

Vassar College

The 2009/10 Freshman Handbook

A handbook for the class of 2013

To the Class of 2013:

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 alumni and alumnae 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. Recognizing that it is hard to plan and prepare for a complex experience, we have worked hard 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 and the Vassar College catalogue, coupled with 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 Vassar College Class of 2013.

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 is "dedicated to teaching, scholarship, and artistic endeavor" and aims "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 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 Monday, August 31. All freshmen are expected to arrive at Vassar on Tuesday, 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.

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 Wednesday, Thursday, and Friday. 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 Academic Information and Departments of Instruction, Multidisciplinary Programs, and Interdepartmental Concentrations 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 Friday, August 28.

Only one requirement must be met in your first year: **every freshman is required to elect at least one Freshman Writing Seminar.** Please consult the section on Freshmen Writing Seminars in this handbook for the 2009/10 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.

Look to the next section of this handbook, Academic, Residential Life, and Extracurricular Resources, for a listing of the people and offices you might turn to with any questions you may 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.

And do remember to return your Statement of Academic Interest form to me by July 24. I will use what you tell me to assign you a faculty pre-major advisor.

I look forward to seeing you on August 25.

Joanne Long
Dean of Freshmen

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. 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, co-chairs the New Student Orientation Committee, and oversees academic regulations as they affect freshmen.

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.

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

Faculty Advisors

The system of academic advising that aids your entry into college life exemplifies Vassar’s traditional interest in 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 Interests form included in this packet. The first meeting for freshmen with their pre-major advisors is from 10:30am–11:30am on Wednesday, August 26. This meeting provides an opportunity for you to become acquainted with your pre-major advisor, along with his or her other pre-major advisees, and to discuss any questions that you might have. On Thursday afternoon, August 27, 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, you will discover overlapping layers of academic advice, and you will need to take the initiative in seeking particular kinds of information. While pre-major advisors and 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.

More general questions about college policies and procedures and about your overall curricular planning throughout your years of study may be asked of the dean of freshmen in the Office of the Dean of Studies.

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: counseling, health, health education, residential life, and international services. 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. His office is located in Main, N-121 (extension 5315). You should 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 Residential Life coordinate all aspects of the residential experience at Vassar. They perform functions regarding community development, student leadership, room assignments, residence hall furnishings and equipment, health and

safety in the halls, and the development and implementation of college policies. The director and associate can be contacted at the central office in Main, N-120 (extension 5860).

House Fellows are faculty members who live in the residence halls. 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 contacts between faculty and students in informal and nonacademic 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. These student advisors, selected from the upper three classes, are assigned 8–12 freshmen who live near them in the residence hall. There are also student fellows for new transfer, visiting, and exchange students. Student fellows can assist you with registration procedures, academic regulations, and the 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 Tuesday 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.

Student Advisors. In each house, a junior student serves as the student advisor. With the house advisors, the student advisors are involved in the selection, training, and supervision of the student fellows in their building. They work closely with the house officers to provide student leadership.

House Officers. Each residence hall is governed by four elected student officers and one elected freshman representative. They work closely with the Residential Life staff to ensure the general welfare of the individual student and to promote a sense of community.

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 residence clusters. Acting as liaisons between the Office of Residential Life and the residence halls, 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 residence halls. They monitor house improvement needs and serve as “administrator on call” to respond to emergency situations.

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, such as 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 advertised 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 9-5. 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—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–Friday, 9:00am–5:00pm

Telephone: 845-437-5700

Crisis On-Call: 845-437-7333

Website: 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. Primary objectives for this office include providing support and training to student peer helper groups; developing educational programs related to aspects of student health, specifically in the areas of substance abuse prevention, nutrition education, and sexual health awareness; and facilitating 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 the New Student Orientation programs, Altered States, Sex and Sensibility, the Harvest Health Fair, the Great American Smokeout, Sexpo (Vassar's very own sexual health

fair), Safe Spring Break Fair, Eating Disorder Awareness Week, DeStress Daze, Nutrition Week, and the Wellness Tent at Founder's Day. The office also provides Housecalls, a program by which 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 serves on the Drug and Alcohol Education Committee and the New Student Orientation Committee, and advises the Health and Counseling Advisory Committee and the Eating Disorder Task Force as well as the following student groups: AIDS Education, CARES (sexual assault/abuse), CHOICE (sexual health information), EDRS (Eating Disorder Reachout Service), SAMS (Student Athlete Mentors), TLC (The Listening Center ñ peer), and the Wellness Peer Educators.

