

Vassar College

The 2011/12 Freshman Handbook

A handbook for the class of 2015

To the Class of 2015:

In a few short weeks, you will join a college community of other students, faculty, and administrators who are eager to welcome you to Vassar. Countless alumnae and alumni have called their student experiences at Vassar some of the best years of their lives. We hope that you will be able to say the same in a few short years. Much will depend on the choices you make and how you handle the academic and personal challenges that you will face. Your decisions regarding your curriculum and your out-of-class engagements will be vitally important, because these spheres of activity are inextricably woven into what we consider to be the whole student experience. Certainly you cannot anticipate everything, but you can plan for some things and talk them through with any number of people who are here to do exactly that with you.

No doubt you have been reflecting on your own intellectual and personal goals. To be prepared to meet them, you will need to think through, to plan, and to carry out an academic program grounded in the broad tradition of liberal education. Our responsibility is to assist you in these tasks. The materials in this book are intended to help you make good use of the time between now and when you arrive on campus on August 25, 2011. Recognizing that it is hard to plan and prepare for a complex experience, we have worked carefully to assemble information in this book that will help you begin that process thoughtfully, with originality, and with confidence. You will find in these pages general statements and guidelines about the first year at Vassar and very specific statements about the philosophies and policies of the academic departments and programs. You will also find instructions for pre-registering for your fall semester courses.

Do read this material carefully and think about it in pre-registering for classes and in preparing the Statement of Academic Interest form, which the dean of freshmen has requested you send before you arrive on campus. Your understanding of the materials here, the *Vassar College Catalogue*, and your Statement of Academic Interest form will provide the basis for the important discussions that you will have with your faculty pre-major advisor, your house fellow, and the dean of freshmen when you are on campus in August.

We look forward to welcoming you to campus and to facilitating your smooth and enjoyable transition into the Vassar community. Personally, I look forward to working with you and the entire Class of 2015.

Christopher Roellke
Dean of the College and Professor of Education

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THE FRESHMAN YEAR

Your Vassar Education

As you are imagining yourself beginning your first year of college, I hope you will reflect on some of the goals articulated in Vassar's mission statement: Vassar's curriculum "honors the values of liberal learning as it challenges us to lead energetic and purposeful lives." The faculty are "dedicated to teaching, scholarship, and artistic endeavor" and aim "to educate – in the humanities, the natural sciences, and the social sciences – distinguished, diverse students motivated towards intellectual risk." "Vassar seeks to educate the individual imagination to see into the lives of others. As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives." "It is our mission to meet the challenges of a complex world responsibly, actively, imaginatively."

These goals quickly draw our attention to a sphere of human ideals and aspirations that transcends the mundane business of graduation requirements, individual courses, and so forth. Indeed, reading such a statement in the context of Vassar's requirements brings home just how much responsibility each student is given in crafting a course of study that addresses those ideals and aspirations. Responsibility can usefully be seen as control, of course, and Vassar places considerable faith and control in the hands of its students.

The academic and extracurricular possibilities at Vassar are rich and varied. As a new student, you may find yourself challenged by the competing demands of your academic work on the one hand, and your social and extracurricular lives on the other, and by the freedoms and responsibilities that abound in all of these spheres. You will have to find a way to balance these demands and to make sensible, informed decisions about your interests, goals, and activities.

With Vassar's wide choice of courses, your satisfaction with your education will depend on the intelligence and care with which you plan your program. To begin with, your course elections should reflect your interests and abilities. In addition, in planning your fall course program, both before you arrive at Vassar and in consultation with your faculty advisor, you should have several alternative programs in mind – alternatives that take advantage of some of the many possibilities the curriculum offers you.

New Student Orientation

Classes begin this year on Wednesday, August 31. All freshmen are expected to arrive at Vassar on Thursday, August 25, the first day of New Student Orientation. A detailed schedule for this year's orientation activities will be given to you when you arrive and may be found online on the dean of freshmen website, <http://deanof-freshmen.vassar.edu>.

The activities planned for the days before classes begin serve a variety of needs, social as well as academic. Academic advising and registration for classes take place on Friday, Monday, and Tuesday. Other activities include general assemblies, residence hall meetings, and other discussion groups designed to ease your transition to college life and to inform you of the rights and responsibilities that come with being a member of the Vassar community.

How to Use This Book

This handbook is designed to help you in your orientation to Vassar. Here you will find the academic information you will need in order to register for classes, including descriptions of Vassar's requirements and statements by the academic departments that will aid you in choosing your classes. You should read through the *Academic Information and Departments of Instruction, Multidisciplinary Programs, and Interdepartmental Concentrations* sections of this handbook in order to familiarize yourself with the great range of choices before you. The section on *Registration for Courses* will give you more specific information about the process by which you will pre-register over the summer. Once you come to campus, you will meet twice with your faculty advisor during orientation and you will have the opportunity to attend the many advising sessions that are a part of orientation. Final registration will take place on Tuesday, August 30.

Only one requirement must be met in your first year: every freshman is required to complete at least one Freshman Writing Seminar. Please consult the *Freshmen Writing Seminars* section of this handbook for the 2011/12 offerings. The Vassar catalogue, found online, is the primary source for all information on the academic organization of the college, its requirements for graduation, course offerings, and so forth. If questions arise as you read what follows, please also consult the catalogue.

The next section of this handbook, *Academic, Residential Life, and Extracurricular Resources*, contains a listing of the people and offices you can turn to with any questions you have. See, too, *A Note about Ask Banner* in the *Registration for Courses* section of this handbook for information about the online system. And you may always call the Office of the Dean of Freshmen at 845-437-5258 with any questions as well.

And do remember to complete your Statement of Academic Interest form online by July 23. I will use what you tell me to assign you a faculty pre-major advisor.

I look forward to seeing you on August 25.

Benjamin Lotto
Dean of Freshmen and Professor of Mathematics

ACADEMIC, RESIDENTIAL LIFE, AND EXTRACURRICULAR RESOURCES

“Can I take that wonderful-sounding 200-level course on Asian-American literature?” . . . “I’m running a fever and can’t get to class. What do I do?” . . . “My roommate and I don’t seem to have hit it off. Can we switch roommates?” Questions of all kinds arise as we make our way in a new environment. Answers are readily available from a range of resources; the information offered below should help you determine where to turn with a particular question.

The Dean of Freshmen

The dean of freshmen counsels and advises all first-year students on academic matters and oversees academic regulations as they affect freshmen. The dean of freshmen is a member of the faculty and serves on a number of faculty and administrative committees responsible for the welfare of Vassar students. The dean assigns faculty pre-major advisors and co-chairs the New Student Orientation Committee.

Should you, as a first-year student, experience any personal, family, or medical difficulties that threaten to impact your academic performance, the dean of freshmen will work closely with you to help you make full use of the college’s resources and support systems and will advise you regarding the various options that may be available to you for some form of academic relief.

Any freshman who needs to be away from campus because of an illness or family emergency or who is considering a leave of absence or withdrawal from Vassar should consult the dean of freshmen.

Benjamin Lotto is the dean of freshmen. His office is located in the Office of the Dean of Studies (Main N-128), open weekdays from 8:30 am – 5:00 pm (3:00 pm on Thursdays). Appointments may be made by calling 845-437-5258.

Faculty Advisors

The system of academic advising that aids your entry into college life exemplifies Vassar’s tradition of fitting academic and social activities to the individual student. You will be assigned a faculty pre-major advisor taking into consideration the interests that you list on the Statement of Academic Interest form, which you will complete online. The first meeting for freshmen with their pre-major advisors is from 10:30 – 11:30 am on Friday, August 26. This meeting provides an opportunity for you to become acquainted with your pre-major advisor and his or her other pre-major advisees and to discuss any questions that you might have. On Monday afternoon, August 29, you will have an individual half-hour appointment with your advisor

for final approval of your course selections before registration. Throughout the year you will need to meet in person with your advisor to obtain approval to add or drop a course, to elect a course under the non-recorded option (NRO), to pre-register for the following semester, or to request any kind of special permission.

At Vassar, there is a wealth of overlapping layers of academic advice, so you will need to take the initiative in seeking particular kinds of information. While pre-major advisors can assist you in coordinating your program, no one faculty member can be expected to know the catalogue and all the considerations implicit in its text. If you need specific information about a course or a department, you should speak to the appropriate instructor or department chair. Individual teachers and departmental or program representatives are available in their offices both during the initial days of the semester and as the term progresses.

After orientation, it is your responsibility to schedule all appointments with your advisor. Learn your advisor’s office hours and arrange to meet with him or her in advance of all pertinent deadlines. Most faculty members can be reached via email. If you are unable to reach your advisor, your instructor, or a department chair, please contact the department assistant to leave a message that you wish to make an appointment.

The dean of freshmen can answer more general questions about college policies and procedures and about your overall curricular planning throughout your years of study.

The Libraries

The libraries’ collections and services have been developed to support teaching and research at the college and evolve with the needs of the faculty and students. In addition to the print collections, there are sound recordings, documentary and feature films, rare books and manuscripts, and an ever-growing collection of digital resources housed in the Main, Art, Music, and Archives and Special Collections Libraries. If you have difficulty finding what you’re looking for (or even knowing where to start), see a reference librarian while you’re in the library or click on Ask a Librarian on the libraries’ webpage (<http://library.vassar.edu>).

The library also houses a 24-hour study area; the Learning, Teaching, and Research Center; the Digital Media Zone; and Matthew’s Bean, a small café.

The Learning, Teaching, and Research Center

The Learning, Teaching, and Research Center (LTRC), located in the library, connects students and faculty with one another across disciplines, recognizing that both students and teachers are involved in learning, teaching, and scholarship. The center’s mission includes helping students realize their academic potential and achieve their educational goals as well

as supporting faculty in their professional development. To that end, we run a thriving peer Writing Center, sponsor student-led Supplemental Instruction sessions in math and science, design and lead faculty development seminars informed by our work with students, and encourage faculty to see how their research informs their teaching and vice versa.

The LTRC houses the Writing Center, which is staffed by peer consultants who are trained to work with students on a wide range of written work from research papers to critical essays, lab reports, or creative pieces, and at every stage of the writing process from rough draft to final revision. The Supplemental Instruction (SI) program provides weekly peer-facilitated study sessions for specific courses in mathematics, chemistry, and physics. The director of the Quantitative Reasoning Center also works with faculty and students to meet their needs across quantitative fields. The academic support and learning resources specialist offers guidance in developing study skills such as reading, note taking, and time management.

The LTRC also works closely with the Office for Accessibility and Educational Opportunity, the library, and Academic Computing Services on programming for both faculty and students.

Field Work

Field work is an academic program that is sponsored by departments for ungraded credit by placing students in a variety of internships in Poughkeepsie, the mid-Hudson region, New York City, and elsewhere. It provides opportunities for observation and for participation that are not ordinarily available in traditional classroom work. Every student electing field work is supervised by a faculty member who helps the student integrate their experience with theory. Students may need a pre- or corequisite course in the sponsoring department. Internships during the summer may also be eligible for academic credit. For information about the range of field work placements and procedures for seeking credit, drop by the Office of Field Work in Main N-165, phone 845-437-5280, or visit <http://fieldwork.vassar.edu>.

Career Development

The Career Development Office (CDO), located in Main S-170, provides a variety of resources for locating internships, summer employment, and postgraduate opportunities. First-year students are encouraged to engage with the Career Development Office early in their time at Vassar. Whether you are thinking about a summer internship, deciding on a major, or just concerned about making enough money so you don't have to live at home for the summer, you can use the CDO's career library, many internship databases, and extensive database of 2,900 alumnae/i career advisors to assist with your plans. Stop by for an appointment

or to explore the career resources available. For more information, visit <http://careers.vassar.edu>.

The Dean of Students

The dean of students has the responsibility for coordinating several aspects of the nonacademic lives of Vassar students. Specifically, the dean of students oversees the following student service areas: the Counseling Service, the Health Service, Health Education, Residential Life, and Safety and Security. The dean regularly meets with the directors of the student services that report to him; together they establish the goals and priorities of each office. The dean of students oversees the student conduct system and, along with the dean of freshmen, co-chairs the New Student Orientation Committee. The dean of students serves as an advocate for students and their needs.

D.B. Brown is the dean of students and his office is located in Main C-121 (845-437-5315). Please do not hesitate to call or stop by with concerns you might have throughout the year.

The Office of Residential Life

The professionals and staff working for the Office of Residential Life coordinate all aspects of the residential experience at Vassar. They perform functions regarding community development, student leadership, room assignments, residential house furnishings and equipment, health and safety in the halls, and the development and implementation of college policies. The director and associate director can be contacted at the central office in Main C-120 (845-437-5860).

House Fellows are faculty members who live in the residential houses. They function as academic advisors and as members of the residential community who offer perspective and counsel. They also serve to broaden and extend the contact between faculty and students in informal and non-academic areas.

Student Fellows. In each house, as a part of the overall advising system of the college, student fellows serve as peer counselors to new students. Student fellows, usually second-year students, are assigned 8 – 12 freshmen who live near them in the residential house. There are also student fellows for new transfer, visiting, and exchange students. Student fellows can assist you with registration procedures and point you towards various campus resources. They are trained to assist you with any personal problems you may encounter during your first year at college. Student fellows are carefully selected for their ability to relate to others, their sense of responsibility, judgment, discretion, and maturity. They are an invaluable campus resource.

You will first meet your student fellow on Thursday afternoon, August 25, for a brief orientation to the campus and information about the opening days.

Student fellows are expected to be in regular contact with you throughout the year.

House Advisors are full-time student affairs professionals who work and live in the houses. They serve several functions in the support of residential life within the residential clusters. Acting as liaisons between the Office of Residential Life and the residential house, house advisors also serve as an ongoing resource to house fellows, house student advisors, student fellows, and house officers. They provide valuable personal support for all residential students.

House advisors also handle a range of administrative duties in the residential house. They monitor house improvement needs and serve as “administrator on call” to respond to emergency situations.

House Student Advisors. In each house, a house student advisor, usually a member of the junior class, works along with the house advisors. House student advisors are involved in the selection, training, and supervision of the student fellows in their building.

House Officers. Each residential house is governed by a Residence Council consisting of four elected student officers, an elected freshman representative, and appointed sophomore and junior representatives. The Residence Council works closely with the Residential Life staff to ensure the general welfare of every student and to promote a sense of community.

Counseling Service

The Counseling Service provides a variety of services to help students and the campus community handle the problems associated with academics, college life, and personal development. Services include: individual, couple, and group counseling and psychotherapy; crisis intervention; educational programs; consultation; assessment; and referral to off-campus services.

Counseling and psychotherapy are terms that have different origins, but essentially refer to the same thing: a dialogue with a trained practitioner intended to address problems in living and to facilitate development.

The Counseling Service offers predominantly short-term therapy free of charge to Vassar College students. Counselors, trained in the disciplines of clinical and counseling psychology and clinical social work, work with students to explore personal problems and concerns in a secure and private setting. People come to the Counseling Service for a variety of reasons, including relationship problems with parents, peers, or partners; depression; anxiety; alcohol and other drug use and abuse; coming out issues; stress; concerns about academic progress or direction; or assistance in planning for the future. The student and counselor work out the details and the course of counseling jointly.

Counselors often refer students to resources outside of the Vassar community depending on the needs of the student and the limitations of the Counseling Service. Students referred for treatment off campus

may use their health insurance to defray the cost. Off-campus services are the responsibility of the student and/or the student’s family.

The Counseling Service offers a variety of psychotherapy and support groups, some with a specific focus such as eating disorders or the concerns of children of alcoholics. Groups are formed at the beginning of each semester and typically meet once a week. A list of groups is publicized at the start of each semester and can be found on the Counseling Service website.

Confidentiality, a highest priority at the Counseling Service, is often a concern for students. Strict ethical principles and codes of conduct govern the Counseling Service, ensuring confidentiality within specific legal limits. Counseling records are separate from academic and medical records at the college and are not available to college offices outside of the Counseling Service.

Appointments. To schedule an appointment, call 845-437-5700 or stop by Metcalf House, Monday through Friday, 9:00 am – 5:00 pm. During the initial consultation, you will have a chance to talk about the difficulties facing you. The counselor will help clarify the best therapeutic options and may recommend individual or group counseling, further evaluation, or other services. Some students find that the initial consultation meets their needs and require no further services. You may also contact the Counseling Service expressly to obtain a referral to private practitioners.

Urgent Visits. If you need to see one of our psychological counselors immediately, do not hesitate to call us at 845-437-5700. You can also stop by the office and tell the receptionist the nature of your urgent request. After hours, call the Campus Response Center at 845-437-7333. During the academic year while residence halls are open, a counselor is on call. We are interested in your well-being, so please don’t wait for your situation to escalate to the point where your health is threatened. Call and schedule an appointment to see a counselor.

Psychiatric Services. A consulting psychiatrist is affiliated with the Counseling Service. Limited psychiatric services are available at Metcalf by referral from a counselor. If continuing psychiatric services are required, a referral is made to a private psychiatrist.

Materials and Resources. Students, faculty, and staff are encouraged to make use of the resources at the Counseling Service. We have a number of books, pamphlets, videos, and other printed material available for borrowing. Handouts on specific topics are also available. Please stop by Metcalf House and browse.

Staff. The Vassar College Counseling Service is staffed by mental health professionals who, as part of the college community, are committed to the personal and academic development of all Vassar students. We welcome all students and embrace a philosophy of diversity.

Finding Us. We are open during the academic year and closed during breaks and the summer.

Location: Metcalf House

Hours: Monday through Friday, 9:00 am – 5:00 pm

Telephone: 845-437-5700

Crisis On-Call: 845-437-7333

Website: <http://counselingservice.vassar.edu>

Email: Please note that email is not a secure medium, and confidentiality of email cannot be guaranteed. The Counseling Service recommends that you consider this when communicating about matters that are of a personal or confidential nature.

Office of Health Education

The Office of Health Education plans and conducts activities to help Vassar College students make better choices for healthier living. We provide support and training to student peer helper groups; develop educational programs related to aspects of student health, specifically in the areas of substance abuse prevention, nutrition education, and sexual health awareness; and facilitate connections between student health needs and services provided by the college and the local community.

The office is responsible for many campus health and wellness programs, including Altered States, Sex and Sensibility, the Harvest Health Fair, Halloween 5K Fun Run, the Great American Smokeout, Sexpo (Vassar's very own sexual health fair), Safe Spring Break, Eating Disorder Awareness Week, and DeStress Daze. Through the Housecalls program, any student can ask for a health or wellness workshop for the dorm. We also provide the campus with health education materials by maintaining Wellness Learning Locations (WELLS) at several key locations on campus. The director of health education advises the following student groups: CARES (sexual assault/abuse), CHOICE (sexual health information), TLC (The Listening Center), and the Wellness Peer Educators.

The Office of Health Education, located in the Metcalf Solarium, is open during the academic year and can be reached at 845-437-7769. Students should feel free to stop by to get information about health and wellness topics, meet with a Wellness Peer Educator, or schedule a one-on-one consultation with the director of health education.

The Sexual Assault Violence Prevention Program/Sexual Assault Response Team

The Sexual Assault Violence Prevention Program (SAVP) is housed within the Office of Health Education and is supervised by the director of health education. SAVP provides campus programming and education about sexual assault, relationship abuse, and stalking, by working closely with community partners to increase campus awareness and to generate dialogue.

SAVP includes the Sexual Assault Response Team (SART). The members of SART are faculty and administrators who provide individual support and information to students who have been victims of sexual assault, relationship abuse, domestic violence and/or stalking at any time in their lives. All interactions with the SART advocates are confidential and will be conducted with a victim-centered approach: the advocate offers the student options and choices and the student makes all decisions.

Health Service

The student Health Service, located in Baldwin House, provides medical and nursing care by qualified personnel including physicians, physician assistants, nurse practitioners, and nurses. Health Service hours are 8:00 am – 8:00 pm from Monday through Friday, and 11:00 am – 5:00 pm on Saturday and Sunday.

Daily clinics are maintained on weekdays from 9:00 am – 12:00 pm and 1:00 – 4:00 pm for nursing, medical, and gynecological care. Appointments can be scheduled during office hours by calling 845-437-5800; for women's health, call 845-437-5818. After clinic hours a nurse is present on site to see acute problems until 8:00 pm on weekdays and from 11:00 am – 5:00 pm on weekends. Emergencies and urgent care walk-ins can be seen immediately when the Health Service is open. When the Health Service is closed, students may access the "Night Nurse Triage" line by calling 845-437-5800. A member of the medical staff is on call outside of clinic hours.

In case of a medical emergency, call the Campus Response Center (CRC) at 845-437-7333 to dispatch either New York State certified EMTs or an ambulance.

In the medical clinics, routine primary care is offered with referral to local specialists or hospitals as needed. Health promotion and disease prevention are emphasized through a variety of programs. Gynecological services, including birth control counseling, are available for an additional fee. Similarly, medical lab testing is provided as are therapeutic medications. Some of these services and prescriptions may be provided to students at a minimal charge. Further information may be found on our website at <http://healthservice.vassar.edu>.

Office for Accessibility and Educational Opportunity

Many Vassar students need accommodations or support services because of a learning disability (such as dyslexia, a language-based learning disability, or AD/HD), chronic health impairment, visual or hearing impairment, mobility or orthopedic impairment, psychological disorder, or substance abuse/recovery issue. The Office for Accessibility and Educational Opportunity is committed to helping coordinate and provide those necessary accommodations, auxiliary aids, and services

to qualified students with documented disabilities to ensure equal access to and opportunity for full participation in the academic and residential life of the college.

Students in need of disability-related accommodations or services should self-identify to the Office for Accessibility and Educational Opportunity as soon as possible to request academic or residential life accommodations (preferably by June 1st for matriculation in the fall). Students must provide the college with enough time to understand his or her need for accommodations or services, review disability documentation that supports the request for accommodation, work to put in place approved accommodations, and, if necessary, identify alternatives or make adjustments if the requested accommodation is not appropriate, creates an undue burden, or would result in a substantial modification to an essential requirement of a course, program, or activity. Accommodations cannot be put in place retroactively.

All accommodation and service decisions are based on the nature of the student's disability, supporting documentation and current needs as they relate to the specific requirements of the course, program, or activity. Commonly offered accommodations and support services include:

- Exam accommodations (extended time on exams, low-distraction test environment, use of a computer for essay exams, etc.)
- Alternative print formats (e.g., audio files, e-text, reader software)
- Note taker service
- Modified course load
- Housing and meal plan accommodations
- Sign language interpreters/remote closed captioning

Please contact the Office for Accessibility and Educational Opportunity to learn more about our program of services and to inform us about your accommodation concerns or needs. The office is open Monday through Friday, 9:00 am – 5:00 pm during the academic year and by appointment during the summer. For more information call 845-437-7584 or visit our website <http://aeo.vassar.edu>.

International Services

The Office of International Services offers a full range of resources for our community of international students and scholars, including advice and assistance in visa, immigration, tax, employment, cultural, and general matters.

Intercultural competence – the ability to communicate and relate effectively and appropriately with members of another cultural background on their terms – is a necessary skill among graduates ready to join a global marketplace. Toward this end, we look both to assist international students in adjusting to and embracing a new culture and also to involve and engage all mem-

bers of the campus community in events, workshops, and other opportunities to share the wealth of global perspectives and enjoy the full experience of our campus.

The Office of International Services collaborates with the International Studies Program, the Office of International Programs, the Vassar International Student Association, the Office of Career Development, and a wide variety of other offices and organizations in efforts to provide programming that speaks to the college's mission to promote a global perspective among all our students.

