAPN 102 Elementary Japanese II (S-1,2)

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

Intended for non-native speakers of Japanese who have successfully completed JAPN 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation for literacy. Teaches five kanji a week. Liu.

JAPN 201 Intermediate Japanese I (F-1,2)

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

Offers further practice in patterns and structures of the language. Develops speaking and reading skills. Uses videos, films, and audiotapes to present new material. Teaches about 100 kanji. Liu.

JAPN 202 Intermediate Japanese II (M2) (S-1,2)

4 sem. hrs. Prereq.: JAPN 201 or placement by the department.

Continues work done in JAPN 201. Emphasizes the development of speaking and reading proficiency. Includes readings of simple articles by Japanese writers in addition to textbook assignments. Teaches additional 100 kanji. Liu.

JAPN 245 Conversation and Composition (M2) (F-1,2)

4 sem. hrs. Prereq.: JAPN 202 or consent of the instructor.

This is a third-year Japanese course designed for students who have successfully completed JAPN 202 or equivalent. Students will learn how to write notes, announcements, and letters, while learning the second half of “intermediate grammar.” At the same time we work on our conversation skills in Japanese. Students are expected to write a play and perform in class. Students will also learn a few more hundred kanji. Liu.

JAPN 246 Advanced Composition and Conversation (M2) (S-2)

4 sem hrs. Prereq: JAPN 245 or equivalent. Continuation of JAPN 245. Polite form of speech, essay writing, and advanced grammar are emphasized. Visual and online material will be used to work on student’s conversational skill. A few more hundred kanji will be introduced. Liu.

JAPN 310 (TC) Japanese Civilization (M5) (S-1)

4 sem. hrs.

Studies Japanese culture and tradition through texts, videos, slides, and films. Covers topics including the impact of Chinese civilization via Korea on Japanese society, the integration of Buddhism and the homegrown religion of Shintoism, and the Japanese people's disdain for and distrust of westerners. Liu.

[JAPN 320 Newspaper Kanji and Translation

4 sem. hrs. Prereq.: JAPN 245 or consent of the instructor. Not offered in 2014–2016.]

Aims to increase proficiency and literacy in reading and writing kanji. Emphasizes newspaper vocabulary and kanji in political and socioeconomic settings. Focuses on reading comprehension and written expressions. Students are required to read and translate articles in major Japanese newspapers, such as Asahi Shimbun, Yomiuri Shimbun, and Nikkei Shimbun. Liu.

[JAPN 325 Japanese Fables and Onomatopoeia

4 sem. hrs. Prereq.: JAPN 245 or equivalent, or instructor's consent. Not offered in 2014–2016.]

Offers Japanese fables in their original forms and fables from other countries rewritten in Japanese. Analyzes Japanese people's sensitivities to nature and human relationships by examining onomatopoeia in the genre that is used to convey social morals and ethics to children and youth. Liu.

Spanish**Language Sequence****SPAN 101 Elementary Spanish I (F-1,2; S-1,2)**

4 sem. hrs.

Develops the ability to speak, read, and write in Spanish. Enhances awareness and understanding of the Spanish-speaking world through the presentation of cultural materials. Staff.

SPAN 102 Elementary Spanish II (F-1,2; S-1,2)

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

Continuation of SPAN 101. Staff.

SPAN 201 Intermediate Spanish I (F-1,2; S-1,2)

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

Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials. Expands reading comprehension and cultural awareness through examples of Hispanic prose and poetry. Staff.

Also offered as a TC. Staff from GRIIS (Granada Institute of International Studies. (S-1,2)

SPAN 202 Intermediate Spanish II (M2) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 201 or placement by the department.

Continuation of SPAN 201, with a special focus on writing at the intermediate level. Staff.

Advanced Language Courses**SPAN 240 (TC) Spoken Spanish (M2) (S-1,2)**

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Offers intensive oral-aural practice, with emphasis on the language used in daily life. Serves those who wish to perfect pronunciation and increase fluency in Spanish. Staff from GRIIS, Granada Institute of International Studies.

SPAN 245 Conversation and Composition (M2) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events. Peláez-Benítez.

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Civilization Courses

SPAN 253 (TC) Social and Political Issues in Modern Spain (S-1,2)

4 sem. hrs.

Focuses on 20th-century Spain with special emphasis placed on the Spanish Civil War, the Franco régime, the transition to democracy, and Spain today. Areas covered include art and architecture as well as historical, political, cultural, social, and economic issues. The activities offered through the program are a complement to the course material. Staff from GRIIS, Granada Institute of International Studies.

SPAN 310 The Making of Spain: Studies in Spanish Culture (M5) (F-1)

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

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites. Peláez-Benítez.

SPAN 312 Introduction to Latin American Culture and Civilization (M5) (S-1)

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

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru, and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution, and the dictatorships of the 1970s and 1980s. Bonacic.

SPAN 314 Hispanic Culture as Seen Through Film (S-2)

4 sem. hrs. Prereq.: SPAN 245.

Presents Hispanic culture, society, and politics, as seen through the prism of cinema. Topic changes yearly. Open to non-majors. Peláez-Benítez.

Literature Courses

[SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater (S-2)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2014–2016.]

Discusses modern Spanish and Latin American

playwrights who, faced with the limitations of a repressive society, seek liberation, freedom of expression, and new perspectives through the medium of the theater. Studies internationally acclaimed works by García Lorca, Buero Vallejo, Sastre, Arrabal, and others. Staff.

SPAN 265 20th-Century Hispanic Short Story (F-1)

4 sem. hrs. Prereq.: SPAN 245 or consent.

Introduces students to Spanish American and peninsular short fiction from the 20th century. Explores social, political, and aesthetic issues present in the work of authors, such as Quiroga, Cortázar, Rulfo, Cela, Benet, and Poniatowska. Topics include relationships between artists and society and portrayals of groups in crises. Bonacic.

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature (F-2)

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

Critically examines texts including the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism. Bonacic.

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel (F-2)

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

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th-century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán, as well as 20th-century neorealists like Martín Gaité and Delibes. Peláez-Benítez.

[SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2014–16.]

Explores Spain's major contributions to world literature, from short novels by Cervantes to the original macho Don Juan; from honor plays to the underworld of pimps and prostitutes. Views

saints and scoundrels against the backdrop of the Golden Age, whose accomplishments and atrocities reflect the impact of the Spanish Inquisition. Staff.

[SPAN 320 The World of Don Quijote

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2014–2016.]

Analyzes the first modern novel, *Don Quijote de la Mancha*, the classic whose timeliness and timelessness establish it as one of the masterpieces of Western literature. Explores how the knight and his squire come alive for the modern reader as they have for generations of authors indebted to Cervantes. Staff.

SPAN 322 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (S-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the *Cantar de Mio Cid* (12th century), Urraca (1991), *Cárcel de amor* (1492), *La Celestina* (1499) and *Melibeia no quiere ser mujer* (1991). Peláez-Benítez.

SPAN 332 Contemporary Fiction in Latin America (S-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities, the figure of the dictator, and exile and insilio. Bonacic.

[SPAN 336 Latin American Women Writers

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2014–2016.]

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity. Bonacic.

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

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

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

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

SPAN 355 Thesis (S-1,2)

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

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

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

[SPAN380 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (M5)

4 sem. hrs. Prereq.: Consent of the instructor. Not offered in 2014–2016.]

Introduces Puerto Rican culture and placements in the community. Topics include migration, housing, employment, education, race and racism, machismo, and the Puerto Rican woman. Includes true-life accounts by Piri Thomas, Oscar Lewis, Pedro Juan Soto, Esmeralda Santiago, etc., complemented by videos. Conducted in English. Staff.

[SPAN 395 Seminar: Special Topics in Spanish

4 sem. hrs. Prereq.: SPAN 266, an upper-level course in Spanish literature, or consent of the instructor. Not offered in 2014–2016.] Topics change from year to year. Staff.

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

Department of Nursing

Judy Beal, *Dean, School of Nursing and Health Sciences*
 Anne-Marie Barron, *Associate Professor and Associate Dean, Undergraduate Curriculum and Student Affairs*
 Charlene Berube, *Associate Professor of Practice and Chair of Undergraduate Nursing*
 Patricia Rissmiller, *Associate Professor and Chair of Graduate Nursing*
 Arlene Lowenstein, *Professor of Practice and Director, Health Professions Education Program*
 Sarah Volkman Cooke, *Professor*
 Rebecca Koeniger-Donohue, *Professor of Practice*
 Josephine Atinaja-Faller, *Associate Professor of Practice*
 LaDonna Christian, *Associate Professor of Practice and Director, Dotson Mentoring Program*
 Jean Christoffersen, *Associate Professor of Practice*
 Margaret Costello, *Associate Professor of Practice*
 Terry Davies, *Associate Professor of Practice*
 Sarah Desmond, *Associate Professor of Practice*
 Colette Dieujuste, *Associate Professor of Practice*
 Susan Duty, *Associate Professor*
 Priscilla Gazarian, *Associate Professor*
 Donna Glynn, *Assistant Professor*
 Jocelyn Loftus, *Associate Professor of Practice*
 Marla Lynch, *Associate Professor of Practice*
 Linda Moniz, *Associate Professor of Practice*
 Eileen McGee, *Associate Professor of Practice*
 Julie Steller, *Associate Professor of Practice*
 Karen Teely, *Associate Professor of Practice*
 Patricia White, *Professor of Practice, Director of DNP Program*
 Alison Marshall, *Associate Professor of Practice, Director of FNP Program*
 Makeda Kamara, *Associate Professor of Practice*

Judith Cullinane, *Associate Professor of Practice*
 Marianne Williams, *Associate Professor of Practice*
 Annette Coscia, *Executive Assistant to the Dean*
 Jodi DeLibertis, *Director of Clinical Placement*
 Hind Khodr, *Clinical Coordinator*
 Shana Jarvis, *Pre-Nursing Advisor*
 Ninetta Torra, *Assistant to the Associate Dean, Nursing*
 Kelsey III, *Clinical Coordinator*

Housed in the School of Nursing and Health Sciences, the nursing program accepts first-year students, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals' unique educational and professional experiences, the faculty of the nursing program offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part- and full-time study is available. There is an option for a five-year BS-MSN program. The nursing faculty believes that liberal education and nursing education provide essential preparation for the professional nurse practicing in a culturally, racially, and ethnically diverse community. The process as well as the content of a liberal education are fundamental to the development of the critical-thinking, decision-making, and communication skills essential to the practice of nursing science. The liberal arts and sciences, in combination with the major in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the nursing program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for admission to graduate schools offering advanced degrees in nursing. Graduates are prepared to write the NCLEX-RN licensure examination required for practice by the Board of Registration, Commonwealth of Massachusetts. Students may opt to accelerate their program of study via a five-year BSN-MSN program that prepares students in the advanced practice roles (see description on page 193). The programs are accredited by the Commission on Collegiate Nursing Education and approved by the Massachusetts Board of Registration in Nursing. The department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

Major in Nursing

The Simmons College nursing faculty believes that professional nursing is practiced according to the nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each person is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual, and developmental dimensions. Persons have their own perceptions, values, beliefs, and goals and have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives. Psychosocial concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth, and development are integrated into all content. The educational process exists to help students become self-directed, creative, socially responsive, and lifelong learners.

Requirements: The student who has been accepted into the major of nursing must fulfill the all-College requirements. The First Year Program, U.S. Global Diversity requirement, language, and mathematics requirements should be completed during the first and second years. Before graduating, all nursing

students must complete the iComps exam and the Financial Empowerment seminar. Nursing students must take the science prerequisite courses. Prior to the sophomore year, each student must have completed a certified course in cardiopulmonary resuscitation. The College requirement of at least eight semester hours of independent learning opportunities is fulfilled through four semester hours of NURS 454 Leadership and Management in the Clinical Setting plus four semester hours of NURS 387. Students may also elect independent study (courses numbered 350) in nursing or another discipline appropriate to their academic program. Students will take the following courses:

NURS 100	Professional Issues
NURS 102	Scholarly Issues in Nursing
NURS 225	Nursing Process and Skills
NURS 226	Variances in Health Patterns of Adults and Elders I
NURS 235	Integration of Pharmacology and Pathophysiology
NURS 238	Variances in Health Patterns of Adults and Elders II
NURS 247	Variances in Health Patterns of the Childbearing Family
NURS 249	Variances in Health Patterns of the Childrearing Family
NURS 292	Health Assessment
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness
NURS 387	Nursing Care of Individuals, Families, and Communities
NURS 454	Leadership and Management in the Clinical Setting
NURS 455	Clinical Decision-Making

A student accepted into the nursing major must achieve an acceptable level of academic performance, including a minimum grade of C+ in all science course prerequisites prior to beginning the nursing course sequence, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by

professional behavior. Those students achieving outstanding academic records may be initiated into Academy and/or the Simmons chapter of Sigma Theta Tau, Theta -at-Large, the International Nursing Honor Society. Criteria regarding academic performance, professional behavior, and health requirements are available upon entrance into the nursing major. Nursing students are required to show documentation of appropriate immunization and health clearance for clinical coursework. Please see the Nursing Student Handbook for specific requirements. All students will undergo a criminal record check each year (CORI) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing.

Science Prerequisites

Students accepted into nursing may take one of these 2 sequences:

Sequence 1:

- BIOL 123* Principles of Microbiology
- CHEM 110* General Organic Biochemistry
- BIOL 231* Anatomy & Physiology I
- BIOL 232* Anatomy & Physiology II (may be taken concurrent with NURS 225)

Sequence 2 (chosen by students to keep options open for other science majors: e.g. pre-med):

- BIOL 113* General Biology
- CHEM 111* Introductory Chemistry-Inorganic
- CHEM 112N* Introductory Chemistry-Organic
- BIOL 231* Anatomy & Physiology I
- BIOL 232* Anatomy & Physiology II
- BIOL 221* Microbiology (may be taken concurrent with nursing courses)

Other Requirements:

- Pass Math Competency Exam prior to NURS 225.
- Complete PSYC 101 Introduction to Psychological Science and PSYC 237N or PSYC 235 prior to NURS 247, NURS 249, and NURS 348.

* Includes a lab.

Nursing Departmental Honors

The Department of Nursing offers the opportunity for students with a superior record in the major to receive departmental honors. The candidate must have a minimum 3.5 overall GPA and 3.5 Nursing GPA and be in the top 5% of their nursing class. The student is expected to be intellectually curious, self-directed in learning and actions, have high level critical thinking and analysis skills, and demonstrate superior writing. The candidate will complete an 8 credit (2 semesters) thesis or equivalent project of high quality supervised by a nursing faculty.

Registered Nurses Program

The College offers registered nurses the opportunity to earn a bachelor of science degree on a part- or full-time basis. This program's requirements are the same as those for the regular undergraduate nursing program with the exception of the language requirement, from which RNs are exempt. The methods by which course objectives are to be met by RN students are geared toward adult learners. RN students must complete 128 hours of credit and fulfill the Simmons modes of inquiry and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, credit for prior learning, and advanced placement in nursing credit are also granted when certain specifications are met.

Admission: RN students are admitted into the program through the College's Dix Scholars Program. For information on admission requirements and financial aid, please call or write the Office of Undergraduate Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115- 5898, 617-521-2051. Selected registered nursing students may elect to matriculate to the Master of Science in Nursing program (see the Graduate Nursing Bulletin for complete information).

The Five-Year BSN-MSN in Nursing

The nursing program offers an accelerated five-year BS-MSN option for students who wish to become nurse practitioners. The length of the program is shortened by one year by taking summer courses. Five-year BS-MS nursing students must maintain a GPA of 3.3 in all nursing courses and an overall GPA of 3.3 to be eligible. GPA will be calculated at the end of year two. Progression into the nurse practitioner sequence is dependent upon the student attaining RN licensure and a GPA of 3.3 in all nursing courses.

COURSES

NURS 100 Professional Issues in Nursing

2 sem. hrs.

Nursing continues to evolve as a profession rich in opportunity and diversity. Within the rapidly changing health care delivery system, nurses must articulate and demonstrate the unique contribution they make in the care of patients. Nursing 100 introduces the student to the art and science of professional nursing. This course, through lecture, discussion, use of media and other venues provides a forum for students to identify, discuss and analyze key concepts and issues related to nursing practice. McGee, Dieujuste.

NURS 102 Scholarly Issues in Nursing

2 sem. hrs.

This course is designed to introduce the entry level student to an understanding of research and scholarly work in nursing practice. Principles of nursing research, critique, and utilization in nursing will be highlighted. A spirit of inquiry will be fostered as many clinical questions remain that require a nursing perspective for future study. Costello, Christoffersen.

NURS 225 Nursing Process and Skills*

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, CHEM 112, and completion of the competency in basic mathematics requirement.

Introduces the art and science of nursing in both the classroom and the nursing skills laboratory. Teaches fundamental nursing process theory, skills, and techniques to provide the student with the foundations for nursing practice. Examines the nursing process as an organizing framework

for professional nursing practice using the case study method. Williams, Moniz.

NURS 226 Variances in Health Patterns of Adults and Elders I*

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, and CHEM 112, NURS 225 (or CHEM 110, BIOL 123, BIOL 231). NURS 292 and NURS 235 are co-prerequisites at pre-registration.

Introduces the concepts of functional health patterns that optimize health of individuals, families, and communities. Utilizes the nursing process in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Provides opportunities to implement fundamental nursing care in subacute care and community settings. Moniz.

NURS 235 Integration of Pharmacology and Pathophysiology: Perspectives for Nurses

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 111, and CHEM 112 (or CHEM 110), NURS 225.

Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. Uses a systems approach to cover topics including specific drugs, classifications, side effects, and interactions with other therapies. Glynn.

NURS 238 Variances in Health Patterns of Adults and Elders II

8 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, and NURS 292. *Beginning Fall 2015 will change to 4 credits.

Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variances in functional health patterns. Emphasizes health management and metabolic patterns. Provides opportunities within a systems framework to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care settings. Davis, Gazarian, Costello, Williams.

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NURS 247 Variances in Health Patterns of the Childbearing Family*

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101. PSYC 237N or PSYC 235 is a pre or co-requisite.

Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the childbearing family experiencing variances in functional health patterns. Emphasizes health management and sexuality/reproduction. Includes clinical experiences encompassing care of the high-risk and acutely and chronically ill young family in both acute and community settings. Dieujuste.

NURS 249 Variances in Health Patterns of the Childrearing Family*

4 sem hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292 and PSYC 101. PSYC 237N or PSYC 235 is a pre- or co-requisite.

Students will apply the concepts of bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for children and families. Using the functional health patterns as a framework, this course focuses on application of the nursing process with emphasis on nursing diagnosis and outcomes. Addresses the integration of family and community as key concepts in health management. Clinical experiences will include care of the acutely and chronically ill child employing a family centered approach. Berube, Delvecchio-Gilbert.

NURS 292 Health Assessment*

4 sem. hrs. NURS 225 is a pre- or co-requisite. Must be taken prior to or concurrently with NURS 226.

Assessment is an integral skill in nursing care. In this course, students learn the components of a comprehensive health history and interviewing techniques. The approach to physical examination of all body systems will be presented in class. The motor skills necessary to perform a complete physical examination will be demonstrated and practiced in the laboratory. At the end of the semester, students will demonstrate a complete physical examination on laboratory partners. Berube, Loftus.

NURS 348 Variances in Health Patterns of Clients with Psychiatric and Mental Illness*

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101, and PSYC 237..

Uses the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing variances in functional health patterns related to psychiatric mental illness. Applies knowledge of functional health patterns that form the basis for the delivery of nursing care to those across the life span. Offers clinical experiences in in-patient and community psychiatric/mental health settings. Christoffersen, Lynch.

NURS 350 Independent Study*

1-4 sem. hrs. Prereq.: Consent of the department. Offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Utilizes library research, clinical research, or analysis of advanced clinical practice. Beal, Barron.

NURS 387 Care of Individuals, Families, and Communities* (M5)

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292. NUR 249 and NURS 238 are pre or co-requisites.

Provides an overview of theoretical concepts related to community-based health care and family health. Applies concepts of health, health assessment, and therapeutic communication and interviewing within the context of the family and community. Focuses on assisting the student in the development of skills necessary to promote health of families and communities. Gives attention to awareness of diversity, cultural sensitivity, and knowledge to enable the students to provide culturally competent nursing care. Teeley.

NURS 454 Leadership and Management in the Clinical Setting*

4 sem. hrs. Prereq.: All nursing courses with the exception of NURS 455.

A capstone nursing class taught in conjunction with NURS 455. Focuses on the leadership and management role of the nurse in a precepted direct clinical experience. Assists students to become effective organizational members assuming professional responsibility in a field-based internship. Encourages self-actualization, independent learning, self-direction, and understanding of group interaction in the teach-

ing-learning process through weekly seminars. Helps students to evolve as nursing professionals as they transition into future employees and future managers. Explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within clinical experience and in a written project. Uses clinical seminars to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in direct clinical practice. Duty, Costello, Davies.

NURS 455 Clinical Decision-Making

4 sem. hrs. Prereq.: All nursing courses with the exception of NURS 454.

A final nursing class taught in conjunction with NURS 454. Focuses on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. Centers on nursing care of patients across the life span but emphasizes the adult and geriatric patient. Assimilates previously learned information to add the depth and breadth necessary to provide holistic care for patients and families in challenging health care circumstances. Requires independent preparation and critical thinking for the synthesis and acquisition of new understandings, which will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Includes NCLEX-type quizzes and case studies. Costello, Duty, Gazarian.

Summer Offerings

Based on nursing course sequence. Please refer to Nursing Handbook for any updates or policy changes.

Department of Nutrition

Nancie Herbold, *Chair and Ruby Winslow Linn Professor, SNHS Associate Dean*

Teresa Fung, *Professor*

Sari Edelstein, *Associate Professor*

Elizabeth Metallinos-Katsaras, *Associate Professor*

Lisa Brown, *Assistant Professor*

Ruth Kimokoti, *Research Assistant Professor*

Victoria Bacon, *Lecturer*

Sharon Collier, *Lecturer*

Lawrence Dixon, *Lecturer*

Susan Frates, *Lecturer*

Karlynn Grimes, *Lecturer*

Leah Smith, *Administrative Assistant*

Housed in the School of Nursing and Health Sciences (SNHS), the Department of Nutrition offers undergraduate majors preparation for careers in food and nutrition or in dietetics, for graduate work in these areas, and for a track in food service management. The program provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition, dietetics, and food science and current scientific concepts of the relationship between diet and health.

The mission of the Simmons College Department of Nutrition is twofold. The first is to educate students and foster an appreciation of lifelong learning in preparation for their success in advanced nutrition or dietetics education or employment so that they can be effective in a profession that works to affect the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of food's relationship to other sciences; second, to provide the College community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

Career opportunities for nutrition majors are available in a variety of settings, includ-

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ing research, industry, education, health care, government, and entrepreneurial endeavors. Students may wish, therefore, to combine their study of nutrition with majors in biology, chemistry, communications, education, management, or psychology. For those students interested in the field of dietetics, the program requires a variety of learning experiences in each of the major areas of the dietetics profession: clinical, community, and food service management. For some careers, such as research, postgraduate education is required.

Program course requirements are described below. Students interested in research careers in nutrition or dietetics should plan to take additional courses in science and mathematics. Students must also maintain an acceptable level of clinical, management, and academic performance to progress to the next nutrition course. Progression is also affected by professional behavior and health status. Students should refer to the Department of Nutrition Student Guide regarding criteria for academic performance, professional behavior, and health requirements. Students receive this upon entrance into one of the nutrition majors.

SNHS also offers a certificate for students who have completed a degree in a different discipline wishing to complete the Didactic Program in Dietetics (see major in nutrition and dietetics for its incorporation into this undergraduate major); the latter (DPD) is one of the requirements of becoming credentialed as a registered dietitian. For further information see the Simons College Website. Students can also obtain a Master of Science in Nutrition and Health Promotion concurrently with the DPD certificate from Simmons College. For further information, see the Simmons College Website.

In addition, Simmons's nutrition program, in conjunction with the Friedman School of Nutrition and Science Policy and the School of Medicine-Public Health and Professional Degree Programs at Tufts University, offers a joint program for students wishing to complete the academic requirements for the Didactic Program in Dietetics Certificate. Students

doing so take courses at Simmons and Tufts University concurrently and obtain the DPD certificate from Simmons College while completing a Master of Science in Nutrition from Tufts University. For further information, contact Simmons's Department of Nutrition, 617-521-2718.

Academic and grade requirements for all majors and tracks are described in the Nutrition Student Guide, which is available on the Simmons website and is given to all students annually.