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

The Office of Health Education is open during the academic year and can be reached at extension 7769. It is located in the Metcalf Solarium and is open for students who request one-on-one consultations, or who want information about opportunities for self-improvement for health and self-enhancement. The office is staffed by a director of health education and 10 student interns.

The Sexual Assault Response Team

The Sexual Assault Response Team (SART) comprises trained faculty, staff and administrative volunteers. Members of SART serve, individually and as a coordinated group, to provide confidential support, advocacy and information for student victims of sexual assault, relationship abuse, and/or stalking at any time in their lives. All confidential interactions with the SART advocates will be conducted with a victim-centered approach, which means the student will be given options and choices, and the decisions are left up to the student.

SART volunteers can be reached 24 hours/day by contacting the Campus Response Center at 845-437-7333.

Health Service

The student Health Service at Baldwin provides medical and nursing care by nurses, nurse practitioners, physician assistants, and physicians. Daily clinics are maintained on weekdays, 9am to noon and 1pm to 4pm, for nursing, medical, and gynecological care. Appointments can be scheduled during office hours by calling extension 5800 or extension 5818 for women's health. Emergencies and urgent care walk-ins can be seen immediately when the Health Service is open. Also, a member of the medical staff is on-call after clinic hours.

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.

After clinic hours and on weekends, NYS certified EMTs are on call to respond to on-campus emergencies and may be dispatched by calling the Campus Response Center (CRC) at extension 7333. An ambulance may be dispatched through CRC at extension 7333. Alternately, students may be brought to the Health Service where the nursing staff will handle acute problems with the on-call medical backup.

Further information may be found on our website.

Disability and Support Services

The Office of Disability and Support Services (DSS) seeks to promote equal opportunity within the context of Vassar's diverse campus community and educational mission, and through its core values as a residential liberal arts college. In compliance with federal legislation, Section 504 of the Rehabilitation Act and the Americans with Disabilities Amendments Act (ADAAA) of 2008, DSS has facilitated and coordinated access to reasonable accommodations, auxiliary aids, and services for self-identified students since 1996. Disabilities may include, but are not necessarily limited to, learning disabilities, attention deficit disorder, psychological disorders, chronic health impairments, visual impairments, mobility and orthopedic impairments, hearing impairments, and substance abuse and recovery as well as temporary impairments.

Students with disabilities in need of academic or residential accommodations are encouraged to register with DSS during the summer prior to their arrival at Vassar (preferably by June 1). Students must provide comprehensive documentation of their disability or disabilities, which describes the nature of their disorder and how their disability substantially limits one or more major life activities. Guidelines for documentation of a disability can be found on the office's website.

DSS professional staff work with the student and necessary faculty or campus departments to identify accommodations and services that are appropriate to the student's needs, academic program, and residential life experience. 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. For the accommodation process to be effective and timely, students must be actively involved in the process and work closely with DSS staff throughout their four years.

Commonly offered accommodations and support services include:

- exam accommodations (e.g. extended time, private room, or use of a computer or other assistive technology)
- alternative print format (e.g., audio files, e-text, reader software)
- notetaker service
- pre-registration course assistance
- modified course load
- housing and meal plan accommodations
- academic coaching
- reader, scribe, and transcription services
- sign language interpreters/remote closed captioning

Please contact the Office of Disability and Support Services to inform us about your accommodation needs, or to learn more about available services. The office is open Monday-Friday, 9am-5pm during the academic year and by appointment during the summer. For more information call (845) 437-7584 or visit our website.

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 rapidly becoming 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 members 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.

This office collaborates with the International Studies Program, Office of International Programs, Vassar International Student Association, 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. Support is provided to the college's several fine international summer programs.