Andrew Meade is the director of international services. Please contact anmeade@vassar.edu or visit <http://internationalservices.vassar.edu> for more information.

Campus Life and Diversity Office

The Campus Life and Diversity Office coordinates programs and services to build inclusive and affirming campus environments for all students. Working with first-year students is an important first step for the office. Visit the main office in Main N-163 to learn more about specific programs, resources for all students, and how to become involved.

Vassar First Year. The Vassar First Year comprises a series of events, including New Student Orientation, designed to introduce new students to life at Vassar College. A mix of academic events, cultural happenings, and discussions about campus issues, these programs encourage students to engage beyond the classroom with the big ideas they face in their scholarship and their social life on campus. The Campus Life and Diversity Office oversees the Vassar First Year Program in collaboration with the Office of the Dean of Freshmen, other offices, and the First Year Committee. We are committed to engaging first-year students as they explore channels for contributing to the intellectual and community life of the college.

Engagement, Campus Life, and Diversity. Regular Conversation Dinners and the annual All College Day in February bring together a diverse group of students along with faculty, administrators, and staff for dialogue on various campus life topics. The office also assists students, groups and other offices in creating opportunities for dialogues where participants from different backgrounds and perspectives can engage one another.

Campus Life Resources. The Campus Life and Diversity Office directs four campus resources and offices that focus on issues of identity, social justice education, religious and spiritual groups, support for historically underrepresented groups, and creating dialogues for community building across campus. These resources serve as support networks for particular students while also centering diversity and inclusion for the campus to enhance Vassar's commitment to these core values. Each resource has its unique history and contributes to cocurricular and intellectual life in important ways.

The ALANA Center supports the campus life and

academic experiences of ALANA (African-American/Black, Latino/a, Asian, and Native American) students. Its primary purpose is to support the academic and campus life experience of underrepresented students; however, most of the center's programs benefit all students. Founded in 1976, when it was called the Intercultural Center, the center is a venue for leadership development, intellectual and cultural engagement, faculty mentoring through lecture/discussions, and cross-cultural dialogues. The assistant director for campus life/ALANA programs administers programs, advises students, and also works with more than ten student of color organizations. The annual Open House for first-year students, the ALANA Fest in April, a fall semester Student-Faculty Reception, academic lectures, and the Sistah Power community outreach program with local elementary school girls are key initiatives for the center. The ALANA Center is located between the Powerhouse Theater and the Computer Center.

The LGBTQ Center is the Campus Life Resource Center for Lesbian, Gay, Bisexual, Transgender, and Queer Communities and Social Justice Education. The center hosts social and cultural programs, collaborates with student organizations, and provides leadership opportunities to enhance the campus life experiences of LGBTQ students – all while addressing greater issues of social justice and creating an inclusive and educational campus environment. The center works with all students to promote cultural pluralism and positive intergroup experiences. All are welcome here. The center, located in College Center 235, is staffed by the assistant director for campus life/LGBTQ programs.

The Religious and Spiritual Life Office (RSL) has to do with religions – all of them. It has to do with spirituality and the many ways people express the wonder of everyday life. But it's more than that. RSL oversees, advises, and supports a wide range of religious and civic communities and initiatives on campus, and plays an important role as a community liaison for the college in the mid-Hudson Valley. Our current programs are described below:

Spirituality and Service programs offer the Vassar community opportunities for service learning. Participants receive training, support, and tools for reflection, drawing on the resources of spiritual and religious traditions to sustain and enrich their work.

Peace and Justice programs explore traditions and tools for nonviolence in religious and political communities past and present, and bring resources to campus to help students work for peace.

Arts and Celebration programs give students skills and materials for creating public art, such as giant puppets, murals, luminaries, sculptures, performances, and practice in shaping community rites of

passage to help open up opportunities for transformation and reflection.

Secularity and the Liberal Arts programs consider how secular campus life relates to students' "big questions" of meaning, purpose, and identity.

Religious practice, ritual, and interpretation are recognized components of learning at Vassar and beyond, and offer shared experiences and opportunities for dialogue that engage questions of the sacred in secular culture.

RSL staff members are available for pastoral counseling and spiritual guidance for any concern or question students may have. A diversity of advisors and consultants serve the campus community and the ten different student religious groups at Vassar. RSL's full-time staff are the assistant dean for campus life and RSL director, the assistant director and Rose and Irving Rachlin advisor to Jewish students, the Tanenbaum Inter-religious Fellow, and the administrative assistant. Part-time affiliate advisors serve the Episcopal, Roman Catholic, and InterVarsity communities on campus. A faculty advisor serves the Buddhist Sangha. RSL has office and program space in the Chapel tower and basement, as well as at the Bayit, Vassar's home of Jewish campus life, at 51 Collegeview Avenue.

The Women's Center is located in Strong House 114. It is a resource for thinking through questions on gender and issues particular to the broader communities Of Women At Vassar.

Campus Life Response Team. The office also coordinates the Campus Life Response Team, a resource for responding to student crises and incidents that may disrupt the community or endanger students.

Student Employment

Student Employment, located in the Financial Aid Office in Main S-199, helps students secure part-time on-campus employment in over 100 offices. Students on financial aid receive first priority consideration for campus jobs. Remaining jobs are available for any student who wishes to work. In general, first-year students work eight hours per week, sophomores nine hours, and juniors and seniors ten hours. Students may choose to work a-term, b-term, or both. Sign-ups for campus jobs take place several times throughout the year. Prior to beginning work at Vassar, students must complete I-9 and W-4 forms. This paperwork requires precise documentation. For more information, visit <http://studentemployment.vassar.edu>.

Athletics and Physical Education Facilities

The Athletics and Fitness Center (AFC) is a 53,000-square-foot facility which houses a 1,200-seat gymnasium that is the home to the men's and women's basketball programs. An elevated running track, a

5,000-square-foot training and cardiovascular facility, a multipurpose room, locker facilities, administrative offices, and a laundry/uniform room are also located in the AFC.

Walker Field House, a 42,250-square-foot facility adjacent to the AFC, features a six-lane swimming pool with a separate diving well and a field house boasting an indirectly lit, multipurpose playing surface that can be configured as five indoor tennis courts, basketball or volleyball courts, and a practice and competition site for the fencing programs. The building also has additional locker rooms and a sports medicine facility.

Kenyon Hall contains six international squash courts, a volleyball facility with an NCAA-approved plastic playing surface, a varsity athlete weight room, a satellite athletic training facility, locker rooms, and coaches' offices.

On-campus outdoor facilities include a nine-hole golf course (reduced rates for Vassar students, faculty, and staff), 13 newly surfaced tennis courts, and numerous playing fields. The Prentiss Sport Complex has a quarter-mile, all-weather track that surrounds a turf field for field hockey and women's lacrosse, a competition grass lacrosse/soccer field, and a baseball field as well as three grass practice fields. The J.L. Weinberg Field Sports Pavilion includes six locker rooms, an athletic training facility, and laundry facility. The Vassar College Farm contains a rugby field and practice grids and is home to the men's and women's cross-country running course.

Competition

Varsity/NCAA Sanctioned. The college supports 23 varsity teams. There are sports programs for both men and women in basketball, cross-country, fencing, lacrosse, soccer, squash, swimming and diving, tennis, track, and volleyball. The women's program also includes field hockey and golf, and the men's program includes baseball. Men's and women's rugby and rowing are club sports under the auspices of the Department of Athletics and Physical Education. Students who expect to compete in intercollegiate sports need an on-campus medical examination arranged through the athletic trainers (845-437-7843). Contact the Department of Athletics and Physical Education (845-437-7450) with any questions concerning participation in varsity sports. Tryouts for some fall sports may begin prior to classes. Please call the office for further information.

Intramural programs include indoor and outdoor soccer, 3-on-3 and 5-on-5 basketball, volleyball, softball, touch football, badminton, golf, ping pong, squash, tennis, and fencing. If you are interested in intramurals, please contact the intramural director (845-437-7450).

Club sports. Men's and women's rugby and rowing

are club sports under the auspices of the Department of Athletics and Physical Education. Participation in these programs also requires an on-campus medical examination arranged through the athletic trainers (845-437-7843). Contact the Department of Athletics and Physical Education (845-437-7450) with any questions concerning participation in these programs.

Other active and thriving club sports at Vassar, offered under the direction of the Vassar Student Association (VSA), include badminton, cycling, equestrian, quidditch, sailing, Nordic and downhill skiing, and ultimate Frisbee. Many of these clubs play competitive intercollegiate schedules. If you are interested in club activities, please contact the VSA offices by calling 845-437-5383.

ACADEMIC INFORMATION

This section of the handbook contains information you will need as you decide on the courses you would like to take in your first semester. As you look through these pages of academic information and the descriptions of departments and programs, do remember some of the goals and purposes of your education, broadly conceived. To quote the Vassar mission statement once again, the college aims “to educate our students, both broadly and deeply, in the liberal disciplines; to stimulate integrative thinking both within and across the disciplines; to strengthen and refine the powers of reason, imagination, and expression; through curricular offerings to promote gender and racial equality and a global perspective; and to nurture not only pleasure in learning but also an informed and active concern for the well-being of society.”

At the end of this section you will find the instructions for registration. Before you go to register, however, please read what follows carefully. You can also consult the Vassar catalogue online at <http://catalogue.vassar.edu> if you have any further questions.

There are four Vassar graduation requirements beyond those in your major:

Freshman Writing Seminar Requirement

Every freshman is required to complete at least one Freshman Writing Seminar. The Freshman Writing Seminars provide entering students the opportunity to develop particular abilities in a small class setting along with fellow freshmen who are similarly making the transition to college work. These courses have a maximum enrollment of 17 freshmen and are offered in a variety of disciplines. Particular attention is given to the effective expression of ideas in both written and oral form. Please consult the section on *Freshman Writing Seminars* in this handbook for the 2011/12 offerings.

The Quantitative Analysis Requirement

Today’s society demands that citizens be able to understand and use mathematics and statistics in order to make informed decisions. Quantitative literacy and the associated analytic skills are integral parts of a liberal education. Accordingly, **all Vassar students are required before beginning their third year to complete a full-unit course that includes a significant amount of quantitative analysis.** Exemption from this requirement is limited to students who have completed comparable work at another college or university as certified by the dean of studies. Courses that fulfill the quantitative requirement are marked in the schedule of classes with a QA; select “Quantitative Analysis” from the “Select a Course Type” drop-down menu in the online schedule of classes to list all such courses.

Foreign Language Proficiency Requirement

Recognizing the special relevance of the study of foreign languages to undergraduate education, the Vassar curriculum provides for both study of and concentration in Ancient Greek, Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish. In addition, students may learn Hebrew and, through the Self-Instructional Language Program, Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

All students whose first language is English are required before graduation to demonstrate proficiency in a foreign language. Departmental proficiency examinations will be given in the afternoon on the first day of classes in the fall semester; the exact time and locations will be listed in the New Student Orientation schedule. Other methods by which you may meet this requirement are listed in the section on *Registration*.

Distribution Requirements

All Vassar students are expected to reflect both depth and breadth in their course selection. Depth is demonstrated by completing a major field of concentration; breadth is demonstrated by taking courses across of the four curricular divisions: arts, foreign languages and literatures, social sciences, and natural sciences (see Concentration in a Department in the Academic Information section of the catalogue). In order to graduate, you will be required to elect at least 25% of your work outside the division in which you major. For example, a history major must complete at least 8.5 of the 34 units in courses not in the social sciences. You should also be aware that all candidates for Phi Beta Kappa honors must demonstrate breadth and substance of course work outside the major in addition to overall academic excellence. You should not take two courses in a single department in the same semester in your first year. As you consider your course selections for your first two years, you should be sure to include introductory work in any department or program in which you might major. All students must declare a major by the end of their fourth semester; applicants for Junior Year Abroad must declare by December of their sophomore year.

Credit for College Work Done Prior to Matriculation at Vassar

Vassar may award a maximum of 4 units of credit towards graduation to incoming freshmen for college-level work done at accredited institutions. Credit is contingent upon a grade of C or above and the approval of the chair of the appropriate department. To apply for credit you must present:

1. A catalogue description of the course(s);
2. An official transcript sent from the registrar of the institution to Vassar’s dean of studies, and

3. A request to the Committee on Leaves and Privileges, approved by the appropriate department chair. The request form is available in the Office of the Dean of Studies.

Although many colleges and secondary schools offer programs in which students may earn credit toward a college degree, not all these programs meet Vassar's criteria for transfer. College courses taken while a student is still attending secondary school must be taught on a college or university campus with other undergraduate students. Credits for these courses cannot be transferred if they are used to fulfill any high school graduation requirements. Programs in which college instructors teach the course at the secondary school will not be considered for transfer credit. The department in which the course is classified at Vassar will determine the amount of transfer credit for a qualifying college course.

Any questions about pre-matriculation credit should be directed to the Office of the Dean of Studies (845-437-7553).

Entering freshmen who have taken A-level examinations, received the French Baccalaureate, or taken International Baccalaureate examinations should consult the Office of the Dean of Studies in September to discuss the possibility of transfer credit.

AP Credit

If you have taken CEEB Advanced Placement examinations, you may be eligible for college credit. Your advanced placement score(s) must be sent directly to the Office of the Dean of Freshmen from Advanced Placement Services, Box 6671, Princeton, N.J. 08541-6671 (telephone 609-771-7300). All scores should be sent within the first month of your freshman year.

You will automatically receive 1 unit of college credit for each examination score of 4 or 5 up to the maximum limit of 4 units. The Physics C Mechanics and Physics C Electricity and Magnetism examinations receive 0.5 units of credit each. A maximum of one unit of college credit will be awarded for any combination of AP Physics or AP Calculus examinations.

The following departments offer exams for credit for those students who do not receive AP credit: Italian, Mathematics, Music, and Russian Studies. Please contact the department for information on scheduling of its exam.

Advanced Course Placement

Each department decides how much advanced standing a student who has taken AP exams or done other substantial work in that field will receive. Advanced course placement advising will be done as part of the academic advising sessions in the academic departments and programs on Monday morning, August 29. It is crucial that students attend these advising sessions to receive proper placement in courses.

If you feel that you might be eligible for advanced course placement in a particular department, you can also contact the chair of the department. If you have any questions for specific departments prior to your arrival on campus, we recommend that you write to the appropriate department chairs rather than try to call them, as most academic department offices are closed for the summer.

Some departments give examinations for placement or credit or both. All examinations are offered in the first month of the fall term and may be taken in the freshman year only.

Preparation for Teacher Certification

Through Vassar's Department of Education, it is possible to obtain an initial teaching certificate for teaching at the elementary and secondary levels. Preparation for teaching is centered in the liberal arts and the sciences, and appropriate courses of a professional nature are offered for the fulfillment of the New York State Teacher Certification requirements. This certification is honored reciprocally in most states. Professional coursework is designed to fulfill the requirements of a standards-based program of preparation. Students planning to work toward a teaching certificate should begin the program in the freshman year and consult the department as soon as possible.

Students pursuing certification in childhood education are certified to teach grades 1 – 6. Students interested in certification in adolescent education (grades 7 – 12) may work for certification in English, foreign languages, mathematics, biology, physics, chemistry, and social studies. During registration, students should consult not only advisors in their major field of interest, but also Chris Bjork, chair of the Education Department.

Vassar also offers a correlate in Educational Studies. Under the supervision of a member of the department, students undertaking the correlate design a sequence of courses that address a central topic or theme related to education.

In addition, there are opportunities for independent work in education at both the elementary and secondary levels as well as field work.

The Education Department, in conjunction with University College, Galway, offers a one-semester internship in the primary and secondary schools of Clifden, Ireland. It also sponsors a JYA program at the Cloud Forest School in Costa Rica and a domestic study away program at the Bank Street College of Education in New York City.

For a full statement of the certification requirements and recommended sequences of study, please see the Department of Education section of the catalogue. Enrollment in the courses listed is not limited to those seeking certification.

Preparation for Law School

At Vassar, advising for preparation for law school is handled by Mary Raymond and Stacy Bingham in the Office of Career Development, with faculty support from Professor Adelaide H. Villmoare in the Political Science Department. Both encourage students to come to their offices to discuss any questions they have with respect to pre-law studies and the law school application process.

Although Vassar has special offices for assisting students interested in law school and a legal career, it does not recommend a special pre-law curriculum. Unlike medical school, there are no specific courses required or suggested for entry into law school. Instead, law schools want students with a broad liberal arts education and a demanding major, not those who have taken a particular series of courses. A broad education means selecting courses from a variety of curricular divisions and departments. Just as there is no specific group of courses to take to prepare for law school, there is no single discipline in which students should major.

The Career Development Office has a variety of resources available to help students determine their interest in the study of law, schools they can apply to, and opportunities open to them after law school. Additionally, the office can help students connect with law-related summer opportunities and alumnae/i working in the field of law.

Preparation for Medical School

A student interested in medical school may major in any field. The basic requirements for medical schools and other health professional schools include one year of the following subjects: biology, general chemistry, organic chemistry, and physics. Science courses must have a laboratory component. A year of English and a year of mathematics, usually calculus, are also strongly recommended and sometimes required. Additional course work in biology and/or chemistry may be required as well. Pre-med students are therefore advised to elect an English course in their first year, as well as a science sequence of some sort.

Students who are considering a science concentration should consult the individual departments and programs and read *To Prospective Science Majors* in the *Registration for Courses* section. For more specific advice on planning their first-year program, refer also to the Medicine section of Preparation for Graduate Study in the catalogue. It is important to know that preparation for many of the health professions does not demand a natural science major. Most often, the best advice we can offer is that students select the major field of study that most interests them; not only will they be happier because of that choice, but they will increase their probability of better academic performance.

If you are considering a career in the health professions (medical, dental, veterinary, public health), you should plan to attend the meeting held by the pre-medical advisors on Monday morning, August 29. Careful planning of the freshman year program is essential. Students should contact Lisa Kooperman, the director of the Office for Fellowships and Pre-Health Advising, Main N-162 (845-437-5263), if they cannot attend the meeting and feel that they need additional guidance before making a final selection of courses for the freshman year.

Preparation for Study Abroad

If you are considering spending a term or your entire junior year studying abroad, you should give serious consideration to your course selections starting in your freshman year. If you are considering a non-English-speaking country, foreign language study is of the utmost importance and should be considered early in your academic career. Students must demonstrate on their application to the Committee on Leaves and Privileges that they have acquired sufficient area studies course work to support their academic proposals for foreign study programs.

Vassar College study abroad is based on a home tuition policy. Further information on financing and planning study abroad can be found in the Office of International Programs (OIP), located in Main N-173, or by making an appointment with the director of the Office of International Programs, Susan Correll, at 845-437-5260. Students will also find information on approved programs as well as copies of Fundamentals of Study Abroad on the OIP website at <http://study-away.vassar.edu>.

REGISTRATION FOR COURSES

The Registration Process

To pre-register for your fall 2011 classes, you will complete the electronic pre-registration form, which can be found at congrats2015.vassar.edu. In order to complete this form, you will need to consult the 2011/12 catalogue found at catalogue.vassar.edu, this handbook, and the electronic schedule of classes found at congrats2015.vassar.edu. Submit the pre-registration form electronically as soon as possible, and no later than July 23. Please be sure to pay careful attention to the information given on the Schedule of Classes Information Pages, available as a link from the electronic schedule of classes. You should bring this handbook with you to campus. The Statement of Academic Interests, which also appears on the congrats2015 website and must also be completed by July 23, will be used by the dean of freshmen to assign your pre-major advisor and by your advisor to assist you in your curricular planning.

The procedures for enrolling in your fall semester classes are as follows:

1. Summer Pre-registration. In Part I of the pre-registration form, list your first choice Freshman Writing Seminar, as well as two alternate Freshman Writing Seminars in case your first choice is unavailable. Please choose only courses being offered in the fall. In Part II, list other courses you would like to take, in order of preference. You may list as many courses as you like in this section. The Office of the Registrar will, in random order, attempt to enroll the first-choice course of the entire class before proceeding to choice #2 and so on, up to a maximum of 4.5 units. Since Vassar's curriculum is designed to provide close contact between students and instructors, many classes are limited in size; as a result, demand for a particular course or section may exceed the limit. Your final roster of fall courses may differ from your summer pre-registration list for several reasons: a) the particular sections you have indicated have been filled; b) after consultation with a department or your advisor, you decide to change your course selection; or c) you are interested in taking a course for which you must first obtain permission from the department (i.e., any intermediate level course not included in the online schedule of classes). The list of courses in which you have been pre-registered will be sent to your pre-major advisor for distribution during your initial meeting on Friday morning, August 26.

2. Registration during Orientation. As indicated on the orientation schedule, there are a number of events planned to help you decide on your courses. On the afternoon of Friday, August 26, faculty will give research presentations and departments will

hold open houses. On Monday morning, August 29, you will be able to consult with any department or program about appropriate course selections including advanced course placement or special permission. There will be special advising sessions devoted to pre-law, pre-health, teacher certification, English, art, and math and sciences. Monday afternoon has been set aside for you to meet individually with your faculty advisor. After gathering the necessary information and making appropriate revisions to your course selections, all freshmen will officially register for fall courses on Tuesday, August 30. Freshmen who were pre-registered for few or no courses will be permitted to register first, and so on.

3. Add Period (through September 13). You may continue to add courses (up to a maximum of 5 units) to your schedule until Tuesday, September 13. All students must be registered for the minimum of 3.5 units by September 13. Students may drop courses (but not below 3.5 units) with their advisor's approval until Friday, October 14 (the end of the drop period). Any change in your registration must be approved by your faculty advisor. A copy of your final registration will be available online at Vassar's website via Ask Banner for your viewing after October 14. Be sure to review it carefully and report any errors to the Registrar's Office immediately. You will be held responsible for all courses listed on this schedule and will not receive credit for any course or section in which you are not officially enrolled.

Guidelines for Course Selection

Freshmen are strongly encouraged to take 4 or 4.5 units in their first semester (full time enrollment is 3.5 to 5.0 units). Please keep these three specific requirements in mind when selecting your first-year courses:

1. Freshman Writing Seminar Requirement.

All freshmen must successfully complete a Freshman Writing Seminar during the freshman year; please consult the section on Freshman Writing Seminars in this handbook for the 2011/12 offerings. Courses are offered in both a- and b-terms, with the far greater number in the a-term.

2. Quantitative Analysis Requirement. All students are required before the beginning of their third year to complete a full-unit course requiring the learning and practice of a significant amount of quantitative analysis through the semester. Exemption from this requirement is limited to students who have completed equivalent course work at another college or university as certified by the dean of studies. Courses that satisfy this requirement are designated QA in the schedule of classes; select "Quantitative Analysis" from the "Select a Course Type" drop-down menu in the online schedule of classes to list all such courses. For descriptions of these courses, please consult the relevant section of the catalogue.