Major in Nutrition and Dietetics

The nutrition and dietetics major includes all courses required for the Didactic Program in Dietetics (DPD). The Simmons College Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312-899-0040 ext.5400 (see the Didactic Program in Dietetics section for program goals and outcomes). It should be noted that fulfilling the courses required for the Didactic Program in Dietetics is only one step in the credentialing process for dietetics practitioners. In addition to a minimum of a bachelor's degree, the undergraduate DPD completion must be followed by the successful completion of an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination. The application to the DIP is a separate process, and completion of the DPD in no way guarantees acceptance into a DIP. The dietetics internship application process is competitive and not all applicants are accepted. Statistics on the acceptance rates to dietetic internships are shown on the following website: www.eatright.org/ACEND/content.aspx?id=186. Over the past few years about half of all those applying nationally were accepted into dietetic internships nationally. To plan their schedules appropriately, students should note that the courses in the basic sciences are prerequisite to upper-level work in the department (courses

numbered in the 200 and 300 series).

Students are expected to meet departmental criteria regarding academic performance, grades, health status, and professional behavior. Details on these criteria are provided in the Department of Nutrition student guide.

Science Requirements

All dietetics majors must complete the following science requirements:

- BIOL 113 General Biology
- BIOL 221 Microbiology
- BIOL 231 Anatomy and Physiology I
- BIOL 232 Anatomy and Physiology II
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 112 Introductory Chemistry: Organic or CHEM 224 Organic Chemistry I
- CHEM 223 Introduction to Biochemistry
- MATH 118 Introductory Statistics

Nutrition Requirements: Students must complete the following nutrition requirements. These requirements also fulfill the Didactic Program in Dietetics requirements:

- NUTR 112 Introduction to Nutrition Science or NUTR 111 Fundamentals of Nutrition Science
- NUTR 201 Advanced Food Science
- NUTR 231 The Practice of Clinical Dietetics
- NUTR 237 The Practice of Community Nutrition
- NUTR 248 Food Production and Service Systems
- NUTR 249 Management of Food Service Systems
- NUTR 311 Nutrient Metabolism
- NUTR 334 Medical Nutrition Therapy
- NUTR 381 Advanced Practice in Community Nutrition
- NUTR 390 Seminar: Selected Topics in Nutrition

There are two required social science courses; at least one of these should be in sociology or psychology.

Independent Learning

At least four semester hours of the all-College

independent learning requirement must be fulfilled by enrolling in a senior seminar (NUTR 390). The remaining four semester hours will be met by NUTR 381.

Suggested Course Sequence for Dietetics Major

First Year

- FALL
- FYS 101
- FYS 102
- BIOL 113 General Biology (M4)*
- NUTR 112 Introduction to Nutrition Science
- Language requirement

SPRING

- BIOL 221 Microbiology*
- FYS 103 College Writing II
- Language requirement
- Elective (Mode 1, 2, 5, or 6)

Second Year

- FALL
- CHEM 111 Introductory Chemistry: Inorganic* or CHEM 113 Principles of Chemistry
- NUTR 248 Food Production and Service Systems
- MATH 118 Introductory Statistics (M3)
- One elective language (Mode 1,2,5) or elective

SPRING

- CHEM 112 Introductory Chemistry: Organic* or CHEM 224 Organic Chemistry I*
- Three electives (Mode 1, 2, 5, or 6) or elective
- * Biology or chemistry can be taken freshman and sophomore year; sometimes taking chemistry freshman year and biology sophomore year gives students more flexibility later.

Third Year

- FALL
- BIOL 231 Anatomy and Physiology I
- NUTR 237 The Practice of Community Nutrition (also offered in spring)
- Three electives (Mode 1, 2, 5, or 6) or elective

SPRING

- NUTR 249 Leadership in Food Service Management
 BIOL 232 Anatomy and Physiology II
 CHEM 223 Introduction to Biochemistry
 NUTR 231 The Practice of Clinical Dietetics

Fourth Year

FALL

- NUTR 201 Advanced Food Science
 NUTR 311 Nutrient Metabolism
 NUTR 390 Selected Topics in Nutrition
 One elective (Mode 1, 2, 5, 6) or elective

SPRING

- NUTR 334 Medical Nutrition Therapy
 NUTR 381 Advanced Practice in Community Nutrition

Two electives (Mode 1, 2, 5, 6) or elective

Major in Nutrition and Food Science

The core courses for the Nutrition and Food major are shown below. Note that the additional courses for each rack are listed below their respective headings. Please note, this major **does not** fulfill the DPD requirements for becoming a Registered Dietitian.

The following are the core science/math and nutrition courses for the Nutrition and Food major:

Science/Math Requirements:

- CHEM 111 Introduction to Chemistry: Inorganic
 BIOL 113 General Biology
 MATH 118 Introduction to Statistics

Nutrition Requirements:

- NUTR 112 Introduction to Nutrition Science
 NUTR 237 Practice of Community Nutrition
 NUTR 248 Food Production and Service Systems

Track in Food Service Management

A possible track within the nutrition program is food service management. The following courses are required:

Science Requirements:

- BIOL 113 General Biology
 BIOL 221 Microbiology
 CHEM 111 Introductory Chemistry: Inorganic
 CHEM 112 Introductory Chemistry: Organic
 MATH 118 Introductory Statistics

Nutrition Requirements:

- NUTR 112 Introduction to Nutrition Science
 NUTR 201 Advanced Food Science
 NUTR 237 The Practice of Community Nutrition
 NUTR 248 Food Production and Service Systems
 NUTR 249 Leadership in Food Service Management
 NUTR 380 Field Experience

Pick Either Option:

Option 1:

- MGMT 110 Financial Accounting
 MGMT 260 Finance
 MGMT 250 Marketing
 or MGMT 221 Project Management

Option 2:

- MGMT 137 Entrepreneurship and Innovation
 MGMT 250 Marketing
 MGMT 221 Project Management

Independent Learning For All Majors

At least four semester hours of the all-College independent learning requirement must be fulfilled by enrolling in a Seminar: Selected Topics in Nutrition (NUTR 390). The remaining four semester hours may be met by NUTR 350, NUTR 370, NUTR 381, or an appropriate course in another academic department.

Track in Nutrition, Health Promotion and Wellness

The Nutrition, Health Promotion and Wellness track within the Department of Nutrition will lead the student to a Bachelor of Science degree in Nutrition and Food. The track draws across disciplines with courses predominantly from the Nutrition Department but also from the departments of: biology, chemistry,

communication, and management. Students will gain an appreciation for communicating sound information to targeted populations and communities to encourage individuals to make healthy decisions. The curriculum focuses on assessing and evaluating community programs for established outcome measures. The Nutrition, Health Promotion, and Wellness track is for the student who is interested in communicating nutrition information through social media, is interested in exercise as part of a holistic approach, and has an entrepreneurial spirit to think a bit more “outside the box”.

In addition to the core courses listed above for the Nutrition and Food major, the following courses are required for the Nutrition, Health Promotion, and Wellness track. A total of 31 credits of required and elective courses are required for this major.

Science Requirements:

- BIOL 113 General Biology
- BIOL 231 Anatomy and Physiology I
- BIOL 232 Anatomy and Physiology II
- BIOL 332 Exercise Physiology

Nutrition Requirements:

- NUTR 101 Food Science
or NUTR 201 Advanced Food Science
- NUTR 215 Sports Nutrition
- NUTR 350 Independent Study
- NUTR 381 Advances Practice in Community Nutrition
or NUTR 380 Independent Fieldwork

Required Communication/Management Core Courses:

- COMM 121 Visual Communication
- COMM 122 Writing and Editing Across the Media
- COMM 124 Media, Message and Society
- MGMT 137 Entrepreneurship and Innovation

Required to select ONE of the following Communication Courses:

- COMM 163 Radio Operations and Performance

- COMM 186 Intro to PR and Marketing Communication
- COMM 210 Introduction to Graphic Design
- COMM 244 Web Design
- COMM 281 Writing for Pub Relations & Integrated Marketing Com
- COMM 262 Media Convergence

Electives

Consult with your adviser to choose electives in psychology and/or sociology or possible other courses that fit with your career goals.

Minor in Nutrition

A minor in nutrition consists of the following courses:

- NUTR 101 Food Science
 - NUTR 111 Fundamentals of Nutrition Science
or NUTR 112 Introduction to Nutrition Science
 - NUTR 150 International Nutrition Issues
or NUTR 110 Sociocultural Implications of Nutrition
 - NUTR 248 Food Production and Service
- One additional NUTR course at the 200-level or above.

Dietetic Internship

The program in nutrition offers an accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the eight-month program is on community dietetics practice health promotion and wellness. Admission to the nutrition and dietetics program/certificate does not guarantee admission to a dietetic internship. Please go to the Simmons College Website for further details.

Certificate of Didactic Program in Dietetics (DPD)

The Didactic Program in Dietetics (DPD) fulfills one of the requirements for becoming a registered dietitian. The courses required for this program (science and nutrition requirements on page 197) can be completed within

the context of the Simmons College curriculum either as a part of a bachelor's degree or in addition to an already completed bachelor's degree through the DPD certificate. The mission of the Simmons College DPD is subsumed within that of the Department of Nutrition.

Program Goals and Objectives for the DPD Program

The mission of the Simmons College Didactic Program in Dietetics is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession so that they can be effective in a profession that improves the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of nutrition and dietetics' relationship to other sciences.

The DPD goals are consistent with the mission of the College. The following are the goals for the Simmons College DPD and their corresponding outcome measures.

1. The Simmons College DPD will prepare graduates to become competent entry level dietetics professionals. Outcome measures:

- At least 70% of those students enrolled in the BS/DPD will complete it within 150% of the time planned for completion.

- Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.

- At least 75% of graduates will assign a 4 (i.e., agree) or a 5 (i.e. strongly agree) to being well prepared on 75% of the items on the graduate survey.

- At least 75% of Directors of supervised Practice Program will rate Simmons College DPD graduates as acceptable or higher on 75% of items listed on the survey.

2. The DPD will prepare graduates to succeed in one or more of the following: a graduate program related to nutrition or dietetics, an accredited dietetic internship program (DIP), or

employment. Outcome measures:

- Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program.

- Over a five-year period, 80% of those applying to supervised practice programs the academic year that they complete the program will be accepted.

- Within 12 months of completing the program, at least 70% of those who did not apply or were not accepted to a DIP will secure one or more of the following: appointment to a graduate program or employment.

3. The DPD will prepare graduates to serve a culturally diverse population with understanding and respect. Outcome measures:

- 75% of graduates will report satisfaction with their ability to serve culturally diverse groups with understanding and respect.

As part of our accreditation requirements set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) we have set forth the aforementioned measurable outcome objectives, which track our progress toward attaining the aforementioned goals.

For those students who have already completed a bachelor's degree and who would like to complete solely the DPD requirements to become a registered dietitian, the Simmons College Certificate in the Didactic Program in Dietetics is a post-baccalaureate program that allows students to do just the DPD.

Even students who have already obtained a bachelor's degree in a different discipline can complete the DPD certificate program in order to apply for a supervised practice program (e.g., dietetic internship). Please go to the Simmons College Website for further details.

The Simmons College Nutrition Program's Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, telephone: 800-877-1600 ext. 5400.

Accelerated Degree Programs

There are three accelerated degrees options that allow a student to pursue a graduate degree in Nutrition and Health Promotion after completing their BS in Nutrition, exercise science or public health.

Please visit the Simmons College Website to view the *Nutrition Catalog* for graduate requirements. Students may apply to the joint programs during their second semester junior year. Formal application should be made to the Admissions Office, School of Nursing and Health Sciences.

Starting Fall 2011 the application requirements for all three programs are as follows:

- The student must be earning a BS degree, have completed the prerequisites for the MS degree, and be in their junior year of their BS.
- The student must have maintained satisfactory academic progress in their coursework and attained a final minimum GPA of 3.3 at the time of their application (GPA usually through their fall semester of their junior year).
- The student must show strong evidence of communication skills and motivation.
- The student must present two favorable letters of recommendation from Simmons College faculty members; at least one must be from a full time faculty member in the department of their major.

In order for an accepted student to continue with the program after her/his senior year (UG), she/he must meet the following academic standards her/his senior year.

- Have maintained satisfactory academic progress in coursework through the Spring semester of her/his senior year and attained a final undergraduate minimum GPA of 3.0 upon graduation (including spring semester grades).
- Have met the MS in Nutrition and Health Promotion requirement of attaining a minimum of a B in each of the graduate courses taken as part of the program during her/his senior year.

Specific criteria for each program are listed below.

BS/MS in Nutrition/Nutrition and Health Promotion

This program allows students interested in nutrition to obtain a BS in nutrition and a MS in nutrition and health promotion in an accelerated five-year program.

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of her senior year.

BS/MS in Exercise Science/Nutrition and Health Promotion

This program allows students interested in exercise science and nutrition to obtain a BS in exercise science and a MS in nutrition and health promotion. Working with an advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of the senior year. Please see the Department of Biology for the required courses to enter this program.

BS Public Health/MS Nutrition Program

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences, and the Nutrition Department, School of Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Working with an advisor, two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year.

Master of Science in Nutrition

The program also provides students with the opportunity to earn a Master of Science in Nutrition and Health Promotion. For further information, please go to the Simmons College website.

Certificate in Sports Nutrition

This certificate combines nutrition and exercise knowledge to build competence in the area of fitness. For further details, please go to the Simmons College website.

COURSES

NUTR 101 Food Science (M4) (S-1,2)

4 sem. hrs.

Studies the basic principles of food science and their applications to food selection, preparation, preservation, and storage as well as factors affecting food safety and sanitation, palatability, and nutrients. Introduces current issues (biotechnology, genetically modified foods) for discussion. Requires writing of scientific reports of laboratory experiments. Includes lecture and laboratory. Laboratory coat required. Staff.

NUTR 110 Sociocultural Implications of Nutrition (M5) (F-1,2)

4 sem. hrs.

Studies food habits, particularly as reflected in the food patterns of various groups who have immigrated to the U.S. throughout its history. Examines health status of these diverse populations; the multiple meanings of food in daily life, culture, religion, and among various societies and ethnicities; and culturally appropriate counseling; and develops an appreciation of the many underlying similarities across cultures. Metallinos-Katsaras.

NUTR 111 Fundamentals of Nutrition Science (M4) (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies these basic concepts: functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutrition status. Examines the health effects of nutrient inadequacies and excesses. Discusses the scientific basis of recommended nutrient intake and dietary guidelines for the U.S. population. Includes lecture and laboratory. Laboratory experimentation demonstrates or tests the nutrition

principles presented in the lectures. Metallinos-Katsaras, Brown.

NUTR 112 Introduction to Nutrition Science (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies the functions of nutrients and their requirement in the body, their effects on health, and nutrient needs during different stages of the life cycle. Discusses the effects of nutrient deficiencies and excesses as well as the dietary reference intakes and guidelines for the U.S. population. Metallinos-Katsaras, Brown.

NUTR 150 International Nutrition Issues (M5) (F-1,2; S-1,2)

4 sem. hrs.

Exploration of the world food situation, hunger, malnutrition, sustainable agriculture, politics, and distribution of wealth and power. Acquaints students with nutrition issues, and the nature and dimensions of present and future world food needs. Uses examples from both developed and developing countries to provide an overview of national and international politics influencing food and nutrition policies. Dixon.

NUTR 201 Advanced Food Science (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Applies natural and physical sciences to the study of food science. Emphasizes modern food production, preservation, safety, process controls, product development, and current food science topics. Focuses laboratory work on experimental design and evaluation, followed by independent research projects and seminars. Emphasizes scientific report writing. Includes lecture and laboratory. Laboratory coat required. Edelstein.

NUTR 215 Sports Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or NUTR 112.

Provides current nutrition information that is applicable to individuals involved with sports, exercise, and/or personal physical activity. Provides an overview of how nutrition and physical activity reduce the risk of chronic disease, how macro and micronutrients affect energy metabolism and athletic performance, and how food delivers the fuel for optimal performance. Grimes.

NUTR 231 The Practice of Clinical Dietetics (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Offers an opportunity to work with practicing nutritionists at a major medical center to review medical records, interview and assess clients' nutritional status, and counsel clients. Immunization record and other College health requirements, Criminal Record Check (CORI), credit check, laboratory coat, and ID required. Collier.

NUTR 237 The Practice of Community Nutrition (F-1,2; S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112 and consent of the instructor.

Studies community nutrition, the practice of applied nutrition, and nutrition education in community health care and other settings. Emphasizes the principles of education that are basic to effective learning by the clients. Examines federal programs aimed at nutrition-related health problems. Includes assignments to community fieldwork placements (**outside of regular class time**). Requires a Criminal Record Check (CORI), a Department of Social Services check, proof of MMR vaccination, and a negative TB test within six months. Metallinos-Katsaras, Brown.

NUTR 248 Food Production and Service Systems (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Studies the systems approach to food production, assembly, distribution, and service to individuals and groups; methods of producing quality food in quantity to achieve organizational and nutritional goals, including menu planning, food service sanitation, HACCP, and exploration of careers in food service. Edelstein.

NUTR 249 Leadership in Food Service Management (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Focuses on the controls of the food service system: accounting, budgeting, pricing, and regulations. Discusses theories and applications of human resources management, marketing, and organizational design. Emphasizes team approaches to solving problems of food service design, staffing, operations, food service software systems, and quality and productivity management. Edelstein.

NUTR 311 Nutrient Metabolism (F-1,2)

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 223, NUTR 111/112, and consent of the instructor. Considers nutritional biochemistry and the metabolic role of nutrients throughout the human life cycle. Studies recommended intakes of nutrients, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Examines advanced concepts in physiology and biochemistry in order to explain nutrient function and interdependence. Includes three-hour lecture plus two-hour laboratory. Fung.

NUTR 334 Medical Nutrition Therapy (S-1,2)

6 sem. hrs. Prereq.: NUTR 311.

Examines selected pathophysiologic concepts, including mechanisms of disease causation, immune processes, cellular growth and proliferation, and dysfunctions of the circulatory, respiratory, gastrointestinal, nervous, renal, hepatic, and endocrine systems. Also considers risk factors and physiological adaptation to various disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Includes five hour lecture plus online discussion. Fung.

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

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

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

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

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

Provides an opportunity for independent study in one of the areas of nutrition. Edelstein, Herbold.

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

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

Provides an individual field experience in one of the areas of nutrition. Not available in summer. Herbold.

NUTR 380 Field Experience (F-1,2; S-1,2)

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

Individual field experience in one of the areas of nutrition. Edelstein, Herbold.

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NUTR 381 Advanced Practice in Community Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 237, senior standing, and consent of the instructor.

Offers advanced study in community nutrition theory and practice. Emphasizes evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/teaching of clients, families, other health professionals, and the public at large. Requires each student to examine in depth a particular problem in community nutrition through a six-hour-a-week fieldwork placement. Immunization records and college health requirements may be a condition for some field placements. Some placements may require students to undergo a Criminal Record Check (CORI). Brown, Herbold.

NUTR 390 Seminar: Selected Topics in Nutrition (F-1,2)

4 sem. hrs. Prereq.: MATH 118, NUTR 311, senior standing, and consent of the instructor.

This is a writing intensive course that examines in depth selected topics in nutrition. Introduces students to research methods and materials used in nutrition research. Emphasizes student initiative, oral presentation skills, participation, and leadership and expects integration and application of knowledge acquired throughout a student's undergraduate classes. Supplements lectures and discussions with workshops. Metallinos-Katsaras.

Department of Philosophy

Wanda Torres Gregory, *Professor and Chair*
 Diane Grossman, *Professor of Philosophy and Women's and Gender Studies*
 Sue Stafford, *Professor Emerita*
 Shirong Luo, *Associate Professor**
 Jo Trigilio, *Senior Lecturer*
 Julia Legas, *Lecturer*
 Lendsey Melton, *Lecturer*
 Rachel Lacasse, *Administrative Assistant*
 * *On sabbatical leave Fall 2014*

Philosophy is that discipline in which questioning is central. It cultivates sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters the intellectual flexibility necessary to meet any challenge. The philosophy major provides excellent preparation for graduate work in law, theology, education, psychology, health fields, and public affairs. A student may elect a double major if she wishes to relate her study of philosophy directly to another subject. In the past, students have chosen double majors coupling philosophy with women's and gender studies, management, political science, biology, and psychology. A philosophy minor is also a popular option.

Major in Philosophy

The philosophy major requires 40 semester hours (ten courses). All majors must take PHIL 122 or PHIL 123, PHIL 130, at least three courses in the history of philosophy (PHIL 241, 242, 243, 244, or 245), at least two other intermediate level courses, and the seminar PHIL 390, which may be taken more than once and counts toward the College's independent learning requirement.

Minor in Philosophy

A minor in philosophy requires PHIL 122 or PHIL 123, two history of philosophy courses (PHIL 241, 242, 243, 244, or 245), and two electives.

COURSES

PHIL 119 World Religions (S-1; F-2)

4 sem. hrs.

Explores the fundamental belief systems of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, and Christianity. Luo.

PHIL 120 Introduction to Philosophy: the Big Questions (M6) (F-1)

4 sem. hrs.

Introduces the central questions and major thinkers of philosophy: Does God exist? What is real? Why be moral? What can we know? What matters? Grossman.

PHIL 121 Philosophy of Religion (M6) (S-1,2)

4 sem. hrs.

Explores a cluster of problems and competing perspectives: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, and the meaning of death in light of differing analyses. Luo.

[PHIL 122 Critical Thinking (S-1,2)

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

Introduces critical thinking and writing. Topics include the nature of argument — both inductive and deductive, deductive argument patterns, informal logical fallacies, non-argumentative persuasion, and the critical evaluation of claims. Torres Gregory.

PHIL 123 Symbolic Logic (M3) (F-1,2)

4 sem. hrs.

Explores argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic. Torres Gregory.

PHIL 130 Ethics (M6) (S-1,2)

4 sem. hrs.

Focuses on the theoretical approaches to ethics in the classical western tradition (Plato, Aristotle, Kant, Mill) and in multicultural and contemporary perspectives. Topics include theories of the good, moral relativism, concepts of moral obligation, definitions of virtue, and utilitarian philosophy. Torres Gregory, Grossman.

PHIL 131 Biomedical Ethics (M6) (F-1,2, S-1,2)

4 sem. hrs.

Examines moral questions concerning rights and responsibilities in professional biomedical relationships. Includes issues such as truth-telling, informed consent, privacy, confidentiality, patient self-determination, reproductive technologies, euthanasia, eugenics, and broader questions of justice in health care. Staff

PHIL 132 Philosophy and the Arts (M1) (F-2)

4 sem. hrs.

Explores basic philosophical issues that cut broadly across the various arts, using historical and recent writings. Explores issues including the definition of art, artistic intentions and interpretation, expression, representation, emotion and the arts, the value of art, and the role of art in society. Luo.

PHIL 133 Asian Philosophy (M6) (S-2)

4 sem. hrs.

Studies Hinduism, Taoism, Confucianism, and Buddhism. Analyzes Asian views on ethics, politics, the nature of ultimate reality, and the understanding of human life through ancient and modern texts. Discusses concepts such as reincarnation, karma, yoga, dharma nirvana, enlightenment, jen, li, tao, and yin and yang. Luo.

PHIL 136 Philosophy of Human Nature (M6) (S-2)

4 sem. hrs.

Explores human nature, including the views of sociobiologists and their critics, the mind/body dualism of Descartes, physicalism, the nature of the self, and the possibility and relevance of machine intelligence. Staff.

PHIL 139 Environmental Ethics (M6) (S-2)

4 sem. hrs.

Explores philosophical issues underlying environmental and ecological controversies. Issues include whether the value of a human being is fundamentally different from the value of other living species or of the environment itself, what role consumer goods and services play in a good life, and whether environmental consciousness conflicts with a good life. Trigilio.

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PHIL 152 Philosophy through Literature and Film (M2) (F-1,2; S-1,2)

4 sem. hrs.

Examines philosophical themes and issues found in major works of literature and film. Based on a realization that meaning and truth arise through reflection upon everyday lived reality, we explore how one lives, struggles, and creates meaning in one's search for identity, wholeness, and truth by examining works of literature and film through various lenses of critical analysis. Staff.

PHIL 225 Ethical, Legal, and Social Issues in Information Technology (M6) (F-2)

4 sem. hrs.

Offers students involved in all aspects of information technology an opportunity to reflect on the unique responsibilities of information technology professionals, the benefits and the costs of various aspects of the technology, and the implications for the future of currently evolving technologies. Trigilio.

PHIL/POLS 232 Theories of Justice (M6) (S-2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Grossman.

[PHIL 236 Philosophy of Language

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014-2016].

Examines the nature of language and its relation to meaning, reference, truth, and power. Provides a survey of philosophical reflections on language from various historical periods and different traditions, including classics in 20th-century analytic philosophy as well as recent multicultural and feminist perspectives. Torres Gregory.