Also housed here is the Vassar Haiti Project, an endeavor founded in 2002 to support education and the arts in Haiti, as well as to educate our campus and local community about that country's rich culture, turbulent history, and deeply spiritual people.

Andrew Meade is the director of international services. His office is located in the dean of students suite in Main, N-120, phone extension 5315. Please contact anmeade@vassar.edu or call 437-5831 for more information.

Campus Life

The Campus Life Office coordinates programs and services to foster inclusive and positive campus environments for all students. The office coordinates the Vassar First Year program in collaboration with the dean of freshmen, other offices, and the First Year committee. We are committed to engaging first-year students as they explore avenues for contributing to the intellectual and community life of the college.

Programs such as the Campus Life Resource Group (CLRG), Conversation Dinners and All College Day, and resource centers for various communities contribute to building affirming campus environments while encouraging student engagement across groups. 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.

Visit the main office (Main, N-163) to learn more about specific programs and how to become involved.

The ALANA Center is the Campus Life resource center for supporting the campus life and academic experiences of African-American/Black, Latino/a, Asian, and Native American students. The center offers leadership programs, intercultural and cross-cultural dialogues, and a big sister/big brother and alumnae/i mentoring resources. Community partnerships such as Sistah Power, a service-learning initiative in the local Poughkeepsie community, are also coordinated through the center. Other resources include cultural/ethnic journals, IMAGES newsletter, educational videos, career and graduate study information, a community room, computing resources, and a full kitchen. The Campus Life staff in the center includes a full-time administrator, an administrative assistant, and student interns who assist with many aspects of center programming.

The LGBTQ Center is the Campus Life resource center for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) communities and social justice education. The center hosts educational, social, and cultural programs, collaborates with student organizations, and provides leadership opportunities to enhance the campus life experiences of LGBTQ students while also addressing greater issues of social justice and creating inclusive and educational campus environments. Campus Life staff at the LGBTQ Center includes a full-time administrator and student interns who assist in many aspects of the center's programs.

The Women's Center is a Campus Life resource center staffed by student interns. Programs include film screenings, panel discussions with faculty, co-sponsored lectures, and the annual Breast Cancer Walk in April. Faculty from the Women's Studies Program support the center through advising on programming and other aspects of its campus presence. The center is located in Strong House on the first floor.

The Learning, Teaching and Research Center

The Learning, Teaching and Research Center (LTRC), located in the library, supports the intellectual life of students and faculty at Vassar. The center is dedicated to helping all Vassar students realize their academic potential, and to supporting all Vassar faculty as researchers and teachers.

The LTRC includes a thriving Writing Center staffed by specially trained peer consultants who work with students on writing for all courses and in all genres, at any stage of the writing process. The Writing Center offers drop-in hours in the library six days of the week; check the website and posted signs for hours.

The Supplemental Instruction (SI) program provides weekly peer-facilitated study sessions for specific courses. For 2009/10, SI is offered for Math 121/122 and 125, Chemistry 108/109, 125, 244, 245, and Physics 113. Students enrolled in those courses will be given more information about the program in the first week of classes.

The associate director of the LTRC and directors of the Supplemental Instruction Program and Writing Center do one-on-one consultations with students about their writing and quantitative reasoning. For appointments call extension 5215.

The Academic Support and Learning Resources Specialist offers guidance in developing study skills such as reading, note taking, and time management. Students may make an appointment by calling extension 7685, or by emailing getter@vassar.edu. Walk-ins are welcome Monday-Friday 9am-5pm (Library 122).

The LTRC works closely with the Office of Disability and Support Services (DSS) to address the needs of students with learning disabilities, attention deficit disorder, psychiatric disabilities, and chronic health impairments. DSS offers academic coaching through weekly in-office appointments. To discuss working with an academic coach, contact the director of disability and support services, extension 7584.

Library instruction services offer a variety of programs to promote awareness of the breadth and depth of the library's collections and to foster students' ability to use research materials effectively. To schedule a research consultation, contact the Reference Desk in person or on line.

Career Development and Student Employment Offices

The Offices of Career Development and Student Employment merged in 2006 to help students make connections between their college experience and the world of work.