3. Foreign Language Proficiency Requirement.

This requirement applies to all entering freshmen whose first language is English; if your first language is not English, you will need to apply to the Office of the Dean of Studies once you are on campus to confirm your exemption. Many freshmen will have already demonstrated proficiency by reporting a score of 4 or 5 on an AP exam or of 600 – 800 on an SAT II Test in a foreign language. For the rest of you: although this is a graduation requirement, we strongly recommend that you complete it early in your Vassar career. “Proficiency” at Vassar is the level achieved at the completion of the elementary course. Consequently, you must successfully complete a full year at the introductory level or a semester at the intermediate level to demonstrate proficiency. (Please note that if you are considering applying to a non-English-speaking country for junior year abroad, you will need to have completed, by the end of your sophomore year, at least a full year at the intermediate level of the appropriate foreign language.) Proficiency can also be demonstrated by passing an exam prepared by Vassar faculty. Proficiency exams in Chinese, French, German, Italian, Japanese, Russian, and Spanish will be given on Thursday, September 1; exams in Ancient Greek, Latin, and Hebrew can be arranged by appointment. Exact times and locations for these exams will be listed in the New Student Orientation schedule. Students who are continuing a language studied prior to Vassar are placed at the level appropriate to their previous training. To identify the appropriate level for you, please consult the guidelines given by the various language departments in the section on Departments of Instruction in this handbook. Additional placement advising will be given by the foreign language faculty during orientation. Incidentally, freshmen are not encouraged to take two elementary level foreign languages.

To summarize: **All students whose first language is English are required before graduation to demonstrate proficiency in a foreign language by one of the following six ways:**

- a. one year of foreign-language study at Vassar at the introductory level or one semester at the intermediate level or above;
- b. the passing of a proficiency examination administered by one of the foreign language departments, the Self-Instructional Language Program, or, for languages not in the Vassar curriculum, by the Office of the Dean of Studies;
- c. Advanced Placement score of 4 or 5 in a foreign language;
- d. SAT II achievement test score in a foreign language of at least 600;
- e. equivalent foreign-language coursework completed at another institution; such courses may involve languages not taught at Vassar; or

- f. completion of Old English and Beowulf (English 235 and 236); both Old English and Beowulf must be completed to satisfy the requirement.

Vassar offers a limited number of half-credit courses, usually in the Departments of Music and Physical Education. You will need to read the schedule of classes for a thorough listing of these and the few half-credit academic courses offered this semester. The elementary language courses in Chinese, Japanese, and Russian grant 1.5 units per semester. If you are unsure exactly which four courses you will end up with, you may wish to start the term with five courses. However, for the summer pre-registration you may attempt to enroll in a maximum of 4.5 units. You may list courses that total fewer than 4.5 units, especially if you plan to seek permission to enroll in an intermediate-level course and must wait until New Student Orientation to do so.

To Prospective Science Majors

Any student who is thinking of a major in one of the natural sciences should consider electing two science courses in the first semester. Several natural science departments require work outside the department in order to complete the major. For example, a major in biology requires Chemistry 108/109 or 125, and 244; a major in chemistry requires Math 121/122 or 125 and Physics 113/114; a major in earth science recommends Chemistry 108/109 or 125, Physics 113/114, and calculus; some physics courses have math prerequisites. Not all introductory courses in the natural sciences have laboratory components; consult the course descriptions in the catalogue.

Year-long Courses

Most courses open to freshmen are semester-long classes, with “a” courses offered in the fall, “b” courses in the spring. All elementary foreign language courses, however, are year-long (for example, French 105-106, Latin 105-106, Japanese 105-106). As with all “hyphen” courses, you must successfully complete the second semester to receive credit for the first. Other year-long courses open to freshmen are Art 102-103 and 105-106. Year-long courses are designated with a YL in the schedule of classes. The following “slash” courses are year-long sequences; while you must take the first semester to qualify for the second, you do not need to take the second to receive credit for the first: Chemistry 108/109, Mathematics 121/122, and Music 105/106. Students who fail the first semester of a “slash” course may not enroll in the second semester without permission from the department chair.

Please note that some year-long courses are “provisionally graded.” This means that, in the words of the catalogue, “the final grade received at the end of the year automatically becomes the grade that will be recorded on the student’s transcript for both the first and

the second semester.” Italian 105-106, for example, is provisionally graded; if a student receives a C in the first semester and an A in the second, two credits of A will appear on that student’s transcript at the end of the first year. Provisionally graded courses are marked in the schedule of classes with a PR.

About Grades

Final grades are released to students electronically by the Office of the Registrar at the conclusion of each semester. Copies of a student’s transcript are made available to the student’s faculty advisor (to assist with advising) and the Dean of Studies Office. Any other request to see a student’s grades must be accompanied by written permission of the student.

Pre-matriculation work completed at another institution (including AP credit) and accepted for application towards the Vassar degree is recorded only as units of credit; that is, the grades do not transfer for calculation in the Vassar grade point average. All post-matriculation transfer credit will be listed on the Vassar transcript along with the grades earned at the home institution. However, in all cases, only Vassar work will be computed into the Vassar cumulative grade point average.

There are two types of nongraded Vassar work: a) courses which the faculty has designated as ungraded (grades are Satisfactory, Unsatisfactory or – for independent work – Distinction); and b) courses that are normally graded but which the student elects to take under the non-recorded option. For an explanation of the non-recorded option (NRO), please see General Academic Regulations and Information in the Academic Information section of the catalogue. The schedule of classes indicates which courses may be taken NRO. The total number of NRO units may not exceed 4. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. The total number of ungraded units other than NRO may not exceed 5. This ungraded limit does not apply to any units taken in excess of the 34 unit minimum required for graduation.

The non-recorded option has been approved by the faculty to permit students to elect courses that may be outside their primary fields of interest without penalty of a low grade. Since freshmen are in the process of defining their principal fields of interest or expertise, faculty advisors often recommend that students not take courses NRO during their first year. All NRO elections must be approved by the faculty advisor and filed with the registrar by the drop deadline (in the fall, October 14).

Although official grade reports are issued only at the completion of each semester, instructors are encouraged to notify the Dean of Studies Office of any students who are performing below satisfactory (C) level at any point during the semester. Class deans and

advisors may request a conference with these students to discuss their academic progress.

At the end of each semester, the Committee on Student Records reviews the performance of all students with an unsatisfactory record (i.e., one F, two Ds, or a grade point average for the term, or cumulatively, below 2.0). These students are placed on academic probation and the college reserves the right to require a leave of absence or withdrawal for any student whose academic performance falls below its standards. A student remains in good academic standing (and is eligible to apply for financial aid) as long as he or she is matriculated at Vassar and is considered by the committee to be making satisfactory progress towards the degree.

The principal causes of unsatisfactory performance at Vassar are irregular class attendance and the late submission of written work. Although there is no college-wide attendance policy, individual instructors and departments have instituted attendance policies, and these policies can directly affect a student’s grade.

Now It’s Up to You!

You are now ready to begin to complete the summer pre-registration form. The electronic schedule of classes lists all the fall semester courses that are open to freshmen without special permission – that is, all 100-level courses plus those 200-level courses in the foreign languages, mathematics, and physical education in which you can place yourself based on your high school background or athletic training in these fields. When you get to campus, a complete schedule of classes listing all courses scheduled to be taught in the fall semester will be available. The Schedule of Classes Information Pages, available from the electronic schedule of classes, has a link to a Weekly Time Schedule to help you organize your choices according to time slots, so as to prevent time conflicts. If you have any questions about completing the pre-registration form, you may call the Office of the Dean of Freshmen (845-437-5258) weekdays during summer office hours (8:30 am – 4:30 pm, EDT).

A Note About Ask Banner

Ask Banner is a link on the Vassar homepage under the Academic tab that will give you access to a wide range of important information. The General Information link on the Ask Banner site will allow you to view the online schedule of classes as well as the employee and student directories. The Student and Financial Aid link on the Ask Banner site will allow you to access personal information such as your schedule, transcript, and billing information.

FRESHMAN WRITING SEMINARS

Every entering freshman is required to elect a Freshman Writing Seminar. These courses have a maximum enrollment of 17 freshmen and are offered by a number of departments. The Freshman Writing Seminar introduces students to critical reading and persuasive writing at Vassar and helps them make the transition to college-level writing. These courses from across Vassar's curriculum challenge students to enter sophisticated conversations by asserting compelling claims and supporting those claims through an organized presentation of evidence. Each Freshman Writing Seminar is built around a rich topic, giving students a complex set of readings, questions, and debates to consider as they learn to engage with the ideas of others and articulate their positions. You will note that most of the Freshman Writing Seminars are offered in the fall semester. We strongly recommend that you include a Freshman Writing Seminar among your course selections for the fall term; the pre-registration form included in your packet underscores this recommendation. While you may elect more than one Freshman Writing Seminar in your first year, you may not enroll in more than two Freshman Writing Seminars per semester. Students not taking a Freshman Writing Seminar in the fall will be given priority in selecting a Freshman Writing Seminar for the spring semester. AP credit will not exempt you from the requirement.

Specific information about the English 101 sections:

1. No freshman may enroll in more than one English course in a single semester.
2. English 101 may not be taken more than once.
3. Students planning either to major in English or to pursue intermediate work in English are strongly encouraged to take 101 and 170 in sequence.

FALL SECTIONS

Africana Studies 101a. Martin Luther King, Jr.

(Same as History 101a) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King, whom liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual who articulated a moral compass of the nation to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society and an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the "beloved community," the Social Gospel, liberalism, "socially conscious democracy," militancy, the politics of martyrdom, pov-

erty and racial justice, and compensatory treatment. Primary sources form the core of our readings.

AFRS 101.01 TR 9:00-10:15 Mr. Mills

Africana Studies 105a. Hip Hop and Critical Citizenship

The American mainstream has a voracious appetite for various forms of subcultural Black expression. Though varied, Black American cultural expression is often anchored in rhetorical battles or verbal jousts that place one character against another. From sorrow songs to blues, Black music has always been a primary means of cultural expression and survival for African Americans, particularly during difficult social periods and transition. Black Americans have used music and particularly rhythmic verse to resist, express, and signify citizenship or belonging. Nowhere is this more evident than in hip hop culture generally and hip hop music specifically. One could argue that hip hop music, at its best, attempts to reveal and complicate ideas of private and contested public American space. In hip hop music, this contestation was usually explored and performed by young South Bronx African Americans and Latinos situated at the bottom of a highly technological capitalist society. As Tricia Rose writes in *Black Noise*, "Hip Hop combines the improvisational elements of jazz with the narrative sense of place in the blues; it has the oratory power of the Black preacher and the emotional vulnerability of Southern soul music." The result is a new, vibrant American text that deserves exploration. Though mass culture would have us believe many hip hop music is becoming less relevant and is solely based in Black male pathology, coastal beef, simplistic issues of gender, cardboard thuggery, or flippant player-hating, much of the music deserves analysis that goes beneath and within linguistic style, content, and historical context. This is a comprehensive freshman course that thoughtfully approaches hip hop as a meaningful, critical, and ever-changing post-modern text. In addition to exploring boastful, critical, and confessional aspects of the music and culture, we will critique hip hop as the epitome of metafictional post modernity. We explore the connection between hip hop and its precursors (West African chants, southern African American sorrow songs, gospel texts, blues texts, funk texts, punk texts, and rock and roll texts). One of the aims of the course is to get students treat hip hop music and the literature, television, and movies inspired by hip hop, as neither disposable commodity, nor cool art form, but as meaningful American text, complete with hefty subtext and pointed democratic signifiers of class, race, gender, citizenship, and identity. Hip hop seems to be doing a specific kind of classed, urban, American, and global work. But what are the specifications of that work?

AFRS 105.02 TR 9:00-10:15 Mr. Laymon

Africana Studies 141a. Tradition, History, and the African Experience

(Same as History 141a) From ancient stone tools and monuments to oral narratives and colonial documents, the African past has been recorded, preserved, and transmitted over the generations. This course looks at the challenges faced by the historian in Africa and the multidisciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of African past have changed over time.

AFRS 141.01 MW 12:00-1:15 Mr. Rashid

Africana Studies 160a. Books, Children, and Culture

(Same as Education 160a) This course examines select classical works from the oral tradition and contemporary works of children's fiction and nonfiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theory provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment.

AFRS 160.01 TR 9:00-10:15 Ms. Bickerstaff

American Culture 101a. Sending Smoke Signals

(Same as English 101a) How do films such as Sherman Alexie's *Smoke Signals* speak back to, critique, or wholly ignore films like *Dances with Wolves*, *Avatar*, or Disney's *Pocahontas*? How do Navajo poets like Esther Belin, Luci Tapahonso, or Orlando White engage in similar critiques of 20th century translators of Native life and culture like John Neihardt or Theodora Kroeber? How does the work of indigenous artists like James Luna, Rebecca Belmore, or George Longfish fly in the face of stereotypes of the stoic noble or fierce savage Indian? Interrogating depictions of Native American life through the use of poetry, fiction, non-fiction, periodicals, film, art, and performance, we will use the study and practice of writing to explore a segment of North America which is commonly misunderstood by non-indigenous people. Because this misrepresented and misconstrued imagining of Native Americans says nothing about indigenous peoples themselves and much to do with those who create the (mis)renderings, we will look to texts authored by both Native and non-Native people, tribally enrolled and urban mixedbloods, friends and allies, academics and artists alike. Various types of writing assignments will guide us to think more deeply about our rela-

tionship to contemporary Native Americans and the responsibilities that accompany that knowledge and affiliation.

AMCL 101.12 TR 4:35-5:50 Ms. McGlennen

Art 120a. Race in Today's Visual Culture

This course draws on individual case studies to explore ideas and representations of race, specifically as they relate to people of African descent in today's global visual culture. Focusing on the 21st century, we consider ways of viewing and "reading" race in contemporary visual art, film, video, mass media, fashion, advertising, and music.

ART 120.01 MW 1:30-2:45 Ms. Brielmaier

Art 186a. Art in the Academy: Vassar's Art Museum (1864 – 2011)

Matthew Vassar's generous purchase of original works of art formed the foundation of what would become a major collection, the earliest to be planned into a college or university's opening curriculum. Today it has grown to more than 17,000 objects from many periods and parts of the world. Using the Frances Lehman Loeb Art Center as a laboratory, the course investigates the evolution of our museum and its collection since the late 19th century as well as varying attitudes, past and present, toward the teaching of art in the curriculum of a liberal arts college. Moving beyond our own history, students are introduced to today's Art Center as a fully operational museum in which broader issues can be discussed, including diverse approaches to the academic study of art and to public education, the collecting, care and exchange of original objects, and international museum problems such as art theft, the traffic in fakes and forgeries, and current debates about repatriating works of art to their country of origin.

ART 186.01 TR 12:00-1:15 Ms. Kuretsky

Cognitive Science 110a. The Science and Fiction of Mind

(Same as Psychology 110a) Our understanding of what minds are and of how they work has increased dramatically in the last half century. As in other areas of science, the more we know the harder it becomes to convey the richness and complexity of that knowledge to non-specialists. This Freshman Writing Seminar explores how to use two different writing styles to convey new findings about the nature of mind to a general audience. The most direct of these styles is journalistic and explanatory and is well represented by the work of writers like Steven Pinker, Stephen J. Gould, Isaac Asimov, V. S. Ramachandran, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains but also stretches the reader's mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Peter Watts, and Richard Powers all provide excellent

models of this kind of writing. During the semester we will explore several areas of cutting edge research, and students will write both science essays and science fiction short stories that translate that research into engaging narratives.

COGS 110.01 TR 7:00-9:00 PM Mr. Livingston

Education 160a. Books, Children, and Culture

(Same as Africana Studies 160a) This course examines select classical works from the oral tradition and contemporary works of children's fiction and nonfiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theory provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment.

EDUC 160.01 TR 9:00-10:15 Ms. Bickerstaff

Education 162a. Education and Opportunity in the United States

In this course, students identify, explore, and question prevailing assumptions about education in the United States. The objectives of the course are for students to develop both a deeper understanding of the system's historical, structural, and philosophical features and to look at schools with a critical eye. We examine issues of power and control at various levels of the education system. Participants are encouraged to connect class readings and discussions to personal schooling experiences to gain new insights into their own educational foundations. Among the questions considered are the following: How should schools be organized and operated? What information and values should be emphasized? Whose interests do schools serve? The course is open both to students interested in becoming certified to teach and to those who are not yet certain about their future plans but are interested in educational issues.

EDUC 162.01 TR 10:30-11:45 Mr. Bjork

English 101a. Symbolic Quest

This course will explore the mythological and psychological origins of the quest motif and its manifestation in a variety of literary texts. Our study may include *Sir Gawain and the Green Knight*, *Milton's Paradise Lost*, and works by Blake, Winterson, and Zimmerman.

ENGL 101.01 WF 12:00-1:15 Ms. Darlington

English 101a. What Is a Classic?

Why are some works of literature called classics? Which works are these? Do they have common traits?

How is it that they have endured while other works have been largely forgotten? Are all classics related in some way to the original classics of Greek and Latin literature? How old does a work have to be to achieve the stature of a classic? Can there be modern or even contemporary classics? Through reading and discussion of poetry and prose works often thought of as classics, this class will investigate these and other questions. Authors will include some of the following: Homer, Virgil, Shakespeare, Ben Jonson, Donne, Herbert, Jonathan Swift, Samuel Johnson, Austen, Charlotte Bronte, T.S. Eliot, Robert Frost, Nabokov, Flannery O'Connor, Seamus Heaney, Elizabeth Bishop, Jhumpa Lahiri, and John Banville.

ENGL 101.02 TR 1:30-2:45 Mr. DeMaria

English 101a. Citizen Girls

This course focuses on "chick lit," a literary genre often featuring these common plot elements: a young, unmarried, middle class, white woman in an American city who finds herself isolated, disaffected, overly educated, financially overdrawn, emotionally and physically underfed, and perpetually underemployed. From *Sex in the City* and *The Devil Wears Prada* to *The Nanny Diaries* and *Gossip Girls*, many believe that chick lit represents not only the worst of American consumerism, but also participates in the continued deterioration of progressive feminist politics. Focusing on literature as well as contemporary films, magazines, music, and television shows, we'll examine how the conflict among women's identities, progressive gender politics, and American citizenship gets represented within the framework of chick lit. Additionally, we'll explore how race, sexuality, class, and geography might intersect to change the narrative concerns of traditional chick lit. In short, this class will have us think critically about contemporary women's issues, bodies, and notions of citizenship as they are represented in a variety of women's popular texts.

ENGL 101.03 MW 9:00-10:15 Ms. Dunbar

English 101a. Literature, Medicine, Culture

In this course we will explore analogies between literature and medicine as interpretive practices. If the patient is a text, what does it mean to say that the doctor "reads" her? How are representations of illness shaped by cultural constructions of difference? How do patients give meaning to their experiences of illness or disability through writing? Why do so many doctors and nurses become writers? Can writing itself be a kind of medicine? Texts will include Sontag's *Illness as Metaphor*, Edson's *Wit*, Silko's *Ceremony*, the poetry of Rafael Campo, and essays by Nancy Mairs and Harriet McBryde Johnson, as well as visual art and films.

ENGL 101.04 TR 12:00-1:15 Ms. Dunn

English 101a. Playwork

Western drama, from Aeschylus through YouTube. Readings may include Sophocles, Medieval mystery plays, William Shakespeare, Eugene O'Neill, Bertolt Brecht, Lillian Hellman, Samuel Beckett, Harold Pinter, Tom Stoppard, Sam Shepard, Christopher Durang, and Sarah Kane. Some performance will be required. Writing will include theater reviews, historical research, literary criticism, and original dramatic scripts.

ENGL 101.05 MW 1:30-2:45 Mr. Foster

English 101a. Nine One One

This course will consider fictional responses to the events of the fall of 2001 in New York City. We will read one novel a week in the context of a chapter each week from *The Terror Dream: Fear and Fantasy in Post-9/11 America* (2007) by Susan Faludi. The novels may include Gregory Chatonsky's online novel, *The Revolution Took Place in New York*; *Falling Man* by Don DeLillo; *The Garden of Last Days* by Andre Dubus III; Colum McCann's *Let the Great World Spin*; Claire Messud's *The Emperor's Children*; *A Gate at the Stairs* by Lorrie Moore; Reggie Nadelson's noir detective novel *Disturbed Earth*; Joseph O'Neill's *Netherland*; *There Will Never Be Another You* by Carolyn See; *In the Shadow of No Towers*, Art Spiegelman's graphic novel/memoir; and *Kapitoil* by Teddy Wayne.

ENGL 101.07 MR 3:10-4:25 Mr. Joyce

English 101a. Literature of Oceania

This course will examine writing from the Anglophone countries of the South Pacific, primarily Australia, New Zealand, Fiji, Samoa, and Singapore. All these countries are hybrid postcolonial cultures that feature distinct national literatures in English as well as indigenous oral traditions. Readings will draw upon a variety of genres as we consider questions of identity, conflict, and aesthetic value. Authors may include Alice Pung, Peter Carey, Les Murray, Janet Frame, Lloyd Jones, Katherine Mansfield, Albert Wendt, Edwin Thumboo, and Satendra Nandan.

ENGL 101.08 MW 1:30-2:45 Mr. Kane

English 101a. Journalism

You will acquire the elements of journalistic craft over the course of this semester. ("State the focus, the main idea, of your story in one sentence." "To find your lead, ask yourself: What is most important or most interesting?" "Make sure your quotes don't repeat your transitions." "Test the quality of your quotes: Are they good enough to be used as pull quotes?" "What is the main impression you want to leave with your readers?") But, in addition, you will encounter different models of doing journalism, especially narrative, longform writing. You will read reportage by diverse writers, including Ryszard Kapuscinski, Susan Orlean, Adrian Nicole LeBlanc, Gay Talese, Tom Wolfe,

George Orwell, Janet Malcolm, and many others. For each class-meeting, you will write a short, page-long piece and, for your final project, a 10-page piece of narrative journalism.

ENGL 101.09 TR 10:30-11:45 Mr. Kumar

English 101a. What's Love Got to Do with It?

This course focuses on representations of love (filial, parental, sexual, etc.) from antiquity to the present. Situating the selected works in their contemporary cultural and historical contexts, the course explores significant differences as well as possible continuities between past and present interpretations and representations of such basic concepts and institutions as gender, family, marriage, filial and marital duties, the private sphere, and sexuality. Shakespeare's *Romeo and Juliet* serves as a chronological center for these investigations, but we will also discuss passages from the Bible and selected texts (representing diverse dramatic, epic, and lyric genres) by Sophocles, Aristophanes, Ovid, Petrarch, Boccaccio, Chaucer, Shakespeare, Emily Brontë, Ted Hughes, and others. In addition, we will look at various adaptations (musical, theatrical, fine arts) of *Romeo and Juliet* as well as film versions directed by George Cukor (1936), Renato Castellani (1954), Jerome Robbins and Robert Wise (1961), Franco Zeffirelli (1968), Baz Luhrmann (1996), Lloyd Kaufman (1997), and John Madden (1998).

ENGL 101.11 MW 1:30-2:45 Mr. Markus

ENGL 101.21 MW 9:00-10:15 Mr. Markus

English 101a. Sending Smoke Signals

(Same as American Culture 101a) How do films such as Sherman Alexie's *Smoke Signals* speak back to, critique, or wholly ignore films like *Dances with Wolves*, *Avatar*, or *Disney's Pocahontas*? How do Navajo poets like Esther Belin, Luci Tapahonso, or Orlando White engage in similar critiques of 20th century translators of Native life and culture like John Neihardt or Theodora Kroeber? How does the work of indigenous artists like James Luna, Rebecca Belmore, or George Longfish fly in the face of stereotypes of the stoic noble or fierce savage Indian? Interrogating depictions of Native American life through the use of poetry, fiction, non-fiction, periodicals, film, art, and performance, we will use the study and practice of writing to explore a segment of North America which is commonly misunderstood by non-indigenous people. Because this misrepresented and misconstrued imagining of Native Americans says nothing about indigenous peoples themselves and much to do with those who create the (mis)renderings, we will look to texts authored by both Native and non-Native people, tribally enrolled and urban mixedbloods, friends and allies, academics and artists alike. Various types of writing assignments will guide us to think more deeply about our relationship to contemporary Native Ameri-

cans and the responsibilities that accompany that knowledge and affiliation.