PHIL 237 Philosophy of Mind (M6) (F-1,2)

4 sem. hrs. Prereq.: One course in philosophy or psychology or consent of the instructor.

Explores the nature of human consciousness and the self. Focuses on the views of contemporary philosophers, psychologists, and Asian religious thinkers; readings include classical authors such as Descartes as well as contemporary philosophers such as Daniel Dennett. Staff.

PHIL 241 The Beginnings of Philosophy: Plato and Aristotle (M5) (S-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Explores the origins of Western philosophy in the Greek tradition, offering an opportunity to get in at the start of the conversation when Western philosophy was first shaping the concepts and questions that still concern us today. Plato and his precursors and Aristotle and his followers are conversation partners for the semester. Luo.

PHIL 242 Making of the Modern Mind (M5) (F-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Considers the modern period in philosophy, which, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. Analyzes some of those changes, focusing on the major philosophical views of the period. Examines issues of personal identity, knowledge, the existence of God, and the nature of the external world. Grossman.

PHIL 243 Mind, Politics, and Society: 19th-Century Philosophy (M5) (S-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Discusses philosophy in the 19th century as it struggles with its disenchantment with modern optimism and raises new questions about political revolution, utopian visions of society, personal despair and human freedom, economic turmoil, control and wealth, and subjectivity and truth. Examines the views of thinkers including Hegel, Marx, Schopenhauer, Kierkegaard, and Nietzsche. Torres Gregory.

[PHIL 244 Contemporary Philosophy

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014-2016].

Discusses contemporary philosophy as it reflects on its own methodology and turns that reflection into self-criticism. Explores some of the directions that philosophy has taken since the 20th century, including phenomenology, existentialism, philosophy of language, and postmodernism, and raises questions about the future of philosophy. Studies authors such as Husserl, Heidegger, Sartre, Wittgenstein, Quine, and Derrida. Torres Gregory.

PHIL 245 Existentialism (F-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. Addresses questions like: How does the reality of death affect the meaning of life? Is existence absurd? Is human freedom a benefit or a burden? What does it mean to live authentically? Grossman.

[PHIL 246 American Pragmatism

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014-2016].

Examines the arguments of classic and contemporary American pragmatists including Peirce, James, Dewey, Royce, Santayana, Rorty, Addams, McKenna, and McDermott. Topics include the pragmatic method, fallibilism, pluralism, radical empiricism, and meliorism. Emphasis is placed on the concepts of community, experience, education, democracy, individualism, knowledge, and culture. Luo.

[PHIL 258 Special Topics in Philosophy

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014-2015.]

Offers an in-depth examination of an issue or theme of philosophical importance. Topic to be announced. Staff.

[PHIL 332 Law and Philosophy

4 sem. hrs. Prereq.: 4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014-2016]

Examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence. Grossman.

PHIL 350 Independent Study (F, S)

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

PHIL 355 Thesis (F, S)

4 or 8 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff

PHIL 370 Internship (F, S)

4 or 8 sem. hrs. Prereq.: Consent of the supervising faculty member.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

PHIL 390 Seminar (S-2)

4 sem. hrs. Prereq.: One course in philosophy or women's and gender studies or junior or senior standing or consent of the instructor.

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem. Staff.

Additional courses for majors

In addition to those listed above, the following courses may be counted towards the philosophy major: WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (see page 246); WGST 380 Gender and Queer Theory (see page 248); and WGST 354 Feminist Theories (see page 247).

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Program in Physical Therapy

Amy Heath, *Chair and Assistant Professor*

Elizabeth Murphy, *Director of Clinical*

Education and Associate Professor of Practice

Alia Sullivan, *Director of Clinical Education*

and Associate Professor of Practice

Justin Beebe, *Assistant Professor*

Jennifer Bottemley, *Associate Professor of Practice*

Justin Jones, *Associate Professor of Practice and Associate Chair*

James Huddleston, *Associate Professor of Practice*

Joanne Rivard, *Associate Professor of Practice*

Lisa Rosmarin, *Administrative Assistant*

Kathleen Socha, *Administrative Assistant to the Director of Clinical Education*

Simmons College's professional program in physical therapy is nationally respected as a leader in physical therapy education for over 50 years. For students entering as first year undergraduates, the major extends over a period of six years. The first three years are devoted to fulfilling requirements in the necessary basic and social sciences, liberal arts, and electives. In addition students will complete the prerequisites for admission into the professional phase of the DPT and the coursework required for a BS degree in Exercise Science. During the final three years, those students who meet the GPA criteria are enrolled in the DPT graduate program at the School for Nursing and Health Sciences and take courses in the DPT professional curriculum. At the end of the first year in the professional program, students receive a BS degree in Exercise Science. After an additional two years in the graduate program, at the end of six years at Simmons, a clinical doctoral degree is awarded (DPT). The completion of the doctoral degree is required to be eligible to take the national examination to be licensed and practice as a physical therapist.

Situated in the School of Nursing and Health Sciences, the professional DPT program offers a unique interdisciplinary environment that

prepares graduates to meet the challenges of today's health-care system.

The curriculum emphasizes a problem-based, self-directed approach to learning. Case studies are used to integrate basic science and clinical knowledge and skills in conjunction with psychosocial, ethical, and behavioral aspects of patient care. In small group tutorials, students work closely with individual faculty to explore information and develop clinical insights and professional behaviors. Professional practice is a fundamental component of the curriculum accomplished through integrated clinical experiences and full-time clinical internships. DPT graduates practice in a variety of health care settings with individuals of all ages. In clinical practice Simmons graduates demonstrate excellent clinical skills, leadership, and confidence as successful practitioners.

Throughout the six years at Simmons, students in physical therapy must meet certain academic requirements. These requirements should be reviewed by the student with their advisor periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite science courses, language requirements, math competency, and modes of inquiry, requirements by the end of their third year at Simmons.

In order to matriculate into the professional program, students must have a 3.00 GPA in the prerequisite courses (biology, chemistry, physics, anatomy and physiology, exercise physiology, psychology, and Statistics) at the end of the junior year and a 3.00 overall GPA. If at any time a student's academic work, conduct, or health is unsatisfactory, she may be required to withdraw from the major. For further descriptions of the academic requirements, student responsibilities, and the professional curriculum for Program in Physical Therapy can be viewed online. See Simmons College Website for more information.

You may apply to Simmons as an undergraduate transfer student and be considered for admission to the professional phase of the

Physical Therapy Program. You must complete five of the ten required prerequisite science courses at Simmons, and you must earn a minimum of a 3.0 GPA across the ten courses and hold a Overall GPA of a minimum 3.0 in order to be considered for matriculation into the profession program. Additionally, you will need to meet all the requirements for an undergraduate degree from Simmons, as well as the requirement for health care experience before matriculation into the professional program.

Major in Exercise Science

Majors will complete four prerequisite courses, a core consisting of ten courses, plus two electives spread out across their four years. All majors are required to have Basic Life Support and First Aid Certifications by the end of the junior year.

The suggested sequence is:

First Year

- BIOL 113 General Biology (Pre-req for BIOL 246)
 CHEM 111 Introduction to Chemistry (Pre-req for BIOL 231)
 CHEM 112 Organic Chemistry I (Pre-req for BIOL 231)

Sophomore Year

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

Junior Year*

- SNHS 361 Exercise Assessment & Prescription
 PSYC 232 Health Psychology
 BIOL 332 Exercise Physiology
 PHYS 110 Introduction to Physics I
 CPR with AED Training
 First Aid Certification – both to be offered at cost on campus

*If you are approved by the Department of

Physical Therapy and are able to progress into the Physical Therapy Program next year you must also complete:

PHYS 111 and 111L Introduction to Physics II and lab

One Elective (see Program in Biology)

Senior Year*

If you remain in the Exercise Science Program to earn a BS in Exercise Science:

- BIOL 370 Internship (8 credits)
 BIOL 362 Kinesiology
 2 Electives

*If you progress into the Physical Therapy Program to earn the BS in Exercise Science you can apply the courses in the summer II, fall, and spring semesters of the first year of the DPT graduate program to fulfill the BS in Exercise Science requirements. The DPT program is 99 credits (including the last year of undergraduate education and Year I in the graduate program combined year.)

Thirty hours of work or volunteer experience in physical therapy are required. These hours give you a firsthand picture of the profession that you have chosen. In addition to these hours, faculty members of the DPT Department recommend that you complete an additional 30 hours of experience prior to entering the DPT program. Students report that this more recent experience gives them a more mature perspective of the patients, often leading to a richer experience than when they were younger. The professional program involves a full-time commitment over a three year period, including summers, beginning in the summer following the junior year. Graduation is in August of the third year and involves a full-time commitment over a three year period, including summers, beginning in the summer following the junior year. Graduation is in August of the third year. The program affiliates with approximately 300 institutions across the country, offering students a wide variety of clinical settings in which to participate in the practice of physical therapy.

The program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education.

Program in Physics

Michael Kaplan, *Professor*
 Michael Jordan, *Senior Lecturer*
 Mirela Mustata, *Lecturer*
 Joseph Genevich, *Physics Lab Technician*

Housed in the Department of Chemistry and Physics, the program in Physics helps one understand the basic, universal laws of the natural world and appreciate how this knowledge is used to design diverse devices that have tremendous implications for our lives, such as pacemakers, artificial limbs, integrated circuits, or rocket engines. Physics also enhances preparation for careers in medicine, health sciences, industry, and education. Courses emphasize the applications of physics and provide important problem-solving skills as well as laboratory and computer-related experience.

Students who major in Physics can use up to one AP test score of five to replace PHYS 112, a core requirement of the major. Students who major in Physics can use an IB test score of six or seven to replace PHYS112 or PHYS112 & PHYS113, respectively.

Honors in Physics

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

Major in Physics

The physics major focuses on the theoretical framework of the discipline, emphasizes student research, and highlights the properties and structure of materials.

Requirements: Physics majors take the following courses:

PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II
PHYS 201	Wave Phenomena and Introductory Modern Physics
PHYS 300	Mechanics
PHYS 305	Electricity and Magnetism
PHYS 332	Quantum Mechanics and Molecular Structure
PHYS 331	Thermodynamics and Kinetics
PHYS 350	Independent Learning (8 credits)
PHYS 390	Physics Seminar

Choose four credits from the following courses:

PHYS 120	Materials: Properties
PHYS 121	Materials: Structure
PHYS 220	Materials Modeling
PHYS 310	Materials Research Methods I
PHYS 311	Materials Research Methods II
PHYS 333	Advanced Topics in Modern Physics

Prerequisites and Other Required Courses:

MATH 120	Calculus I
MATH 121	Calculus II
MATH 220	Multivariable Calculus
CHEM 111	Introductory Chemistry: Inorganic
or CHEM 113	Principles of Chemistry
CHEM 112	Introductory Chemistry: Organic
or CHEM 224	Organic Chemistry
CHEM 216	Quantitative Analysis

Additional upper-level mathematics and computer science courses are also highly recommended.

Minor in Physics of Materials

A minor in physics of materials exposes students to some of the key topics in materials science and provides an opportunity to participate in materials research and use advanced instrumentation. The experience and knowledge gained are particularly relevant because technological advances in all scientific areas, from growing artificial skin to developing faster computers, are critically dependent on innovations in materials research. This minor is particularly appropriate for biology, chemistry, or biochemistry majors or pre-medical (veterinary or dental) students, especially those interested in the high-tech industry or medical research. The minor may also be attractive to anyone with an interest in science and/or problem solving and laboratory skills.

Requirements:

20 credits chosen as follows:

PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II
PHYS 201	Wave Phenomena and Introduction to Modern Physics

Choose eight credits from the following:

PHYS 120	Materials: Properties (2 credits)
PHYS 121	Materials: Structure (2 credits)
PHYS 220	Materials Modeling (2 credits)
PHYS 226	Electrical, Magnetic, and Elastic Properties of Materials
PHYS 300	Mechanics
PHYS 305	Electricity and Magnetism
PHYS 310	Material Research Methods I
PHYS 311	Materials Research Methods II
PHYS 331	Thermodynamics and Kinetics
PHYS 332	Quantum Mechanics and Molecular Structure
PHYS 333	Advanced Topics in Modern Physics

COURSES

PHYS/BIO1 103 Great Discoveries in Science (M4) (F)

4 sem. hrs.

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Weekly laboratory. Designed for non-majors. Jordan.

PHYS 105 Science and Technology in the Everyday World: The Way Things Work (M4) (S)

4 sem. hrs.

Traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Weekly laboratory. Designed for non-majors. Jordan.

PHYS 110 Introductory Physics I (M4) (F)

PHYS 111 Introductory Physics II (S)

4 or 8 sem. hrs. Prereq.: Secondary school algebra. (PHYS 110 is prereq. to PHYS 111.)

Teaches the fundamentals of physics for students with preparation in algebra and trigonometry. Topics drawn from mechanics, electricity and magnetism, heat, waves, sound, optics, and modern physics. Weekly three-hour laboratory and one hour interactive problem-solving session. Mustata

PHYS 112 Fundamentals of Physics I (M4) (F)

PHYS 113 Fundamentals of Physics II (S)

4 or 8 sem. hrs. (PHYS 112 is prereq. to PHYS 113.)

Concentrates on the subjects of mechanics, electricity, and magnetism and on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat, and thermodynamics. First course in physics for science majors. Weekly three hour laboratory and one-hour interactive problem-solving session. Kaplan & Jordan.

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[PHYS 120 Materials: Properties

2 sem. hrs. Not offered in 2014-2015.]

Largely through experimentation, examines some of the ways in which one characterizes and/or measures a material's mechanical, electrical, thermal, magnetic, optical, and electrical properties. Also investigates the way in which processing conditions may influence properties and how this information can be used to construct useful devices. Staff.

[PHYS 121 Materials: Structure

2 sem. hrs. Not offered in 2014-2015.]

Focuses on the theories that explain mechanical, electrical, thermal, magnetic, optical, and electrical properties. Examples include theories related to atomic structure and interatomic bonding, imperfections in solids, diffusion, stress/strain and elastic properties, phase transformations conductivity, magnetic interactions, and optical absorption and luminescence. Introduces X-ray diffraction and molecular modeling through laboratory experiments and simulations. Staff.

PHYS 201 Wave Phenomena and Introductory Modern Physics (F)

4 sem. hrs. Prereq.: PHYS 112/113.

Focuses on wave properties common to both optics and acoustics and then extends these topics to introduce key ideas in modern physics. Rounds out a general background in physics and is recommended, along with PHYS 112/113, for preparation for the MCAT exam and as preparation for CHEM/PHYS332. Kaplan.

[PHYS/CHEM 220 Materials Modeling

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

Provides a hands-on introduction to the use of computer methods for discovery and assessment of novel materials. Teaches the use of a variety of molecular and materials modeling software and presents the principles, benefits, and pitfalls associated with this approach to the study of materials. Emphasizes modeling projects and genuine research applications of computer modeling. Staff.

[PHYS 226 Electrical, Magnetic, and Elastic Properties of Materials

2 sem. hrs. Prereq. PHYS 112/113. Not offered in 2014-2016.]

Introduces the microscopic physics of the properties of materials. Basis for discussion includes fundamental concepts of the localized and delocalized (collectivized) electrons. Discusses traditional solid state topics, as well as modern phenomena such as high-temperature superconductivity, ferroelasticity, and colossal magnetoresistance. Kaplan.

PHYS 300 Mechanics (S-2)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of Newtonian mechanics, the conservation laws, the dynamics of a particle, including oscillations and central force motion, and the dynamics of a system of particles. Includes laboratory work. Kaplan.

PHYS 305 Electricity and Magnetism (S-1)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of electromagnetic theory through the introduction of Maxwell's equations and discusses electrical and magnetic fields in matter. Stresses applications to contemporary devices. Includes laboratory work. Kaplan.

[PHYS 310 Materials Research Methods I

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

Offers a clear understanding of and experience with particular instruments or techniques (such as high-vacuum systems, thin-film deposition, spincoating, photolithography, self-assembly, and micro patterning) used in the preparation of thin films or selectively activated surfaces. Emphasizes the influence of processing conditions on material properties. Work with faculty on ongoing research projects and present results in a paper or an oral presentation to physics and chemistry faculty. Staff.

[PHYS 311 Materials Research Methods II

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

Offers a clear understanding of and experience with particular instruments or techniques (such as infrared, visible, and ultraviolet spectroscopy, or light scattering analysis) used to probe the internal structure of materials, including "soft" materials. Course includes the preparation of nanoparticles and colloidal dispersions. Emphasizes the influence of processing conditions. Work with faculty on on-going research projects and present results in a paper or an oral presentation to physics and chemistry faculty. Staff.

PHYS/CHEM 331 Thermodynamics and Kinetics (F)

4 sem. hrs. Prereq.: CHEM 216 and PHYS 113 See description under the Department of Chemistry.

PHYS/CHEM 333 Advanced Topics in Modern Physics (F1,2)

4 sem. hrs. Prereq.: PHYS 112/113.

Advanced theoretical or experimental topics not covered in other courses. May be repeated with consent of the Department.

PHYS 350 Independent Learning (F, S)

4 or 8 sem. hrs.

Usually taken for two semesters (eight semester hours) but may be elected for one semester.

Individual laboratory work on a research problem. Includes a thesis and a final oral presentation. Staff.

PHYS 370 Internship (F, S)

4 or 8 sem. hrs.

Provides a supervised professional experience off campus. Placement must be approved by the department. Includes a final oral presentation. Staff.

PHYS 390 Physics Seminar (F, S)

No Credit.

Required of all physics majors; other students are invited to attend.

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Department of Political Science and International Relations

POLITICAL SCIENCE

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

William M. Bellamy, *Joan M. and James P. Warburg Professor of International Relations*

*Zachary Abuza, *Professor*

Kirk Beattie, *Professor*

Cheryl Welch, *Professor Emerita*

Leanne Doherty, *Associate Dean and Associate Professor*

**Benjamin Cole, *Assistant Professor*

Mark Valentine, *Administrative Assistant*

**On leave spring 2015*

***On leave spring 2016*

The field of political science is divided into four subfields: American politics, comparative politics, international politics, and political theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision-making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments should be constituted and how politics should be carried out. The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a major in political science with one of a wide variety of other majors, such as communications, economics, education, English, history, management, psychology, sociology, or international relations.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and an advanced seminar. Students in the department are encouraged to undertake internships

in government offices and interest groups at the national, state, and local levels. They also have the opportunity to pursue independent research with individual professors. A limited number of juniors are able to spend a semester at the Washington Semester Program of The American University, Washington, D.C. The department also encourages students to engage in political science studies abroad.

Major in Political Science

Requirements: All majors are required to take introductory courses in each of the four subfields of political science:

POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 103	The Nature of Politics
POLS 104	Introduction to Comparative Politics

Students must also take four POLS electives and the senior seminar in political science. The College degree requirement of eight semester hours of independent learning may be met by POLS 350, 355, 370, 380, or 390. The independent study requirement may also be met with one course from another department. With the exception of a seminar, these eight semester hours are in addition to the 36 semester hours required in the political science major.

A student who has received a 4 or 5 on AP exams in American Government and/or Comparative Politics has fulfilled the introductory course requirement for POLS 101 and/or POLS 104. Transferred AP credits on either, or both, exam(s) may be counted toward a Political Science major.

Honors in Political Science

To become a candidate for honors in political science, a student must have a GPA of 3.67 in political science and must submit a proposal for a thesis to the department in the spring of her junior year. The chair, in consultation with members of the department, will determine candidacy. In addition to the courses listed above, an honors candidate is also required

required to complete POLS 350 Independent Study followed by POLS 355 Thesis. Graduation with honors in political science is based on the assessment of the faculty committee to which the student submits her thesis.

Departmental Awards in Political Science

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department.

The Carroll French Miles Award recognizes a graduating Political Science major who has demonstrated academic excellence in the major. The Roy M. Tollefson Award recognizes a graduating Political Science major who has demonstrated a high level of engagement with the department and its programming.

Award recipients are selected each year by the POLS/IR faculty.

Minor in Political Science

A political science minor consists of three 100-level courses and two courses at the 200 level or above.

Minor in Public Policy Studies

Coordinator: Catherine Paden

Public policy concerns the actions of governments and the objectives that guide those actions. The 80,000 governments that make up the American system have a profound effect on the daily life of their citizens. Students are drawn to study public policy for various reasons. Many students may hope to work for local, state, or national governments at some point in their careers. Students who plan to work in the private sector increasingly find that government affects their professional and personal activities. In addition, all students who desire to become more informed citizens find their lives enriched by an appreciation of how, and to what effect, government acts. The interdisciplinary field of public policy is organized around four related sets of questions:

- Who or what influences the direction of government action?
- What “tools” are available to address societal problems?
- What are the effects of government actions?
- What are the appropriate normative questions about how policy is made and what government actually does?

The study of public policy requires a basic grounding in economics and political science. Students are therefore required to take introductory courses in each of those fields. Since the upper-level public policy courses in economics are all microeconomics-based, ECON 100 Principles of Microeconomics is required.

The minor consists of five courses:

ECON 100 Principles of Microeconomics
 POLS 101 Introduction to American Politics
 POLS 217 American Public Policy

Plus two of the following:

ECON 236 Public Economics
 ECON 239 Government Regulation of Industry
 ECON 241 Business Competition and Antitrust Policy
 ECON 247 Environmental Economics
 POLS 212 Politics Unplugged: How Things Work in Massachusetts

3+1 Accelerated Degree Program: B.A. to M.A. in Public Policy

Simmons College is uniquely situated to offer an innovative 3+1 Master Degree in Public Policy with a BA in Economics, Political Science, or Sociology. The study of Public Policy requires an interdisciplinary understanding of societal problems and their potential solutions. Because of the College’s existing strengths in Management, Economics, Political Science, Public Health, Social Work, and Environmental Studies, a 3+1 MPP program would be a natural extension of Simmons’ vigorous academic programs.

Upon completing their 4 year BA/MPP degrees, students will have a command public policy analysis and will have an applied under-

standing of the various institutional contexts in which public policy is developed and implemented. This program is targeted to incoming students who are interested in a liberal arts education with a strong career focus.

3+1 Accelerated Degree Program: B.A. in Political Science + M.A. in Public Policy

In the 3+1 program in Political Science and Public Policy, students complete the Political Science major in three years and the interdisciplinary M.A. in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling.

Survey Courses

POLS 101 Introduction to American Politics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the fundamentals of American government and analyzes important and controversial political issues. Through lecture, discussion, and readings, examines: the Congress, the presidency, the courts, voting behavior, political participation, interest groups, political parties, social movements, civil rights, and civil liberties. A special focus will be on applying theories to current events in American politics. Paden, Cole.

POLS 102 Introduction to International Politics (M5) (F-1; S-1,2)

4 sem. hrs.

This course introduces students to major topics in international relations: power politics, IR theories of the origins of conflict, war, and cooperation, international trade and markets, international organizations and law, North-South relations, global environmental problems, the commons, globalization, and terrorism. The course will cover contemporary issues in interstate relations. Staff.

POLS 103 The Nature of Politics (M6) (F-1,2)

4 sem. hrs.

Introduces political theory and its contributions to the study of politics by considering problems of citizenship in different regimes. Examines both

classic texts of political philosophy (including Plato, Aristotle, Hobbes, Locke, Rousseau, and Marx) and the writings and speeches of political actors (both real and in fiction and film). Staff.

POLS 104 Introduction to Comparative Politics (M5) (S-1,2)

4 sem. hrs.

Introduces the study of governments other than the U.S. Countries selected for study include France, Russia, the People's Republic of China, and Egypt. Topics include political culture and socialization, political parties and institutions, the impact of socioeconomic transformations on politics (revolutions, coups d'état, opposition parties), and the ways regimes respond to challenges. Beattie, Cole.

Topics Courses

POLS 202 Special Topics in Political Science (S-1,2)

4 sem. hrs.

Examines a topic of current interest in political science through intensive reading and writing in a seminar format. Staff.

[POLS 209 The Politics of American Pop Culture

4 sem. hrs. Not offered in 2014-2015.]

Exposes students to the relationship between popular culture and the United States. Focuses on various aspects of TV, the Internet, music, radio, and sports to show how the rise of the "Political Celebrity" has taken hold of all aspects of American politics in the 21st Century. Doherty.

POLS 210 (TC) National Politics Unplugged: The Way Washington Works (S-1)

4 sem. hrs. Prereq.: POLS 101.

In-depth exposure to Washington politics.

Examines the political environment in which representatives, lobbyists, bureaucrats and activists operate, with special attention to governmental institutions, the policy process and the workings of interest groups and social movements. Field visits will include the U.S. Congress, cabinet departments, interest groups, and political consulting firms. Paden.