The Career Development Office (CDO), located in Main S-170, provides a variety of resources for locating internships, summer employment, and full-time post-graduate 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 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 2,600 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 careers.vassar.edu.

The Student Employment Office (SEO), located in Main S-182, helps all students secure part-time on-campus employment in over 100 departments. Although students on financial aid receive priority consideration, campus jobs are generally available for any student who wishes to work. In general, first-year students work eight hours per week, sophomores about nine hours, and junior and seniors, 10 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 an I-9 form. This paperwork requires precise documentation. For more information, visit studentemployment.vassar.edu.

Field Work

Sponsored by departments for ungraded credit, field work is an academic program that places 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 class work. Every student electing field work is supervised by a faculty member who helps the student to integrate experience with theory. Students must take a pre- or co-requisite 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, Main N-165 (extension 5280).

Religious and Spiritual Life

The Office of Religious and Spiritual Life (RSL) works to help students integrate what they care about most into their learning. RSL programs ensure that opportunities for spiritual engagement are part of a Vassar education—for religiously observant students, or spiritually seeking ones, and everything in between.

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. In collaboration with the Office of Student Employment, RSL

directs the college's participation in the Federal Work Study Program in community service.

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, luminarias, sculptures, performances, and practice in shaping community rites of passage to help open up opportunities for transformation and reflection.

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.

As part of the support RSL staff provide to these program areas, 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 12 different student religious groups at Vassar. RSL's full-time staff are the director, the assistant director and Rose and Irving Rachlin advisor to Jewish students, the Tanenbaum inter-religious fellow (in partnership with Harvard Divinity School), the religious and spiritual life fellow, and the administrative assistant. Part-time affiliate advisors serve the Episcopal, Roman Catholic, and InterVarsity communities on campus. 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.

For more information about any of these programs, please come by the Office of Religious and Spiritual Life in the Chapel Tower (phone extension 5550) or visit our website at religiousandspiritualife.vassar.edu.

Athletics and Physical Education

Facilities

Walker Field House encloses a six-lane swimming pool with a separate diving area, five indoor tennis courts, basketball and volleyball courts, locker rooms, and a new sports medicine facility. The adjacent Athletics and Fitness Center contains a 5,000-square-foot weight-training/cardiovascular fitness room, a multipurpose room, a basketball gymnasium, an elevated jogging track, and locker rooms.

Kenyon Hall includes a gymnasium for volleyball, six international squash courts, dance studios, and a dance theater.

Outdoor facilities include 14 tennis courts; Joss softball field; a rugby field at Vassar Farm; and Prentiss Field, comprising a track, a baseball diamond, and soccer, lacrosse, and field hockey fields. Adjacent to Prentiss Field is the Weinberg Field Sports Pavilion locker room and athletic training facility. A cross-country running course surrounds a nine-hole golf course, which has a

special rate per round for students, faculty, and staff.

Competition

Varsity. The college supports 25 varsity teams. There are sports programs for both men and women in basketball, cross-country, fencing, lacrosse, rowing*, soccer, squash, swimming and diving, tennis, track, and volleyball. The women's program also includes varsity field hockey and golf, and the men's program includes varsity baseball. Men's and women's rugby 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 (extension 7843). Contact the Department of Athletics and Physical Education (extension 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 are offered in badminton, basketball, floor hockey, golf, inner tube water polo, soccer, softball, squash, tennis, touch football, racquetball, and volleyball. More may be added, depending on student interest. If you are interested in intramurals, please contact the intramural director (extension 5347).

Intercollegiate and informal clubs are active and thriving at Vassar under the direction of the Vassar Student Association (VSA). They encompass cycling, badminton, equestrian, ultimate frisbee, sailing, and skiing. Many of these clubs play competitive intercollegiate schedules. If you are interested in club activities, please contact the VSA offices (extension 5383).

* **Beginning in the academic year 2010-11, Vassar's rowing program will change from a varsity to a club sport. See <http://www.vassarathletics.com> for additional information.**

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, but before you go to register, please read what follows, and look at the *Vassar Catalogue* if you have any further questions.