ENGL 101.12 TR 4:35-5:50 Ms. McGlennen

English 101a. Interior Worlds

This introduction to literary study will explore the architecture of self-hood through the historically defined concept of the interior, as much a model of consciousness as a material space that has become synonymous with domestic life and the rise of the middle class.

Focusing mostly on narrative texts that represent the early history of the British bourgeoisie in the 18th and 19th centuries, as well as excerpts from theory, philosophy, and cultural history, this seminar will introduce freshmen to such fundamentals of literary study and expository writing as close reading, argument formation, style, and revision. Privacy, hauntings, containment, enclosure, consciousness, home, the English manor house, and other constructs and concepts will guide our reading and discussion of literary texts.

Authors and book titles will include Alain de Botton's *Architecture of Happiness*, Samuel Richardson's *Pamela*, Ann Radcliffe's *A Sicilian Romance*, Emily Brontë's *Wuthering Heights*, Jane Austen's *Mansfield Park*, and Marilynne Robinson's *Housekeeping*.

ENGL 101.13 TR 10:30-11:45 Ms. Park

ENGL 101.19 TR 1:30-2:45 Ms. Park

English 101a. Queer Alphabets

A primer in gay and lesbian literature, both classic and contemporary. We will examine a range of texts, including recent coming out stories, 19th-century encoded texts, a silent movie from 1919 Germany, the sonnets of Shakespeare, and the love poems of Adrienne Rich. Novels will include James Baldwin's *Giovanni's Room*, Andrew Holleran's *Dancer from the Dance*, and Carol Anshaw's *Aquamarine*.

ENGL 101.14 TR 1:30-2:45 Mr. Russell

English 101a. Love, Death, and the Gift of Art

Unlike a commodity, according to Lewis Hyde, a gift must always be kept in motion: "The gift gets steeped in the fluids of its own passage." In this course we will study texts, drawn from a variety of cultures, periods, and genres, in which images of gift exchange play a vital role. We will explore the complex connections between human frailty, vulnerability, and mortality on the one hand and conceptions of love, beauty, and art on the other. Readings will include plays by Shakespeare, poems and letters by Keats, a memoir by Eli Wiesel, gift theory by Lewis Hyde, and novels by Helen Garner, Alex Miller, and Nicole Krauss.

ENGL 101.15 TR 9:00-10:15 Mr. Sharp

English 101a. A Room of One's Own

This course is intended as an introduction to reading women's writing. It takes as its starting point Virginia

Woolf's landmark work of feminist literary criticism, *A Room of One's Own*. Over the semester, we will take up many of the concerns addressed in Woolf's text, such as anger in women's literature, androgyny, and the importance of race and class in the construction of literary canons. Readings may include novels by Austen, Charlotte Brontë, and Woolf as well as essays by contemporary feminist critics.

ENGL 101.16 TR 10:30-11:45 Ms. Zlotnick

English 101a. Short Forms

This course will explore various (and numerous) examples of two interrelated literary forms, the prose poem and the so-called "short-short" story. We'll examine these forms' permutations beyond their superficial similarities of brevity, beginning our readings with the prose poem's rise in 19th-century France before studying various modern and contemporary developments. We'll practice the art of interpretation on texts that are often obscure and cryptic, and consider ideas of genre as we place these forms in dialogue with each other and with other literary forms. Readings may include texts by Baudelaire, Rimbaud, Stein, Kafka, Hemingway, Toomer, Borges, Davis, Atwood, Edson, Simic, Oates, Mullen, Bouvier, and many other writers, as well as contextual materials. Please note that Short Forms is not a creative writing course, and that the word "short" should not suggest a light workload.

ENGL 101.06 TR 1:30-2:45 Mr. Harmon

English 101a. Social Class and Imagination

In this course we will use American poems, essays, film, and short stories to analyze the intersections of multiple forms of identity. Texts will include work by Alexie, Allison, Baldwin, Bechdel, Diaz, Dove, Lahiri, Olsen, Turner, and Vowell. Close reading of class texts should help us examine ways in which symbolic and institutionalized social organization empowers members of some social groups and disadvantages others in systematic ways. Throughout the course, we'll examine wide varieties of power – economic, symbolic, political, racial, sexual, cultural – in a range of historical settings. There will be weekly writing in the course. We will explore Poughkeepsie as a prompt and resource for our own writing.

ENGL 101.17 TR 10:30-11:45 Ms. Nichols

ENGL 101.18 TR 1:30-2:45 Ms. Nichols

Environmental Studies 124a. Essentials of Environmental Science

A lecture/laboratory course in which basic topics in environmental biology, geology, and chemistry are covered with examples from current environmental issues used to illustrate the application and interdisciplinary nature of these fields. This course treats the following topics: energy sources and waste products, atmospheric patterns and climate, biogeochemical

cycles, properties of soils and water, and ecological processes. Using these topics as a platform, this course examines the impact humanity has on the environment and discusses strategies to diminish those effects. The laboratory component includes field trips, field investigations, and laboratory exercises. The writing seminar components use a breadth of forms including scientific manuscripts, blog entries, advisory summaries, editorial letters and opinions, and advocacy and rebuttal.

ENST 124.02 TR 10:30-11:45 Mr. Pregnall
(lab) T 1:30-5:30

Greek and Roman Studies 102a. Cleopatra

A famous historian once wrote, "The true history of Antony and Cleopatra will probably never be known; it is buried too deep beneath the version of the victors." This course examines the life and times of Egypt's most famous queen, who was both a Hellenistic monarch, last of a dynasty founded by a companion of Alexander the Great, and a goddess incarnate, Pharaoh of one of the world's oldest societies. However, the ways in which Cleopatra has been depicted over the centuries since her death are equally intriguing, and the course considers versions of Cleopatra from the Romans, who saw her as a foreign queen who tried to steal their empire, to Shakespeare, Shaw, film, and television to explore how different societies have created their own image of this bewitching figure.

GRST 102.01 TR 3:10-4:25 Mr. Lott

Greek and Roman Studies 182a. Reading Antiquity

From the great epics of Homer and Vergil to the intimate lyrics of Sappho and Catullus, the literature of Greece and Rome presents a vast array of forms, subject matter, and styles that played a formative role in the Western literary tradition and continue to challenge the imagination. This course tackles the question of how to read classical literature, with an understanding of the cultural conditions and assumptions that went into its making. The topics focus on issues where a 21st-century perspective may make it difficult for a reader to understand an ancient text. These include the roles of orality, literacy, tradition, and innovation in the composition of ancient literature; polytheism and the relationship of cult, ritual, and myth; ancient concepts of the community and its social constituents: the poet's persona and the literary construction of individuality. Readings in English translation are selected from a representative variety of Greek and Roman texts by such authors as Homer, Hesiod, Sappho, Euripides, Catullus, Vergil, Livy, and Ovid.

GRST 182.01 MW 1:30-2:45 Mr. Dozier

History 101a. Martin Luther King, Jr.

(Same as Africana Studies 101a) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King, whom liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual who articulated a moral compass of the nation to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society and an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the "beloved community," the Social Gospel, liberalism, "socially conscious democracy," militancy, the politics of martyrdom, poverty and racial justice, and compensatory treatment. Primary sources form the core of our readings.

HIST 101.01 TR 9:00-10:15 Mr. Mills

History 123a. Europe at the Crossroads: 1500 – 1789

This course explores how European identity transformed dramatically between 1500 and 1800. Technological innovations in printing and navigation opened up a variety of new worlds that elites and non-elites had to negotiate. Furthermore, the Protestant Reformation shattered the vision of a unified Christendom, tearing apart religious and political consensus, while the rise of states made competing claims on various communities. By 1789, what it meant to be "European" had changed as individuals and social groups began relating to each other and to their surroundings differently. The goal of this course is to help each student develop his/her skills as a writer and gain confidence in his/her voice. Emphasis is placed on the following: a careful reading of primary sources, learning to craft historical questions, and developing a central argument based on an analysis of the documents. The culminating exercise of the course is a research paper. Over the course of the semester, we discuss how to devise a topic, to use the library effectively, and to construct an essay with a clear and well-documented argument.

HIST 123.01 TR 9:00-10:15 Ms. Choudhury

History 141a. Tradition, History, and the African Experience

(Same as Africana Studies 141a) From ancient stone tools and monuments to oral narratives and colonial documents, the African past has been recorded, preserved, and transmitted over the generations. This course looks at the challenges faced by the historian in Africa and the multidisciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of African past have changed over time.

HIST 141.01 MW 12:00-1:15 Mr. Rashid

History 160a. American Moments: Readings in U.S. History

This course explores some of the pivotal moments in American history, from the late colonial era to the late 20th century. While roughly chronological, the course is not a survey. Rather, it focuses on selected events, people, and texts that illuminate particularly crucial periods in America's past. Topics include the process of nation building, racial and ethnic relations, gender roles, protest movements and the growth of the regulatory state, the Cold War, and the paradox of class formation in a "classless" society.

HIST 160.01 TR 9:00-10:15 Mr. Merrell

History 161a. History, Narrative, Fiction: Telling Stories on America's Frontier

This course explores narrative strategies for telling about the past, including those used by contemporary participants, professional historians, popular non-fiction writers, and novelists. How do we plot historical events? Where do we mark beginnings and ends, and how does that shape our understanding of what happened? What attention do authors give to environment, setting, and character? Course participants read an array of narratives, conduct research, and practice writing as we explore key episodes in the history of the Western United States between the 1830s and the 1930s. Major emphasis is on cultural and military conflicts, land and natural resources, and environmental history.

HIST 161.01 MW 9:00-10:15 Ms. Edwards

International Studies 106a. Perspectives in International Studies

An introduction to the varied perspectives from which an interdependent world can be approached. Themes which the course may address are nationalism and the formation of national identity, state violence and war, immigration, religion, modernization, imperialism, colonialism and postcolonialism, indigenous groups, cultural relativism, and human rights. These themes are explored by examining the experiences of different geographic areas. This multidisciplinary course uses texts from the social sciences and the humanities. The particular themes and geographic areas selected, and the disciplinary approaches employed, vary with the faculty teaching the course.

INTL 106.01 MW 9:00-10:15 Mr. Brigham

Italian 175a. The Italian Renaissance in English Translation

A survey of the masterworks: Petrarch's *Canzoniere and Letters*, Boccaccio's *Decameron*, poems and letters by women humanists, Machiavelli's *Prince and La Mandragola*, Castiglione's *Book of the Courtier*, Gaspara Stampa's and Veronica Franco's poems, and Tullia d'Aragona's *Dialogue*.

ITAL 175.01 MW 1:30-2:45 Mr. Giusti

Italian 181a. With Dante in Hell

Where is Hell? Who goes there? Why? Is it organized? How can a poet know so much about it? We read the *Inferno* in the context of Italy in the Middle Ages. Topics include: political persecution and expulsion, the reciprocal imitation of Empire and Church, the interaction of desire, deceit, and violence, the dialogue of the classical past and the chaotic present, proto-capitalism and radical religious poverty. There are also selected readings from some of Dante's sources, parallel texts, and critical responses to the poem from the 14th-century to the present. Using a bilingual edition, we read the poem in translation with a glance at the original Italian. There are brief weekly writing assignments.

ITAL 181.01 TR 3:10-4:25 Mr. Ahern

Philosophy 106a. Philosophy and Contemporary Issues

This course introduces students to the philosophical study of moral issues, focusing upon topics such as war, terrorism, our food choices, abortion, and euthanasia. Emphasis throughout will be placed upon argumentative rigor, clarity, and precision.

PHIL 106.02 WF 9:00-10:15 Mr. Kelly

Psychology 110a. The Science and Fiction of Mind

(Same as Cognitive Science 110a) Our understanding of what minds are and of how they work has increased dramatically in the last half century. As in other areas of science, the more we know the harder it becomes to convey the richness and complexity of that knowledge to non-specialists. This Freshman Writing Seminar explores how to use two different writing styles to convey new findings about the nature of mind to a general audience. The most direct of these styles is journalistic and explanatory and is well represented by the work of writers like Steven Pinker, Stephen J. Gould, Isaac Asimov, V. S. Ramachandran, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains but also stretches the reader's mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Peter Watts, and Richard Powers all provide excellent models of this kind of writing. During the semester we will explore several areas of cutting edge research, and students will write both science essays and science fiction short stories that translate that research into engaging narratives.

PSYC 110.01 TR 7:00-9:00 PM Mr. Livingston

Religion 187a. Religion and the Arts

Both religion and visual culture share a preoccupation with the transcendent and the inexpressible and also with the quotidian and down-to-earth. We will explore various aspects, spiritual and political, of the interdependence of art and religious culture from the

dawn of human consciousness through postmodernity. We will discuss the representation (and the prohibition of the representation) of divinity; points of contact between religion, gender and art; artworks that “come to life”; a variety of queer and marginal worlds; cultures on the edge; divine sexuality in pre-modern art and in modern oblivion; ways in which aspects of visual and material culture can be read as “texts”; and the reorientation of traditional forms in modern and postmodern contexts. Our aim will be to learn new ways of seeing art and new ways of thinking about religion and religious culture.

RELI 187.01 TR 12:00-1:15 Mr. Epstein

Religion 188a. Graffiti, Saints, and Song: Muslim Expressions of the Holy

This course examines how different Muslim communities creatively relate to Islam’s sacred source material: Qur’an and Hadith. After a basic introduction to these texts and the variety of classical approaches to exegesis, the bulk of the class explores more unorthodox attempts (through alternative kinds of “texts”) to come closer to Allah and achieve a meaningful personal understanding of Islam. We will attempt to answer one or more of the following questions. What is orthodox Islam in the contemporary period? How is orthodoxy adapted to changing times and contexts? What are the orthodox responses to the heterodox? Senegalese Sufi healing practices, revolutionary poster art, Malaysian pop music, human “divinity,” anti-sorcery pamphlets, Qur’anic treatments, and Muslim punk are some of the examples explored in the class.

RELI 188.01 TR 10:30-11:45 Ms. Leeming

Sociology 160a. What Do You Mean by Globalization?

Globalization is a buzz word used in many forums, including popular culture, academic disciplines, political institutions, and social movements. This course examines the multiple voices and actors that make up the conversations and processes we refer to as “globalization.” How can we make sense of globalization? Can globalization as a framework help us make sense of the social world?

SOCI 160.01 TR 1:30-2:45 Ms. Carruyo

Women’s Studies 160a. Issues in Feminism: Bodies and Texts

This course is an introduction to issues in feminism with a focus on the female body and its representations. We read a variety of texts and analyze visuals from film, performance, art, cartoons, and advertising. Particular focus is given to women’s bodies in art, popular culture, and the media, and the intersection of race, class, and gender. This is a writing-focused course. In addition to three traditional critical essays, students experiment with other forms of writing such as journals, comic strips, film review, op-ed essays, and responses to visu-

als. This course stresses the development of analytical thinking, clarity of expression, and originality.

WMST 160.0 MW 1:30-2:45 Ms. Hart

SPRING SECTIONS

English 101b. Into the Apocalyptic Landscape

This course will explore characters caught in the dreamscape of violence and apocalyptic visions that is perhaps unique to the American history and culture, from slavery to skinheads to school shootings. We’ll examine the concept – coined by rock critic Greil Marcus – of Old Weird America, a folkloric history that has spawned murder ballads, the music of Bob Dylan and Johnny Cash, and a wide range of literary work, including poetry by Walt Whitman, William Carlos Williams, Lucille Clifton, and Etheridge Knight; stories by Edgar Allan Poe, Joyce Carol Oates, Flannery O’Connor, Christine Schutt, and Denis Johnson. Longer works may include novels by William Faulkner, Gayle Jones, Robert Stone, William Vollmann, Hunter Thompson, and the graphic artist Lynda Barry.

ENGL 101.51 TR 12:00-1:15 Mr. Means

English 101b. Coming-of-Age

The first Bildungsroman, also called the “novel of development” or “coming-of-age novel,” is believed to be Goethe’s *Wilhelm Meisters Lehrjahre* (1795). Originally a genre that foregrounded the rites-of-passage undergone by a white, male protagonist in order to integrate him fully into his society, this course examines Bildungsromane from the 19th century to today to consider the ways in which a range of British and American writers have adopted, revised, and/or transformed it. We will also investigate the extent to which changes in the genre may be mapped against larger social, cultural and historical shifts. Authors may include some of the following: Charles Dickens, James Joyce, Gertrude Stein, Richard Wright, J.D. Salinger, John Barth, Danzy Senna, Bharati Mukherjee, Jhumpa Lahiri, and Junot Díaz.

ENGL 101.52 TR 10:30 – 11:45 Ms. Moynihan

ENGL 101.53 TR 1:30 – 2:45 Ms. Moynihan

English 101b. Slippery Selves: Autobiography in Fiction

In this course we’ll study the ways that fiction and non-fiction borrow from one another, smearing the boundaries between forms. Among the questions that we’ll consider are the benefits of drawing on personally revealing, even embarrassing material; the importance of narrative guise or impersonation; the differences between lying and storytelling; and the confidence with which we can identify truth amidst distortion and inaccuracy. Readings may include *Dubliners* by James Joyce, *This Boy’s Life* by Tobias Wolff, *The Liar’s Club* by Mary

Karr, *The Ghost Writer* by Philip Roth, *Slouching Towards Bethlehem* by Joan Didion, *So Long, See You Tomorrow* by William Maxwell, *Lying: A Metaphorical Memoir* by Lauren Slater, *Speak Memory* by Vladimir Nabokov, and shorter works by Raymond Carver, Flannery O'Connor, Grace Paley, and others.

ENGL 101.54 TR 10:30-11:45 Mr. Crawford

French 184b. Francophiles to Freedom Fries

While the city of Paris and the French countryside have inspired some of the most vibrant and enjoyable writing in modern times, the French as a people have not always met with the same unmitigated enthusiasm. This course explores various literary works and films related to France and the French: spirited accounts of life in France by travelers and expats such as Janet Flanner and Adam Gopnik of New Yorker fame, Hemingway's *A Moveable Feast*, Peter Mayle's *A Year in Provence*. We deepen our exploration of France by reading (in translation) works by French writers such as Daudet, Maupassant, George Sand, Pagnol, Mauriac and Colette, who portray various French regions in tones ranging from lyrical to sinister. Finally, we analyze criticism leveled at the French mostly by English-speaking observers, but some French ones as well. All readings in English.

FREN 184.51 MW 12:00-1:15 Ms. Reno

History 160b. American Moments: Readings in U.S. History

This course explores some of the pivotal moments in American history, from the late colonial era to the late 20th century. While roughly chronological, the course is not a survey. Rather, it focuses on selected events, people, and texts that illuminate particularly crucial periods in America's past. Topics include the process of nation building, racial and ethnic relations, gender roles, protest movements and the growth of the regulatory state, the Cold War, and the paradox of class formation in a "classless" society.

HIST 160.51 TR 9:00-10:15 Ms. Cohen

History 174b. The Emergence of the Modern Middle East

An exploration of the Middle East over the past three centuries. Beginning with economic and social transformations in the 18th century, we follow the transformation of various Ottoman provinces such as Egypt, Syria/Lebanon, and Algeria into modern states, paying careful attention to how European colonialism shaped their development. We then look at independence movements and the post-colonial societies that have emerged since the middle of the 20th century, concluding with study of colonialism's lingering power – and the movements that confront it.

HIST 174.51 WF 12:00-1:15 Mr. Schreier

Russian Studies 171b. Russia and the Short Story

In this course we read and discuss a number of classic short stories in English by such Russian masters of the genre as Gogol, Turgenev, Chekhov, Babel, and Olesha.

RUSS 171.51 MW 1:30-2:45 Mr. Klimoff

DEPARTMENTS OF INSTRUCTION, MULTIDISCIPLINARY PROGRAMS, AND INTERDEPARTMENTAL CONCENTRATIONS

Africana Studies

The Africana Studies Program is the oldest multidisciplinary program at Vassar College. The program is concerned with the cultural, historical, political, economic, and psychological consequences of the dispersal of Africans from their ancestral continent to the diverse regions of the world. It comprises the focused and critical study of the people, cultures, and institutions of Africa and the African Diaspora through a generous offering of courses both originating in the program and cross-listed with or approved from other departments. These courses span a majority of the standard disciplines: literature and the arts, area studies, history, social sciences, and psychology.

In addition to a broad array of courses offered on the Vassar campus, the program also participates in several study abroad programs. Students may also study in the United States at one of four historically Black colleges: Fisk University, Howard University, Spelman College, or Morehouse College.

American Culture

The American Culture Program offers students the opportunity to design a plan of multidisciplinary study that employs the resources of many departments. "Culture" as used in this program encompasses not only the arts but also institutions and built environments, politics and economics, patterns of work and leisure, rituals and modes of experience, ideas and forms of communication. Recent curricular initiatives have placed the study of American cultures within a global perspective, and have introduced into this internationalized perspective a study of peace, social justice, and the dynamics of U.S. militarism. The program also offers a six-unit correlate in Native American Studies.

The specific focus of each student's individualized course of study within the program is developed in consultation with the program director, the steering committee, and the student's major advisor. Typical areas of interest are race and ethnicity in American culture, Native American studies and environmentalism, sports and the media and their effects on society, museums and representations of the American past, and influences of literature and art on values and attitudes in the United States.

Of particular interest to first-year students would

be American Culture 160, The Politics of Art/Art of Politics, a course that explores the relationships between visual culture and social movements in the 20th- and 21st-century United States. Also of interest would be two courses in Native American Studies: American Culture 101, Sending Smoke Signals: Representations and Realities of Contemporary Native American Life, and American Culture 105, Introduction to Native American Studies. Beyond the introductory level, the program offers courses on the U.S.-Mexico border, on art, war and social change, on Native American urban experience, on the rise of documentary form during the 1930s, and on the art and thought of the 1980s. Students exploring the major are encouraged to take the required seminar, America in the World (American Culture 250) during their sophomore year.

A detailed description of the program's organization, requirements, and special course offerings can be found in the catalogue and in the program office in New England Building, room 105. Interested students are also invited and encouraged to speak with the program director at 845-437-7485.

Anthropology

The field of anthropology promotes a holistic understanding of social life by offering complex accounts of human histories, societies, and cultures. Anthropologists do ethnographic, archival, and archaeological research on various aspects of individual and collective experience in all time periods and parts of the world, and take into consideration history, biology, environment, politics, economics, language, and expressive genres such as art, music, and performance. In recognition of the diversity of our areas of study, the Anthropology Department's curriculum is varied and broad and includes courses such as Archaeology of Death; Myth, Ritual, and Symbol; Technology and Ecology; Consumer Culture; Human Origins; Language and Culture; Tourism; Colonial and Post-Colonial Societies; Anthropology of Art; Ethnographic Film; and Ethnographies of North America, Mesoamerica, the Caribbean, and the Pacific.

There are four introductory courses which cover the major subdisciplines of anthropology: archaeology, biological anthropology, linguistics, and sociocultural anthropology. Those who decide to major in anthropology also take a course in anthropological theory, obtain some field experience through one of several options, and, beyond this, follow their own interests and inclinations with the assistance of departmental faculty.