POLS 211 The Politics of Cities (S-1)

4 sem. hrs.

This course examines the development, organization, and various forms of politics in American cities, including Boston. It considers the devel-

opment and growth of cities, machine politics, economic development policies, immigration, and race and class shifts in urban areas. Includes visits to the State House, a Boston City Council meeting, and other sites of historical, political, and cultural significance. Paden.

POLS 212 Politics Unplugged: How Things Work in Massachusetts (F-1,F-2)

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

Prepares students for direct involvement in the political process with legislators or nongovernment organizations involved in policy formation. Provides an overview of the Massachusetts political system through classroom study, speakers, and site visits. Focuses on “hands-on” skills: oral briefings, political research, and writing for policy-makers. This course is required for participation in the Lee Family Foundation internship program. Doherty.

POLS 213 Politics in the Republic: Congress and the Presidency (F-2)

4 sem. hrs.

Examines decision-making at the national level of American politics, focusing on the internal operational dynamics and structural environment of the Congress, patterns of presidential decision-making and leadership, and the complex relationships between the legislative and executive branches of the government. Paden.

POLS 214 Constitutional Law: The Modern Court (S-2)

4 sem. hrs.

Analyzes the Supreme Court’s decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Considers the court’s impact on debates over privacy, race and sex discrimination, freedom of expression, and religion. Staff.

POLS 215 The Politics of Exclusion (S-2)

4 sem. hrs.

Examines the changing patterns of incorporation of ethnic and racial minorities in American politics in the post–civil rights era. Considers the relationships between racial minority groups, levels of representation, levels of political participation, the possibilities for coalition-building between racial minority groups, and economic and social policy issues that affect minority and ethnic politics. Paden.

POLS 216 The American Judiciary and Legal Issues (F-2)

4 sem. hrs.

Examines the American court system as an institution of the US government, and the relationships among law, politics, and society. Examines the meaning of law in the US context, the institutions of law in the US – both the federal and state court systems, and will include discussion and debate on several contemporary legal issues, including same-sex marriage, pornography, affirmative action, and the death penalty. Paden.

POLS 217 American Public Policy (M5) (S-1,S-2)

4 sem. hrs. Prereq.: POLS 101 or consent of instructor.

Examines public policy in the U.S., emphasizing how patterns of political power shape, and are shaped by state intervention. Students will consider various social and economic policies as illustrations of these processes. Topics explored can include environmental and education policy, Title IX as it relates to sports, and rural/urban debates. Key concepts will be reinforced through the use of case studies, memo writing, policy analysis papers, and a final research project. Cole, Doherty.

POLS 218 Parties and Elections (M5) (F-1)

4 sem. hrs.

Examines political parties and their relationship to political competition in the U.S. Considers the function of parties, alternative mechanisms of interest representation, and recent American electoral events. Paden.

POLS 219 Gender and Politics (F-2)

4 sem. hrs.

The goal of the course is to create an understanding of women as emerging political players in society. This will include the history of women in American politics, their strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S. and globally. To study and discuss the roles of both women and men in politics are difficult tasks, therefore this course will attempt to attack these tasks from different angles - theoretically, institutionally, and through case study analysis. Doherty, Staff.

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POLS 220 International Organization and Law (F-1;S-2)

4 sem. hrs. Prereq.: POLS 102 or consent of instructor.

This course looks at the development of international organizations and their role in the post-Cold-War era. The course analyzes both the problems and processes of international organizations through case studies of different interventions. Focuses on the United Nations and its role in resolving international conflict. The course studies the development and increasing scope of international law, including the issues of war crimes and right to protect. Abuza.

POLS 221 The Arab-Israeli Conflict (M5) (F-1,2)

4 sem. hrs.

This course examines numerous dimensions of the Arab-Israeli and Israeli-Iranian conflicts. It examines the emergence of the Zionist movement and the friction produced by Zionist settlement in Palestine under the British mandate and Israeli's creation. It analyzes the interests and objectives of all major parties in the conflict, ranging from its impact on Israelis and Palestinians to the concerns of other regional and global actors. Special attention is given to US policy making on the conflict, and efforts by the US and the international community to resolve the conflict. Beattie.

POLS 223 Human Rights: The Basic Dilemmas (F-1)

4 sem. hrs.

Examines the basic dilemmas surrounding the issue of human rights in international affairs since 1945. After an overview of the emergence of the "human rights regime," we will explore debates over the universality of human rights and over the proper way to define them (as civil, economic and social, and/or cultural). Case studies of human rights violations will highlight key policy choices that confront activists, citizens, and policymakers alike. Staff.

POLS 224 Human (In)Security: Transnational Security Issues in a Global World (F-2)

4 sem. hrs.

Examines global security issues involving sub-actors, such as trans-national criminal gangs, terrorist organizations, and transnational issues. This course will focus on the issues of human security, including human trafficking, refugees and stateless peoples, transnational crime, narco-

states, piracy, food security, impact of climate change, and threats to public health. Abuza, Staff.

POLS 225 International Politics of East Asia (M5) (F-2)

4 sem. hrs.

Examines the international politics of East Asia, with particular attention to the foreign policies of the great powers: the U.S., China, and Japan, as well as to the flashpoints on the Korean Peninsula and Taiwan. Also examines important transnational issues in the region, as well as the region's rapid economic development. Abuza.

POLS 229 Comparative Foreign Policy (S-1)

4 sem. hrs.

Examines foreign policy of various countries in Asia, Europe, Latin America, Africa, the Middle East, and North America (except the United States). Focus on top leaders and their world-views, bureaucracies, size of a state, national culture, and type of regime, and rising significance of NGOs and International Organizations. The goal is to understand how and why foreign countries behave as they do. Simulation game provides hands-on experience in foreign policy-making. Cole.

POLS/PHIL 232 Theories of Justice (M6) (S-1)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Staff.

POLS 236 Political Novels (M2) (F-2)

4 sem. hrs.

Although science fiction and futuristic novels are usually set in distant times and places, they very often engage and comment on the political questions, debates, structures and constructs that characterize our own times. POLS 236 provides students with an introduction to contemporary and historical international relations, and politics more generally, through the lens of science fiction. What does Heinlein's *The Moon is a Harsh Mistress* tell us about revolution, colonialism, and dependency theory? To what degree do Atwood's *A Handmaid's Tale* and Leguin's *Left Hand of Darkness* learn from and inform contemporary feminism, and/or feminist IR theory? Beyond

the allegory of hydraulic despotism and oil dependency, how does *Dune* present realpolitik, and what is Herbert's message about the role of the übermensch in political affairs? Using a combination of readings, films, group work, and discussions, students will ask and explore open-ended questions about the relationships between the major ideas and themes of politically relevant science fiction novels, comparative and international relations theory, and current events. Cole.

POLS 240 Islam and the West (M5) (S-1)

4 sem. hrs.

Conceived in the immediate aftermath of 9/11, this course is designed to investigate the putative "Clash of Civilizations" between predominantly Muslim nations and "the West." Following an initial examination of the basic tenets of Islam and an overview of its historical development, the course focuses on explaining the political behavior of Islamists, both moderates and extremists, and the nature of their relations with the governments and peoples of the United States and numerous Western European countries. Beattie.

[POLS 241 The Dragon Ascendant: Politics and Policy-making in Contemporary China

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

Politics and Policy-making in China is a new course offering focusing on post-Maoist politics in China. The course will introduce students to the history and development of Chinese political institutions, analyze the policy-making process within China's opaque political institutions, discuss the role of interest groups, and analyze elite politics. Finally it will introduce students to the limits of political reform, analyze changing center-periphery relations, and the changing nature of civil-military relations. Abuza.

[POLS 242 Government and Politics of Africa

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

Examines political, economic and social development of Africa, with special attention to the legacy of colonialism and the Cold War era and their impact on contemporary national-building projects. Topics include conflict and identity, democracy and development, the state and civil society, military governance, and Africa's role in regional and international politics.

POLS 243 Middle Eastern Politics (S-1,2)

4 sem. hrs.

Examines the politics of the Middle East (Near East and North Africa). Emphasizes the search

for legitimacy by the Arab regimes, the role of women in Arab societies, the resurgence of Islamic fundamentalism, Israeli society and politics, and important regional and international issues. Beattie.

POLS 244 Crisis and Transition in Contemporary Africa (S-1)

4 sem. hrs.

Explores how South Africa, Rwanda, and Eritrea, nations traumatized by racial domination, genocide, and protracted war and dictatorship, cope with their painful pasts and what actions or programs promote peace, reconciliation and democracy.

POLS 245 Politics of Newly Industrializing Countries (F-2)

4 sem. hrs.

Analyzes problems encountered by developing countries, such as decolonization, the formation of a national identity, military interventions in politics, the development of representative government, challenges posed by powerful companies and nation states, and the need to combat poverty, illiteracy, and economic underdevelopment. Focuses on case-studies from the Asia-Pacific region. Abuza.

[POLS 245M Politics of Newly Industrializing Countries (TC)

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

Analyzes problems encountered by developing countries, such as decolonization, the formation of a national identity, military interventions in politics, the development of representative government, challenges posed by powerful companies and nation states and the need to combat poverty, illiteracy, and economic underdevelopment with a particular focus on Thailand. Abuza, Staff.

POLS 246 Politics of Western Europe (F-1)

4 sem. hrs.

Analyzes the politics of Western Europe, focusing on the formation of European political cultures (including how and why they differ from American political culture), political ideological struggle, parties, institutions, the emergence of the European Union, and the major challenges facing the citizens of Europe today. Beattie.

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POLS 247 Politics of Religious Fundamentalism (M6) (F-1)

4 sem. hrs.

Analyzes the politicization of the world's major religions over the last four decades, including the appearance of religious extremists. Discusses where and why this phenomenon has occurred and the impact of an increasing politicization of religion on domestic and international politics. Beattie.

POLS 248 Terrorism (F-1)

4 sem. hrs.

Compares national liberation and terrorist groups from around the world in order to understand the modus operandi, goals, and tactics of terrorist organizations. Examines the differences between national liberation groups and terrorist cells as well as the evolution of terrorism from Marxist inspired groups to religious extremism. Abuza.

POLS/HIST 249 U.S. Foreign Policy: 1945–Present (S-2)

4 sem. hrs.

Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Considers the historic impact of Third World revolutions and the surge toward detente. Also investigate the sudden termination of the Cold War in the Gorbachev era and the emergence of China as an increasingly strong economic, political, and potentially military power. Liu.

POLS 250 Democratization in Latin America (S-1)

4 sem. hrs.

Why does Costa Rica serve as a model for democracy and development, while next-door neighbor Nicaragua remains one of the poorest countries in the world, mired in a struggle to democratize? Why have democratic regimes in Chile and Uruguay consolidated, while Venezuela and Ecuador have experienced a steady erosion of democratic institutions and norms? While some suggest that institutions, culture, or the timing of elections in democratic transitions play dominant roles in explaining these divergent outcomes, others point to the Cold War, neo-imperialism, and the resource curse as factors holding back would-be democracies. This course uses a comparative case study approach to test the major theories of democratic transition, focusing on the experiences of Central and South American countries. Cole.

[POLS 264 (TC) Political Economic Evolution of Egypt

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

Analyzes Egypt's political-economic development since the colonial era and the challenges of nation building. The class examines military rule, political authoritarianism, and the loosening of political bounds, including the rise of political Islam. The course addresses the ongoing challenges of poverty, illiteracy, and economic underdevelopment. Beattie.

[POLS 266 (TC) France: Economic, Socio-Cultural and Political Change

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

Examines four eras in French political history: the feudal era, post-revolutionary republican and imperial France, the post-WWII period known as "the 30 glorious years," and France in Europe. For each period, examines the nature of the political institutions, its key political actors, and its dominant social and economic characteristics. Beattie.

[POLS 268 (TC) Human Rights in South Africa

4 sem. hrs. Prereq.: COMM 122 or consent of the instructor. Not offered in 2014-2016.]

Explores changes since the country's first multi-racial elections in 1994 and the extent to which the society reflects the values of its post-apartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience.

POLS 350 Independent Study (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Open to students in political science wishing to do advanced work with a member of the department. Staff.

POLS 355 Thesis (F-1;S-2)

4 sem. hrs. Prereq.: Consent of the department. Required for honors in political science. Includes oral defense with members of the department. Staff.

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

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

POLS 380 Field Work (F-1,2; S-1,2)

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

POLS 390 Seminar (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Required of all senior political science majors. Staff.

INTERNATIONAL RELATIONS***International Relations Steering Committee***

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

William M. Bellamy, *Joan M. and James P. Warburg Professor of International Relations*
Zachary Abuza, *Professor of Political Science and International Relations*

Jyoti Puri, *Professor of Sociology*

Kirk James Beattie, *Professor of Political Science and International Relations*

Eduardo Febles, *Associate Professor of Modern Languages*

Sarah Leonard *Associate Professor of History*

Zhigang Liu, *Associate Professor of History and Modern Languages*

Stephen Ortega, *Associate Professor of History*

Niloufer Sohrabji, *Associate Professor of Economics*

Major in International Relations

The interdisciplinary major in international relations seeks to understand the political, economic, social, and cultural relations among states as well as the transnational roles of nonstate actors. Such an understanding is critical in today's world and can support a variety of career options. The major consists of core courses in international politics, economics, history, and women's studies. Electives are chosen from these disciplines, as well as from modern languages and sociology. The senior year includes an integrative seminar and, if the student chooses, an internship or independent study. Students have interned at organizations involved in international relations such as the World Affairs Council, the United Nations Association, Amnesty International, the International Business Center, the offices of U.S. Senators, and Grassroots International.

Language Requirement for International Relations Majors

The international relations major requires a level of proficiency in a modern language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of four ways:

1. A student may complete a second major in a modern language or may minor in a modern language.
2. A student whose native language is not English and is exempt from the College foreign language requirement may choose to use her native language to fulfill the language proficiency requirement in international relations.
3. Students who choose to use either French or Spanish to fulfill the proficiency requirement in international relations must take at least two foreign language courses beyond the College's foreign language requirement in the same language used to fulfill that requirement. Students who choose to fill the proficiency requirement in Japanese or Chinese must take one language course beyond the College's foreign language requirement in the same language used to fulfill that requirement. Any language course above the 202 level may be counted as an elective toward a relevant "Area Studies" area of elective concentration.
4. Students whose native language is English, and wish to use a modern language not taught at Simmons to fulfill the proficiency requirement in international relations, may petition the International Relations Steering Committee, which will determine whether the level of proficiency in that language meets the requirement.

Note: Dix Scholars majoring in international relations must fulfill the international relations language requirement.

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Requirements for the Major

Core Courses (six total):

ECON/ WGST 214	Women in the World Economy
HIST 101	World Civilizations II: Colonialism and Post-Colonialism
HIST 128	Modern European History: 1789–1989
INRL 390	Senior Seminar
POLS 102	Introduction to International Politics
POLS 220°	International Organizations and Law

One of the following:

ECON 218°	International Trade
ECON 220°	International Monetary Systems

Students are strongly encouraged to take the following courses in the first or second year: ECON 100 and 101, HIST 101 and 128, and POLS 102. Faculty members of the International Relations Steering Committee are available for advising and supervising independent studies and honors theses.

Electives: Three courses in one of the following areas: Global and Human Security, Political Economy and Development, Transnational Issues of Culture and Identity, or Geographical Area Studies. Students may substitute courses from other colleges and study-abroad programs with special permission. This list is not inclusive and new curricular offerings may be added.

Elective Areas

Global and Human Security

HIST 203	History of East Asian and U.S. Foreign Relations
HIST 205	Global Environmental History
HIST 237	Holocaust
HIST 251	Global Perspectives on 9/11
HIST 248	U.S. Foreign Policy: 1898–1945
HON 303	HIV/AIDS: The Intersection of Science and Society
NUTR 150	International Nutrition Issues

POLS 221	The Arab-Israeli Conflict
POLS 223	Human Rights: The Basic Dilemmas
POLS 224	Human (In)Security
POLS 229	Comparative Foreign Policy
POLS 244	Crisis and Transition in Contemporary Africa
POLS 248	Terrorism
POLS/ HIST 249	U.S. Foreign Policy: 1945–Present
POLS/ COMM 268	Human Rights in South Africa

Political Economy and Development

ECON 216°	Economic Development
ECON 222°	Comparative Economies of East Asia
NUTR 150	International Nutrition Issues
POLS 104	Introduction to Comparative Politics
POLS 225	International Politics of East Asia
POLS 242	African Politics
POLS 245	Politics of Newly Industrializing Countries
POLS 245M	Politics of Newly Industrializing Countries—Thailand Short-Term Course
SOCI 245	International Health

Transnational Issues of Culture and Identity

FREN 266	The Quest for Identity: The Self and the Other in French Literary Tradition
FREN 316	Outside France: Perspectives from the French-Speaking World
HIST 231	Understanding Islam in Historical Perspective
HIST 251	Global Perspectives on 9/11
HIST 361	Topics in World History; Cross-Cultural Encounters: Contacts, Connections, and Conflict
HIST 364	The Rape of Nanjing
HON 201	Conflict and Identity in Sudan
HON 203	Islam and the West
HON 204	France and the Francophone World
INRL 202*	Special Topics in International Relations
POLS 202*	Special Topics in Political Science

- POLS 240 Islam and the West
 POLS 247 The Politics of Religious Extremism
 SOCI 267 Globalization
 SOCI 270 South Asia: People and Power
 SOCI 348 Re-envisioning the Third World
 SPAN 314 Hispanic Culture as Seen Through Film
 SPAN 380 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture
- POLS 241 The Dragon Ascendant: Politics and Policy-making in Contemporary China
 POLS 245 Politics of Newly Industrializing Countries
 POLS 245M Politics of Newly Industrializing Countries—Thailand Short-Term Course
 SOCI 270 South Asia: People and Power

Geographic Area Studies

A student may choose to concentrate her electives in one geographic area, selecting three courses from one of the following lists. If a student wishes to concentrate her electives in an area not represented, or if she wishes to count courses taken abroad or at another university in the relevant area, she must obtain permission from the Chair of the Department of Political Science and International Relations.

AFRICA

- FREN 316 Outside France: Perspectives from the French-Speaking World
 HON 201 Conflict and Identity in Sudan
 POLS 242 Government and Politics in Africa
 POLS/ COMM 268 Human Rights in South Africa

ASIA

- CHIN 310 Chinese Civilization: Past and Present
 ECON 222° Comparative Economics of East Asia
 HIST 201 The Dynamics of Japanese History
 HIST 202 Asia to the 18th Century
 HIST 203 History of East Asian and U.S. Foreign Relations
 HIST 204 Japanese Culture: Gender, Family and Society
 HIST 206 The Rise of Modern China
 HIST 207 Gender, Family, and Society in Modern China
 HIST 362 Reforms and Revolutions in Asia
 HIST 364 The Rape of Nanjing
 JAPN 310 Japanese Civilization
 POLS 225 International Politics of East Asia

EUROPE

- FREN 266 The Quest for Identity: The Self and the Other in French Literary Tradition
 FREN 310 Inside France: Studies in French Culture
 HIST 230 Women and Gender in Europe
 HIST 237 Holocaust
 HON 301 Explosive Mix: When Ethnicity, Religion, and Nationalism Collide
 POLS 233 Politics and Catastrophe: Political Thought in the 20th Century
 POLS 240 Islam and the West
 POLS 246 Politics of Western Europe
 POLS 266 France: Economic, Socio-Cultural and Political Change
 SPAN 253 Social and Political Issues in Modern Spain
 SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater
 SPAN 310 The Making of Spain: Studies in Spanish Culture
 SPAN 314 Hispanic Culture as Seen Through Film

LATIN AMERICA

- HIST 218 Topics in Latin American History: Central America and the Caribbean
 HON 202 Political Upheaval in 20th Century Latin America
 POLS 250 Democratization in Latin America
 SOCI 277 Introduction to Latin American Studies
 SPAN 266 Imagination, Freedom, and Repression in Latin American Literature
 SPAN 395 Special Topics

- SPAN 312 Society and Politics in Latin America
- SPAN 332 Contemporary Fiction in Latin America

MIDDLE EAST

- HIST 231 Understanding Islam in Historical Perspective
- HONS 203 Islam and the West
- POLS 221 The Arab-Israeli Conflict
- POLS 243 Middle Eastern Politics
- POLS 264 Political Economic Evolution of Egypt

*Prerequisites: For ECON/WGST 214: ECON 100 and 101 or by consent. For ECON 216, 218, 220, and 222: ECON 100 and 101. For POLS 220: POLS 102.

*Depending on the topic, these courses may count in another particular area.

Honors in International Relations

To become a candidate for honors in international relations, a student must have a GPA of 3.67 in international relations courses and must submit a proposal for a thesis to the International Relations Steering Committee in the spring of her junior year. The chair, in consultation with members of the Committee, will determine candidacy. In addition to the courses listed above, an honors candidate is also required to complete INRL 350 Independent Study followed by INRL 355 Thesis. Graduation with honors in international relations is based on the assessment of the faculty committee to which the student submits her thesis.

Departmental Awards in International Relations

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department.

The James P. Warburg Award recognizes a graduating International Relations major who has demonstrated academic excellence in the major. The Dag Hammerskjold Award

recognizes a graduating International Relations major who has demonstrated a high level of engagement with the department and its programming.

Minor in International Relations

A minor consists of the following five courses: POLS 102; ECON/WGST 214; ECON 218 or 220; HIST 101 or HIST 128; and one elective, to be chosen from any other core course or area elective.

COURSES

INRL 202 Special Topics in International Relations (S-2)

4 sem. hrs.
Reflects the interests and experiences of the current Warburg Professor of International Relations.

INRL 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.

INRL 355 Thesis (S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.
Includes an oral defense with members of the International Relations Steering Committee.

INRL 370 Internship (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Paden.

INRL 380 Fieldwork (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Paden.

INRL 390 Senior Seminar (F-1,2)

4 sem. hrs.
Addresses topics in International Relations based on the expertise of the Warburg Professor. Warburg Professor of International Relations.

Department of Psychology

John Reeder, Chair and *Associate Professor*
 Amanda Carey, *Assistant Professor*
 Gregory Feldman, *Associate Professor*
 Rachel Galli, *Associate Professor and*
Coordinator of the Neuroscience and Behavior
Major
 Geoffrey Turner, *Associate Professor*
 Kristin Dukes, *Assistant Professor*
 Sarah Martin, *Assistant Professor*
 Ellen Birchander, *Lecturer*
 Evelyn Aleman, *Administrative Assistant*

Psychology offers students an opportunity to explore behavior and mental processes from a scientific perspective. Our curriculum is concerned with the biological, cognitive, developmental, personal, and interpersonal aspects of the human experience. The challenge of psychology lies in growing as a person, understanding oneself and others, and gaining systematic knowledge about the processes that underlie thoughts and actions. It also involves discovering how those processes can be disrupted and how the disruptions can be addressed through a range of therapeutic techniques. The breadth and depth of our psychology offerings, including the senior fieldwork experience, prepare majors for graduate study and ultimately for a wide variety of careers in psychology and related fields such as research or practice in child development, biological psychology, human resources, clinical and counseling psychology, social work, hospital administration, educational and school psychology, human factors and organizational psychology, research, law, and public health. Combining a major in psychology with a major or minor in another discipline may lead to other interesting career possibilities. An interdisciplinary major in Neuroscience and Behavior is available for students with interests that span biology and psychology.

Major in Psychology

Requirements

Every psychology major must complete 36 semester hours in psychology as well as four hours in statistics. The following five core courses are required:

PSYC 101	Introduction to Psychological Science
MATH 118	Introductory Statistics (or Math 227 or Math 229)
PSYC 201	Biological Psychology
PSYC 203	Research Methods in Psychology
PSYC 345	History and Systems of Psychology

To ensure sufficient breadth across substantive areas, as well as depth within at least one area, the department also requires that students successfully complete at least one course chosen from each of the following five areas:

Basic Processes

PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Learning and Conditioning
PSYC 247	Perception

Social and Developmental

PSYC 235	Developmental Psychology
PSYC 236	Psychology of Adolescence
PSYC 239	Psychology of Aging
PSYC 248	Social Psychology

Clinical and Personality

PSYC 230	Theories of Personality
PSYC 231	Abnormal Psychology
PSYC 232	Health Psychology

Upper Level Theory and Application

PSYC 331	Seminar in Clinical Psychology
PSYC 335	Social and Emotional Development
PSYC 336	Childhood Psychopathology
PSYC 339	Psychology and the Law

Upper Level Research

PSYC 301	Research in Biopsychology
PSYC 303	Research in Cognitive Processes
PSYC 304	Research in Personality
PSYC 308	Research in Social Psychology

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Prerequisites: PSYC 101 Introduction to Psychological Science is a prerequisite for all courses offered by the department except PSYC 220, for which the prerequisite is PSYC 101 or WGST 100. Upper-level courses have additional prerequisites as detailed in the course descriptions.