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

Freshman Writing Seminars

Every freshman is required to elect 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 making the transition to college work. These courses have a maximum enrollment of 17 freshmen and are offered in a variety of disciplines; in general, they serve as introductions to those disciplines. Particular attention is given to the effective expression of ideas in both written and oral work. Please consult the section on Freshman Writing Seminars in this handbook for the 2009/10 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. Numerical 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. See the list of courses for Fall 2009 in the section on Registration.

Foreign Language Proficiency

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 American Sign Language, Hebrew and—through the Self-Instructional Language Program—Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, Turkish (intermediate level only 2009-10), 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. The methods by which you may meet this requirement are listed in the section on Registration.

Distribution Requirements

All Vassar students are expected to reflect depth (a major field of concentration) and breadth in their course selection. Breadth is demonstrated by taking courses in each of the four curricular divisions: arts, foreign languages and literatures, social sciences, and natural sciences (see Concentration in a Department 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 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 the dean of studies, Vassar College; and
3. A request to the Committee on Leaves and Privileges (the form is available in the Office of the

Dean of Studies), approved by the appropriate department chair.

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 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 amount of transfer credit for a qualifying college course will be determined by the department in which the course is classified at Vassar.

Any questions about pre-matriculation credit should be directed to the Office of the Dean of Studies, extension 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.

Advanced Placement

If you have taken CEEB Advanced Placement examinations, you may be eligible for college credit and/or permission to elect an intermediate-level course. 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 (with a maximum limit of 4 units). A grade of 4 or 5 may qualify you to elect an intermediate-level course in the field. Each department decides how much, if any, advanced standing a student with an eligible AP score will receive. Special advanced placement advising sessions have been scheduled in the academic departments for Thursday, August 27.

Students who fail to attend the advising sessions forfeit their right to placement in intermediate courses.

If you have not taken an AP exam but feel you might be eligible for advanced placement in a particular department, you should consult the chair of the department. The following departments have indicated that examinations will be given for placement or credit or both: chemistry, Italian, mathematics, and Russian. All examinations are offered in the first month of the fall term and may be taken in the freshman year only.

Art: Students who received 4 or 5 on the AP examinations in either art history or studio art will receive 1 unit of college credit.

Biology: If you have received a score of 4 or 5 on the Advanced Placement (AP) biology exam and reported the score to Vassar College, you will receive one unit of

100-level biology credit toward graduation, you may elect 200-level biology courses once you have completed BIOL 106, and BIOL 105 will not be a requirement for your biology major. If you have questions, please contact the Biology Department chair.

Chemistry: The Chemistry Department will offer a written examination to incoming freshmen interested in applying for advanced placement. Students who satisfactorily complete this examination may then elect organic chemistry. Consult the department for further information.

Chinese and Japanese: During Orientation, a placement test is given for students who have previously studied Chinese or Japanese. Based on the test, the student may be placed at a higher level than other freshmen. On the first day of classes in the fall semester, students can take a proficiency test to determine whether Vassar's foreign language requirement has been fulfilled.

English: Students who received a 4 or 5 on the AP examination in English language and composition or English composition and literature will automatically receive 1 unit of college credit. These students nevertheless are encouraged to elect English 101 or 170 for credit. AP students wishing to seek placement in a 200-level course must consult with and secure the permission of the associate chair before attempting to enroll in an advanced course. Those who have taken 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 associate chair, a 200-level course. AP students may also elect English 170 in the fall semester and continue to intermediate-level work in the spring. No student scoring lower than 4 will be eligible for college credit or placement in an advanced course.

French and Francophone: An AP score of 4 or 5 can count as 1 unit toward the major.

Geography: Students who received a 4 or 5 on the AP examinations in human geography will automatically obtain 1 unit of college credit.

German: Students who received a score of 4 or 5 on the AP examination in German language or German literature will automatically receive 1 unit of college credit. Those students interested in continuing their study of German at Vassar should register for either German 210 or German 230, and should consult with the department's faculty members during New Student Orientation. Rather than a placement test, the department meets individually with students to help place them in the proper course. The department does not offer an examination for credit, but does offer a proficiency exam for students who wish to test out of Vassar's language requirement. Students with prior experience in German are encouraged to enroll in one German course above the 100 level—German 210, 211, or higher—which automatically fulfills the college's foreign language requirement.