Art

Art and architecture have long been used to measure human history and its accomplishments, though nei-

ther is exempt from the forces of change, continuity, ruin, and eternity. The subject is vast and by nature interdisciplinary, international and open. Accordingly, the year-long Introduction to the History of Art, Art 105-106, begins with a ziggurat in Ur and ends with a global survey of today's video. Between these two points, the course provides an introduction to this world history and the many questions it has raised and continues to pose – about the form taken by aesthetics, values, political power, religious belief, ideals, and everyday sight. The arts of the Americas, Europe, Asia, and Africa are studied. All media are included: painting, sculpture, architecture, decorative art and design, photography, video, and film. The course is team-taught by specialists from the department, and each week students attend three lectures and a conference section, designed to be the place for discussion. Assignments involve the collections of Vassar's Frances Lehman Loeb Art Center and the museums of New York City. Art 105-106 is considered a prerequisite for the upper level courses in the history of art. Over the years Vassar students from every major have found it to be vital to them in ways that they could never have predicted.

Studio classes in drawing, painting, sculpture, photography, and printmaking are available to studio majors and nonmajors. The year-long introductory course, Art 102-103, Basic Drawing, is open to freshmen. This course, suited to students with a range of previous experience, is the prerequisite or corequisite for intermediate studio courses. Studio courses meet four hours per week for one unit of credit, and as part of their instruction all students receive individual criticism. Intermediate and advanced architectural drawing and design classes are also offered, with prerequisites that are listed in the catalogue. Note: for painting, sculpture, photography, and printmaking, there is a lab fee that covers the use of equipment and some supplies. Art supply stipends for students receiving financial aid are available up to \$100 per semester for studio courses. Applications may be made to the Office of Financial Aid during the first week of classes.

Asian Studies

The Program in Asian Studies offers a multidisciplinary and global approach to studying the peoples and cultures of Asia: their art, literature, religion, and thought, as well as their systems of social, economic, and political organization. The program examines both the traditional societies of Asia and their transformations in recent times. Asian studies majors and correlates work closely with advisors to design their program of study to follow their specific interests. Majors choose two disciplines and focus on a particular country (generally China, India, Japan, Korea, or Turkey) or region (East Asia, South Asia, Southeast Asia, West Asia) while also learning about other Asian societies, in a 12-unit

major. Asian studies also offers a correlate sequence in Asian studies and a correlate sequence in Asian American studies.

Vassar has 22 faculty members who specialize in East Asia, South Asia, Southeast Asia, and West Asia. We offer a broad range of courses in both the social sciences and the humanities on topics ranging from East-West encounters, diaspora and globalization, social movements, environmental and political histories, technology, economies, and regional security issues to gender and sexuality, postcolonial and nationalist film genres, art history and popular culture, and Asian education systems, to history, rituals, religion and Asian healing traditions, and both Asian and Asian American literary texts and social contexts.

Of particular interest to freshmen are: Approaching Asia: Challenges in a Globalizing Era (Asian Studies 101b) which takes a multidisciplinary approach to current Asian politics, economics and society; Defining Difference? Hindus and Muslims in Precolonial India (History/Asian Studies 103a); Religions of Asia (Religion/Asian Studies 152a or b); Introduction to Chinese and Japanese Literature (Chinese-Japanese 120b); Early Chinese Philosophy (Philosophy 110a); Social Change in Korea through Film (Asian Studies 111b), Comparative Politics (Political Science 150.02a or 150.51b), and International Politics (Political Science 160.53b or 160.54b). Each of these courses can fulfill part of the introductory level requirement for the Asian studies major or correlate. Students interested in the Asian studies major or Junior Year Abroad in an Asian country should begin language study in their freshman year if possible. Vassar offers classroom instruction in Chinese and Japanese; Hindi, Korean, and Turkish are available through the Self-Instructional Language Program. The Asian Studies correlate sequence encourages, but does not require, language study.

Astronomy (*see Physics and Astronomy*)

Biochemistry (*also see Biology and Chemistry*)

Biochemistry is a joint program of the Biology and Chemistry Departments. The program combines introductory studies in biology, chemistry, mathematics, and physics with advanced studies in biology and chemistry and integrative course offerings in biochemistry. Requirements may be found in the catalogue. This program provides a broad foundation and in-depth studies in biology and chemistry as a sound basis for studying the molecular aspects of biological phenomena. An undergraduate biochemistry education is appropriate to a broad range of graduate studies and careers, including advanced degree programs in the natural sciences and health professions, employment opportunities in research and industry, and academic careers in science education.

Freshmen are strongly advised to elect Biology 105 and 106, Chemistry 108/109 or 125, and Math 121/122, 125, or 220.

Biology

Vassar's curriculum in biology allows you to explore the breadth of the biological sciences, to focus on particular subjects in depth, and to gain experience in research. A major in biology prepares you for graduate study in a variety of disciplines and for a broad array of careers including biological research, biotechnology, conservation, dentistry, education, environmental protection, medicine, and public health.

In your first year, you might choose to take a biology course for a number of reasons. It might be to begin a major in biology or a related field, to broaden your liberal arts education, or to explore scientific, biomedical, or environmental interests. We offer two introductory courses: Biology 105 and Biology 106. Neither is a survey course, and neither is a repetition of high school AP Biology. In Biology 105, you will explore a specific topic, develop your understanding of the central concepts of biology, and enhance your critical thinking and communication skills. In Biology 106, you will conduct laboratory or field investigations, develop your abilities to observe, formulate, and test hypotheses, design experiments, collect and interpret data, and communicate results. Detailed descriptions of the Biology 105 topics can be found below.

If you have received a score of 4 or 5 on the AP Biology exam and reported the score to Vassar College, you will receive one unit of 100-level biology credit toward graduation and you may choose to place out of Biology 105. Students with International Baccalaureate (IB) Biology HL test scores of 5, 6, or 7 may also place out of Biology 105. IB students must confirm their IB credit with the Dean of Studies Office.

Important note for first-year students: Two units of 100-level work in biology (Biology 106 and an AP biology score of 4 or 5 or Biology 105) are required for election of 200-level biology courses. For this reason, it is very important to take these courses in your first year if you're contemplating a major in biology or a related field. You may take 105 and 106 in either order, but we advise against taking them both at once. Both are popular courses, so if you wish to take one of them this fall, you should place it high on your pre-registration list.

If you're planning to major in biology or biochemistry, you should also complete Chemistry 108/109 or Chemistry 125 in your first year. If you are thinking about medical school, please consult the section on Preparation for Medical School in this handbook. If you have any questions, please contact the Biology Department chair, John Long (845-437-7302, jolong@vassar.edu).

The following sections of Biology 105 will be offered in the fall term:

Biology 105a. Evolutionary Biorobotics

To test ideas about evolutionary events and evolutionary processes, biologists are building physical and digital robots. These specialized biorobots, designed explicitly to be models of biological systems, target genetic, biomechanical, morphological, behavioral, and ecological questions contained under the broad mantle of evolution. We explore a range of evolutionary questions by investigating biological systems in-depth and then comparing those biological systems to their model biorobotic systems. Conceptual themes include evolutionary theory, integrative biology, animal behavior, neuroscience, artificial intelligence, and robotics.

BIOL 105.01 TR 9:00-10:15 Mr. Long

Biology 105a. Wild Canids and Domestic Dogs

This course will explore the evolutionary diversity of dogs, both wild and domestic. We will discuss the evolution of dogs from wolves as well as the artificial selection used to develop different dog breeds. To fully understand these evolutionary changes we explore topics such as the bio-chemical pathways involved in aggression and the genetics of coat color. Specific dog breeds are used to examine topics such as the physiology of performance and the genetic basis of disease. We also examine the diversity of wild canids from a conservation perspective, examining how their ecology interfaces with current population and genetic constraints.

BIOL 105.02 MWF 12:00-12:50 Ms. Ronsheim

Biology 105a. Genetically Modified Organisms

From pesticide-resistant sugar beets to mosquitoes engineered to prevent the spread of malaria, genetically modified organisms (GMOs) continue to be in the news. This course uses examples of GMOs to explore fundamental concepts in biology, moving beyond the hype of the media reports and delving into the biology behind GMOs. We look at how these organisms are genetically manipulated and learn how biologists have studied their utility and potential effects on other organisms. Along the way we cover key concepts in biology including mechanisms of inheritance, central dogma, natural selection and ecological interactions.

BIOL 105.03 MWF 9:30-10:20 Ms. Kennell

The following sections of Biology 105 will be offered in the spring term:

Biology 105b. Biology of the Loathed: Insights from Pests and Weeds

This course explores the fundamentals of biology with a special focus on those species that we humans

spend much of our time trying to eliminate or avoid. Research efforts into controlling pest populations has resulted the development of a deep understanding of their biology. This in turn, has greatly improved our understanding of biology in general. In this class we discuss observations and experiments conducted on mosquitoes, rats, kudzu, and garlic mustard, to name a few, to gain insights into a diversity of topics, ranging from the molecular basis and evolution of pesticide resistance to the behavioral and population ecology of disease vectors.

BIOL 105.51 MW 10:30-11:45 Mr. Davis

Biology 105b. Viruses and Their Hosts

This course explores the fundamentals of biology through the study of viruses and the organisms they infect. Viruses invade host cells and take control, using host structures and processes to their advantage. By investigating how viruses replicate, transmit, and evolve, we can learn a great deal about cell biology, molecular biology, genetics, physiology, and evolution. We also explore the role of viruses in cancer, the importance of viruses in ecosystems, the impact of viruses on human evolution, and the use of viruses in classical experiments in biology.

BIOL 105.52 TR 9:00-10:15 Mr. Esteban

Biology 105b. Let's Get Together: Symbiosis in Biology

Symbiosis refers to the living together of unlike organisms in intimate and protracted relationships. Symbiotic relationships are responsible for ecological innovations such as the formation of coral reefs, evolutionary innovations such as the formation of the eukaryotic cell, and health implications such as the affliction of half a billion people with malaria. In this course, we will learn to ask questions about biological systems – evolution, ecology, physiology, and cell biology – by examining both fundamental concepts and biological research questions through the lens of symbiosis. We will develop a dynamic and nuanced understanding of biology and will gain a new appreciation for how life on earth functions and how it is evolving.

BIOL 105.53 MWF 9:30-10:20 Ms. Schwarz

Chemistry

Chemistry is the study of the composition, structure, properties, and reactions of matter. A major in chemistry at Vassar provides preparation for graduate study in chemistry or related areas, such as medicine, environmental science, materials science, public health, and toxicology, and is also excellent training for future teachers, lawyers, and individuals working in business or an industrial setting.

Students begin their study of chemistry with General Chemistry (Chemistry 108/109). This course covers the fundamental ideas of chemistry and begins

to build an understanding of the physical world from the perspective of atomic theory. General Chemistry is open to all students regardless of their background in chemistry. Since much of the work in chemistry is quantitative in nature, at least a working knowledge of algebra is required. Students who have a strong one-year chemistry course in high school and four years of high school mathematics should elect Chemistry Principles (Chemistry 125). This course is designed to cover pertinent aspects of General Chemistry in one semester. The Chemistry Department offers a written examination to incoming freshmen interested in advanced course placement into Organic Chemistry (Chemistry 244/245). This advanced course placement is only granted in exceptional circumstances. Please consult the department for further information.

An essential aspect of training in chemistry is the experience of independent laboratory work and research. The Chemistry Department, therefore, provides students the opportunity to use sophisticated instrumentation at all levels of the curriculum and encourages student participation in independent research as early as the freshman year. Freshmen may work on a research project under the direction of a member of the department by electing Independent Research (Chemistry 198). Students considering majoring in chemistry should elect chemistry and calculus during their freshman year. Physics 113/114 should be taken either during the freshman year or sophomore year. Students who plan to graduate in less than four years or graduate with a degree certified by the American Chemical Society should consult with a department advisor early in their first semester.

Chinese and Japanese

The Department of Chinese and Japanese is committed to helping students prepare as early as possible for their post-graduation endeavors ranging from graduate studies to careers in both public and private sectors that require Chinese or Japanese linguistic and/or literary skills.

The department offers two majors: Chinese and Japanese. In addition, it offers two minors: a correlate sequence in Chinese and a correlate sequence in Japanese. The department provides four years of language instruction in each of the languages and a wide range of literature and culture courses including poetry, fiction, drama/theater, film, popular culture, and linguistics. Freshmen with no previous training in Chinese or Japanese may elect Chinese 105-106 or Japanese 105-106 (elementary language) and/or one of the courses taught entirely in English: Introduction to Chinese and Japanese Literature (Chinese-Japanese 120), or any 200-level content course with special permission from the instructor (see catalogue for specific courses under the Department of Chinese and Japanese). A full year of Chinese or Japanese 105-106

fulfills the one-year foreign language requirement of the college.

Students who are considering a major or double major in Chinese or Japanese are strongly urged to begin their language study in their freshman year, continuing with intermediate or advanced language courses in their sophomore and junior years. We also recommend taking Chinese-Japanese 120 as early as possible. Students who have taken Chinese or Japanese prior to Vassar or have grown up in a home where the language was spoken may take a placement test administered by the department to determine the appropriate level at which they should enroll. Continuing to study the language in the freshman year would be very beneficial because a substantial part of the Chinese or Japanese major requirements consists of language course units.

The department also places students in strong Junior Year Abroad study programs. Among the department's on-campus activities are annual events such as Chinese and Japanese Culture Day, Chinese New Year Celebration, and Japanese Cherry Blossom Festival, each of which enriches the students' language and cultural experiences. Students can also benefit from participation in the weekly Chinese or Japanese language table, during which conversations with native speakers and other Chinese or Japanese cultural activities are held.

Cognitive Science

We human beings take it for granted that we are possessed of minds. You know that you have a mind, and you assume that other people do, too. But what, exactly, are we referring to when we talk about the mind? Is a mind just a brain? What endows your mind with the property of being conscious? How does your mind allow you to extract music from sound waves, or relish the taste of chocolate, or daydream, or feel happy and sad, or reach for your cup when you want a sip of coffee? Are minds directly aware of the world out there? Or, when you think that you are perceiving reality, are you just consulting some representation of the world that your mind has built? How similar is your mind to the minds of other people? Do you have to be a human being to have a mind? Could other entities have minds so long as they were built the right way? Does your computer have a mind? These are the kinds of questions that cognitive scientists want to address.

Cognitive science is a broadly multidisciplinary field in which philosophers, psychologists, anthropologists, linguists, neuroscientists, biologists, mathematicians, and computer scientists, among others, combine their respective theories, technologies, and methodologies in the service of a unified exploration of mind. The hallmark of the field is a genuinely multidisciplinary outlook in which the perspectives and methods of all of the component disciplines are simul-

taneously brought to bear upon a particular question.

Vassar's Cognitive Science Program is the oldest undergraduate degree-granting program in the world. Distinctive aspects of the program include the number of integrative courses offered in cognitive science itself, especially the intermediate level and laboratory course offerings, and the commitment to balanced coverage of the main topics and perspectives that characterize the current state of this rapidly changing field. Opportunities are available for students to obtain summer positions working on faculty research projects at Vassar and other schools.

Introduction to Cognitive Science (Cognitive Science 100), which is required for the major but open to all students, is the entrance into the program. The course asks what we mean by mind and who or what has a mind. We examine computer models of mind and the relationship between mind and brain. The course also focuses on what makes cognitive agents able to behave, with an emphasis on perception and action, memory, decision-making, language, and consciousness. We also explore the degree to which cognition requires and is influenced by having a body and acting in a world. Multiple sections of the course are offered each year, and freshmen interested in cognitive science are encouraged to consider taking one. This course also serves as the prerequisite for the intermediate-level courses in cognitive science: Perception and Action (Cognitive Science 211), Language (Cognitive Science 213), and Knowledge and Cognition (Cognitive Science 215). The major in cognitive science requires 12 units. These include our six cognitive science courses; a one-unit senior thesis; Statistics and Experimental Design (Psychology 200); and four courses chosen based on a path that represents a particular kind of connection between cognitive science and other disciplines. The paths are: Cognition and Culture; Cognition and Language; Cognition and the Arts; Cognitive Development and Education; Embodied Agents; Evolved Minds; Formal Analysis of Mind; Mind and Brain; and Rationality, Value, and Decision-making.

The program draws on the faculty and resources of the contributing departments (which include psychology, philosophy, computer science, anthropology-linguistics, biology, physics, economics, and the arts) for teaching its courses, advising its majors, sponsoring senior theses, and holding extracurricular events.

College Course

The College Course Program was established to ensure that students can have direct exposure in their years at Vassar to some important expressions of the human spirit in a context that is both multidisciplinary and integrative. The aim of a college course is to study important cultures, themes, or human activities in a manner that gives the student experience in interpret-

ing evidence from the standpoint of different fields. The courses relate this material and these interpretations to other material and interpretations from other fields in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical and the artifacts will come from different times, places, and cultures.

Freshmen are encouraged to check the catalogue for descriptions of offerings in the College Course Program.

Computer Science

Vassar's Computer Science Department offers students the opportunity to study the field of computer science in the context of a liberal arts education. The department's program, with its theoretical core, provides excellent preparation for graduate study in computer science as well as work in the profession.

Students who want to include a basic knowledge of computing in their undergraduate program of study are advised to take the introductory computer science sequence, Computer Science 101 and 102. Computer Science 101, the entry-level course in Computer Science, introduces computing concepts through structural recursion and functional programming. If a student already has this background, the student may be able to go directly into Computer Science 102 after consulting with the department. Prospective computer science majors are strongly advised to complete Computer Science 101, 102, and 145 by the end of the freshman year. Students interested in earning a Computer Science major should also plan to complete Math 221, or its equivalent, by the end of sophomore year; note that Math 221 has prerequisites in mathematics.

For students who want to complement other majors with substantial work in computer science, the department offers several correlate sequences consisting of 6 or 7 computer science courses with various emphases. In addition to offering a full program of core computer science courses, the department also offers courses in areas relevant to the broader liberal arts curriculum, including artificial intelligence; robotics; natural language processing; graphics and animation; and bioinformatics. Cognitive science majors with an interest in artificial intelligence or language may choose one of the tracks within their major including a sequence of relevant computer science courses.

The department houses three computer laboratories containing machines running the Linux operating system. These laboratories are available to majors and students taking courses in the department. Several ongoing research projects within the department offer students the opportunity to work with faculty on real problems both during the academic year and over the summer.

Further information on requirements for the major may be found in the catalogue.

Dance

Dance is an elective academic course of study with three full-time faculty, two part-time faculty, a resident lighting designer and technical director, and three adjunct artists/accompanists. Located in Kenyon Hall, the Dance Department's facilities include four dance studios and the Frances Daly Fergusson Dance Theater, which seats 242. All the dance floors are designed specifically to serve the needs of the dance program.

Vassar's student dance performance group, Vassar Repertory Dance Theatre (VRDT), holds an annual audition during the first week of classes in the fall. VRDT performs throughout the year and may be taken for academic credit. It is a year-long commitment. The repertoire includes modern dance reconstructions, classical ballet divertissements, faculty pieces, and original student choreography.

The technique courses offered are beginner through advanced modern dance technique, beginner through four levels of intermediate classical ballet technique including pointe and adagio when suitable, beginner to intermediate jazz, and intermediate Graham technique and repertory. In addition to the technique courses, the department offers courses in Craft of Choreography, Improvisation, and Movement Analysis. These are open to all students. The Craft of Choreography students and the independent study students often perform in December and April. Details on all courses may found in the catalogue.

For placement or special permission signatures, consult the appropriate individual faculty member. For the VRDT audition date in the fall, performance dates for the year, master class offerings, and other information, call the Dance Office at 845-437-7470 or visit our website at <http://dance.vassar.edu>.

Drama

In drama, each student is required to study the history of the theater and dramatic literature as well as the physical aspects of the theater arts and is expected to gain knowledge in all aspects of theater production. The concentration requirements are flexible, however, and it is quite possible for a student to design a program which emphasizes acting, directing, design, technical theater, playwriting, or dramatic literature and performance studies. The department encourages all students concentrating in drama to enroll in a wide range of supporting courses from other departments of the college. These include courses in art, music, English, and foreign languages, as well as work in additional departments that will help relate a student's own study of drama to the important intellectual and artistic traditions of Western and non-Western cultures.

Freshmen planning to continue the study of drama beyond the freshman year should enroll in Introduction to Theater Making (Drama 102) and Introduction to Stagecraft (Drama 103). Drama 102 is the basic prerequisite for all 200-level work in drama. While students may transfer AP or other advanced credits toward the drama major, these are accepted as elective credits only and never replace required courses. Freshmen are generally not allowed to audition for department productions in the first semester, although some backstage work is permitted. The dramatic productions undertaken by the department are curricular in nature and participation is limited to students who are enrolled in The Experimental Theater (Drama 200) or Senior Production Laboratory (Drama 391). Every effort is made to integrate the production season with formal classroom activity.

The department presents both fully-realized productions and a number of workshop presentations, emphasizing the collaborative and collective nature of theatrical production. Occasionally the department hires guest artists to lead specific projects. The plays are presented in the Mary Anna Fox Martel Theater, a proscenium theater located in the Vogelstein Center for Drama and Film, or in the Hallie Flanagan Powerhouse Theater, an experimental black box facility. In addition to the curricular productions undertaken by the department, a large number of extracurricular theatrical presentations are sponsored each year by the Philaethis Society and other student organizations. Many of these plays are staged in the Susan Stein Shiva Theater, a facility designated for extracurricular student theatrical use.

Earth Science (Geology)

Earth scientists at Vassar study our planet as a system of interacting spheres – the atmosphere, hydrosphere, biosphere, and rock sphere – that create the environment in which we live. We investigate the earth's changes over time, assess its mineral resources and water supply, study the causes and effects of natural hazards, work to understand the impacts of human activities on the surface of the planet, and provide tools to help remedy environmental problems sometimes global in scope.

In 2011/12, Field Geology of the Hudson Valley (Earth Science 107), a half-unit field trip course, is recommended for first-year students who want to explore the possibility of majoring in Earth science or simply to educate themselves about their new home. For students seeking an in-depth introduction to major concepts of Earth science, the department recommends Earth, Environment, and Humanity (Earth Science/Geography 151), which studies the internal and surface processes that shape the Earth as well as geologic hazards and human impacts on the environment, and The Evolution of Earth and Its Life (Earth Science 161), which examines the physical, chemical, and biological changes that have occurred over the Earth's 4.6-billion year history.

Intermediate and upper-level courses in Earth science focus on topics such as internal processes that lead to mountain building, earthquakes, and volcanic eruptions; surface processes that sculpt landforms; formation of minerals and rocks as well as sediments and soils; resources of geopolitical significance, such as oil and water; and how geologists uncover the Earth's history of climatic change. All courses in the program emphasize field experiences, and many employ cutting-edge technology and computer software to enhance field and laboratory study. Abundant opportunities exist for guided independent as well as collaborative research with department faculty. Examples of current faculty research with students include study of the impacts of the Indian Ocean tsunami and the Haiti earthquake; recent climate change based on lake sediment cores from the Hudson Valley; impacts of urbanization on water quality of streams and aquatic ecosystem health; sediment origin and transport along the Nile and Yangtze Rivers and Caribbean beach environments; and low-temperature metamorphism of local rocks.

The synergy between faculty in the Department of Earth Science and Geography is evident and creates an atmosphere of intellectual excitement for both faculty and students. Wednesday department teatime in our departmental lounge provides a regular opportunity for students and faculty to interact outside of class.

Recent Vassar graduates in Earth science now enjoy careers in academia, resource management, public health, journalism, sustainable architecture, medical research, and law. Students who have chosen to pursue graduate education in Earth or environmental science have earned advanced degrees from the Yale School of Forestry, Duke's Nicholas School of the Environment and Earth Sciences, the University of California, the University of Hawaii, the University of Massachusetts, the University of Colorado, Johns Hopkins, and Rutgers University, to name a few.