Students who major or minor in psychology or major in neuroscience and behavior may use an AP psychology test score of 4 or 5 to replace the PSYC 101 Introduction to Psychological Science course requirement.

Recommendations: Students considering a major in psychology are advised to take PSYC 101 Introduction to Psychological Science and MATH 118 Introductory Statistics during their first year (Note, delaying 118 to the 2nd year could interfere with taking 203 the same year, as intended.) In general, the department encourages flexible and individualized course planning both within and beyond the field of psychology. The chair or an advisor in the department can help with such program planning. The following examples serve as guides to planning an appropriate program.

1. A student planning a career working with children, such as early childhood education, counseling, child guidance, or school psychology, should consider PSYC 235, 236, 335, and 336.
2. A student planning a career in a medical or physiological research setting should consider PSYC 232, 243, 244, 247, and 301. Relevant courses in biology, chemistry, and computer science are also recommended.
3. A student interested in a career in behavioral research, human factors, or computer-based instruction should consider PSYC 243, 247, 248, and 303. Relevant areas of mathematics and/or computer science are also recommended.

4. A student with career interests in the clinical and personality area should consider PSYC 230, 231, 232, 304, 331, and 336.

5. A student planning a career in social service or human resources should consider PSYC 230, 231, 232, 248, 308, and 339.

Independent Learning in Psychology

Psychology majors typically fulfill the College Independent Learning Requirement (eight semester hours) by taking PSYC 380 (Fieldwork in a Psychological Setting), a one-year eight credit course; PSYC 380 followed by PSYC 381; two four-credit PSYC 350 (Independent Study) courses; or PSYC 350 followed by PSYC 355. In consultation with their advisor, majors may decide to do their independent learning requirement in other departments or programs.

Honors in Psychology

Candidates for honors in psychology should fulfill the College requirements as described on page 23 and have a GPA of 3.5 in psychology. Candidates will submit a proposal for a thesis to the psychology department. The members of the department will determine candidacy. In addition, an honors candidate will be required to complete PSYC 350 or 380 in the first semester of their senior year. Upon completion of that course and with departmental approval, she will then register for PSYC 355 or 381 in the second semester of her senior year. Students who earn an A or A- in PSYC 355 or PSYC 381 and whose work is approved by the psychology department faculty will graduate with honors in psychology.

Minor in Psychology

The minor in psychology includes PSYC 101 Introduction to Psychological Science, one course from the basic processes area (see above), and three electives in psychology. See the departmental web site for answers to FAQ about minoring in psychology.

Interdisciplinary Major in Neuroscience and Behavior

Students interested in both biology and psychology may wish to choose the interdisciplinary major in Neuroscience and Behavior. Neuroscience and Behavior draws from the social, natural, mathematical, and life sciences to address intriguing and difficult issues related to behavior and experience. This fast-growing field is yielding exciting new discoveries regarding the biological bases of behavior, conscious experience, and the relationship between physical and mental health. Completion of the major prepares students to work in a variety of research and clinical settings and, with judicious selection of electives, serves as an excellent preparation for advanced work in biology or psychology, or for medical, dental, or veterinary school. For further information about the major in Neuroscience and Behavior, contact Professor Rachel Galli, Department of Psychology, or Professor Bruce Gray, Department of Biology. Students planning to attend medical, dental, or veterinary school should contact the health professions advisor as early as possible to be sure to incorporate the courses required for admission to these professional schools.

Requirements: Majors will complete a core consisting of nine courses plus five track-specific courses spread throughout their four years.

9 Core Courses

- BIOL 113 General Biology
- PSYC 101 Introduction to Psychological Science
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- MATH 118 Introductory Statistics or MATH 227 Biostatistical Design and Analysis
- or MATH 229 Regression Methods
- PSYC 201 Biological Psychology
- PSYC 203 Research Methods in Psychology
- PHIL 237* Philosophy of Mind*

*PHIL prerequisite waived for Neuroscience majors

- NB347 Seminar in Neuroscience and Behavior

Any 1 from PSYC Basic Process Group:

- PSYC 243 Cognitive Psychology
- PSYC 244 Drugs and Behavior
- PSYC 245 Learning and Conditioning
- PSYC 247 Perception

5 Track Specific Courses for Neurobiology Track

- CHEM 112 Introductory Chemistry: Organic or CHEM 224 Organic Chemistry I
- BIOL 225 Cell Biology
- BIOL 334 Neurobiology
- BIOL 337 Molecular Biology
- An additional 200-level or higher biology course.

5 Track Specific Courses for Cognitive Behavioral Track:

- BIOL 342 Behavioral Biology
- PSYC 301 Research in Biopsychology or PSYC 303 Research in Cognitive Processes
- A 200-level or higher biology course

Two additional courses from the neuroscience list. Courses cannot double-count for both the Core/Track sequence and the Neuroscience list.

Neuroscience List

- PSYC 231 Abnormal Psychology
- PSYC 232 Health Psychology
- PSYC 243 Cognitive Psychology
- PSYC 244 Drugs and Behavior
- PSYC 245 Learning and Conditioning
- PSYC 247 Perception
- PSYC 301 Research in Biopsychology
- PSYC 303 Research in Cognitive Processes
- MATH 227 Biostatistical Design and Analysis
- MATH 229 Regression Methods
- CS 112 Introduction to Programming
- IT 225 Health Informatics
- BIOL 222 Animal Physiology
- BIOL 225 Cell Biology
- BIOL 231 Anatomy and Physiology I
- BIOL 246 Fundamentals of Exercise and Health

BIOL 334	Neurobiology
BIOL 335	Developmental Biology
BIOL 336	Genetics
CHEM 112	Introductory Chemistry: Organic or CHEM 224 Organic Chemistry
CHEM 223	Introduction to Biochemistry
NUTR 111	Fundamentals of Nutrition Science or NUTR 112 Introduction to Nutrition Science
PHIL 136	Philosophy of Human Nature
PHIL 238	Ways of Knowing
SOCI 241	Health, Illness, and Society

Independent Learning in Neuroscience and Behavior

This all-College independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research or BIOL 370 Internship or in the psychology department through PSYC 350 Independent Study in Psychology or PSYC 380 Fieldwork in a Psychological Setting. Arrangements should be made with the student's Neuroscience and Behavior advisor before the end of the junior year.

COURSES

PSYC 101 Introduction to Psychological Science (M6) (F-1,2; S-1,2)

4 sem. hrs. Surveys contemporary approaches to the scientific study of behavior and mental processes. Covers topics from neurons to neuroses, including perception, memory, social interaction, personality, and mental disorders. Turner, Galli, Carey, Staff.

PSYC 201 Biological Psychology (M4) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101. Considers some of the ways behavior and experience are related to biological processes. Classroom and laboratory topics include brain structure and function, drugs and addiction, brain damage, sleep and consciousness, stress, memory and amnesia, and mental illness. Includes lectures and laboratory sessions. Galli, Carey.

PSYC 203 Research Methods in Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and MATH 118. (or MATH 227 or MATH 229)

Uses lectures and laboratories to introduce the methods and statistics used in the study of psychology, including case study, survey, observation, and experimentation. Gives special attention to critical-thinking skills and the design and evaluation of scientific research. Reeder, Dukes, Staff.

PSYC 220 The Psychology of Women (S-1,2)

4 sem. hrs. Prereq.: PSYC 101 or WGST 100. Explores the origins and implications of similarities and differences between women and men. Examines sex-role stereotyping, sex-role development, female personality, mental health, and sexuality in social and cultural contexts. Dukes, Staff.

PSYC 230 Theories of Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 101. Surveys various theoretical approaches to the study of personality development and dynamics, including trait, biological, psychoanalytic, behaviorist, and phenomenological theories. Considers selected empirical work and assessment techniques. Feldman.

PSYC 231 Abnormal Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101. Explores the nature and dynamics of psychological disorders including anxiety disorders, psychotic disorders, mood disorders, and addiction. Emphasizes the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Feldman, Martin, Staff.

PSYC 232 Health Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101. Explores the biological, psychological, and social factors related to health and illness. Includes discussion of the biological factors involved in prevention and treatment, the role of personal factors such as lifestyle choices, stress, addictions, and coping mechanisms, and social factors related to compliance and health care delivery. Staff.

PSYC 235 Developmental Psychology (F-1,2; S-1,2) (M6)

4 sem. hrs. Prereq.: PSYC 101. Considers the theoretical approaches and meth-

odological issues involved in understanding normative development from conception to adolescence. Examines the origins and progression of biological, perceptual, cognitive, social, and emotional systems, as well as the complex interactions among them, via lecture, discussion, demonstration, and observation. Childrearing and education implications are discussed. Turner, Martin, Birchander.

PSYC 236 Psychology of Adolescence (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Provides a systematic analysis of adolescent and young adult development, focusing on gender and cultural issues as well as major theories of psychological and social development. Turner, Birchander.

PSYC 237N Life Span Development (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101, nursing major, and have not taken PSYC 235.

Explores the development of the individual from birth to death using psychological theory and research. Stresses the interaction of social, cognitive, and biological factors in human development, the interaction between the person and the environment, and the transitions across the lifespan. Staff.

PSYC 239 Psychology of Aging (S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Focuses on later life and how social forces influence people's experiences with aging. Looks at myths and stereotypes about the aging process, analyzes the mental and physical challenges we face as we age, assessing the continuities and discontinuities in family relationships, and discussing the implications of a growing aging population. Birchander.

PSYC 243 Cognitive Psychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines central aspects of cognition, such as perceiving, remembering, forgetting, problem solving, decision-making, and communicating from the perspective of psychological theory, experimental findings, and everyday experience. Reeder, Turner.

PSYC 244 Drugs and Behavior (S-1,2)

4 sem. hrs. Prereq.: PSYC 201.

Explores the psychological, biological, and societal factors that influence drug use. Focuses on the neurochemical bases of drug action and the

experimental paradigms used in studying the behavioral effects of drugs. Topics include illegal and legal drugs, including medications for mental illness. Galli.

[PSYC 245 Learning and Conditioning

4 sem. hrs. Prereq.: PSYC 101. Not offered 2014-15]

Explores basic mechanisms of learning (especially classical and operant conditioning) and how they produce changes in behavior. Emphasizes scientific research on human and animal behavior, but also considers clinical, social, and philosophical implications. Provides a theoretical foundation for understanding the interaction between behavior and the environment. Reeder, Staff.

PSYC 247 Perception (S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Studies the relationship between the external world and our internal representation of it, the world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. Carey, Staff.

PSYC 248 Social Psychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines behavior as it is influenced by other people and social situations. Studies social influence, person perception, interaction, attitude change, and group dynamics. Dukes.

PSYC 301 Research in Biopsychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 201, PSYC 203, and consent of the instructor.

Provides opportunity for participation as a member of a research team in all phases of a laboratory study. Includes seminar discussion of current evidence regarding selected topics, design of an experiment, collection and analysis of data, and preparation of a report for publication. Includes lectures and laboratory sessions. Galli.

PSYC 303 Research in Cognitive Processes (Varies)

4 sem. hrs. Prereq.: PSYC 203, PSYC 243, and consent of the instructor.

Provides research experience on questions of current interest in attention, memory, thinking, or other areas of cognitive psychology. Discusses issues of design, analysis, ethics, and written communication of research findings. Includes a laboratory component. Reeder, Turner.

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PSYC 304 Research in Personality (F-1,2; S-1)

4 sem. hrs. Prereq.: PSYC 203, PSYC 230, and consent of the instructor.

Surveys the methods psychologists use to investigate personality. Topics include how theories of personality guide hypothesis development, research ethics and design, data collection and analysis, and the presentation of research findings. Students will gain direct experience in conducting a research project in personality psychology. Includes a laboratory component. Feldman.

[PSYC 308 Research in Social Psychology

4 sem. hrs. Prereq.: PSYC 203, 248, and consent of the instructor. Not offered 2014-15]

Discusses research methods in social psychology and the application of social psychological findings to various human environments. Students will participate in conducting all phases of a research project from design to data collection and analysis. Dukes.

[PSYC 328 Special Topics in Psychology

4 sem. hrs. Prereq.: PSYC 101, junior standing, and consent of the instructor. Not offered in 2014-2015]

In-depth investigation of an advanced topic within the field of psychology. Offerings will vary.

PSYC 331 Seminar in Clinical Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 231 and consent of the instructor.

Introduces the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasizes the use of interviews and psychological tests in understanding psychopathology. Considers psychotherapy as a mode of treatment for disordered behavior. Feldman.

PSYC 335 Social and Emotional Development (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 235, and consent of the instructor.

Offers in-depth study of normative development and individual differences in children's social and emotional lives within the context of current theory and research. Topics include emotion regulation, temperament, attachment theory, the role of parents, peers, and siblings in the socialization process, and cultural and gender influences on development. Martin.

PSYC 336 Childhood Psychopathology (F-1,2)

4 sem. hrs. Prereq.: PSYC 235 or PSYC 236 and consent of the instructor.

Considers issues related to psychopathology in children and adolescents and the causes of such disorders. Discusses theories, research, and therapies related to these conditions. Includes lectures, discussion, and research projects. Martin.

[PSYC 339 Psychology and the Law

4 sem. hrs. Prereq.: PSYC 231, 235, or 248 and consent of the instructor. Not offered in 2014-2015.]

Examines the application of psychological research and theory to significant legal and public policy questions using the case study method. Topics include the use of scientific evidence, expert testimony, statistics in the courts, children as witnesses, the reliability of eyewitness testimony, competence to stand trial, the insanity defense, divorce and child custody, and jury selection. Staff.

PSYC 345 History and Systems of Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Normally open only to seniors.

A capstone seminar that addresses the intellectual background of topics from across the psychology curriculum. Students read and discuss historically significant primary sources and explore the basis for the modern theories and findings addressed in other courses. Reeder.

PSYC 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Directed study does not count toward the independent learning requirement. Staff.

PSYC 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Staff.

PSYC 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 350 and consent of the department. Staff.

PSYC 380 Fieldwork in a Psychological Setting (F-1,2; S-1,2)

4-8 sem. hrs. Prereq.: PSYC 101, senior standing, and consent of the instructor.

Provides staff-supervised experience to seniors in a variety of service and research settings. Involves exposure to activities such as counseling, psychological testing, special education, human resources, interviewing, psychotherapy, and laboratory research. A two semester, eight credit sequence. Martin.

PSYC 381 Fieldwork Thesis in Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 380 or PSYC 350 and consent of the department.

Continued supervised fieldwork experience in a variety of service and research settings. Students participate in seminar meetings focused on the integration of psychological theory, research, and practice. Students also write and present a thesis paper. Martin.

Neuroscience and Behavior**NB 347 Seminar in Neuroscience and Behavior (S-1,2)**

4 sem. hrs. Prereq.: Consent of the instructor.

Normally open only to senior neuroscience and behavior majors.

Addresses current topics through readings, presentations, field trips, and other activities. Galli, Gray, Carey.

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Program in Social Work (BSW)

Denise E. Hildreth, *Associate Professor of Practice and Director, BSW Program*
 Allyson N. Livingstone, *Associate Professor and Director of Field Education, BSW Program*

Baccalaureate Social Work Program Mission and Goals

The Simmons College BSW Program's Mission is to prepare baccalaureate-level students for professional generalist social work practice and lifelong professional and personal learning. Consistent with the mission and vision of Simmons College, the School of Social Work, and professional social work tradition, the Program seeks to develop competent, ethical practitioners who are attuned to the values of the social work profession, embrace a professional social work identity, value diversity, and seek social justice through effective advocacy and social change efforts.

Competency-Based Curriculum Model: Combining Classroom Learning and Field Education

In alignment with the Council on Social Work Education's Educational Policy and Accreditation Standards, the Simmons BSW Program utilizes a competency-based educational model that combines classroom learning with field education. Within this model, students are provided opportunities to gradually master the knowledge, values, and skills necessary for effective, competent, ethical social work practice. BSW students integrate the College's liberal arts foundation with thirteen required social work courses which focus on the fundamentals of professional generalist social work, including human behavior in the social environment, social welfare history, policy analysis, advocacy, practice methods, social science research, diversity and cultural competence, and critical thinking and writing. Of equal importance to the coursework component of the curriculum, BSW students receive

formal field training which connects and reinforces classroom learning with the social work practice setting. Supporting and advancing student's learning and growth, the BSW Program curriculum includes service-learning requirements and formal, supervised field placements in the junior (100 hours) and senior years (425 hours). Field placements occur in a variety of social service settings, serving various populations of people in need who are facing complex problems and circumstances. The synergistic integration of classroom and field work allows Simmons College BSW graduates to develop competency in the key areas of generalist social work practice, readying them for the workforce, graduate level study, and LSW licensure.

Phi Alpha National Social Work Honor Society

In 2013, the Simmons College BSW Program established a chapter of the Phi Alpha national social work honor society. The purpose of Phi Alpha is to create a sense of community among social work students, reward those who have attained excellence in scholarship and achievement, and create a space where students can share social justice goals and ideals. In order to be considered for Phi Alpha membership, students must be an officially declared social work major, be at least a junior, have earned at least 16 credits in social work courses, have achieved an overall GPA of at least 3.0, and have achieved a GPA of at least 3.5 in required social work courses.

Honors in Social Work

To become a candidate for honors in social work, a student must have a GPA of 3.67 in social work and complete a social work capstone project that is based on the assessment of the social work faculty, considered exemplary and worthy of honors distinction.

Required BSW Program Courses

SW 101	Introduction to Social Work & Social Welfare
SW 200	Social Welfare Policy
SW 251	Human Behavior in the Social Environment I
SW 252	Human Behavior in the Social Environment II
SOCI 249	Social Inequality
SW 351	Social Work Practice I: Introduction to Generalist Practice
SW 352	Social Work Practice II: Work with Individuals and Families
SW 353	Social Work Practice III: Groups
SW 354	Social Work Practice IV: Macro Social Work
SOCI 239	Introduction to Social Research
SW 370	Social Work Field Placement & Seminar I
SW 371	Social Work Field Placement & Seminar II
SW 390	Social Work Senior Seminar

*** In addition to these required courses, BSW students are also required to complete the following courses as part of their liberal arts plan of study:

SOCI 101	Principles of Sociology
MATH 118	Introductory Statistics
BIOL 102	Biology of Human Development
or BIOL 113	General Biology
ECON 101	Principles of Macroeconomics

Minor in Social Work

The minor in social work consists of the following 5 courses:

SW 101	Introduction to Social Work and Social Welfare (40 hrs service learning)
SW 200	Social Welfare Policy
SW 251	Human Behavior in the Social Environment I
SW 252	Human Behavior in the Social Environment II
SOCI 249	Social Inequality

Students interested in minoring in social work should consult with a BSW faculty member to guide them in their course and field work.

COURSES

SW 101 Introduction to Social Work and Social Welfare (F)

4 sem. hrs.

This course introduces students to the historical development of professional social work and social welfare and orients them to the purposes, goals, values, and worldview of the profession. Students learn about the evolution of contemporary social work, the contributions of key historical figures and pioneers, the role of influential social policies, and the various ways in which social workers have shaped the social service delivery system. Finally, this course provides an overview of contemporary social work practice principles with an emphasis on social and economic justice. This course includes a 40-hour service-learning component.

SW 200 Social Welfare Policy (S)

4 sem. hrs.

This course examines the issues and problems that social workers confront and provides a framework for understanding and critically analyzing the impact of social welfare policies on individuals, groups, and society. Through an examination of historical and contemporary social welfare policies, students build the knowledge, values, and skills required for effective practice through policy development and reform, including the ability to engage in policy practice to advance social and economic well being.

SSW 251 & 252 Human Behavior in the Social Environment I & II (F, S)

4 sem. hrs. each.

These two courses allow students to participate in the in-depth study of the physical, psychological, social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society. Using a life span approach, a social work strengths perspective, and a person-in-environment framework, the first semester covers the prenatal period through the school-aged child while the second semester covers adolescence through the aging years and death.

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SW/MGMT 223 Learning by Giving (S)

4 sem. hrs. each.

Made possible through a \$10,000 grant by the Learning by Giving Foundation, this interdisciplinary course provides the opportunity for students to engage with a local nonprofit organization as service-learner and grant writer, while learning the conceptual material that supports this endeavor. Faculty from the School of Social Work and the School of Management in partnership with the Scott/Ross Center for Community Service facilitate integration of theory and practice through writing a grant proposal. Teams of students join with, learn from, and ultimately serve as grant writers for local nonprofit community partners. The process culminates in a competitive decision making process for awarding multiple grants totaling \$10,000. Relevant conceptual material regarding philanthropy, community engagement, leadership, team development, and the importance of supporting non-profit organizations will serve as a guide for student learning, analysis and decision making. The course provides ample opportunity for reflection and discussion on all of the inter-related topics.

SW 351 Social Work Practice I: Introduction to Generalist Practice (F)

4 sem. hrs.

The first in the Program's series of four practice courses, this course is aimed at orienting students to social work practice by providing a firm framework of foundational social work knowledge, values, and professional helping skills. Students become grounded in the multi-level social work generalist perspective and the constructs that make the profession unique.

SW 352 Social Work Practice II: Work with Individuals and Families (S)

4 sem. hrs.

The second in the Program's series of four practice courses, this course continues the integration of theory and practice and advances the development of the generalist knowledge, values, and skills required to intervene with individuals and families from engagement through termination. Students continue to solidify the helping techniques and processes introduced in the Social Work Practice I course through the integration of classroom work with the 100-hour, semester-long junior social work field placement, which is taken concurrently.

SW 353 Social Work Practice III: Groups (F)

4 sem. hrs.

The third in the Program's series of four practice courses, this course continues the development of generalist social work knowledge, values, and skills by integrating theory and practice and specifically concentrating on work with client groups. Students explore group work as a mechanism for helping clients to find kinship, voice, empowerment, and the skills that enable them to meet their goals, build more meaningful connections with those in their lives and mobilize for social change. This course is taken concurrently with the first semester of the senior year field placement, allowing students to bring what is learned in the classroom into the field and vice versa.

SW 354 Social Work Practice IV: Macro Social Work (S)

4 sem. hrs.

The fourth in the Program's series of four practice courses, this course continues the development of social work generalist knowledge, values, and skills, specifically focusing on macro level social work practice. Students explore social work practice with organizations and communities through community mobilization, social action, environmental modification, cause advocacy, and influencing the legislative process. This course is taken concurrently with the second semester of the senior year field placement and allows for integration between the field and classroom.

SW 370 & 371 Social Work Field Placement & Seminar I & II (F, S)

8 sem. hrs. each.

Social Work Field Placement and Seminar I (fall) and II (spring) are designed for the senior social work student in order to integrate classroom learning with practical social work experience in a social service agency setting. Throughout the fall and spring semesters, students participate in 16 hours of field placement per week toward completion of the 425-hour, year-long BSW senior field placement requirement. In addition, students meet once per week for an in-class field seminar led by the BSW Program Director of Field Education. Through reflective discussion, weekly assignments, and major projects and papers, the Field Seminar focuses on the integration of theory and practice, building the student's professional social work identity, enhancing self-awareness skills, advancing practice competencies, and synthesizing field learning. All aspects of agency

field work, including learning to work within the agency context, effectively using supervision, using research to inform practice, utilizing social work values and ethics in practice, and applying social work knowledge and skills with clients is explored.

SW 390 Social Work Senior Seminar (S)

4 sem. hrs.

Designed as the capstone experience for the BSW Program, this course is taken in the final semester (spring) of the senior year and follows a weekly seminar format. It focuses on the integration of theory and practice and provides the student with the opportunity to select and explore special topics and participate in social work community events that supplement and synthesize the content presented throughout the social work curriculum sequence. It combines the in-class review of social work course material with critical analysis of social work practice methods, social justice concerns, and policy issues. In addition, the seminar is intentionally designed to help the student to reflect upon their social work educational journey, articulate professional strengths and needs, and identify a lifelong plan for learning and growth.

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Department of Sociology

Becky Thompson, *Chair and Professor*

Valerie Leiter, *Professor*

Stephen London, *Professor*

Jyoti Puri, *Professor*

Saher Selod, *Assistant Professor*

Melissa Kappotis, *Administrative Assistant*

The sociology department offers students a framework to understand social issues from a grounded and critical perspective and attracts students who are committed to social justice as an intellectual and activist pursuit. Students learn ways to apply research and theoretical skills toward social equity and leadership through our curriculum. The department emphasizes critical reading, thinking, and writing. We support interdisciplinary approaches to teaching and thinking and work in collaboration with women's and gender studies, Africana studies, international relations, and related fields toward a well rounded and rigorous liberal arts education. Sociology majors are encouraged to treat community service/activism as integral to their studies. Many of our students continue studies in sociology and related fields at the graduate level, either immediately or in the future. Sociology provides particularly good preparation for community organizing, law, public policy, social work and human services, doctoral work in sociology and related fields, and teaching at the early childhood, elementary, or college levels.