Hispanic Studies: Students who received a score of 4 or 5 on the AP examination in Spanish language or

Spanish literature will automatically receive 1 unit of college credit. The department does not offer an examination for credit. Students who wish to continue their study of Spanish should choose the course appropriate to their previous training. Please consult the guidelines for placement included in the Hispanic studies description later in this handbook. Additional departmental placement advising is available during New Student Orientation.

History: Students who received 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. The department very strongly encourages freshmen, especially those who think they might wish to major in history, to begin at the 100 level. Almost all first-year students find that Vassar's 100-level history courses are new and challenging, not only in their historical approaches and content but also in the nature of the classroom experience. No more than one unit of AP credit will be accepted toward the 11 units required of majors. AP credits cannot be used to fulfill the department's distribution requirements.

Italian: The Italian Department will offer advanced placement on the basis of an interview and an oral examination. A written examination will be used to decide whether credit is to be given.

Mathematics: The maximum amount of advanced placement credit a student may receive for any combination of AP Calculus exams is one unit of transfer credit. One unit of advanced placement credit is given to any student who received a score of 4 or 5 on the Calculus BC Advanced Placement examination. Such students should elect Mathematics 221 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 221, but should consult with the department during the advanced placement advising session prior to registration.

One unit of advanced placement credit is given to any student who receives a score of 4 or 5 on the Calculus AB Advanced Placement examination. Students with a 5 on the AB examination generally are advised to elect Math 221 after conferring with the department during the advanced placement advising session. Students with a 3 or 4 on the AB examination ordinarily are advised to enroll in Math 125, but should consult with the department also.

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

Any student who elects Math 125 or 221 without 1 unit of advanced placement credit can still receive 1 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.

Music: 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 1 unit of college credit if appropriate proficiency is demonstrated by this test. Students interested in taking this test should consult the administrative assistant to the Music Department as soon as possible after arrival.

Physics: Students who receive a score of 4 or 5 on the Physics B exam receive 1 unit of advanced placement credit and will not be permitted to enroll in Physics 113 or 114. Students may, at their discretion, opt out of the AP credit and instead enroll in 113/114 if they prefer. Normally, students considering further studies in physics with 1 unit of AP credit will enroll in Physics 115/116; these are six-week 0.5 credit classes taught in the fall semester, one after the other. Students who receive a score of 4 or 5 on the Physics C Mechanics may receive 0.5 unit of advanced placement credit and upon doing so will not be permitted to enroll in Physics 113, but may take Physics 116 in the fall and then enroll in Physics 114 in the spring. Students who, in addition to having received a 4 or 5 on the Physics C Mechanics, also received a 4 or 5 on the Physics C E & M exam, may receive a total of 1 unit of advanced placement credit and upon doing so will not be permitted to enroll in Physics 113 or 114. Normally, such a student would be placed in Physics 115/116. Please consult the chair of physics and astronomy for clarification of these and other matters. No student shall receive AP credit for BOTH the B and C exams.

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. Note that in order to do this you cannot receive AP B credit on your transcript. If you want to retain your AP B credit, you must discuss other options with the chair of physics and astronomy and the director of Fellowships and Pre-health Advising.

Psychology: No examination will be given; advanced placement is available only to those students who have taken an introductory course in psychology at another college. In addition, no examination will be given for statistics; advanced placement is available only to those students who have taken a statistics course at another college. Please consult the listing for the Psychology Department elsewhere in this handbook for further information.

Russian Studies: The Russian Studies Department gives a short oral and written examination to place students in the appropriate course. The department will recommend 2 units of credit for freshmen who pass the Russian proficiency examination with a grade of B+ or above.

If you wish to take an intermediate course without the introductory course and/or wish to take any of the credit exams listed above, be sure to attend the departmental and advanced placement advising sessions on Thursday, August 27.

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.

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 course work 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.

Vassar College, in cooperation with University College, Galway, offers a one-semester internship in the primary and secondary schools of Clifden, Ireland, in the junior year.