Students inclined toward natural science often are unacquainted with the relevance and significance of Earth science for confronting the challenges of the new millennium. Therefore, we strongly advise all students contemplating a major in any natural science to open their minds to Earth science. Specifically, we encourage you to speak with the chair of the Earth science program before finalizing your course selections for your first semester of study at Vassar.

Earth Science And Society

Challenges such as ongoing climate change, Hurricane Katrina, and the Haitian earthquake point to the importance of studying the intersection of earth processes with human societies. Students interested in understanding these interactions as they are approached both by Earth science and by geography can elect an interdisciplinary major that combines these two disciplines. In Earth science, students gain an understanding of natural pro-

cesses that impact the distribution and use of resources such as water, fossil fuels, and soil, as well as natural hazards such as climate change, tsunamis, and earthquakes. In geography, students learn about the spatial distribution of physical and human phenomena and how human societies are shaped by, and also change, the natural world.

Students in the Earth science and Society major take roughly half their major sequence in Earth Science and half in geography. Students may focus on one of two general themes:

1. The physical geography theme focuses on understanding patterns and processes in the natural environment that shape landscapes, with emphasis on climate, soils, water, landforms, and natural hazards.
2. The land and resource analysis theme focuses on the uneven distribution of resources, such as agricultural soils, water, or energy; their implications for human societies, and debates and various approaches in relation to sustainable development.

The department encourages field work and collaborative research with Earth science and geography faculty. Recent examples include investigation of long-forgotten burial grounds of freed slaves using geophysical techniques; climate change and environmental impact in the Hudson Valley; and land-use studies using geographic information systems (GIS).

Students interested in exploring the Earth science and society major are encouraged to enroll in Earth, environment and Humanity (Earth Science 151); The Evolution of Earth and Its Life (Earth Science 161); Field Geology of the Hudson Valley (Earth Science 107, 0.5 unit); and Global Geography (Geography 102). Such courses give students a taste of the interdisciplinary courses available in the Earth Science and Society Program.

Economics

Economic forces shape our global society and profoundly influence our daily lives. The study of economics at Vassar will deepen your understanding of these forces and help equip you for a position of leadership in today's world.

Freshmen are encouraged to take economics in their first year. For those who choose economics as a major, an early start eases advancement through the upper level economics requirements. This is especially true for students considering the option of study abroad during their junior year. In addition, introductory economics is frequently a prerequisite for courses that are an integral part of multidisciplinary programs of study. Whatever your intended major, early exposure to the topics and methods of economics is valuable. It will sharpen your skills in reasoning, broaden your acquaintance with important economic issues of

the day, and deepen your understanding of government policies, business behavior, and personal decision-making. A good background in economics opens doors to careers in a variety of fields including finance, law, politics, international affairs, and the media.

The study of economics at Vassar begins with either Introduction to Macroeconomics (Economics 100) or Introduction to Microeconomics (Economics 101). The former introduces students to the national economy and the latter to the function of markets in our economic system. Each course is offered in both fall and spring semesters and is open to all students. These courses are prerequisites for further study in economics, and each satisfies the quantitative analysis requirement. Students with AP credit in economics should consult with the department about the possibility of enrolling directly in the 200-level core theory courses.

Education

The teacher preparation programs in the Department of Education reflect the philosophy that a broad liberal arts education is the best foundation for teaching, whether at the elementary or secondary level, and whether in public or private schools. The student who is preparing to teach works within a strong interdisciplinary framework of professional methods and a balanced course of study in a select field of concentration leading to the degree of bachelor of arts. The department offers work leading to initial certification in childhood education (grades 1 – 6) and adolescent education (grades 7 – 12). See the section on Preparation for Teacher Certification earlier in this handbook for further information.

Students interested in the theoretical or cross-cultural study of education, but not in certification, should consult the department for a list of recommended courses.

English

The Art of Reading and Writing (English 101) is open only to first-year students and offers an introduction to the study of English at the college level. In this course we study literature as an art—that is, as the formal and inventive representation of experience in poetry, fiction, and drama—as well as nonfiction writing including essays, journals, and letters. We also attend to the social and historical contexts within which traditional forms arise and change. The focus of English 101 varies, but each section includes substantial reading in more than one genre, regular exercise in writing, and active discussion.

In addition to English 101, the department offers Texts and Contexts (English 170), which is open to first-year students, sophomores, and others by permission. Those who have taken English 101 in the fall semester and who wish to continue in English are advised to elect English 170 in the spring of the first

year. Freshmen with AP scores of 4 or 5 may elect English 170 in the fall semester. Students may not elect both English 101 and English 170 in the same semester, nor take either course twice. For detailed descriptions of the English 101 courses offered this year and for advice about electing English 170, please see the section of this handbook on *Freshman Writing Seminars*.

Students who receive a 4 or 5 on the AP examination in English Language and Composition or English Literature and Composition are encouraged to elect English 101 or English 170 for credit. AP students wishing to seek placement in a 200-level course in the fall semester must choose from a list of approved courses that will be made available at the English AP meeting during orientation. Those who have taken English 101 in the fall semester and who wish to continue in English are advised to elect English 170 in the spring semester or, with the permission of the instructor, a 200-level course in the spring. No student scoring lower than 4 will be eligible for placement in an advanced course.

Environmental Studies

Vassar's multidisciplinary program in environmental studies involves the natural sciences and social sciences, as well as the arts and humanities. Approximately 40 professors from virtually every department on campus, participate in the program. Students choose a disciplinary concentration, which can be in any department (from biology to art), and view environmental issues through the perspective of that discipline. They also take multidisciplinary courses on environmental issues offered by the program itself. These courses, often team-taught by professors from two different disciplines, include the introductory seminar, *Environmentalisms in Perspective* (Environmental Studies 250), as well as special studies courses that analyze significant environmental problems. The special studies courses for 2011/12 include *Grasslands: Human History and Ecology of the American Plains* (Environmental Studies 260) and *Contemplation in the American Landscape* (Environmental Studies 270). The program's senior seminar includes a practicum involving a group project focused on a local or regional environmental issue. Freshmen considering a major in environmental studies are encouraged to take *Essentials of Environmental Sciences* (Environmental Studies 124), *Global Change* (Environmental Studies 107), and/or *The Environmental Imagination: The Place of Animals* (Environmental Studies 150). We are also offering one six-week course in 2011/12 that freshmen may consider: *The Case of New Orleans after Katrina* (Environmental Studies 178). Please look at the program website for a list titled *Courses to Consider* of other environmentally relevant courses.

Vassar's location in the Hudson River Valley, one

of the world's great watersheds, and its proximity to New York City position students well for both rural and urban ecology study. The program concerns itself both with traditional "green" issues such as conservation and sustainability and with environmental issues of social justice. Funded by a special endowment whose proceeds help sponsor student research and field activity, the program is the result of an intensive five-year development effort that resulted in its inauguration in the fall of 2000. Graduates from the Environmental Studies Program go on to pursue graduate education in areas such as urban ecology, environmental policy, public health, environmental law, and environmental management. Others go on to a wide variety of careers in which a multidisciplinary perspective is valuable, including environmental education, environmental consulting, sustainable agriculture, green architecture, marine conservation, and environmental journalism. For further information, see the program website at <http://environmentalstudies.vassar.edu> or visit the program office.

Film

The film major emphasizes the study of narrative and documentary films. The concentration includes a range of courses in film history and theory, film and video production, and screenwriting. In connection with its courses, the department brings a large number of feature films to campus each year; screenings are listed in the college calendar and are open to the entire Vassar community. The Vassar library also houses extensive resources, including a video/DVD collection of more than 8,000 titles, which are freely available.

Freshmen are encouraged to widen their exposure to film of all countries, styles, and time periods. Film scholars and directors are often invited to lecture and show their films; freshmen are encouraged to attend public events.

The film major does not include courses on the 100-level, although the department does offer an introductory course, *The Art of Film* (Film 175). No advanced course placement for high school work is offered in film. Formal film study at Vassar begins with *World Cinema to 1945* and *World Cinema after 1945* (Film 210 and Film 211) in the sophomore year. This sequence serves as the prerequisite for most of the other courses offered by the department. Intensive workshop courses in film and video production are offered to students during their junior and senior years at the college.

The Film Department's facilities in the Vogelstein Center for Drama and Film include modern classrooms with smart podia; a screening room with surround sound and 35mm and advanced digital projectors; a soundproof studio equipped with lighting grid and green screen; three editing suites; and a high-tech multimedia laboratory.

Students should consult the catalogue for a full description of courses offered in film and for concentration in film. They should contact the department for advice on planning individual academic programs.

French and Francophone Studies

French-speaking communities exist in many parts of the world, including Africa, the Caribbean, Europe, North America, Southeast Asia, and the South Pacific. This diversity is reflected in the French and Francophone studies curriculum, which is designed to promote understanding and awareness of the language, literatures, and cultures of the French-speaking world. Recent French and Francophone studies graduates now enjoy careers in teaching, translating, the arts, publishing, law, banking, management, business, and medicine.

Except for the Freshman Writing Seminar (French 183), all courses are conducted in French. Only students who have never studied French are permitted to begin with French 105-106, usually followed by French 206. All other students should take the online placement exam located on the department web page before pre-registering in July (<http://french.vassar.edu/placementExam.html>). Students should also consult with French and Francophone Studies faculty at the departmental advising session during orientation. Students who have taken two years of French in high school normally elect French 205. Those who have taken three years of French in high school normally elect French 206. Students who have taken four years of French in high school normally elect French 212 or 213 before moving on to upper 200-level courses. However, since high school experiences may vary, taking the online placement exam and conferring with departmental faculty ahead of time is the best way for students to maximize their chances of getting into the course appropriate to their level. There is considerable movement between courses during add/drop week as instructors continue to advise students who might have registered for a course above or below the level most appropriate for them. Students should not feel alone in this process and are encouraged to consult with department faculty during the add/drop period as needed regarding what course to take.

One native French language fellow will be in residence. Students are encouraged to avail themselves of all the opportunities to speak and hear French in informal situations (weekly Café Français, French Club, French films, the French book club, conversation with the language fellow and academic interns, watching TV5 in the French Lounge or French and Francophone news via the internet).

Students interested in pursuing a major or correlate sequence in French and Francophone studies should consult the chair or another member of the department as early as possible. Students who receive a 4 or

5 on the AP examination can count their AP credit as one unit toward the major or correlate. Some students elect to take an accredited summer course after their freshman year in order to accelerate their program. It is recommended that qualified students spend one or two semesters of their junior year in France or another French-speaking country. The department website provides information on Study Abroad programs, including the Vassar-Wesleyan Program in Paris.

Several of our majors combine French with a major in an interdepartmental or a multidisciplinary program such as Africana studies, environmental studies, international studies, medieval and Renaissance studies, or women's studies. Others combine French with a departmental concentration such as history, art history, economics, political science, or another language. Individually tailored majors involving French and Francophone studies, such as comparative literature, can be created through the Independent Program.

Geography

Far beyond compiling place names, geography has, in this new millennium, become an open and rewarding social science discipline that analyzes how the intersections of cultural, social, and environmental processes shape the world we know. Geographic analysis addresses problems that cross multiple spatial scales, from rural or urban local communities to cities, regions, nation-states, and the entire planet as a dynamic and increasingly interdependent system. Contemporary geographic questions include the causes and consequences of environmental disasters, migration and ethnic interactions, and impacts of globalization on local regions. We ask why cities and regions develop as they do, how landscapes express cultural practices, and what are the roots and manifestation of violence and terror? Direct field experience and real-world examples are important in geographic research. First-year students interested in contemporary global issues should take *Global Geography: Place-Making in the Modern World* (Geography 102). Students in this course examine major contemporary issues such as the impact of environmental changes on communities, uneven development of the global political-economic system, the implications of nation-state and borders, cultural landscapes, and differentiated urban space. We also practice mapping, cartographic communication, and spatial data analysis.

Thematic courses in geography engage topics such as *Urban Geography* (Geography 250), *Conservation of Natural Resources* (Geography/Earth Science 260), *Population, Environment, and Sustainable Development* (Geography 266), *Geographies of Food and Farming* (Geography 254), *Economic Geography: Spaces of Global Capitalism* (Geography 276), and *Geographies of Mass Violence* (Geography 272). Regional courses focus on social,

cultural, and environmental change in regions such as China (Geography 238), Brazil (Geography 242), or the U.S.-Mexico border (Geography 248). Methods courses such as Cartography: Making Maps with GIS (Geography/Earth Science 220), Geographic Information Systems: Spatial Analysis (Geography/Earth Science 224), and Remote Sensing (Geography/Earth Science 226) provide practical skills that equip students for careers in land use, urban planning, and environmental analysis. This training gives students distinct advantages in finding internships and career opportunities in a wide variety of fields.

Because geography so easily lends itself to multidisciplinary inquiry, many geography courses at Vassar satisfy requirements in multidisciplinary programs at the college, including Africana studies, American culture, Asian studies and Asian American studies, environmental studies, international studies, Latin American and Latino/a studies, and urban studies. Recent Vassar geography graduates have careers in urban planning, environmental and resource management, public affairs, transportation analysis, international development, architecture, computer software development, journalism, law, and teaching.

Geography-Anthropology

This interdepartmental concentration combines the perspectives of these two social sciences in examining the cultural, ecological, and spatial relations of societies and their environments. Requirements for concentration include 13 units from geography and anthropology. For freshmen, it is helpful to take Geography 102 and an introductory anthropology course (especially Anthropology 120 or 140).

Geology (*see Earth Science*)

German Studies

The Department of German Studies offers an integrated and holistic approach to the study of language, literature, and culture. This approach embodies Vassar's liberal arts principle of "going to the source" by engaging with primary documents and by exploring the fundamental debates and processes that have shaped German culture and its relationship to the contemporary world. Germany's location at the intersection between Eastern and Western Europe, as well as the size of its economy, continues to make German an advantageous language in today's global world, while Germany's history and culture continue to pose significant questions for our contemporary society.

The department's faculty has developed an innovative curriculum that redefines what language study means. In particular, the department seeks to provide students with intellectual engagement at all levels of the curriculum. Thus, rather than merely memorizing grammar rules and vocabulary, the department's

language courses are organized around a sophisticated study of engaging topics, such as childhood, contemporary identity, and media politics, that facilitate language learning. Because the department's faculty participates actively in many of the college's multidisciplinary programs, German courses feature interdisciplinary methods and topics. Through technologies such as videoconferencing and an immersive online learning environment, students regularly have the opportunity to work in real time with students at German universities as well as interview leading authors, actors, and public intellectuals. Finally, the relatively small size of the program enables an individualized course of study in which students develop close working relationships with faculty members.

Freshmen who have never studied German should enroll in Beginning German (German 105-106) or Intensive Beginning German (German 109), a two-unit, one-semester course.

Students with previous training in German should consult with the German Studies Department to ensure that they enroll in a course appropriate to their level of competence. Generally, students with less than two years of German in high school should enroll in German 105 or 109; students with at least two years but less than four should enroll in German 210; students with more than four years of high school should enroll in German 230. Students who receive a score of 4 or 5 on the AP examination in German language or German literature should register for either German 210 or German 230 and should consult with the department during orientation. More advanced courses in German begin with German 240 and extend to 300-level courses, which offer an intensive exploration of salient topics in German studies.

In addition to these courses in German, the department also offers several courses each year in English translation: Introduction to German Cultural Studies (German 235) and German Film (German 265). Most of these courses, however, include a weekly German-language section for those students interested in a German studies major, correlate sequence, or advanced language practice. To receive credit for these courses for the major or correlate, students should enroll in German 239 and 269, respectively.

Students interested in majoring in German studies should consult with the department as early as possible. Students majoring in other programs but wishing to pursue their study of German may elect a correlate sequence, which requires six units of graded work in German. The department has seen a recent increase in the number of students who elect a double major with German studies. Course selection is made in consultation with the department. Vassar students graduating with a major in German studies have received numerous grants to study in Germany and have gone on to establish successful careers in law, medicine, business,

international affairs, education, and government.

The German Studies Department also offers the opportunity to study abroad on JYA for either a year or a semester at universities such as Berlin, Heidelberg, and Munich.

Students are offered additional opportunities for practicing German through the activities of the German Club, such as the weekly Kaffeeklatsch, film showings, and get-togethers with our German language fellow. In addition, the German Studies Department offers a weekly German Stammtisch, 24-hour German TV in the German Lounge, and frequent excursions to museums and performances in New York City.

Greek (See *Greek and Roman Studies*)

Greek and Roman Studies

Students who study in the Greek and Roman Studies Department explore aspects of the ancient Mediterranean world with an emphasis on the cultures of Greece and Rome. At the heart of this exploration are the languages of the Greeks and the Romans as well as their literature, history, art, philosophy, religion, politics, relations with the other peoples of the Mediterranean, and reception and interpretation by later cultures.

The story of “classical” scholarship goes back to the Library of Alexandria in the 4th and 3rd centuries BCE. The project that the scholars of the library undertook was to collect, copy, and edit as many texts of Greek literature as they could find. The study of the Greeks and Romans still has, at its core, this act of preservation. But, like the Alexandrian scholars and perhaps more self-consciously, we acknowledge that we are also involved in an act of reinterpretation. Our goal is both to preserve the knowledge of ancient cultures but also to interpret that knowledge in the context of contemporary culture.

We bring to this project many different skills and many different methods. Again, at the heart of the enterprise are the philological skills that the Alexandrian scholars developed: the ability to look back at a “dead” language and imagine it in its living form so as to read texts as richly as possible. An ancient historian adds to this skill the ability to gather disparate kinds of fragmentary evidence, both literary and material, to reconstruct both the major national and international events that shaped these cultures as well as the day-to-day texture of life. In this they rely heavily on archaeologists who uncover the physical traces of the past and attempt to establish a chronology and a function for these remains. Literary scholars not only find evidence in works of literature for the aesthetic principles that govern the creation of literary works of art, but also apply modern theoretical approaches that allow us to see literature as a reflection of social, political, and religious assumptions.

But in the end, every student of Greek and Roman Studies is using insights about the ancient world to enrich his or her understanding of our modern world. What classicists develop is an intense self-consciousness about the nature of their own assumptions, fashioned by the world in which they live – assumptions that the study of antiquity allows us to question, that we must question, in order to be able to focus our attention on the strange “otherness” of different cultures that have much to teach us.

Hispanic Studies

The curriculum in Hispanic studies has a twofold purpose: to teach the skills required to understand, speak, read, and write the Spanish language and to guide the student in the search for an understanding of the literatures and cultures of Spain and Latin America. Normally, all courses in the department, from introductory language instruction to advanced seminars, are taught in Spanish.

In addition to formal course work, the department sponsors a weekly Spanish table in the student dining hall, designed for informal, conversational practice. The department also screens a series of Hispanic films. Both activities – open to all students – are directed by the Hispanic studies language fellow, a recent graduate of a Spanish or Latin American university. The language fellow also assists with the conversation sections of Hispanic Studies 206.

The department sponsors a Study Abroad program in Spain. The academic year program, located at the Universidad Carlos III in Madrid, Spain, is cosponsored by Wesleyan University. This program, normally taken during the junior year, may be elected for either semester or the full year. To qualify, students must have completed Hispanic studies 206 or its equivalent. Courses in the Vassar-Wesleyan Program in Madrid are listed in the catalogue at the end of the section on Hispanic Studies. Hispanic studies majors are encouraged to study in a Spanish-speaking country during their Vassar career.

Students entering Vassar with less than two years of high school Spanish and who wish to begin the study of the Spanish language in the freshman year should enroll in Hispanic Studies 105-106. For students with some background in Spanish who wish to continue to study the language, please use the following guidelines when selecting the appropriate level: with two years, Hispanic Studies 109; three years, Hispanic Studies 205; four or more years, Hispanic Studies 206. Successful completion of the year-long introductory sequence, Hispanic Studies 105-106, or of any one-semester course at a higher level suffices to meet the college language requirement.

Additional guidance about appropriate placement will be available during New Student Orientation.

History

The History Department at Vassar College has a distinguished tradition of helping students “go to the source” as they take up the craft of history. From the beginning, students learn how to examine historical problems, using the rich resources of the library and presenting their findings in class discussions, presentations, and papers. All courses stress the examination of both original sources and historical interpretations. The aim throughout is to help students develop skills in independent research, critical analysis, and imaginative synthesis.

Incoming Vassar history students frequently ask whether they can “place out” of 100-level courses and begin at the 200 level. Students who receive a score of 4 or 5 on the AP examination in American or European history may elect, at the discretion of the professor teaching the course, certain 200-level history courses. However, we strongly recommend that students begin with a 100-level course. First-year students, whatever their academic background, tend to find our introductory classes quite different from any history course they have taken in the past. These courses include extensive class discussion, deep engagement with original historical documents, and independent research. Some 100-level courses introduce students to such fields as the so-called “Dark Ages,” the histories of Africa, Asia, and Latin America, and the modern Middle East. Others, such as Readings in Modern European History (History 121), and American Moments (History 160), are overwhelmingly grounded in class discussion and primary-source readings.

Ordinarily, one 100-level history course in any field is the prerequisite for enrolling in a 200-level history class. If, however, you wish to enroll in a 200-level course in your first semester, and if you believe your background prepares you to do so, you should consult the instructor by email or attend the first class session and ask the instructor to consider your request.

If you become a history major, and if you received a 4 or 5 on an AP history exam (U.S., European, or World), you may count at most one AP credit toward the 11 units required for the major. AP credits cannot be used to fulfill the major’s distribution requirements. Alternately, students who have participated in the International Baccalaureate (IB) program and have earned a score of 5, 6, or 7 on the Higher Level Examinations may count that as one of the 11 units required for the major. The department also offers a correlate sequence that permits students to combine a sequence of six history courses with a major in another discipline. More information can be found in our History Handbook, available in the front foyer of Swift Hall, just to the left of the stairway. Feel free to stop by and pick up a copy, or explore the History Department website for more information about our

faculty, course offerings, Majors Committee, department activities, and the recently established Evalyn Clark Travel Awards for history majors.

History faculty are most willing to advise first-year students, whether or not they are considering a major. Any arriving students with questions about the history program – especially prospective majors – are cordially invited to stop by Swift Hall and introduce themselves to the department chair, Leslie Offutt. Her office is Swift 26, second floor. She is best reached by email (offutt@vassar.edu) for an appointment or consultation.

Independent Program

The Independent Program exists to facilitate the study of subjects that can best be approached in a multidisciplinary way and for which Vassar does not already have a formalized interdepartmental or multidisciplinary program. For example, a student wishing to understand the roots of human behavior might well become an independent major and draw upon courses in sociology, biology, psychology, anthropology, religion, and history, to name a few of the most obvious. Alternatively, the same student might choose to take a somewhat more narrow perspective, majoring in a multidisciplinary program such as neuroscience and behavior or women’s studies, or be still more specialized by studying the roots of human behavior from the point of view of a single discipline.

The Independent Program is available to students who wish to elect a field of concentration that is not provided by one of the regular departments, interdepartmental concentrations, or multidisciplinary concentrations of the college. Prospective majors make formal application to the Committee on the Independent Program, usually during their sophomore year. Once admitted to the Independent Program, each student follows the agreed upon course of study, culminating in the senior thesis, under the continuing guidance of two faculty advisors.

The variety of possible major concentrations is made possible both by the breadth of Vassar’s curriculum and by access to courses at other institutions through various exchange programs.