Major in Sociology

Requirements: The major in sociology encourages each student, based on her interests, to develop a creative combination of courses from the thematic areas offered by the department. Each student majoring in sociology completes five required courses, three electives, and eight semester hours of independent learning. Students work closely with advisors in course selection and planning.

Required Courses

SOCI 101	Principles of Sociology
SOCI 222	Transnational Studies
SOCI 239	Introduction to Social Research
SOCI 249	Inequality: Race, Class, and Gender in Comparative Settings
SOCI 268	Applications of Sociological Theory

Generally, SOCI 101 should be completed no later than the sophomore year, SOCI 239 and 268 by the end of the junior year, and SOCI 222 and SOCI 249 in the junior or senior year.

Elective Thematic Areas

Students may concentrate on one thematic area or selectively combine courses across them. The department prepares students to understand and to interpret the following substantive areas from a sociological perspective:

Social Intersections and Social Justice courses examine social inequalities and ways that groups and communities confront injustices.

SOCI 210	Body Politics
SOCI 231	Sociology of Childhood and Youth
SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society
SOCI 249	Inequality: Race, Class and Gender in Comparative Perspective
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 347	Antiracism and Social Justice

Transnational Studies courses challenge inequities that result from colonial legacies, capitalism, and multiple forms of nationalism and neocolonialism.

SOCI 222	Transnational Studies
SOCI 267	Globalization
SOCI 270	South Asia: People and Power
SOCI 338	Cross-Cultural Alliance Building

Health and Well-Being courses examine the social distribution of health, illness, and health care as a consequence of unequal distribution of social resources.

SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society

- SOCI 245 Global Health
 SOCI 345 Health Systems and Policy
 SOCI 365 Intimate Family Violence:
 A Multicultural Perspective

Cultural Practices courses emphasize the importance of culture toward a fuller understanding of all of our lives.

- SOCI 210 Body Politics: A Sociological Perspective
 SOCI 261 Urban Sociology
 SOCI 266 Sociology of Sports
 SOCI 267 Globalization
 SOCI 270 South Asia: People and Power
 SOCI 275 Birth and Death
 SOCI 321 Sociology of Food
 SOCI 344 Sociology of Poetry and Prose
 SOCI 365 Intimate Family Violence:
 A Multicultural Perspective

Social Policy courses examine social issues and how Sociological theory and research contributes to the development of meaningful social policies to address those issues.

- SOCI 231 Sociology of Childhood and Youth
 SOCI 262 Criminology
 SOCI 263 Sociology of Education
 SOCI 345 Health Systems and Policy

Independent Learning

Students may take one of the two following options:

Internship

In order to fulfill the capstone requirement, students may choose to complete an internship. Internships are completed in the spring semester of the student's senior year. In the fall semester before the internship, each student will work with the internship supervisor to design an eight-credit internship plan for the following semester. Students completing double majors who wish to do an internship will complete their internship through one of their departments.

Thesis

Students may choose to do an independent research and writing project which culminates in a 40–50 page thesis written under the supervision of a faculty member in the department. Students submit a proposal by the second semester of their junior year and take SOCI 350 (Independent Study) in the first semester of their senior year and SOCI 355 (Thesis) in the second semester of their senior year. The thesis option fulfills the college's independent learning requirement. An honors designation is granted to meritorious theses.

Minor in Sociology

The minor in sociology consists of five courses

One Required Course:

SOCI 101 Principles of Sociology

One of the Following:

SOCI 222 Transnational Studies

SOCI 239 Introduction to Social Research

SOCI 249 Inequality

SOCI 268 Applications of Sociological Theory

Three elective courses selected from thematic areas after consulting a faculty advisor in the department.

3+1 Accelerated Degree Program: B.A. in Sociology + M.A. in Public Policy

In the 3+1 program in Economics and Public Policy, students complete the Sociology major in three years and the interdisciplinary M.A. in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling. See page 215.

Honors in Sociology

To become a candidate for honors in sociology, a student must earn a GPA of 3.6 in sociology and either write a thesis (that earns an A- or A) or do at least two years of outstanding community service and/or social justice work. If doing a thesis, students will work

with their thesis advisor from the department, in consultation with other members of the department to determine candidacy. A thesis candidate will complete SOC 350 (Independent Study) followed by SOC 355 (Thesis) and earn an A or A- on the thesis. Honors distinction based on community service/activism would include at least two years of outstanding service/activism and earning an A in SOC 370. Graduation with honors in sociology is based on the assessment of the department faculty.

Alpha Kappa Delta

Instituted in 2007, the Simmons College Chapter of Alpha Kappa Delta, the U.S. national sociology honor society, gives recognition to students who maintain outstanding academic records. Students who qualify for election to Alpha Kappa Delta are invited by the faculty to join the chapter each spring. To be elected, students must be an officially declared sociology major, be at least a junior, have accumulated the equivalent of an overall GPA of 3.3, have a GPA of 3.0 in Sociology courses taken at Simmons College, and completed at least four Sociology courses prior to initiation (not including courses graded pass/fail). Students with questions about Alpha Kappa Delta should contact Professor Saher Selod, the chapter representative.

Public Health Program

This program provides a unique and challenging educational experience for students who wish to combine an interdisciplinary liberal arts education with a specialty focus on public health. The major provides conceptual foundations and empirical bases for analyzing the interplay between science, society, and health, and prepares students for a variety of public health careers. The minor allows pre-med students and other health professions students an opportunity to augment their specialty education with this broad perspective. There is a rising demand for public health professionals due to increased global concerns regarding infectious and chronic disease epidemiology, food and water safety, sanitation, and

environmental health issues. Public health professionals have excellent employment prospects as researchers, community health workers, and health program managers.

Public Health Major

Majors will complete a core consisting of nine courses plus five track-specific courses spread out across their four years. The suggested sequence for core courses is:

First Year

BIOL 113	General Biology
BIOL 104	Introduction to Environmental Science (Serves as chemistry prereq. for BIOL 221)
SOCI 241	Health, Illness and Society

Sophomore Year

BIOL 221	Microbiology — A Human Perspective
MATH 118	Introduction to Statistics
or MATH 227	Biostatistical Design and Analysis
NUTR 150	International Nutrition Issues
or SOCI 245	Global Health

Junior Year

SOCI 345	Health Care Systems and Policy
BIOL 346	Epidemiology and Infectious Disease

Senior Year

PH 347	Seminar in Public Health
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Majors select one of two tracks to add to the core:

(A) Biology Track

BIOL 246	Foundations of Exercise and Health
BIOL 347	Human Development and Genetics
CHEM 111	Introductory Chemistry: Inorganic
CHEM 112	Introductory Chemistry: Organic

Students must choose one additional course from the biology list:

Biology Electives

BIOL 245	Ecology
BIOL 338	Microbial Pathogenesis
BIOL 341	Microbiology of Food, Water and Waste
CHEM 327	Energy and Global Warming
HON 303	HIV/AIDS Intersections of Science
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics
MGMT 234	Organizational Communication and Behavior
MATH 227	Biostatistical Design and Analysis
MATH 229	Regression Models
NUTR 110	Sociocultural Implications of Nutrition
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology

(B) Social Analysis Track

NUTR 150	International Nutrition Issues
SOCI 239	Introduction to Social Research
SOCI 245	Global Health

Students must choose three additional courses from the social analysis list:

Social Analysis Electives

AST/SOCI/	Race, Women and Health
WGST 232	
HON 303	HIV/AIDS Intersections of Science
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics
MATH 227	Biostatistical Design and Analysis
MATH 229	Regression Models
MGMT 234	Organizational Communication and Behavior
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology
SJ 220	Working for Social Justice
SJ 222	Organizing for Social Change
SOCI 210	Body Politics
SOCI 321	Sociology of Food
SOCI 339	Qualitative Research Workshop
AST/SOCI/	Intimate Family Violence
WGST 365	

Independent Learning

This all-College independent learning requirement (eight semester hours) will be met through courses in the Biology or Sociology Departments, usually in the senior year. In the Biology department it will be met through BIOL 350 Independent Laboratory Research or BIOL 370 Internship. In the Sociology department, it will be met through SOCI 350 Independent Study, SOCI 355 Thesis, or SOCI 370 Internship. Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

Public Health Resources in Boston

Students will be encouraged to attend open lectures in Public Health in Boston. In addition, courses developed at Simmons integrate guest speakers from the pool of expertise in the area.

Minor in Public Health

The minor consists of the following five courses:

BIOL 104	Introduction to Environmental Science
BIOL 346	Epidemiology and Infectious Disease
MATH 118	Introductory Statistics
SOCI 241	Health, Illness and Society
SOCI 245	Global Health
or SOCI 345	Health Care Systems and Policy

For further information about the program in Public Health, contact either Professor Leiter (Sociology track) or Professor Scott (Biology track). Students planning to attend medical, dental, or veterinary school should contact Professor Bruce Gray, the health professions advisor, as early as possible to be sure to incorporate the courses required for admission to these professional schools.

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COURSES

SOCI 101 Principles of Sociology (M5) (F-1, 2; S-1,2)

4 sem. hrs.

Covers emergence and development of sociological thought and research. Introduces basic concepts, theoretical approaches, and methodological strategies for the study of social structures, processes, and relations. Focuses on the seven thematic areas of the department to cover a range of social issues useful to a critical understanding of society, social inequalities, and the interconnectedness across national and social borders. Puri, London, Selod.

SOCI 210 Body Politics: A Sociological Perspective (F-1,2)

4 sem. hrs.

Examines cultural, political, and economic significance of the body. Topics may range from the commodification of bodies and body parts, criminalization and incarceration of bodies, and bodily forms of resistance such as tattoos, among others. Puri.

SOCI 222 Transnational Studies (S-2)

4 sem. hrs. Prereq.: SOCI 101 and junior standing.

Introduces students to transnational studies. Addresses transnational studies as a critical tool for examining subjects, social relations, and cultural processes. Highlights issues of race, nation, gender, class and sexuality in a world where cultural and political borders are being reconstituted by capital. Focuses on themes of nationalism and belonging, citizenship, migration, cultural practices, and diasporas. Puri.

[SOCI 225 Social Movements

4 sem. hrs. Not offered 2014-2015 or 2015-2016.] Examines a variety of social movements around the world including the environmental movement, labor movement, peace movement, the civil rights movement in the United States, white supremacy movement, and anti-abortion/pro-choice movement. Explores theoretical explanations for the rise of social movements in modern societies. Pays special attention to the ways in which movements intersect and are informed by one another. Selod.

[SOCI 226 Race and Media

4 sem. hrs. Not offered 2014-2015 or 2015-2016.] Students will examine the role of the media in

socially constructing racial stereotypes. This course examines how the media is an economic institution, a political tool and an ideological apparatus. Students will learn how the media informs public opinion and attitudes on race in the United States. Selod.

SOCI 231 Sociology of Childhood and Youth (S-2)

4 sem. hrs. Prereq.: SOCI 101.

Examines sociological knowledge about children, including the social construction of childhood, social structures that affect children's lives, and the implications of these social factors for individual children. Comparisons will be made with other societies to help students understand children's lives in U.S. society. Leiter.

SOCI/AST/WGST 232 Race, Gender and Health (F-1, 2)

4 sem. hrs.

Examines the unique perspective of healthcare from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in healthcare are analyzed. Students will develop cultural competency tools for more effective healthcare delivery with individuals and families of color. Thomas.

SOCI 239 Introduction to Social Research (F-1,2; S-1, 2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241.

Introduces methods and strategies used in research in the social sciences. Teaches responsible consumption of social science research and presents the logic and skills of social research methods. Emphasizes the nature of inquiry and the relationship between theory and research. Includes social research ethics and an introduction to data analysis using computers in research. Previous courses in statistics or computers not required. Leiter, Selod.

SOCI 241 Health, Illness and Society (M5) (F-1,2; S-1,2)

4 sem. hrs.

Emphasizes social determinants of physical and mental health and cross-cultural experiences of illness and seeking care. Pays special attention to the unequal distribution of health and illness in the U.S, the role of culture in our understandings of health and illness, and the social organization of health care. Leiter.

SOCI 245 Global Health (F-1,2)

4 sem. hrs.

Examines health and illness from a global perspective. Current public health dilemmas are analyzed, highlighting the role of colonialism, culture, development, and public health policies. Case studies will focus on how health issues are handled in different parts of the world, highlighting the roles of culture and political economy. Staff.

SOCI/AST 249 Inequality: Race, Class, and Gender in Comparative Settings (F-1, 2; S-1,2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Introduces a critical sociological approach to understanding race, class, and gender inequality. Examines the historical origins of oppression in the United States by exploring how slavery, colonialism and immigration have differentially shaped various groups' access to power. Explores contemporary struggles in South Africa. Examines impediments to the notion of the United States as a "mecca for diversity," including critical explorations of how injustices manifest themselves in the economy, education, the family, the arts, the media, and other key institutions. Selod, Thompson.

SOCI 262 Criminology (F-1,2)

4 sem. hrs.

Critically examines types and patterns of behaviors socially defined as criminal. Focuses on major theories and research studies in criminology and issues relating to the three major elements of the criminal justice system: police, courts, and prisons. London.

SOCI 263 Sociology of Education (S-1)

4 sem. hrs. Prereq.: SOCI 101. Education majors are exempt from the prerequisite.

Focuses on the contributions of sociological theories and research applied to an understanding of the structure and functions of educational systems in contemporary society. Topics include such areas as education and social stratification, student subcultures, and race and education. Service learning includes working collaboratively as a class with a sixth-grade class in a Boston public school. London.

SOCI 266 Sociology of Sports (S-2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Examines diverse ways organized sports reflect and influence the values and social structures of society. Analyzes major political, economic, and social functions of sports in historical and cross-cultural contexts. Topics include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics. London.

SOCI 267 Globalization (F-2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. International relations majors are exempt from the prerequisite.

Topics include the history and emergence of global markets, the politics of development and industrialization, environmental and population issues; women, culture, and development, and resistance to cultural and economic globalization. Puri.

SOCI 268 Applications of Sociological Theory (F-1,2)

4 sem. hrs. Prereq.: SOCI 101.

Examines classical and contemporary theoretical schools of thought in sociology. Emphasizes the contributions of women social theorists and scholars of color. Addresses application of sociological theory to selected social issues and personal social behavior. Puri, Thompson.

SOCI 270 South Asia: People and Power (S-2)

4 sem. hrs.

Examines the history, culture, and politics of contemporary South Asia. Analyzes how colonial rule and anti-colonial nationalist struggles set the stage for religion, gender, nation, and language to become points of contestation. Issues of how history is represented, partition and nationalisms, the rise of authoritarian and democratic regimes, and women's activism are emphasized. Puri.

SOCI 275 Birth and Death (F-2)

4 sem. hrs. Prereq.: SOCI 101.

Explores the interrelationship between birth and death as literal and metaphorical realities. Examines how structural inequalities shape people's birth and death rituals and how race, class, nation, and gender impact birthing and dying processes. Explores birth and death as uniquely individual and profoundly social processes. Thompson.

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[SOCI/AST 311 Critical Race Legal Theory

4 sem. hrs. AST 101, PHIL 226, SOCI 249, or consent of the instructor. Not offered in 2014-2015 or 2015-2016.]

Chronicles critical race theory as an intellectual field created in dialogue with dominant race and legal constructions since the civil rights movement in the U.S. Gives particular attention to key contemporary legal and political debates about affirmative action, assaultive speech, land rights, the punishment industry, violence against women, and multicultural education. Thompson.

SOCI 321 Sociology of Food (S-1)

4 sem. hrs. Prereq.: SOCI 101, SOCI 241, NUTR 110, NUTR 150 or NUTR 237.

Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organized around food politics in the U.S. and elsewhere. Leiter.

[SOCI 338 (TC) Cross-Cultural Alliance Building

4 sem. hrs. Prereq.: SOCI 101 and/or SOCI 225, SOCI 348, SOCI 222, SOCI 277, SPAN 312; or consent. Not offered in 2014-2015 or 2015-2016.] Provides knowledge of scholarship on cross-cultural alliances and border crossing, focusing on the United States and Mexico, combined with lived experiences of such crossings. Emphasizes how power inequalities are negotiated in cross-cultural work. Course takes place in Cuernavaca, Mexico and includes on-site and off-campus lectures, daily Spanish classes, and off-site excursions. No previous knowledge of Spanish is required. Thompson.]

[SOCI 339 Qualitative Research Workshop

4 sem. hrs. Prereq.: SOCI 239. Not offered in 2014-2015 or 2015-2016.]

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 344 Sociology of Poetry and Prose (F-1)

4 sem. hrs. Prereq.: SOCI 101.

Focuses on what C.W. Mills refers to as the “sociological imagination” in the poetry and memoirs/ autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. Examines how social location shapes writers’ approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. Thompson.

SOCI 345 Health Systems and Policy (S-1,2)

4 sem. hrs. Prereq.: SOCI 101, SOCI 241, NURS 237, or consent of the instructor.

Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care.

Staff.

[SOCI 346 Gender and Islam

4 sem. hrs. Prereq.: SOCI 101. Not offered in 2014-2015 or 2015-2016.]

Examines the importance of gender in the Muslim experience. Students will learn about the history of gender in Islamic societies such as the Middle East, Europe, and the United States. Gendered Muslim experiences will be understood within the political, economic, and social contexts in which they are situated. Selod.

[SOCI 347 Antiracism and Justice Work (F-2)

4 sem. hrs.

Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism. Thompson.]

SOCI 350 Independent Study (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

SOCI 355 Thesis (F-1,2, S-1,2)

4 sem. hrs. Prereq.: SOCI 350 and consent of the department.

SOCI/AST/WGST 365 Intimate Family Violence: a Multicultural Perspective (S-1, 2)

4 sem. hrs. Prereq: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor.

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology, (b) a cross-cultural understanding of family violence against girls and women, and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

SOCI 370 Internship (S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the department. Includes weekly seminar.

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t.b.a.

Department of Women's and Gender Studies

Diane Grossman, *Chair and Professor of*

Women's and Gender Studies and Philosophy

Carole Biewener, *Professor of Economics and*
Women's and Gender Studies

Laura Prieto, *Professor of History and*
Women's and Gender Studies

Kelly Hager, *Associate Professor of English and*
Women's and Gender Studies

Dawna Thomas, *Associate Professor Women's*
and Gender Studies and Africana Studies

Jo Trigilio, *Senior Lecturer of Philosophy,*
Women's and Gender Studies, and Director of
the Graduate Program in Gender and Cultural
Studies

Melissa Kappotis, *Administrative Assistant*

The goals of the Department of Women's and Gender Studies are to educate students in theoretical, empirical, and methodological perspectives for considering the status and experiences of women, to consider gender in diverse national and international contexts by studying the multiple and contested meanings and roles of gender, and to develop an understanding of how gender is related to other social categories including race, class, age, sexuality, religion, and nationality. Women's and Gender Studies majors with an interest in activism may consider combining the major with a minor in Social Justice. Women's and Gender Studies courses, whether taken as part of the major or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges and opportunities in their future personal, work, and social lives. Majoring in Women's and Gender Studies has led to careers in management, law, academia, counseling, education, library, museum or archival work, health care, social services, public administration, writing, publishing, and the media.

Learning Goals:

Upon graduation students with a B.A. in Women's and Gender Studies will have gained the following skills, knowledge, and abilities:

Critical-Historical Awareness: Students will be adept at considering gender in diverse national and international contexts as a result of studying the multiple and contested meanings and roles of gender from a historical, a multidisciplinary, and a transnational perspective, and will have developed an understanding of how gender is related to other social categories such as race, ethnicity, social class, sexuality, religion, and nationality.

Interdisciplinary Content: Students will have acquired theoretical, methodological, and empirical perspectives for studying and critically analyzing the history, status, and experiences of women from diverse backgrounds.

Disciplinary Skills: Students will be skilled at integrating theory and practice and will be able to communicate effectively in both writing and speaking.

Practical Skills: Through independent learning or internships, students will be prepared to enter the work place, graduate programs, and community-based volunteer work with an understanding of social justice issues informed by interdisciplinary scholarship and perspectives.

Leadership Skills: Students will continue in leadership roles that they have either begun or further developed while at Simmons.

Major in Women's and Gender Studies

Requirements: 36 semester hours (9 courses):

1. Four semester hours (1 course) in one of the three 100-level courses:

WGST 100 Introduction to Multicultural
Women's and Gender Studies

WGST 111 Introduction to Gay, Lesbian,
Bisexual, and Transgender Studies
WGST/
ECON 125 Women and Work

2. Eight semester hours, (2 courses):

WGST 204 Roots of Feminism
WGST/
ECON 214 Women in the World Economy.

3. Four semester hours (1 course) in a race/
ethnicity course selected from one of the fol-
lowing:

HIST 213 Race and Ethnicity in U.S. History
WGST/
AST/SOCI 232 Race, Gender and Health
SJ 220 Working for Social Justice
SOCI 249 Inequality: Race, Class, and Gender
WGST/
AST 210 Sisters of the African Diaspora

4. Twelve semester hours (3 courses) chosen
from the list of Women's and Gender Studies
courses and electives. A course taken to fulfill
the race/ ethnicity requirement may not also
count as an elective. Women's and Gender
Studies majors who choose to complete a
minor in Social Justice may only count one of
the required Social Justice core courses as an
elective in Women's and Gender Studies.

5. Eight semester hours (2 courses) with WGST
354 Feminist Theories and advanced work
chosen from WGST 350, 353, 355, 370, 380,
365 ENGL 308, ENGL 398, HIST 360, or SOCI
311. A course taken to fulfill the race/ethnicity
requirement may not also count toward this
requirement.

Any WGST course numbered 350 and above
will satisfy half of the College's Independent
Learning requirement. Two such courses will
satisfy the entire Independent Learning require-
ment. Students may also satisfy the College's
Independent Learning requirement by taking
appropriate courses or completing approved
projects in an area other than Women's and
Gender Studies.

Departmental Honors

A WGST major may qualify for departmental
honors with a 3.5 average in WGST courses and
completion of WGST 355, Thesis, or WGST 370
Internship with the addition of a substantial
written project or paper.

Minor in Women's and Gender Studies

A minor in women's and gender studies
includes 20 semester hours (5 courses).

1. Four semester hours (1 course) in one of the
three 100-level courses:

WGST 100 Introduction to Multicultural
Women's and Gender Studies
WGST 111 Introduction to Gay, Lesbian,
Bisexual, and Transgender Studies
WGST/
ECON 125 Women and Work

2. WGST 204 Roots of Feminism

3. Three elective courses selected from the list
of WGST offerings.

Laurie Crumpacker Scholars

This accelerated program for Simmons
students offers the opportunity to acquire a
Masters of Arts in Gender/Cultural Studies
within one year after completing the under-
graduate BA degree. Simmons students with
a strong undergraduate record may apply to
the program in the second semester of their
junior year. Applicants must submit an official
transcript of their undergraduate record, a
statement of purpose, a writing sample, and
two letters of recommendation. At least one
letter should be from someone well acquainted
with the applicant's academic ability and poten-
tial inquiries should be addressed to graduate
studies.

Students admitted to the program begin
graduate level work in the GCS program in the
senior year of their undergraduate degree at
Simmons. Students may transfer up to eight
credits of 300-level undergraduate coursework

from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their BA degrees and have fully entered the GCS program.

COURSES

WGST 100 Introduction to Multicultural Women's and Gender Studies (M6) (F-1,2)

4 sem. hrs.

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. Thomas.

WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (M6) (F-1,2)

4 sem. hrs.

Introduces students to the interdisciplinary field of lesbian, gay, bisexual, and transgender studies. Examines LGBT identity, sexuality, gender, politics, and culture from a variety of disciplinary and theoretical perspectives, including history, sociology, philosophy, and science. Grossman, Trigilio.

WGST/ECON 125 Women and Work (M5) (S-2)

4 sem. hrs.

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the gender wage gap. Biewener.

WGST/ENGL 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short

stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. Hager, Leonard.

WGST 204 Roots of Feminism (F-1; S-2)

4 sem. hrs. Prereq.: WGST 100, WGST 111, WGST 125, or WGST 193 and sophomore standing.

Explores the historic roots of the demand for political, social, and economic justice for women. Studies the development of feminist theory and activism through comparative analysis. Emphasizes the diversity of feminist thought and how successive generations have revised the meaning of feminist theory and practice. Hager.

WGST/AST 210 Sisters of the African Diaspora (F-1,2)

4 sem. hrs.