Interdepartmental Courses

Vassar students may train as required for state certification as an emergency medical technician by taking a year-long EMT Training course for 0.5 units each semester. It is expected that the students who complete the training will serve on the Vassar EMT squad. See the Vassar catalogue for more details.

International Studies

The International Studies Program at Vassar College is multidisciplinary in nature. The resulting framework allows students, in close consultation with the direc-

tor and panel of advisors, to design their own distinct course of study at the beginning of sophomore year. The participating faculty includes professors from departments such as anthropology, chemistry, Chinese and Japanese, economics, French and Francophone studies, German studies, Hispanic studies, history, political science, and sociology.

Although the International Studies major is flexible, there are specific requirements for majors to follow to ensure a coherent plan of study. Majors must complete work at the advanced seminar level in two departments in addition to course work at the intermediate level in at least one other department, and complete a thesis by the end of senior year. In addition, our majors must demonstrate proficiency in a language corresponding to the geographic area selected by the student as his or her area of focus.

To further advance their understanding of their chosen geographic area, majors in the International Studies Program generally spend all or part of their junior year at academic institutions overseas. In the last several years our students have attended universities in Argentina, Belgium, Brazil, Chile, Cameroon, China, England, France, Italy, Germany, Russia, Morocco, Madagascar, Malaysia, Taiwan, and South Africa.

As part of the program, international studies sponsors an annual study trip, open to all Vassar students, credited as a semester course. Over the years, students have traveled to Indonesia, Jamaica, Russia, Vietnam, Zimbabwe, Kenya, Cuba, Brazil, China, Morocco, Lesser Antilles, Chile, Mexico, and Spain. Students learn about the culture, economics, history, language, and political situation of the area they will visit. For the 2011/12 year, the international studies trip will return to Cuba.

To ensure the effectiveness of their proposed course work, international studies majors consult regularly with professors. For the senior thesis, majors work with two advisors from different departments.

Italian

The Italian Department offers a full range of courses in Italian language and literature. All courses are taught in Italian except *The Italian Renaissance in English Translation* (Italian 175) and *With Dante in Hell* (Italian 181), which satisfy the Freshman Writing Seminar requirement, and *Four Italian Filmmakers* (Italian 255). Freshmen with no previous experience in Italian should take Italian 105-106, which is an introduction to the language. In the second part of this course, attention is also placed on culture (reading of short stories and plays, listening to opera, etc.). Students with some high school knowledge of Italian or of another Romance language can take an intensive two-unit introduction to Italian (Italian 107), which is offered in the fall and spring terms. All students

with previous knowledge of Italian will be placed in the appropriate courses after an interview with the department chair and an oral placement exam. A written exam is used to decide whether credit is to be given.

To coordinate the different language activities, one native Italian language fellow will be in residence. The first two years of language instruction schedule weekly drill sessions and video lab sessions. Students are encouraged to attend the weekly "Tavola Italiana" for informal practice, and such extracurricular departmental activities as opera events at the Metropolitan Opera House and the yearly Italian Cinema Club.

Italian majors and correlates are encouraged to spend a semester or a year in Italy, usually during their junior year. In conjunction with Wellesley College and Wesleyan University, Vassar offers a junior year Study Away program in Bologna, Italy, where students will be able to study at the program center and the University of Bologna (UNIBO). To qualify, students must complete Italian 105-106 or 107 and the Italian 205/206 sequence, or the equivalent. Typical correlate combinations include art history, studio art, drama and film, medieval and Renaissance studies, history, and women's studies.

Japanese (*see Chinese and Japanese*)

Jewish Studies

Jewish studies is a multidisciplinary approach to the diversity of Jewish experience. This approach involves studying the creation and reproduction of Jewish culture in multiethnic societies in the ancient, medieval, modern, and contemporary world as well as such theoretical concerns as Diaspora, Zionism, religion and the construction of Jewish identity. The program is supported by instruction in Hebrew language from elementary through advanced levels, with opportunities to study abroad in Israel and elsewhere during the junior year. Yiddish language at the elementary and intermediate levels is available through the Self-Instructional Language Program, and special instruction in Aramaic, the language of the Talmud, is available. Because a large and important population of Jews in the pre-1948 era lived in the linguistic and cultural milieu of Arab lands, students may wish to consider taking advantage of the Arabic language curriculum in support of their work in Jewish studies.

Jewish studies draws upon faculty from a wide variety of departments including anthropology, classics, English, Hispanic studies, history, political science, psychology, and religion, reflecting the multidisciplinary orientation of the field. This approach stresses the diversity of Jewish experience and includes study of the history, religion, and culture of Jews in Western and non-Western societies. First-year students are invited to begin study in the field through our introductory course, *Politics, Story, and Law* (Jewish Studies

101), or courses that are cross-listed with religion, The Hebrew Bible (Jewish Studies/Religion 125), New Testament Early Christianity (Jewish Studies/Religion 127), and Judaism, Christianity, and Islam (Jewish Studies/Religion 150).

The program strongly recommends that students pursue one of the many options that exist for a Junior Year Abroad experience. Students are encouraged to begin discussions about this with their professors as soon as possible. In addition to the core courses in Jewish studies, the program is reinforced by an ample list of approved courses on topics in Jewish culture offered in the constituent disciplines of the field (consult the catalogue under Jewish Studies). These courses, along with approved courses taken in a Junior Year Abroad, may be credited to the major or correlate sequence. Requirements for the major and correlate sequence are detailed in the catalogue; in brief, students chart their own paths through the diversity of disciplinary methodologies and subject areas, establishing their own points of significant intersection, thus contributing to the definition of this emerging field of study. No prior background in the study of Jews or Judaism, whether of a religious or cultural nature, is assumed.

Latin (*see Greek and Roman Studies*)

Latin American and Latino/a Studies

The Latin American and Latino/a Studies Program provides a multidisciplinary approach to the study of Latin America and the Latino/a populations of the Americas. The program emphasizes knowledge of global politics, economies, cultures, and nations as theorized, imagined and practiced through Latin/Latino/a America. Participating faculty are drawn from the following disciplines: anthropology, economics, education, geography, Hispanic studies, history, political science, and sociology.

A reading knowledge of Spanish or Portuguese is required; deeper knowledge of the relevant language is recommended. An introductory course in Latin American and Latino/a studies and a senior seminar are required, as is a course in history and in Latino/a studies. Students are expected to elect work above the introductory level in at least three departments. In the senior year, students may choose to write a senior thesis or conduct a senior project under the guidance of two professors from different disciplines. Students are encouraged to pursue a structured academic experience relevant to the student's program beyond Vassar during the junior year, either in Latin America or in an appropriate domestic institution.

First-year students interested in the program may choose either of the 0.5 unit courses Latin American and Latino/a Studies 103a (first six weeks) and 104a (second six weeks). These courses, both titled

Conceptualizing Latin and Latino/a America, focus respectively on the topics "The Colonial Balance Sheet: Environment and Colonial Exploitation" and "Resistance and Struggle in Latino/a America." Prospective majors should take both.

Mathematics

Mathematics is one of the oldest learned disciplines and is the basis for understanding much of the physical world. It is essential for the study of modern developments in the social sciences. Mathematics graduates are very much in demand in teaching, the business world, and the computing professions. A strong background in mathematics also increases an applicant's chances of admission to law and medical schools and to graduate programs in engineering, economics and business management. It is essential for graduate programs in statistics, computer science, and the physical sciences.

The department offers a number of course sequences for freshmen. For any questions of placement, please consult the department during the departmental advising session on Monday morning, August 29.

Freshmen who have taken a year of calculus in high school will enroll in Topics in Single Variable Calculus (Math 125) or Multivariable Calculus (Math 220), depending on their particular background. Students who receive a 4 or 5 on the AP Calculus BC examination should elect Mathematics 220 if they wish to continue the study of mathematics. Students who earn a 3 on the BC examination are ordinarily advised to enroll in Math 220, but should consult with the department during the departmental advising session prior to registration.

Students who receive a 5 on the AP Calculus AB examination generally are advised to elect Math 220 after conferring with the department during the departmental advising session prior to registration. Students with a 3 or 4 on the AB examination are advised to enroll in Math 125, but should also consult with the department.

Students who have studied a year of calculus who did not take the AP examination or received a score of less than 3 should consult with the department during the departmental advising session to discuss course selection.

Any student without AP credit in mathematics can still receive one unit of credit by performing well enough on a written Calculus Credit Examination given in early September. The time and place of the Calculus Credit Examination will be posted on the mathematics bulletin board in Rockefeller Hall and announced in classes. The first part of the examination covers limits, differentiation and its applications, graphs, the definite integral and area, and polar coordinates. The second part covers exponential, logarithmic, and trigonometric functions and their inverses;

techniques of integration; volume and arc length; indeterminate forms; and simple differential equations.

Single Variable Calculus (Math 121/122) begins with first principles and is designed for students who have had little or no calculus in high school. This sequence is recommended for science majors and for anyone planning on taking additional courses in mathematics.

Introduction to Calculus/Topics in Calculus (Math 101/102), not offered in 2011/12, deals with basic techniques of the calculus and their applications, especially in the social sciences. This sequence is not suitable for students who have had prior work in calculus.

Any of the following satisfies the premedical calculus requirement:

- Math 101/102 (not offered in 2011/12)
- Math 121/122
- Math 125
- Math 220

The department also offers an Introduction to Statistics (Math 141). The careful analysis of data plays an important role in almost every aspect of modern life and statistics is its science. This course is not open to students who have Advanced Placement credit in statistics.

It is important that students considering a major in mathematics complete Math 220 and 221 by the end of the sophomore year. Consequently, Math 121/122 or 125 should be completed by the end of the freshman year. The department encourages its majors to design well-balanced programs with representative courses from the arts, foreign languages, humanities, physical sciences, and social sciences.

Media Studies Program

The Media Studies Program offers students a multidisciplinary approach to the study of media culture. The program's curriculum provides students with the intellectual and creative tools to become sophisticated analysts of both contemporary and historical media environments, developing theoretical and critical skills that can be used in everyday experiences of media consumption and production. The program's curriculum includes considerations of the form and aesthetics of media objects, the history of old and new media technologies, the economic and organizational structure of media industries, indigenous and oppositional media forms, and the social implications of and ethical issues associated with various media.

The program includes a set of core courses that provide students with a strong base in media theory and analysis, beginning with a thoroughly multidisciplinary introductory-level class, Approaches to Media Studies (Media Studies 160), and culminating in a senior seminar and an individual senior project for all majors. The specific focus of each student's program is tailored to individual student interests. Media studies majors

work with a faculty advisor and the program director to design a plan of study from a set of approved courses from departments such as anthropology, art, computer science, English, film, and sociology, among others. Students are encouraged to link their theoretical and critical study of media with hands-on, practice-based courses, and/or internships in media-related workplaces.

Additional details about the program's curriculum, faculty participants, and requirements are available in the Media Studies Major's Handbook and on the program website at <http://mediastudies.vassar.edu>, which are updated each academic year. Because the media studies concentration incorporates courses originating within the program as well as a wide range of courses from other programs and departments, students wishing to major in media studies should consult with the program director as early as possible to design their course of study.

Medieval and Renaissance Studies

The interdepartmental Program in Medieval and Renaissance Studies is designed to provide students with a coherent course of study of the art, history, literature, and thought of European culture from the fall of Rome to the 17th century. Students are expected to elect Medieval/Renaissance Culture (Medieval and Renaissance Studies 220), as well as work from three groups of disciplines: art history and music; history, political science, philosophy, and religion; and language and literature. In addition, students are expected to gain a reading knowledge of requisite foreign languages and, in their senior year, to write an interdisciplinary essay under the supervision of one or more of the participating faculty. Majors frequently study abroad in the junior year.

Freshmen interested in medieval and Renaissance studies should consult with the coordinator soon after arriving on campus. Medieval and Renaissance Studies/History 116 is recommended for freshmen considering majoring in the program. In addition, in consultation with the coordinator, one of the following 100-level courses may be applied toward the major: Art 105, Greek and Roman Studies 102, Italian 175, History 123, Religion 150, or Philosophy 101 or 102. Students should begin or continue their study of languages. Latin is strongly recommended for all majors.

Music

Music is studied at Vassar in each of its distinct but interrelated aspects: theory, history, composition, and performance. Freshmen may choose from among Fundamentals of Music (Music 101), Harmony (Music 105/106), Introduction to World Music (Music 136) or Introduction to Western Art Music (Music 140). Those intending to major in music should understand that Music 105/106 is prerequisite to all subsequent courses in the major, and should be taken in the fresh-

man year if possible. Music 105/106 is a study of tonal harmony in the 18th and 19th centuries, and requires familiarity with the rudiments of music. Music 101 (offered both semesters) is a study of musical fundamentals and requires no previous musical training; it cannot be counted toward the major. Music 136 and 140, not offered in 2011/12, focus on various topics in music of non-Western and Western cultures; neither may be counted toward the major.

The Music Department offers a written test to those students who have had some previous work in basic harmony to determine whether they can be excused from Music 105. A student may receive one unit of college credit if appropriate proficiency is demonstrated by this test. Students interested in taking this test should consult the Music Department (845-437-7319; email music@vassar.edu) as soon as possible after arrival.

Freshmen may elect performance study in the following: piano, jazz piano, organ, harpsichord, voice, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, percussion, classical guitar, electric bass, and harp. All students electing performance with or without credit must play an audition before the beginning of classes. Details are available from the Department of Music. Enrollment is limited in each instrument with preference given to music majors and those students electing credited performance. All students who take lessons for credit are required to fulfill a corequisite of two courses in theory or history; students are strongly advised to take these courses during their freshman and sophomore years. Music 101, 105, and 140 are recommended as corequisites. Students may take lessons on no more than two instruments at one time. Performance scholarships for students electing credited lessons are available to those on financial aid, but only for lessons on one instrument.

Neuroscience and Behavior

Neuroscience and Behavior is an interdisciplinary program that applies the perspectives and techniques of biology and psychology to the study of the brain and behavior. Neuroscientists are interested in how the interactions of brain, body, and environment contribute to animal (including human) behavior. Neuroscientists study the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity.

Detailed study of different behavioral systems and different levels of organization raises many intriguing questions. How do the cells of the brain “learn”? How do various drugs alter both brain function and behavior? What kinds of environmental and social events influence how and when an animal will eat or mate? How do different animals communicate, whether it

be humans using language, rodents emitting special odors, or spiders vibrating a web?

The major in neuroscience and behavior is designed to give you rigorous training and exposure to the breadth of approaches in the discipline. The core of the required courses consists of the following: Introduction to Biological Processes (Biology 105), Introduction to Biological Investigation (Biology 106), Introduction to Psychology (Psychology 105 or 106), Neuroscience and Behavior (Neuroscience and Behavior 201), Statistics and Experimental Design (Psychology 200), Research Methods in Learning and Behavior or Research Methods in Physiological Psychology (Psychology 229 or 249), Principles of Physiological Psychology or Neuropsychology (Psychology 241 or 243), and the Seminar in Neuroscience and Behavior (Neuroscience and Behavior 301). In addition, you must elect five courses from eligible courses listed in the catalogue. You are strongly encouraged to complete Chemistry 108/109 and 244/245 and would profit greatly from coursework in mathematics, physics, and computer science. You are also encouraged to conduct independent research (Neuroscience and Behavior 298 or 399).

As you consider a major in neuroscience and behavior, it may be helpful to know what one does with a degree in the field. Many of our graduates go directly into graduate or medical schools for advanced degrees and training in biological, psychological, and health-related sciences, especially (but not exclusively) as related to the neurosciences. Others go directly into research positions, using their background and excellent laboratory skills to work in the biomedical, veterinary, or other scientific areas. Still others use their degrees and unique backgrounds in such fields as journalism, law, and education.

Philosophy

The word “philosophy” comes from the Greek [φιλοσοφία], which literally means “love of wisdom.” It is the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language. It is distinguished from other ways of addressing fundamental questions by its critical, generally systematic approach and its reliance on rational argument.

Freshmen have the opportunity to begin the study of philosophy by means of five courses open to them. This selection offers students the ability to choose those courses that most clearly correspond to their interests or plans for future study.

Philosophy 101 and 102 both study the history of Western philosophy through the great philosophers of the time. Philosophy 101 covers the ancients: the origin of Western philosophy in pre-Socratic thought and the works of Plato and Aristotle. Philosophy 102 surveys modern philosophy: we begin with continental

thinkers such as Descartes and Leibniz, continue on to English thinkers such as Berkeley and Hume, and culminate in the study of Kant. Both courses provide an essential background for understanding later philosophical movements, and either can provide a significant supplement to work in a variety of fields. These courses may be taken in any order.

Philosophy 105, Problems of Philosophy, and Philosophy 106, Philosophy and Contemporary Issues, are organized around philosophical problems, rather than authors or periods. Philosophy 105 explores some traditional problems concerning the relation between the mind and body, the nature of truth, the scope and limits of human knowledge, and the basis of ethics. Philosophy 106 investigates philosophic problems arising out of contemporary moral and political issues. Both courses are concerned with helping students develop their critical powers and philosophical views.

Philosophy 110 is an introduction to ancient Chinese philosophy in the period between 500 and 221 B.C., (roughly) focusing on early Confucianism, Taoism, and others. Topics discussed surrounding these philosophers are human nature, methods of ethical education and selfcultivation, virtues and vices, along with the role of conventions and institutions of human life. This course assumes no background knowledge of philosophy, Chinese culture, or language.

Physical Education

The instructional program in physical education offers 0.5 units of academic credit for the following courses: Badminton (beginning and intermediate); Golf (beginning and intermediate); Squash (beginning and intermediate); Tennis (beginning, low intermediate, intermediate, and advanced); Volleyball (fundamentals and intermediate); Weight Training; Fundamentals of Conditioning; Swimming (beginning, intermediate, and advanced); Fencing; Flag Football; Soccer, Lacrosse, Triathlon Training; and Lifeguard Training. Introduction to Athletic Injury Care and Nutrition and Exercise are offered for one unit of academic credit.

No more than a total of two units of credit courses in physical education may count toward the degree. One-unit courses are exempted from this limitation.

Beginning classes assume no prior experience. Those who think they qualify for an intermediate or advanced section should register for it. However, they should be prepared to drop it after the first class if the instructor thinks they are not ready for that level of work.

Our Life Fitness Program offers noncredit courses in many areas, including step aerobics, toning and strength training, Pilates, kayaking, massage, yoga, tai chi, swing dance, noncontact boxing, and aqua-aerobics. Although most of these classes are free, some require a small fee. In order to use the fitness center,

everyone must take an introductory class. Once on campus, contact 845-437-7471 for a schedule of these 30-minute introductory classes and for the list of non-credit courses being offered.

Physics and Astronomy

Astronomy

The astronomy program accommodates students interested in careers in professional astronomy as well as those who wish to combine a strong background in astronomy with specialization in another field. Except at the introductory level, astronomy courses have small enrollments (3 to 10 is typical) and students have good access to faculty as well as instrumentation. Recent graduates have gone on to graduate astronomy programs at Caltech, UCLA, Penn State, Columbia, Boston University, Hawaii, Indiana, and University of Florida. Other recent astronomy graduates are pursuing careers in such diverse fields as physics, secondary education, law, engineering, media consulting, journalism, computing, finance, medicine, music, and drama. Those interested in astronomy should consider enrolling in Astronomy 101 or 105. These introductory courses survey many areas of modern astronomy and presume little mathematical or scientific background. They also satisfy the Quantitative Analysis Requirement. Students with some background in science and calculus may wish to consider Introduction to Observational Astronomy (Astronomy 240), with special permission. First-year students with an interest in majoring in astronomy should consult with the department at their earliest convenience.

In May 1997, the college celebrated the opening of a new facility on campus, the Class of 1951 Observatory. The building houses a 32-inch telescope and a 20-inch telescope, each computer-controlled and equipped with an electronic camera. A spectroscopy and various small telescopes, including a solar telescope, are also at the site. We support a program of monitoring variable objects (such as quasars and stars with extrasolar planets) by student observers at the observatory. Research is also done during the academic year and during the summer (through the URSI program) using data from the Hubble Space Telescope and other national observatories. Recent student-faculty research projects have included work on spiral galaxies, high redshift galaxies, quasars, supernovae, exoplanet searches, stellar spectroscopy, the twilight sky, and image processing techniques. Much of the analytical work on these projects is done on department computers optimized for image processing.

Because astronomy is a relatively small field, the department at Vassar finds it important to maintain strong ties with other schools and programs. We have a strong tradition of student participation at astronomy meetings off-campus. Vassar students typically at-

tend one or two such meetings each year. We participate in the Keck Northeast Astronomy Consortium of eight liberal arts institutions, a group that exchanges summer research students, supports faculty visits, and collaborates on several research projects. America's first woman astronomer, Maria Mitchell, was also the first director of the original Vassar College Observatory, now an historical landmark on campus. She believed astronomical education is best accomplished when students do their own research, and that students work best when they are part of a supportive scientific community. The department today works to maintain Maria Mitchell's legacy.

Physics

The curriculum of the department is designed to satisfy the needs of students with various goals, including both majors and non-majors. A rigorous course selection is available for those interested in physics, astronomy, or engineering (students may apply for a dual degree with the Thayer School of Engineering at Dartmouth), as well as for pre-medical students, other science majors, or students electing a correlate sequence in physics. Courses are also available for those students with an interest in learning about the ideas of physics with a less quantitative approach.

Freshmen who are interested in majoring in physics should elect Physics 113/114 in their first year (or other physics, as determined by advanced placement), as well as an appropriate mathematics course. Freshmen who have not taken calculus should enroll in calculus concurrently with physics. Physics 113/114 are appropriate not only for potential physics majors, but also for those planning possible majors in other sciences and for pre-medical students. The major topics covered in this one-year sequence are the fundamentals of classical mechanics, wave motion, thermodynamics, electricity and magnetism, optics, and an introduction to modern physics. Although it is possible to complete the requirements for the physics major by starting in the sophomore year, it is extremely difficult if physics and mathematics are not elected as a freshman. Interested students are strongly encouraged to work closely with a department advisor in planning their program.

Students who receive a score of 4 or 5 on the Physics B exam will receive one unit of AP credit. Students taking the Physics C Mechanics exam or Physics C Electricity and Magnetism exam will receive 0.5 units each for a score of 4 or 5.

Students receiving AP Physics credit may still elect to enroll in Physics 113 and/or 114 for credit. Placement into Physics 115/116 or Physics 200 or other upper level physics courses will be determined through an online placement exam, available beginning on July 1 at <http://physicsandastronomy.vassar.edu/physics/placement.html>. The exam should then

be followed by consultation with the department during departmental advising on Monday morning, August 29.

Students with IB Physics or A-level Physics should consult with the department for placement. Please consult the chair of the Physics and Astronomy Department for clarification of these and other matters.

Special note to pre-medical students: The department recommends that students seeking admission to medical school enroll in Physics 113/114 at Vassar or an equivalent calculus-based physics course at another institution. Students who receive AP physics credit should discuss pre-med fulfillment of the laboratory requirement with the director of fellowships and pre-health advising.

The department offers courses primarily for non-science majors and for which major credit is not given. For 2011/12, these are Limits of the Universe (Physics 150) and Technology, Lasers and Teleportation (Physics 180). There are opportunities in the department for research collaboration and thesis work with faculty in fields including acoustics, physics education, ultrafast laser physics, the history of physics, and atomic molecular and optical physics. Physics majors also routinely assist in the development of new laboratory projects for the Modern Physics Laboratory. Summer research with faculty is available through Vassar's Undergraduate Research Summer Institute (URSI).