An interdisciplinary lens is used to examine Black women's experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood. Thomas.

WGST 211 Gender and Sexuality (S-1)

4 sem. hrs.

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of different discourses in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. Grossman, Trigilio.

WGST/ECON 214 Women in the World Economy (F-2;S-1)

4 sem. hrs.

Addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or gender. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world. Biewener.

WGST/HIST 215 Women and Gender in U.S. History Before 1890 (M5) (F-1,2)

4 sem. hrs.

Studies women's lives and roles from pre-Columbian times to 1890. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Crumacker, Prieto.

WGST/HIST 216 Women and Gender in U.S. History Since 1890 (M5) (S-1,2)

4 sem. hrs.

Studies women's lives and roles from 1890 to the present. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Crumacker, Prieto.

WGST/AST/SOCI 232 Race, Gender and Health (M5) (F-1,2)

4 sem. hrs.

Examines the unique perspective of healthcare from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in healthcare are analyzed. Students will develop cultural competency tools for more effective healthcare delivery with individuals and families of color. Thomas.

[WGST 258 Special Topics in Women's and Gender Studies (M6)

4 sem. hrs. Not offered 2014-2015 or 2015-2016.] Examines an issue, theme, or subject of importance in the field of women's and gender studies. Staff.]

WGST 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the faculty supervisor. Staff.

[WGST 353 Special Topics seminar

Prereq.: WGST 200 or 204; junior standing; or consent of the instructor. Not offered in 2014-2015 or 2015-2016.]

Intensively examines a significant issue in Women's and Gender Studies. Staff.

WGST 354 Feminist Theories (S-1)

4 sem. hrs. Prereq.: WGST 204, junior standing, or the consent of the instructor.

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Grossman, Trigilio.

WGST 355 Thesis

4 sem. hrs. Prereq.: Consent of the department.

A formal thesis proposal should be submitted in the semester prior to commencing thesis research. Successful completion of WGST 350 Independent Study required before registering for WGST 355. Staff

WGST/AST/SOCI 365 Intimate Family Violence: a Multicultural Perspective (S-1,2)

4 sem. hrs. Prereq: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor.

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology, (b) a cross-cultural understanding of family violence against girls and women, and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

WGST 370 Internship (F-1,2; S-1,2)

4-8 sem. hrs. Prereq: Consent of faculty supervisor.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

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WGST/PHIL 380 Gender and Queer Theory (F-2)

4 sem. hrs. Prereq.: Junior standing and one course in philosophy, or women's and gender studies, or consent.

Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay marriage, transgender theory, and intersexuality studies. Grossman, Trigilio.

Elective courses:

(It is strongly recommended that students take electives from two different disciplines.)

- AST 300 Seminar in Selected Topics in Africana Studies (as appropriate)
- ART 248 Women and Art
- BIOL 109 Biology of Women
- ENGL 308 The Postcolonial Novel
- ENGL 320 American Women's Poetry
- ENGL 354 Studies in Film Genre: Melodrama
- ENGL 398 Feminist Media Studies
- HIST 213 Race and Ethnicity in U.S. History
- HIST 219 History of Sexuality and the Family
- HIST 230 Women and Gender in Europe
- HIST 360 Seminar in the History of Women and Gender
- HON 302 Sexuality, Nature and Power
- MGMT 224 Socially-Minded Leadership
- PHIL 390 Seminar (as appropriate)
- POLS 219 Gender and Politics
- PSYC 220 The Psychology of Women
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change
- SPAN 336 Latin American Women Writers (offered in Spanish)
- SOCI 210 Body Politics: A Sociological Perspective
- SOCI 249 Inequality: Race, Class, and Gender in Comparative Settings
- SOCI 311 Critical Race Legal Theory
- SOCI 347 Antiracism and Justice Work

Minor in Social Justice

The interdisciplinary minor in social justice is for students interested in "activism." Through an integration of academic study and community-based learning, students gain theoretical, historical, and practical backgrounds that will assist them in advancing progressive social change. The minor thus offers students an academic complement to social justice activist work, enabling them to explore and debate the meaning of "social justice," to grapple with the moral and ethical issues involved in undertaking social justice work, to engage in extensive community-based learning in urban communities of color, to understand and evaluate alternative perspectives and strategies pertaining to political and organizational social change, and to develop an informed action plan for furthering social change in a particular area of concern. The minor consists of five courses, including three required core courses and two electives. The core incorporates community based learning in all of the courses and is designed to provide a common foundation that offers students depth and progression in the level of analysis and engagement. The interdisciplinary approach complements a wide range of majors across the social sciences, sciences, and humanities and is designed to accommodate a wide array of areas for social justice work. The minor in Social Justice is administered by the Social Justice Steering Committee, which consists of faculty from the departments of Africana Studies, Economics, Education, Political Science, Sociology, and Women's and Gender Studies, and staff from the Scott/Ross Center for Community Service and the Simmons Institute for Leadership and Change.

Requirements for the social justice minor

include 20 semester hours (5 courses):

Three Required Core Courses:

SJ 220	Working for Social Justice
SJ 222	Organizing for Social Change
SJ 380	Integrative Capstone Project

Two electives chosen from the list at the end of this section.

COURSES

SJ 220 Working for Social Justice (M6) (F-1,2)

4 sem. hrs. Prereq.: Sophomore standing. Combines study of the psychosocial, moral and ethical issues of social justice and social activism with community-based learning. Explores what it takes to become citizens who are committed to rectifying the myriad political, economic and social problems we face. Thompson.

SJ 222 Organizing for Social Change (M5) (S-1,2)

4 sem. hrs. Prereq.: Sophomore standing. Offers a theoretical and practical foundation for understanding and evaluating progressive social change strategies and organizations. Addresses different perspectives on social change, the history of community organizing, and issue-related case studies of effective community movements and organizations. Incorporates extensive discussion with community-based practitioners from the Boston area and weekly community-based service. Biewener.

SJ 380 Integrative Capstone Project (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SJ 220 and SJ 222, junior standing, and consent of the coordinator. Addresses a particular student-defined social justice issue, researches past and current organizing efforts and strategies, develops a community action plan, and culminates in a term paper. Staff.

Elective Courses:

(It is strongly recommended that students take electives from two different disciplines.)

AST/ WGST 210	Sisters of the African Diaspora
AST 240	African American Intellectual and Political History
AST 313	The Black Struggle for Schooling in the United States
ECON 216	Economic Development
ECON 225	Political Economy of U.S. Capitalism
HIST 213	Race and Ethnicity in U.S. History
HIST/ WGST 216	Women and Gender in the U.S. Since 1890
MGMT 224	Socially Minded Leadership
PHIL/ POLS 232	Theories of Justice
POLS 212	Politics Unplugged: How Things Work in Massachusetts
POLS 215	Seminar (as appropriate)
POLS 219	The Politics of Race and Ethnicity
POLS 242	Gender and Politics
SOCI 225	Social Movements
SOCI/ AST 249	Inequality: Race, Class, and Gender in Comparative Settings
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 267	Globalization
SOCI 270	South Asia: People and Power
SOCI 347	Antiracism and Justice Work
WGST/ ECON 125	Women and Work
WGST/ ECON 214	Women in the World Economy
WGST 204	Roots of Feminism
WGST/AST/ SOCI 365	Intimate Family Violence: A Multicultural Perspective

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DIRECTORY OF FACULTY AND ADMINISTRATORS

Appointment date refers to the date of original hire to the College.

FACULTY, COLLEGE OF ARTS AND SCIENCES

Maria Abate, Assistant Professor of Biology

BA, University of California, Davis; PhD, Northeastern University. Appointed 2011.

Paul Abraham, Professor and Director of MATESL Program

BA, Boston College; MEd, Boston University; EdD, Harvard University. Appointed 1993.

Zachary Abuza, Professor of Political Science and International Relations

BA, Trinity College, MALD; PhD, Tufts University. Appointed 1996.

Anna Aguilera, Assistant Professor of Biology

AB, Brown University; MS, University of Massachusetts, Amherst; PhD, Tufts University. Appointed 2012.

Masato Aoki, Associate Professor and Chair of Economics

BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. Appointed 1993.

Judith Aronson, Associate Professor of Communications

BA, University of Michigan; MFA, MCP, Yale University. Appointed 1998.

Kirk James Beattie, Professor of Political Science and International Relations

BA, Kalamazoo College; MA, PhD, University of Michigan. Appointed 1985.

Donna Beers, Professor of Mathematics and Statistics

BA, MS, PhD, University of Connecticut. Appointed 1986.

Michael Berger, Associate Professor of Chemistry

BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. Appointed 2005.

Renee Bergland, Professor of English and Hazel Dick Leonard Chair

BA, St. John's College; PhD, Columbia University. Appointed 1999.

Stephen Berry, Associate Professor of History

BA, MEd, Vanderbilt University; MLIS, University of Southern Mississippi; PhD, Duke University. Appointed 2007.

Carole Biewener, Professor of Economics and Women's and Gender Studies

BA, Douglass College; PhD, University of Massachusetts. Appointed 1987.

Ellen Birchander, Lecturer in Psychology

BA, Simmons College; MSW, Boston College; MS, Tufts University; ABD, University of Massachusetts, Boston. Appointed 2011.

Dánisa Bonacic, Associate Professor of Modern Languages and Literatures

BA, MA, Pontificia Universidad Católica de Chile; PhD, Brown University. Appointed 2007.

Edith Bresler, Senior Lecturer in Art and Music

BFA, School of Visual Arts. Appointed 2003.

Pamela Bromberg, Professor and Interim Chair of English

BA, Wellesley College; PhD, Yale University. Appointed 1972.

Michael L. Brown, Professor of Mathematics

BA, Columbia University; MA, PhD, Harvard University. Appointed 1986.

Changqing Chen, Senior Lecturer in Chemistry and Physics

BE, Xi'an Jiatong University; MS, Peking University; PhD, University of Connecticut, Storrs. Appointed 2005.

Benjamin Cole, Assistant Professor of Political Science and International Relations

BA, MA, University of New Hampshire; PhD, George Mason University. Appointed 2012.

James Corcoran, Associate Professor of Communications

BA, University of North Dakota; MPA, Harvard University. Appointed 1986.

Leanne Doherty, Associate Dean and Associate Professor of Political Science and International Relations

BA, Clark University; MA, PhD, Northeastern University. Appointed 2000.

Kristin Dukes, Assistant Professor of Psychology

BA, Rice University; MS, PhD, Tufts University. Appointed 2011.

Eduardo Febles, Associate Professor and Chair of Modern Languages and Literatures

BA, Tulane University; MA, PhD, Brown University. Appointed 2003.

Gregory Feldman, Associate Professor of Psychology

BA, University of Connecticut at Storrs; MS, PhD, University of Miami. Appointed 2006.

Rachel L. Galli, Associate Professor and Chair of Psychology

BA, Hofstra University; MA, PhD, Boston University. Appointed 1998.

Sheldon George, Associate Professor of English and Director of Graduate Program in English

BA, The City College of New York; PhD, Boston College. Appointed 2005.

Robert N. Goldman, Professor of Mathematics

BS, London School of Economics; AM, PhD, Harvard University. Appointed 1972.

Ellen Grabiner, Associate Professor and Chair of Communications

BA, SUNY Albany, MEd, Goddard College; PhD, Union Institution & University. Appointed 2000.

Viktor Grigoryan, Assistant Professor of Mathematics

BS, Yerevan State University; MS, PhD University of Massachusetts, Amherst. Appointed 2014.

D. Bruce Gray, Associate Professor and Chair of Biology

BS, Tufts University; MS, Columbia University; PhD, University of Connecticut. Appointed 1993.

Diane Grossman, Chair and Professor of Philosophy and Women's and Gender Studies

BA, Vassar College; MA, PhD, New York University. Appointed 1985.

Erica Gunn, Assistant Professor of Chemistry

BS, Simmons College; PhD, University of Washington. Appointed 2012.

Richard W. Gurney, Associate Professor and Chair of Chemistry and Physics

BS, Benedictine University; PhD, Purdue University. Appointed 2003.

Kelly Hager, Associate Professor of English and Women's and Gender Studies

BA, Rice University; PhD, University of California, Irvine. Appointed 2001.

Margaret Hanni, Associate Professor and Chair of Art and Music

BA, Simmons College; MA, PhD, Boston University. Appointed 1996.

Heather Hole Assistant Professor of Art and Music

BA, Smith College; MA, PhD, Princeton University. Appointed 2012.

Alister Inglis, Associate Professor of Modern Languages and Literatures and Director of the Program in East Asian Studies

BA, University of Canberra; PhD, University of Melbourne. Appointed 2003.

Michael Jordan, Senior Lecturer in Chemistry and Physics

BA, D.Phil., Oxford University. Appointed 2007.

Michael Kaplan, Professor of Chemistry and Physics

MS, Kishinev State University; PhD, Leningrad State University; DrSci, Moscow State University, Moscow. Appointed 1993.

Colleen Kiely, Associate Professor of Art and Music

BFA, Rhode Island School of Design; MFA, School of the Museum of Fine Arts. Appointed 2005.

Nancy Lee, Associate Professor of Chemistry and Physics

BA, University of Pennsylvania; PhD, Brown University. Appointed 1994.

Valerie Leiter, Associate Professor of Sociology

BA, State University of New York at Albany; AM, Harvard University; PhD, Brandeis University. Appointed 2003.

Sarah Leonard, Associate Professor of History

BA, University of California, Santa Cruz; MA, PhD, Brown University. Appointed 2004.

Suzanne Leonard, Associate Professor of English

AB, Dartmouth College; MA, PhD, University of Wisconsin–Milwaukee. Appointed 2006.

Randi Lite, Associate Professor of Practice in Biology

AB, Brown University; MA, Columbia University. Appointed 1989.

Zhigang Liu, Associate Professor of History and Modern Languages and Literatures

University Diploma, Beijing Normal University; MA, PhD, Boston University. Appointed 1991.

Stephen D. London, Professor of Sociology

BA, Bowdoin College; PhD, University of Chicago. Appointed 1975.

Jane Lopilato, Associate Professor of Biology

BA, Emmanuel College; PhD, Harvard University. Appointed 1989.

Shirong Luo, Associate Professor of Philosophy

MS, Peking Union Medical College; MA, Texas A&M University; PhD, University of Miami. Appointed 2006.

Bridget Lynch, Senior Lecturer in Art and Music and Director of the Trustman Art Gallery

BA, University of Kansas. Appointed 2006.

Leonard Mailloux, Senior Lecturer of Communications

BA, Mount Wachusett Community College; MEd, Cambridge College. Appointed 2008.

Sarah Martin, Assistant Professor of Psychology

BS, Duke University; MS, PhD, Pennsylvania State University. Appointed 2008.

Margaret Menzin, Professor of Mathematics

BA, Swarthmore College; MA, PhD, Brandeis University. Appointed 1969.

Zinnia Mukherjee, Assistant Professor of Economics

BS, MS, University of Calcutta; PhD, University of Connecticut. Appointed 2013.

Stephen Ortega, Associate Professor of History and Director of the Graduate Program in History

BA, New York University; MA, Harvard University; PhD, University of Manchester. Appointed 2006.

Mary H. Owen, Professor of Biology

BA, Regis College; MA, PhD, Clark University. Appointed 1992.

Catherine Paden, Associate Professor and Chair of Political Science and International Relations

BA, Vassar College; PhD, Northwestern University. Appointed 2006.

Lowry Pei, Professor of English

AB, Harvard College; MA, PhD, Stanford University. Appointed 1985.

Maria Dolores Peláez-Benítez, Associate Professor of Modern Languages & Literatures

Licenciatura, PhD, Universidad Complutense de Madrid. Appointed 1992.

Theresa Perry, Professor of Africana Studies and Education

BA, Loyola University; MA, Marquette University; PhD, Yale University; EdD, Harvard University Graduate School of Education. Appointed 2005.

Laura Prieto, Professor and Chair of History

BA, Wellesley College; MA, PhD, Brown University. Appointed 1997.

Jyoti Puri, Professor of Sociology

BA, Bombay University; PhD, Northeastern University. Appointed 1996.

John Reeder, Associate Professor of Psychology

BA, McMaster University; PhD, Princeton University. Appointed 2004.

Judith Richland, Senior Lecturer in Communications

BS, Cornell University; MA, Boston University; MFA, Massachusetts College of Art. Appointed 2005.

Jennifer Roecklein-Canfield, Associate Professor of Chemistry

BS, University of Maryland; PhD, State University of New York at Stony Brook. Appointed 1999.

Charlotte Russell, Senior Lecturer in Biology

B.Med.Sci., University of Birmingham; PhD, University of Manchester. Appointed 2007.

Pía Cúneo-Ruiz, Lecturer in Modern Languages and Literatures

ESL/ELT, Peru's Asociacion Cultural Peruano-Britanico; JD, Universidad San Martin de Porres. Appointed 2011.

Saher Selod, Assistant Professor of Sociology

BA, University of Texas at Austin; MA, DePaul University; PhD, Loyola University. Appointed 2012.

Elizabeth Scott, Associate Professor of Biology and Co-director of the Program in Public Health

MI, Manchester Metropolitan University; MPhil, PhD, University of London. Appointed 2001.

Gregory Slowik, Professor of Art and Music

BM, Mansfield University; MM, DMA, Boston University. Appointed 1994.

Niloufer Sohrabji, Associate Professor of Economics

PhD, Boston College. Appointed 1999.

Dawna Thomas, Associate Professor of Africana Studies and Women's and Gender Studies

BA, MS, University of Massachusetts, Boston; PhD, Northeastern University. Appointed 2003.

Becky Thompson, Professor and Chair of Sociology

BA, University of California, Santa Cruz; PhD, Brandeis University. Appointed 1996.

Wanda Torres Gregory, Associate Professor and Chair of Philosophy

BA (Pol.Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston University. Appointed 1997.

Mary Jane Treacy, Professor of Modern Languages and Literatures and Director of the Honors Program

BA, Emmanuel College; MA, PhD, Boston University. Appointed 1972.

Jo Trigilio, Senior Lecturer in Philosophy and Women's and Gender Studies and Director of the Program in Gender/Cultural Studies

BA, Marietta College; MA, PhD, University of Oregon. Appointed 2005.

Geoffrey Turner, Associate Professor of Psychology

AB, Lafayette College; MS, PhD, Pennsylvania State University. Appointed 1997.

Stephanie Walker, Lecturer in Chemistry

BFA, Wells College; PhD Cornell University. Appointed 2011.

Janie Ward, Professor and Chair of Africana Studies and Professor of Education

BFA, New York University; EdM, EdD, Harvard University. Appointed 1986.

Afaa Michael Weaver, Professor of English

BA, University of the State of New York; MA, Brown University. Appointed 1997.

Bob White, Professor of Communications

AB, College of the Holy Cross; MS, Boston University. Appointed 1971.

Renée White, Dean of the College of Arts and Sciences

BA, Brown University; MA, PhD, Yale University. Appointed 2011.

Richard Wollman, Professor of English

BA, Brandeis University; MA, MPhil, PhD, Columbia University. Appointed 1993.

FACULTY, GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE**Eileen Abels, Dean of the Graduate School of Library and Information Science**

BA, Clark University, MLS, University of Maryland; PhD, University of California Los Angeles. Appointed 2013.

Naresh Agarwal, Assistant Professor, Graduate School of Library and Information Science

BAS, Nanyang Technological University; PhD, National University of Singapore. Appointed 2009.

Jeannette Bastian, Professor, Graduate School of Library and Information Science

BA, New York University; MLS, Shippensburg University; MPhil, University of West Indies; PhD, University of Pittsburgh. Appointed 1999.

Gerald Benoit, Associate Professor, Graduate School of Library and Information Science

BA, University of California, Davis; MS, Columbia University; PhD, University of California, Los Angeles. Appointed 2003.

Joel Blanco-Rivera, Assistant Professor, Graduate School of Library and Information Science

BS, University of Puerto Rico, Mayagüez; MS, University of Michigan; PhD, University of Pittsburgh. Appointed 2012.

Peter Botticelli, Assistant Professor, Graduate School of Library and Information Science

BA, Loyola University; AM, University of Illinois; PhD, University of Illinois; MSI, University of Michigan. Appointed 2013.

Michèle Cloonan, Professor, Graduate School of Library and Information Science

AB, Bennington College; AM, University of Chicago; MS, University of Illinois; PhD, University of Illinois. Appointed 2002.

Mónica Colón-Aguirre, Assistant Professor, Graduate School of Library and Information Science

BBA, University of Puerto Rico, Río Piedras; MBA, Inter American University of Puerto Rico, Metropolitan Campus; MS, PhD, University of Tennessee, Knoxville. Appointed 2012.

Lisa Hussey, Associate Professor, Graduate School of Library and Information Science

BA, University of Miami; MA, University of Arizona; PhD, University of Missouri. Appointed 2008.

Daniel Joudrey, Associate Professor, Graduate School of Library and Information Science

BA, George Washington University; MLIS, University of Pittsburgh; PhD, University of Pittsburgh. Appointed 2005.

Melanie Kimball, Associate Professor, Graduate School of Library and Information Science

BMus, Alma College; MMus, University of Michigan; MS, University of Illinois; PhD, University of Illinois. Appointed 2009.

Megan Lambert, Lecturer in the Center of the Study of Children's Literature

BA, Smith College; MA, Simmons College. Appointed 2009.

Martha Mahard, Professor of Practice, Graduate School of Library and Information Science

BA, Barnard College; MA, Tufts University; MS, Simmons College; DA, Simmons College. Appointed 1994.

Jim Matarazzo, Professor and Dean Emeritus, Graduate School of Library and Information Science

BS, Boston College; MA, Boston College; MS, Simmons College; PhD, University of Pittsburgh. Appointed 1968.

Margaret Menzin, Professor of Mathematics and Computer Science

BA, Swarthmore College; MA, PhD, Brandeis University. Appointed 1969.

Cathryn Mercier, Professor, Graduate School of Library and Information Science

BA, Mount Holyoke; MA, Boston University; PhD, Boston University. Appointed 1985.

Chaoqun Ni, Assistant Professor, Graduate School of Library and Information Science

BS, Wuhan University; MS, Wuhan University; PhD, Indiana University, Bloomington. Appointed 2014.

Kyong Eun Oh, Assistant Professor, Graduate School of Library and Information Science

BA, Yonsei University; MA, Yonsei University; PhD, Rutgers University. Appointed 2013.

Amy Patee, Associate Professor, Graduate School of Library and Information Science

BA, University of North Carolina, Greensboro; MLS, Rutgers University; PhD, University of North Carolina, Chapel Hill. Appointed 2004.

Laura Saunders, Assistant Professor, Graduate School of Library and Information Science

BA, Boston University; MSLIS, Simmons College; PhD, Simmons College. Appointed 2011.

Candy Schwartz, Professor, Graduate School of Library and Information Science

BA, McGill University; MLS, McGill University; PhD, Syracuse University. Appointed 1980.

Amber Stubbs, Assistant Professor, Graduate School of Library and Information Science
BS, Simmons College; MA, Brandeis University; PhD, Brandeis University. Appointed 2014.

Bruce Tis, Associate Professor, Graduate School of Library and Information Science
BSEE, MSEE, Northeastern University; PhD, Boston University. Appointed 1998.

Rong Tang, Associate Professor, Graduate School of Library and Information Science
BA, Renmin University of China; MA, Renmin University of China; MA, Ohio State University, PhD, University of North Carolina. Appointed 2006.

Nanette Veilleux, Professor, Graduate School of Library and Information Science
ScB, Brown University; MSEE, PhD, Boston University. Appointed 1999.

Donna Webber Associate Professor of Practice, Graduate School of Library and Information Science
BA, Concordia University; MA, University of Wisconsin, Madison. Appointed 2001.

Mary Wilkins-Jordan, Assistant Professor, Graduate School of Library and Information Science
BA/BS, Quincy University; JD, Case Western Reserve University; MLIS, University of Wisconsin; PhD, University of North Carolina, Chapel Hill. Appointed 2009.

Kathy Wisser, Assistant Professor, Graduate School of Library and Information Science
BA, Bates College; MA, University of New Hampshire; MLIS, University of North Carolina; PhD, University of North Carolina. Appointed 2009.

FACULTY, SCHOOL OF NURSING AND HEALTH SCIENCES

Josephine Atinaja-Faller, Associate Professor of Practice, Nursing
BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. Appointed 2004.

Anne-Marie Barron, Associate Dean, Undergraduate Curriculum and Student Affairs, School of Nursing and Health Sciences, and Associate Professor of Nursing
BSN, Boston College; MSN, University of Massachusetts, Amherst; PhD, Boston College. Appointed 1999.

Judy A. Beal, Dean, School of Nursing and Health Sciences, Professor of Nursing
BSN, Skidmore College; MSN, Yale University; DNSc, Boston University. Appointed 1989.