Political Science

Politics, the pursuit and exercise of power, exists in many realms of social life – not just in government but in businesses, religious institutions, universities, clubs, the media, and families. Political science is the study of politics in its various forms and manifestations.

The academic discipline of political science focuses mainly on the politics of states (governments), including their political relations with members of society and with one another. It examines the sources, distribution, and exercise of power; the roles of class, race, and gender; the dynamics and impact of social movements; the political attitudes and behaviors of individuals and groups; the functioning of domestic and international political institutions; the relations among states, nations and other actors in the international system; political beliefs, values, and ideologies; mass media and communications; the place of legal systems in domestic and international politics; major issues of public policy such as affirmative action, reproductive rights, access to health care; human rights, immigration, welfare reform, and governmental budgets; and major global issues such as war, the economy, and the environment.

Political science also addresses questions of values. What forms of government, society, and economy ought to exist? What are the possible relationships between power and ethics? How can liberty, equality, justice, or security best be achieved? How should conflicts between them be resolved? What is the proper relationship be-

tween the individual and the state? What rights do people have? What obligations? What are the rightful limits, if any, on the powers of government? In considering these questions, courses examine the ideas of political philosophers from different eras and societies.

Finally, political science looks at questions of method. How does one decide issues of value? What political phenomena are susceptible to social-scientific, quantitative investigation? What methodologies are best suited to studying such phenomena?

Four one-semester courses corresponding to the major fields of political science are offered at the introductory level: American Politics (Political Science 140), Comparative Politics (Political Science 150, political systems outside the U.S.), International Politics (Political Science 160, the relations among nations), and Political Theory (Political Science 170, political philosophy). Freshmen planning to major in political science would normally elect one introductory course. This fulfills the introductory level requirement for concentration in political science. Students are allowed to count up to two units at 100-level in political science toward the major.

A concentration or major in political science not only serves the purposes of a liberal arts education but is especially relevant to careers in law, business, finance, governmental service at all levels, politics, teaching, and political journalism. Opportunities exist for internships and practical experience outside the college in such settings as the United Nations, Capitol Hill, law offices and courts, and political campaigns, and for study abroad in Africa, Asia, Europe, Latin America, or the Middle East.

Psychology

The department offers two one-semester introductory courses. Introduction to Psychology: A Survey (Psychology 105) is designed to introduce the student to fundamental psychological processes, their nature and development, and contemporary methods for their study through a survey of the major research areas in the field. Introduction to Psychology: Special Topics (Psychology 106) is designed to introduce the student to the science of psychology by exploration of a specific research area in depth. One or the other of these courses is a prerequisite for all other coursework in psychology. Psychology 105 and 106 also meet the college's Quantitative Analysis Requirement and include a number of readings and assignments introducing basic concepts of research design and data analysis.

Advanced course placement in 200-level courses is available only to students who have completed an introductory course in psychology at a college or university. Such students should submit to the department chair the syllabus and description of the text used in the course, as well as an official transcript for approval.

A high school course in psychology does not qualify a student for advanced course placement. An AP examination in psychology similarly does not qualify one for advanced course placement into 200-level courses. In addition, an AP examination in statistics does not meet the requirement for the statistics course in psychology. A college-level course must have been taken, and the syllabus and description of the course must be submitted and approved by the chair of the department.

A wide range of intermediate-level course offerings is available covering the major sub-areas of the diverse field of psychology. These include development, learning and behavior, memory and cognition, personality, individual differences, physiological psychology, and social psychology.

Students interested in majoring in psychology or pursuing advanced course work should consult with the department and obtain a copy of the Psychology Major's Handbook.

The following sections of Psychology 106 will be offered in the fall term:

Psychology 106a. Sex on the Brain

The purpose of this course is to introduce you to the science of psychology via an exploration of contemporary research and theory on sex and sexuality. Special attention is devoted to scientific methodology in the study of sex and sexuality in order to give you a solid understanding of how psychologists and other scientists conduct their research and build theories about phenomena associated with sex. Please note: This is not a human sexuality course; it is a psychology course that uses the study of human sexuality to introduce you to psychology. You will leave the course not only with an understanding of the physiological, evolutionary, learning, developmental, personality and social psychological perspectives on human sexual behavior, among other topics, but also with the necessary knowledge and conceptual tools to continue your explorations in psychology and other experimental sciences.

PSYC 106.02 MW 1:30-2:45 Mr. Cornelius

Psychology 106a. Craft and Creativity

In this introductory psychology course, we will explore creative and performance processes that make human life so rich, including those that make it possible to do art, science, and athletics. Students contribute their own expertise and interests regularly during class, culminating in a semester project on a personally compelling creativity/performance topic. Note that interest in this course theme is what matters, not your particular skill set!

PSYC 106.03 TR 9:00-10:15 Ms. Palmer

Psychology 106a. The Psychology of Well Being

This course will cover many of the classic findings in psychology in the process of asking questions such as the following. What makes a person resilient in meeting life's challenges? What are the positive emotions such as happiness and contentment? How do the brain states correlated with these emotions differ from those of fear and anxiety? What are the bodily states associated with stress? How do stress, fear, and anxiety affect learning and memory? What is personality and what fosters optimism rather than pessimism and worry? What lifestyles affect resilience and well being? The introductory psychology courses, including this one, meet the quantitative requirement of the college.

PSYC 106.01	MW	12:00-1:15	Ms. Christensen
PSYC 106.04	TR	3:10-4:25	Ms. Christensen

Religion

The academic study of religion is a creative cross-cultural exploration of a range of historical and contemporary phenomena that we categorize as religious. Many of today's pressing political and social problems can be better understood with more knowledge about the religious practices that undergird them. The study of religion is an interdisciplinary endeavor. Some scholars of religion employ historical methods to understand how religious communities and practices change over time. Others use comparative methods to analyze ritual, popular culture, visual and material culture, and media. Some employ sociological, psychological, and anthropological methods to study how religiosity shapes social and individual life. Still others study texts and the questions those texts raise for theoretical, ethical and political reflection. At Vassar, religion majors are able to ponder – in rigorous, critical ways – some of the more profound issues that human beings face, such as building community, cosmological quests for meaning, and attempts to comprehend suffering and death. Our classes critically explore the complexities of religion around the globe. One can be a successful undergraduate in our major whether one is religiously observant or not; what is required, above all, is a desire to understand better how religious practices, sensibilities, and commitments function in different cultural settings.

Russian Studies

In 1907, Vassar College became the first among the original Seven Sisters colleges to offer a course on Russian history. In 1939, again first among its peers, Vassar instituted regular courses in Russian. At present, the Department of Russian Studies offers a well-rounded curriculum that includes three years of language instruction and a wide range of literature and culture courses taught both in Russian and in English.

Freshmen with no previous knowledge of the Russian language may elect Elementary Russian

(Russian 105-106) or the one-semester Intensive Russian (Russian 107) that covers the same amount of material in a more concentrated fashion. The department gives a short oral and written examination to students with previous knowledge of Russian for the purpose of satisfying the foreign language proficiency requirement, for placement into intermediate or advanced courses, and for a possible two units of credit. Please be sure to attend the departmental advising session on Monday morning, August 29, for more information.

In 2011/12, freshmen may also enroll in one of the courses given entirely in English translation. In the first semester we offer three such courses: Russian Classics (Russian 135), which focuses on the literary giants of 19th-century Russian literature; Nabokov before "Lolita": The Making of a Genius in the Era of Jazz and Surrealism (Russian 173) that considers the novels and short stories of Vladimir Nabokov written during the 1920s and 1930s in a broad cultural context of the period; Incantations, Spells, and Charms: Slavic Folklore and Demonology (Russian 179), an introduction to the rich world of Russian and Indo-European folklore. In the second semester we'll be teaching: Russia and the Short Story (Russian 171), a Freshman Writing Seminar that examines classic short stories by recognized masters of the genre; Dostoevsky and Psychology (Russian 142) examining the work of Dostoevsky in connection with the 19th century psychological literature as well as that which was later produced under his influence; The Great Utopia: Ideals and Realities of the Russian Revolution (Russian 169), an overview of the Soviet experiment and its reflections in art and literature of the period.

Students who are considering majoring in Russian are urged to begin the study of the language in their freshman year, continuing with intermediate and advanced language courses in their sophomore and junior years. For those who will be starting their language study here, this sequence is mandatory unless one of these levels is covered in an accredited summer program. However, those who have taken Russian in high school or have a knowledge of the language from home should sign up for a placement test that will indicate the appropriate level at which they should enroll.

Every semester the department offers a specialized course on a literary or cultural topic given entirely in Russian; access to such courses is open to students who have completed advanced Russian or have the equivalent language competency. Additionally, most courses taught in English have a supplemental section with readings in Russian.

Students can benefit from participation in the weekly Russian tea, the Russian Club, from conversation with the native speaker who serves as departmental language fellow, and from many other extracur-

ricular activities. The department encourages Junior Year Abroad study in the Vassar-administered program in St. Petersburg that, in addition to the Russian language component, offers extraordinary opportunities to students interested in art history.

The department has established the Masha N. Vorobiov Prize, which is awarded each spring to a promising student of Russian who intends to pursue summer study of the language.

Science, Technology, and Society

The Science, Technology, and Society (STS) Program is a multidisciplinary program that studies science and technology in a social, cultural, and historical context. Established in 1971, it was one of the first programs of its kind at an undergraduate institution. Today, many graduate and a few undergraduate institutions have programs of a similar nature. As an undergraduate program, however, Vassar's is unique in the flexibility it gives its majors and in the close relationship it fosters between students and faculty.

By taking a broad range of courses across the curriculum and within the program itself, the STS major learns how the interrelationships among science, technology, and society have developed, and what major figures in the sciences and humanities have thought about it. The STS program is designed to enable students to pursue three objectives: to understand the central role of science and technology in contemporary society; to examine how science and technology reflect their social, political, philosophical, economic, and cultural contexts; and to explore the human, ethical, and policy implications of current and emerging technologies.

Faculty who teach in the STS program are drawn from many departments in the college. Presently, there are faculty from anthropology, biology, chemistry, economics, philosophy, physics, political science, psychology, and sociology. Adjunct instructors from the fields of law and medical ethics also take part in the program.

STS majors continue on in an extremely broad range of professions. Recent graduates have entered law, medicine, public health, and policy making. Recent senior theses have been: "The Human Genome Patent Debate," "The Controversy over the Use of Transgenic Organisms in Agriculture," "Paradigms in Conflict: Technological Development in Rural India," and "Wireless Communication and the 21st-Century Employee."

The director of the program, Janet Gray, would be delighted to discuss the program with you and answer any questions you may have. She can be reached at grayj@vassar.edu.

Self-Instructional Language Program (SILP)

For offerings in Hindi, Irish/Gaelic, Korean,

Portuguese, Swahili, Swedish, Turkish, and Yiddish, see the Self-Instructional Language Program section of the catalogue, or consult the Self-Instructional Language Program coordinator at 845-437-5729.

Sociology

The Department of Sociology offers a wide assortment of courses designed to deepen and broaden the understanding of modern society through examination of social issues, social processes, and social problems. The diverse sociology curriculum at Vassar can also be conceptualized in terms of six clusters: theory, inequality and difference, culture, social justice, policy, and globalization. A more detailed discussion of these categories can be found on the department's website.

The department has adopted an innovative introduction to sociology grounded in the classical sociological tradition. In this vein our Introductory Sociology course explores the ideas of Marx, Durkheim, and Weber among others, using a diverse selection of contemporary studies to apply these seminal ideas toward an understanding of social phenomena today.

Building on this introduction, students may then select from a broad range of classes offered by the department at both intermediate and more advanced levels. The 200-level courses in the department deal with an array of contemporary topics as well as providing the student with concepts and methods of sociology analysis. Among the choices available are courses that focus on subjects such as food, the environment, diversity, deviance, social change, quality of life, and community. Other courses dealing with social institutions and/or social problems study education, public health, the media, prisons, social welfare, drugs, crime, sex/gender, race, inequality, war and militarism. In addition, the department offers courses in modern social theory and sociological methods as well as independent study or field work under the sponsorship of individual faculty members.

Advanced courses provide students with the chance to examine selected sociological topics in seminar settings. Areas studied include corporate power, schooling in the U.S., race and popular culture, comparative cultural institutions, bio-social controversy, disability, globalization, and varieties of social theory. Students may also opt to do advanced independent work under the guidance of a member of the department. In the senior year, students are given the opportunity for individual work and expression through the requirement of a senior thesis, which allows the student to plan and execute an original sociological investigation on a topic of his or her choosing.

Students who earn a degree in sociology at Vassar have pursued careers in government, research, business, the media, social work and a variety of non-profit organizations. Others have gone on to pursue graduate

study in law, health care, and sociology as well as in other academic or professional disciplines.

Spanish (*see Hispanic Studies*)

Urban Studies

Most of the world's population now lives in cities and urban areas, and for better and for worse virtually nowhere on earth is immune from urban influences. Vassar's Urban Studies Program provides a multidisciplinary perspective on the complex forms and relationships of cities, the global dynamics of urbanization, and evolving urban ways of life. Our majors take core courses in urban studies, along with related disciplinary clusters chosen from other departments and programs (such as art, education, environmental studies, earth science and geography, history, media studies, political science, and sociology). We encourage students to articulate and pursue their own intellectual goals within the major, or to develop a correlate sequence on urban issues to complement their existing majors. Our graduates have gone on to careers in urban planning, government, public administration, architecture, design, human services, teaching, business, and many other fields for which a background in urban studies has proven valuable.

Urban studies offers three core courses. Introduction to Urban Studies (Urban Studies 100) sets the tone of multidisciplinary study, as the instructor and guest lecturers examine different disciplinary traditions of understanding and intervening in urban space. Urban Theory (Urban Studies 200) takes up classical and recent debates in urban studies, focusing on major theoretical perspectives and original questions for investigation. Majors take a seminar on Advanced Debates in Urban Studies (Urban Studies 303) as juniors or seniors, which can be repeated for credit if the topic has changed. Previous advanced seminars have focused on such topics as Plotting the Invisible City and Memory and the City.

Urban studies offers such elective courses as Urban Planning and Practice (Urban Studies 213), Urban Political Economy (Urban Studies 222), Gender and Social Space (Urban Studies 276), Making Cities (Urban Studies 230), Musical Urbanism (Urban Studies 346), New York City as a Social Laboratory (Urban Studies 350), and City in Fragments (Urban Studies 352). We also cross-list courses with other departments and programs, which can be taken for Urban Studies credit, such as Community Development (Sociology/Urban Studies 237), Politics of City and Suburb (Political Science/Urban Studies 249), Urban Geography: Space, Place, Environment (Geography/Urban Studies 250), Victorian Britain (History/Urban Studies 254), Race, Representation, and Resistance in U.S. Schools (Education/Urban

Studies 255), Modern Architecture and Beyond (ART/Urban Studies 273) Advanced Urban and Regional Studies (Geography/Urban Studies 340), Adolescent Literacy (Education/Urban Studies 373), and Democratic Engagement (Political Science/Urban Studies 375). We further encourage our students to gain practical as well as theoretical expertise in urban studies through field work (Urban Studies 290) and senior theses and projects (Urban Studies 300-301).

Victorian Studies

The interdepartmental Program in Victorian Studies enables students to combine courses offered in several departments with independent work and, through an interdisciplinary approach, to examine the assumptions, ideas, ideals, institutions, society, and culture of 19th-century Britain, a complex society undergoing rapid change at the height of its global power.

Freshmen considering a possible Victorian studies major or correlate sequence are encouraged to consult with the Victorian studies coordinator or any of the advisors. The path to the major is considerably eased—to say nothing of the accompanying intellectual gains—when students take survey courses or 100-level courses in at least three of the departments involved in this interdisciplinary program. A grounding in English literature and history is expected, and potential majors would do well to take English literature courses as well as History 151.

For further information, please consult the catalogue under Victorian Studies.

Women's Studies

The Women's Studies Program – open to all students – offers courses designed to introduce the student to the cultural, social, economic, and political dimensions of women's lives and experiences in the past and present. It provides new perspectives on gender in different cultures and periods.

The Women's Studies Program offers a multidisciplinary major and a six-unit correlate sequence. Students may select from team-taught integrative courses at the introductory, intermediate, and advanced levels, as well as from a variety of courses listed in the departments. Freshmen interested in women's studies should consider taking Issues in Feminism: Bodies and Texts (Women's Studies 160), which fulfills the Freshmen Writing Seminar requirement. There will also be two sections of the Introduction to Women's Studies (Women's Studies 130) team-taught each semester. This course serves as a foundation for the program, introducing students to multidisciplinary methodologies, feminist history, and theoretical debates, with a particular focus on the intersections of gender, race, class, and sexuality. Beyond the introductory level, regularly offered women's studies courses include The Construction of Gender, Global

Feminism, Feminist Theory, Women Making Music, Queer Theory, and a Women's Studies Seminar. A full list of courses offered in women's studies is circulated before each registration period.

The director of women's studies advises students interested in pursuing majors in this field. For further information, contact the Office of Women's Studies at 845-437-7144, and consult the catalogue under Women's Studies.

OTHER USEFUL INFORMATION

The VCARD

Vassar has a one-card identification card system. The VCARD lets you into your dorm; serves as your library card; carries your meal plan; and can carry a declining balance account, VCash account, and VPrint account.

Freshmen receive their VCARD during New Student Orientation. It is the key to the residence house. It can be used to charge books and other items in the College Bookstore to your student account.

The VCARD carries the meal plan account; a meal plan is needed for every student who lives in a residential house. The meal plans consist of a number of all-you-care-to-eat meals and 25 guest meals at ACDC and Express Lunch, plus Dining Bucks that can be used at all campus dining locations.

The VCARD carries VCash, a prepaid account; this account may be used at any campus dining location, for the laundry machines in the dorms, the copiers and printers across campus, and for purchases at the Post Office, Computer Store, Bookstore, and 30 participating local off-campus businesses.

The VCARD carries a VPrint account, credited once per semester with \$32.50 (the equivalent of 650 prints) at no charge to you. If you exceed this limit you may use your VCash account for printing.

Funds for VCash may be purchased online using Visa, Mastercard, or American Express, or charged to your student account by going in person to the Card Office in CIS (adjacent to the Helpdesk). Additional meals can only be charged to your student account at the Card Office. There are also two VTS (Value Transfer Station) machines you may use to deposit cash into your VCash account. One is located in Main Building by the Cashier's Office, and the other is located on the first floor of the All Campus Dining Center (ACDC).

Banks

As you plan for your life in Poughkeepsie, you may be interested in a list of local banks. The college is not able to cash checks, but we do have an automated teller in the College Center. Put in place by HSBC, the machine honors money cards for all NYCE members. Banks within one mile of Vassar are listed below:

Chase Bank
44 Plaza Shopping Center
Poughkeepsie, NY 12603
845-454-1252

Key Bank of Eastern New York
830 Main Street
Poughkeepsie, NY 12603
845-471-6010

HSBC Bank
1 LaGrange Avenue
Poughkeepsie, NY 12603
845-454-5512

TD Bank
703 Main Street
Poughkeepsie, NY 12601
845-431-6104

Ulster Savings Bank
44 Plaza Shopping Center
Poughkeepsie, NY 12603
845-454-7144

Vassar College has no prior arrangements with any of the businesses listed above. These resources are listed here as a courtesy to families.

Transportation and Automobile Regulations

The Vassar College Transportation Department provides shuttle transportation to the New York City airports, JFK and LaGuardia, at various times during the school year. About a month prior to the October, Winter, and Spring Breaks, the dates and times of the shuttle schedule are sent out in a campus-wide email to all students; students must make reservations by responding to this email. We also provide shuttle service at the end of the academic year.

Each student is charged a fee of about \$40 per trip. We only provide shuttle service from the campus to the airports; we do not provide shuttles from the airports to the campus.

For those flying into Stewart Airport in Newburgh, NY, Payless Transportation Company at 845-471-7700 and Allen's Taxi Service at 845-485-2411 offer special rates from the airport to campus for Vassar students who make a prior reservation. Both companies also offer transportation to Vassar from all major airports in this area.

All student vehicles driven or parked on campus must be registered. The Security Office (located at 2490 New Hackensack Road) is open on weekdays from 8:30 am to 4:30 pm for vehicle registration. There is a \$100 fee (\$50 per semester) for registering a vehicle. The fee will be charged to your Vassar account.

Cars belonging to first-year students are only allowed in the South and New Hackensack lots. They are not permitted anywhere else on campus without an unloading pass.

Vassar students are able to take advantage of Zipcar's car-sharing program at rates as low as \$8 per hour. For more details or to sign up, please go to <http://zipcar.com/vassar>.

Shipping and Receiving

You may send your things to your Vassar address in two ways. Small things may be sent directly to yourself at your Vassar post box. Larger items should be shipped via private carriers (UPS, DHL, FEDEX, for instance) to the Receiving Department:

Vassar College
124 Raymond Avenue
Your name
Your Vassar P.O. box number
Poughkeepsie, NY 12604

Receiving hours are 8:00 am – 12:00 pm and 12:30 – 4:00 pm, Monday through Friday. The Receiving Department does not supply transportation from their offices to your dorm, so please plan how much to put in each box. You may begin shipping at the end of July.

Post Office Hours

Monday through Friday, 9:00 am – 4:30 pm

Bookstore

Monday through Friday, 9:00 am – 6:00 pm
Saturday, August 27, 9:00 am – 5:00 pm
Sunday, August 28, 10:00 am – 4:00 pm

IMPORTANT TELEPHONE NUMBERS

(Area Code - 845)

Emergency calls.....	437-7333
Campus Response Center.....	437-5221
Security.....	437-5200
Accessibility and Educational Opportunity.....	437-7584
Admissions.....	437-7300
Advisor to International Students.....	437-5831
ALANA Center.....	437-5954
All Campus Dining Center.....	437-5830
Campus Activities.....	437-5370
Campus Life and Diversity Office.....	437-5426
Career Development.....	437-5285
College Store.....	437-5870
Computer Store.....	437-7252
Counseling Service.....	437-5700
Dean of the College, Christopher Roellke.....	437-5600
Dean of Freshmen, Benjamin Lotto.....	437-5258
Dean of Students, D.B. Brown.....	437-5315
Dean of Studies, Joanne Long.....	437-5255
Field Work.....	437-5280
Financial Aid.....	437-5320
Health Education.....	437-7769
Health Services.....	437-5800
The Learning, Teaching, and Research Center.....	437-5215
Library.....	437-5760
Receiving.....	437-5693
Registrar.....	437-5270
Religious and Spiritual Life.....	437-5550
Residential Life.....	437-5860
Student Accounts.....	437-5245
Student Employment Office.....	437-5318
Vassar Student Association.....	437-5381
VCARD Office.....	437-3333

QUICK REFERENCE WEB ADDRESSES

Ask Banner	http://secure3.vassar.edu/askbanner
Accessibility and Educational Opportunity	http://aeo.vassar.edu
Dean of Freshmen	http://deanoffreshman.vassar.edu
Dean of Students	http://deanofthecollege.vassar.edu/dean_students.html
Catalogue	http://catalogue.vassar.edu
Computer Store	http://computing.vassar.edu/store
Computing Center	http://computing.vassar.edu
Counseling Service	http://counselingservice.vassar.edu
Financial Aid	http://admissions.vassar.edu/finaid.html
Health Services	http://healthservice.vassar.edu
Registrar	http://registrar.vassar.edu
Residential Life	http://residentiallife.vassar.edu
Residential Operations Center	http://residentiallife.vassar.edu/roc.html
Student Accounts	http://studentaccounts.vassar.edu