Charlene Berube, Associate Professor of Practice, Nursing
BSN, Saint Anselm College; MSN, Boston University. Appointed 1994.

Lisa Sciacca Brown, Assistant Professor of Nutrition
BS, Clark University; MS, Simmons College; PhD, Boston University. Appointed 2008.

Teressa Brown, Associate Professor of Practice, Physical Therapy and Assistant Director, Clinical Education
BS, Simmons College; DPT, Simmons College. Appointed 2008.

LaDonna Christian, Associate Professor of Practice, Nursing and Director, Dotson Bridge and Mentoring Program
BSN, University of Michigan, Ann Arbor; MSN, University of Massachusetts, Dartmouth. Appointed 2009.

Jean Christoffersen, Associate Professor of Practice, Nursing
BSN, State University of New York, Brooklyn; MSN, Boston College. Appointed 2004.

George Coggeshall, Associate Professor of Practice, Physical Therapy
BS, University of Rhode Island, Kingston; MSPT, Boston University. Appointed 2008.

Margaret Costello, Associate Professor of Practice, Nursing
BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy; PhD, Simmons College. Appointed 2004.

Terry Davies, Associate Professor of Practice, Nursing

MSN, Simmons College. Appointed 2004.

Sarah Desmond, Associate Professor of Practice, Nursing

BSN, Northeastern University; MSN, Simmons College; SM, Harvard School of Public Health. Appointed 2007.

Colette Dieujuste, Associate Professor of Practice, Nursing

BSN, Columbia Union College; MSN, Boston College. Appointed 2000.

Susan Duty, Associate Professor of Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College; ScD, Harvard University. Appointed 2003.

Sari Edelstein, Associate Professor of Nutrition

BS, Florida State University; MS, Florida International University; PhD, University of Florida. Appointed 2002.

Teresa Fung, Professor of Nutrition

BS, MS, Cornell University; ScD, Harvard University. Appointed 2000.

Priscilla Gazarian, Assistant Professor of Nursing

BSN, University of Massachusetts, Dartmouth; MSN, University of Massachusetts, Boston; PhD, University of Massachusetts, Amherst. Appointed 2002.

Donna Glynn, Associate Professor of Practice, Nursing

BS, Stonehill College; MSN, PhD, Simmons College. Appointed 2007.

Nancie H. Herbold, Ruby Winslow Linn Professor and Chair of Nutrition

BS, University of Rhode Island; MS, EdD, Boston University. Appointed 1976.

James Huddleston, Associate Professor of Practice, Physical Therapy

BS, University of New Hampshire; MSPT, University of New Hampshire; DPT, Simmons College. Appointed 2008.

W. Justin Jones, Associate Professor of Practice, Physical Therapy

BS, University of Massachusetts, Amherst; MSPT, Simmons College; DPT, Simmons College. Appointed 2007.

Makeda Kamara, Associate Professor of Practice, Nursing

BA, Brandeis University; BSN, University of Massachusetts, Boston; MEd, Harvard University Graduate School of Education; MPH, University of Michigan School of Public Health. Appointed 2010.

Ruth Kimokoti, Associate Professor of Practice, Nutrition

MChB, University Nairobi; MA, Boston University; MPH, Boston University. Appointed 2010.

Rebecca Koeniger-Donohue, Professor of Practice, Nursing

BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island. Appointed 1988.

Jocelyn Loftus, Professor of Practice, Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College. Appointed 1998.

Arlene Lowenstein, Professor of Practice, Nursing and Program Administrator, Health Professions Education

BSN, Fairleigh Dickinson University; MA, New York University; PhD, University of Pittsburg. Appointed 2005.

Marla Lynch, Associate Professor of Practice, Nursing

BS, Boston University; MSN, Boston College. Appointed 2007.

Eileen McGee, Associate Professor of Practice, Nursing

BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. Appointed 2003.

Elizabeth Metallinos-Katsaras, Professor of Nutrition

BS, MS, PhD, University of California, Davis. Appointed 1999.

Linda Moniz, Associate Professor of Practice, Nursing
BS, Boston State College; BSN, MSN, Salem State College. Appointed 2004.

Susan Neary, Professor of Practice, Nursing and Director, Doctor of Nursing Practice Program
BA, Emmanuel College; BSN, St. Louis University; MSN, Simmons College; PhD, Boston College. Appointed 1989.

Janet Rico, Professor of Practice, Nursing and Director, Family Nurse Practitioner Program
BSN, St. Anselm College; MSN, University of North Carolina; MBA, Boston University. Appointed 2000.

Patricia Rissmiller, Chair, Graduate Nursing and Associate Professor of Nursing
BSN, Catholic University; MSN, DNSc, Boston University. Appointed 1992.

Joanne Rivard, Associate Professor of Practice, Physical Therapy
BS, Boston University; MSPT; MGH Institute of Health Professions; DPT, MGH Institute of Health Professions. Appointed 2010.

Shelley Strowman, Associate Professor of Practice, Nursing, Statistics
BA, Bates College; MA, University of New Hampshire; PhD, University of New Hampshire. Appointed 2009.

Karen Teeley, Associate Professor of Practice, Nursing
BSN, Fairfield University; MSN, Boston University. Appointed 2002.

Victor Tsveybel, Associate Professor of Practice, Nursing
BSN, Northeastern University; MSN, MGH Institute of Health Professions. Appointed 2004.

Sarah Volkman, Professor of Nursing
BA, University of California, San Diego; ScD, Harvard University. Appointed 2001.

Julie Vosit-Steller, Associate Professor of Practice, Nursing
BSN, College of Our Lady of the Elms; MS, MSN, University of Massachusetts, Boston; DNP, Simmons College. Appointed 2004.

Patricia A. White, Associate Professor of Practice, Nursing
BSN, MSN, Boston College; PhD, University of Rhode Island. Appointed 1987.

FACULTY, SCHOOL OF MANAGEMENT

Stacy Blake-Beard, Professor, CGO Faculty Affiliate

BS, University of Maryland; MA, PhD, University of Michigan. Appointed 2002.

Angela Chang, Assistant Professor
BA, MBA, National Taiwan University; PhD, Indiana University. Appointed 2014.

Robert Coulam, Senior Lecturer and Director, Center for Health Policy Research
BA, Harvard University; JD, Harvard Law School; PhD, Kennedy School of Government, Harvard University. Appointed 2004.

Patricia Deyton, Professor of Practice and Associate Dean of Graduate Programs
BS, Empire State College, SUNY; M Div., Yale; MSW, Columbia University. Appointed 2004.

Jiang Du, Visiting Lecturer in Finance
B. Acct., Jiangxi University; MBA, PhD Candidate, University of Rhode Island. Appointed 2014.

Mary Dutkiewicz, Associate Dean, Administration and Academic Programs
BA, Holy Cross; MEd, University of Vermont; MBA, Simmons College. Appointed 1999.

Mary Finlay, Professor of Practice
BA, Allegheny College; MBA, Simmons College. Appointed 2005.

Gary Gaumer, Associate Professor
BS, Bradley University; PhD, Northern Illinois University. Appointed 2002.

Indra Guertler, Professor of Practice
BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. Appointed 2000.

Paula Gutlove, Professor of Practice
BS, Cornell University; DMD, Boston University. Appointed in 2011.

Susan Hass, Professor

BS, Boston University; MBA, Harvard University; CPA MA and MD. Appointed 1981.

Cynthia Ingols, Professor of Practice, CGO Faculty Affiliate and Director, BSBA Internship Program

BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. Appointed 1996.

Yulong Li, Assistant Professor of Operations Management

Ph.D. The University of Toledo. Appointed 2013.

J. Barry Lin, Associate Professor

MS, PhD, Baruch College at CUNY. Appointed 2008.

John Lowe, Associate Professor and Associate Dean, Undergraduate Programs

BS, Duke University; MS, Ohio State University; PhD, University of Illinois, Chicago. Appointed 1993.

Cathy Minehan, Dean of the School of Management

BA, University of Rochester; MBA, New York University. Appointed 2011.

Jane Mooney, Associate Professor

AB, Vassar College; MBA, Wharton School, University of Pennsylvania; PhD, Baruch College, CUNY. Appointed 2005.

Lynda Moore, Professor, CGO Faculty Affiliate and Senior Scholar for Global Gender and Inclusive Leadership

BA, Hollins College; MEd, Antioch Graduate School; EdD, University of Massachusetts, Amherst. Appointed 1981.

Teresa Nelson, Professor, CGO Faculty Affiliate and Director, Entrepreneurship Program

BA, University of Massachusetts at Boston; MBA, Western Michigan University; PhD, University of Illinois at Urbana-Champaign. Appointed 2006.

Mindy Nitkin, Associate Professor

BA, University of Missouri; MS, Hebrew University; MBA, Simmons College; PhD, Boston University. Appointed 2000.

R. Ryan Raffety, Assistant Professor

B.A., Baylor University; M.B.A., Oklahoma State University; Ph.D., Western University. Appointed 2014.

Catherine J. Robbins, Professor of Practice and Director of Health Programs

B.A., Rutgers University; M.B.A., Wharton School, University of Pennsylvania. Appointed 2014.

Susan D. Sampson, Associate Professor and Director, Prince Program

BS, Salem State College; MA, PhD, Kent State University. Appointed 1995.

Mary Shapiro, Professor of Practice, CGO Faculty Affiliate

BFA, MS, MBA, Wright State University. Appointed 1992.

Špela Trefalt, Assistant Professor, CGO Faculty Affiliate

BA, University of Ljubljana, Slovenia; MBA, University of Kansas; DBA, Harvard University. Appointed 2008.

Edward J. Vieira, Jr., Associate Professor

BA, Rhode Island College; MBA, Bryant University; PhD, University of Connecticut. Appointed 2004.

Susan Vinnicombe, Deloitte Ellen Gabriel Professor for Women and Leadership

M.A., University of Lancaster; Ph.D., Manchester Business School. Appointed 2013.

Nataliya Zaiats, Assistant Professor

BA, Hartwick College; BA, Ivan Franko National University of Lviv, Ukraine; PhD, University of Wisconsin at Milwaukee. Appointed 2008.

FACULTY, SCHOOL OF SOCIAL WORK**Judah Axe, Associate Professor of Education**

BS, University of Wisconsin; MA, PhD candidate, The Ohio State University. Appointed 200.

Joy Bettencourt, Associate Professor of Practice in Education and Westford Campus Coordinator

BA, University of Colorado; MEd, Antioch College. Appointed 1999.

Janet Chumley Associate Professor of Practice in Education

BA, Antioch College; MEd, Boston University.
Appointed 1996.

Maryellen Cunnion, Associate Professor of Practice in Education Leadership Program

BA, College of Mt. St. Vincent; MA, Trinity College; MS, Johns Hopkins University; EdD, Harvard University. Appointed 1993.

Ellen May Davidson, Associate Professor of Practice in Education

BA, Antioch College; MA Statue University of New York at New Paltz. Appointed 1998.

Christine J. Evans, Associate Professor of Practice in Education and Program Director for New England Center for Children

BA, Hartwick College; MEd, Lesley University.
Appointed 1993.

Daren Graves, Associate Professor of Education

BA, Yale University; MEd, EdD Harvard University.
Appointed 2006.

Jane Hardin, Associate Professor of Practice in Education and Program Coordinator for Accept and South Coast

BA, University of Massachusetts; MEd, Framingham State College. Appointed 1995.

Denise Hildreth, Assistant Professor of Practice and Director, BSW Program

Roberta Kelly, Associate Professor and Director of the Educational Leadership Program

BA, Tufts University; MS, Lesley University.
Appointed 1995.

Allyson N. Livingstone, Assistant Professor and Director of Field Placement, BSW Program

Russell Maguire, Assistant Professor and Chair of Behavior Analysis

BA, New York State University at Buffalo; MA, PhD, Northeastern University. Appointed 2007.

Gary Oakes, Assistant Professor of Education and Director of the Master's in the Art of Teaching

BA, University of South Florida; MA, Florida State University; EdD, Boston University. Appointed 2000.

EMERITI FACULTY

A. J. Anderson, EdD

Professor of Library and Information Science

Woodrow Wilson Baldwin, EdD

Professor of Management

Louise Silbert Bandler, MSW

Professor of Social Work

Donald Basch, PhD

Professor of Economics

James Baughman, PhD

Professor of Library and Information Science

Mae L. Beck, PhD

Associate Professor of Chemistry

Lynda Beltz, PhD

Professor of Communications

Bonita Betters-Reed, PhD

Professor of Management

Katherine Bevacqua, MEd

Associate Professor of Management

Susan Bloom, MA

Associate Professor of English

Carol Bonner, MA

Associate Professor of Social Work

Peter G. Bowers, PhD

Professor of Chemistry

Deanna Brooks, MSW

Associate Professor of Social Work

David Browder, PhD

Professor of Mathematics

Richard Bruce Carpenter, PhD

Professor of Art History

Margaret Bush, MLS

Professor of Library and Information Science

- Teresa Carterette, PhD
Professor of Psychology
- Peter Castle, PhD
Associate Professor of Psychology
- Dana C. Chandler, Jr., BS
Professor of Art
- Ching-Chih Chen, PhD
Professor of Library and Information Science
- Burton Abercrombie Cleaves, MMus
Professor of Music
- Anne Coghlan, PhD
Dean of Sciences and Professor of Biology
- Louise Cohen, PhD
Associate Professor of Political Science and International Relations
- Diane T. Coulopoulos, PhD
Professor of Psychology
- Laurie Crumpacker, PhD
Professor of History
- Kathleen Dunn, EdD
Professor of Education and Human Services
- Josephine R. Fang, PhD
Professor of Library and Information Science
- Alicia Faxon, PhD
Professor of Art
- Marlene Fine, PhD
Professor of Communications
- Ann Fleck-Henderson, PhD
Professor of Social Work
- Emeline Homonoff, MSW., DSW
Associate Professor of Social Work
- Deborah Fraioli, PhD
Professor of Modern Languages
- Sophie Freud, PhD
Professor of Social Work
- Barbara Gentile, PhD
Professor of Psychology
- Anne Soloveichik Gerber, MA, MSW
Professor of Social Work
- Marlyn Gillis, MA, MBA, MS
Associate Professor of Management
- Velda Goldberg, PhD
Professor of Physics
- Lillian Grayson, PhD
Associate Professor of Psychology
- David Gulette, PhD
Professor of English
- Elaine Hagopian, PhD
Professor of Sociology
- Henry James Halko, PhD
Professor of History
- Raquel Halty, PhD
Professor of Modern Languages and Literatures
- Mary Louise Hatten, PhD
Professor of Management
- Iclal Hartman, PhD
Professor of Chemistry
- William J. Holmes, PhD, DLitt
President and Professor of English
- Alice M. Hosack, DSc
Professor of Nursing
- John Cleary Hunter, PhD
Professor of History
- Sheila Intner, DLS
Professor of Library and Information Science
- Reginald L. Jackson, PhD
Professor of Communications
- Anne Jardim, DBA
Founding Dean and Professor
- Estelle Jussim, DLS
Professor of Library and Information Science
- Susan M. Keane, PhD
Associate Professor of French
- Ann Kittler, MSN
Professor of Nursing
- Deborah Kolb, PhD
Professor of Management

- Lawrence L. Langer, PhD
Professor of English
- Ruth Shaw Leonard, MS
Associate Professor of Library Science
- Ann E. Lord, MS
Professor of Nursing
- Carol Love, PhD
Professor of Nursing
- Richard Lyman, PhD
Professor of History
- Charles R. Mackey, PhD
Dean of Humanities and Professor of French
- Helen Mamikonian, MA
Associate Professor of Foreign Languages
- William Manly, MA
Associate Professor of English
- Marion Mason, PhD
Ruby Winslow Linn Professor of Nutrition
- James Matarazzo, PhD
Dean and Professor of Library and Information Science
- James Mendrick McCracken, Jr., MSW
Professor of Social Work
- Carroll French Miles, PhD
Professor of Government
- Margaret Bonney Milliken, MA
Associate Professor of English
- Phyllis Moore, DNSc
Professor of Nursing
- Charlotte M. Morocco, MEd
Dean of the College
- Paul Raymond Nichols, PhD
Professor of Economics
- George W. Nitchie, PhD
Professor of English
- David Novak, PhD
Associate Professor of Mathematics
- Carol Ochs, PhD
Professor of Philosophy
- Doris Olmstead, MEd
Associate Professor of Athletics
- Robert Oppenheim, MFA
Professor of Art and Curator
- M. Lynn Palmer, PhD
Professor of Physical Therapy
- Ynhui Park, PhD
Professor of Philosophy
- James Piper, PhD
Professor of Chemistry
- Alden W. Poole, BS
Professor of Journalism
- Edward Prenowitz, MA
Professor of Physics
- Elizabeth Rawlins, EdD
Professor of Education and Associate Dean
- Helen Reinherz, ScD
Professor of Social Work
- Patricia Rieker, PhD
Professor of Sociology
- Priscilla Riley, MSW
Associate Professor of Social Work
- John S. Robinson, EdD
Dean of Graduate Studies and Social Sciences and Professor of Education
- Linda Roemer, PhD
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Robert C. Vernon, PhD
Professor of Physics

Diana P. Waldfogel, MSW
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Bruce Warren, JD
Professor, School of Management

Martha Gorovitz Waldstein, MSS
Associate Professor of Social Economy

Bruce Warren, MBA
Professor of Management

Elizabeth Weiant, DEd
Associate Professor of Biology

Cheryl Welch, PhD
*Professor of Political Science and
International Relations*

Sandra Williams, PhD
Professor of Biology

Judith Wittenberg, PhD
Professor of English

Alden Wood, BS
Lecturer on Editorial Procedures

AWARDS

Student Awards and Prizes

All-College Awards

Activism Award

This award recognizes a student who works towards social justice, both within the Simmons community and in their everyday life, through political action and reflection.

Alumnae Honor Award

The Alumnae Honor Award is given to a senior at the Senior Faculty Banquet who best exemplifies the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-around excellence.

Carol Waller Pope Leadership Award

The award recipient is a student of color who consistently exhibits cooperation, team spirit, and professionalism, shares a generous and unselfish attitude, displays resourcefulness to meet the needs of others, and enables individuals and groups to flourish.

Charlotte Mae Morocco Award

This special achievement award, given by the Office of Student Life, is for a senior who has shown strong commitment through positive contributions to the Simmons community. The award recipient is successful in her academic and co-curricular efforts, is sensitive to the value of diversity within the Simmons community, is self-confident, skillful, creative, and compassionate.

The Elizabeth McCandless Leadership for Health Education Award

This award is given to a senior who has contributed in an important way by demonstrating leadership and compassion in her work with the Health Education program and Simmons College community during her academic career.

The Jennifer McKee Distinguished Student Award Community Award

Awarded to a student whose work with the Scott/Ross Center has made a unique and lasting contribution to the college's commitment to service. Jennifer McKee helped build the center with her undeniable leadership, vision, determination, and a sense of purpose. Students receiving this award exhibit these same traits

The Joan Melber Warburg, '45 Leadership Award

This special achievement award, given by the President's Office, is awarded to the Senior who exemplifies the highest ideals of leadership during her Simmons career.

The Judith Botelho Commitment Award

Awarded to a student who exemplifies the commitment to community service that Judith Botelho demonstrated as a student and AmeriCorps*VISTA during her six years at Simmons

Palmer Award

This award is given to a graduating senior who has been a superior student in the humanities and social sciences and who has made a significant contribution through extra-curricular activities in the area of inter-group relations.

Quiet Leader Award in P.A.S.S.I.O.N

This award recognizes a student on campus that impacts the community in or out of an active organization. This person may or may not be involved in any activated organization in the Simmons Community as an executive board member; however, they have a leadership presence on campus. They are recognized by their peers as having leadership skills and is working to make a difference at Simmons. The award recipient demonstrates one, if not more of the characteristics in the P.A.S.S.I.O.N. acronym, which are pro-active, aware, sustain-

able, student-centered, inclusive, optimistic, NOW!

Robert Rankin Award

This award recognizes a graduating senior. Dr. Robert Carter Rankin was a professor of History at Simmons College from 1929-1950. This award was established in his memory to honor a senior who displays the qualities of friendliness, compassion for her fellow colleagues, and devotion to the Simmons community.

Ruth H. Danielson Memorial Award

This award is presented annually to a rising senior resident student who exemplifies the qualities demonstrated by Ruth Danielson. These qualities include a deep interest in and devotion to Simmons students, a graciousness of personality and a great interest in the intellect and philosophy of human kind, as well as an ongoing concern for the growth and future of Simmons College.

The Scott/Ross Center for Community Service Leadership in Service Award

Awarded each year to a student whose leadership and high level of involvement with service learning has strengthened and expanded the undergraduate service learning program at Simmons College.

Departmental/Program Awards

Department of Africana Studies

Maya Angelou Award for Academic Excellence

Winnie Mandela Award for Academic Excellence and Community Service

Department of Art and Music

Alicia Craig Faxon Award in Art History

Robert Gronquist Memorial Award in Music

The Heather Hekman Award

Joshua D. Oppenheim Award

Roberta Goldberg Segal '59 and Paul L. Segal Endowed Award

Julia Myerson Trustman Fellowship

The Heather Hekman Award

Thomas J. Wallace Memorial Award in Studio Art

Department of Biology

Biology Faculty Award

Catherine Jones Witton Memorial Award

Department of Chemistry

Allen Douglas Bliss Memorial Award

American Institute of Chemists Award in Chemistry

American Institute of Chemists Award in Biochemistry

Leonard J. Soltzberg Department of Chemistry and Physics Departmental Service Award

The Outstanding Teaching Assistant Award in Chemistry and Physics

Department of Communications

Communications Award
 Mariana Evans Creel Award in Journalism
 Department Faculty Award
 Graphic Design Award
 Homer Jenks Award
 Miriam Gosian Madfis Award
 Media Arts Award
 Public Relations/Marketing
 U.S.S. Safety System SpA of Brugine, Italy
 Copywriting & Layout Award

Program in Computer Science & Informatics

Computer Science Award
 Information Technology Award

Program in East Asian Studies

East Asian Studies Book Award

Department of Economics

Class of 1990 Economics Liaison
 Book Award
 The Sheila J. Henderson Resilient Scholar
 Award in Economics
 George J. Kachavos Award
 Donald Basch Award in Public Policy
 Patricia Anne McGrory Award
 Barbara Sawtelle Outstanding Student
 Award in Economics

Department of Education

Barbara Mason Kemp Award
 Elizabeth B. Rawlins Award
 Lydia B. Smith Award
 Francis W. Gallishaw Award
 (undergraduate or graduate)
 Mary Carlyle Holmes Award
 (undergraduate or graduate)
 John S. Robinson Award
 (undergraduate or graduate)
 Douglas Eli Schuch Award
 (undergraduate or graduate)

Department of English

George W. Nitchie Award
 Wylie Sypher Award

Department of History

Clio Award
 Henry Halko Award

Program in Management

School of Management Bruce Warren
 Book Award
 School of Management Peer Award
 Wall Street Journal Award

Department of Mathematics

Mathematics Award
 Financial Mathematics Award
 Marion Walter Future Teacher of
 Mathematics Award

Department of Modern Languages and Literatures

Edward Addelson Memorial Award for Foreign Study

Modern Language Award

Jean Bratton Award

Program in Nursing

Penelope M. Glynn Award

Margaret Jernigan Award

Marjorie Keazirian Award

Ann Kittler Award

Carol F. Love Award

Phyllis S. Moore Award

Lois Estelle Schoppee Award

Marjorie Stimson Honors Award

Pauline Wheble Tripp Award

Sigma Theta Tau International Nursing Honor Society

Program in Nutrition

Nutrition Faculty Award

Ann DeForest Baker Spaulding Award

Ruby Winslow Linn Award

Open Program

James L.V. Newman Award

Department of Philosophy

Agora Award

Hypatia Award

Department of Physical Therapy

Recognition Award for Excellence

Mary Legace Shaghnessy Award

Program in Physics

The Physics of Materials Award

The Robert Vernon Award in Physics

Department of Political Science and International Relations

Dag Hammarskjold Award

Carroll French Miles Award

Roy M. Tollefson Award

James P. Warburg Award

Prince Program in Retail Management

Hodgkinson Achievement Award

Department of Psychology

Teresa Sosa Carterette Award

Peter W. Castle Award in Clinical Psychology

Stephen R. Deane Award

Donald W. Thomas Award in Psychobiology

Department of Sociology

Evie Anasis Community Service Award

Elaine Hagopian Award

Jocelyn Holton Award

Patricia R. Rieker Award

Department of Women's and Gender Studies

Charlotte Perkins Gilman Award

Janet A. Viggiani Award

Please note: Some awards are not given every year.

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