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

As indicated in the section of the catalogue titled Preparation for Graduate Study, law schools, unlike medical schools, do not require a specific course of study for entry. Accordingly, the function of the pre-law advisor is primarily that of providing general information about law school preparation and assisting juniors and seniors in such decisions as how and where to apply. A pre-law information meeting will be held on Thursday, August 27.

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. For some schools 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, they should also refer 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 the probability of better academic performance is increased.

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 Thursday, August 27. Careful planning of the freshman year program is essential. Students are encouraged to contact a member of the Pre-Medical Advisory Committee if they cannot attend the meeting and feel that they need additional guidance before making a final selection of courses for the freshman year.

Members of the Pre-Medical Advisory Committee may be contacted through Lisa Kooperman, the director of the Office for Fellowships and Pre-Health Advising, Main, N-162, extension 5263.

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 coun-

try, foreign language study is of the utmost importance and should be considered early in your academic career. Students must also 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 extension 5260. Students will also find information on approved programs as well as copies of Fundamentals of

Study Abroad on the OIP website, jya.vassar.edu.

REGISTRATION FOR COURSES

The Registration Process

To pre-register for your fall 2009 classes, you will complete the electronic pre-registration form which can be found at congrats2013.vassar.edu. In order to complete this form, you will need to consult the 2009/10 catalogue found at catalogue.vassar.edu, this handbook, and the electronic schedule of classes found at congrats2013.vassar.edu. Submit the pre-registration form electronically as soon as possible (no later than July 24). Please be sure to pay careful attention to the information given on the first several pages of the schedule of classes. You should bring this handbook with you to campus. The enclosed Statement of Academic Interests (which must also be returned by July 24) 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 Wednesday 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 Wednesday, August 26, faculty will give research presentations and departments will hold open houses. On Thursday morning, August 27, you will be able to consult with any department or program about appropriate course selections or special permission;

there will be special sessions devoted to advanced placement, pre-professional, teacher certification, English, art, math, and science advising. Thursday 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 Friday, August 29. Freshmen who were pre-registered for few or no courses will be permitted to register first, and so on.

3. Add Period (through September 11). You may continue to add courses (up to a maximum of 5 units) to your schedule until Friday, September 11. All students must be registered for the minimum of 3.5 units by September 11. Students may drop courses (but not below 3.5 units) with their advisor's approval until Friday, October 16 (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 16. 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 2009/10 offerings. Courses are offered in both a and b terms, with the 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; the offerings for fall 2009 are:

- Astronomy 101: Solar System Astronomy
- Biology 106: Introduction to Biological Investigation
- Biology 202: Plant Physiology/Development
- Chemistry 108: General Chemistry
- Chemistry 125: Chemical Principles
- Chemistry 244: Organic Chemistry
- Computer Science 101: Computer Science I
- Computer Science 102: Computer Science II
- Cognitive Science 100: Introduction to Cognitive Science

Economics 100: Introduction to Macroeconomics
 Economics 101: Introduction to Microeconomics
 Economics 209: Probability and Statistics
 Mathematics 101: Topics in Calculus
 Mathematics 121: Single Variable Calculus
 Mathematics 125: Topics/Single Variable Calculus
 Mathematics 221: Linear Algebra
 Mathematics 222: Multivariable Calculus
 Physics 113: Fundamentals of Physics I
 Political Science 244: Political Parties and Public Opinion
 Psychology 105: Introduction to Psychology: A Survey
 Psychology 106: Introduction to Psychology: Special Topic

For descriptions of these courses, consult the relevant pages of the catalogue. For section numbers and meeting times, see the schedule of classes.

3. Foreign Language Proficiency Requirement.

This requirement applies to all entering freshmen whose first language is English; if your first language is not English, once you are on campus you will need to apply to the Office of the Dean of Studies 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 Ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish will be given on the first day of classes in the fall semester. 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 encouraged not 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. SAT II achievement test score of 600 or above in a foreign language (this may not apply to Chinese);
- b. advanced placement score of 4 or 5 in a foreign language (this may not apply to Chinese);
- c. passing 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;
- d. successful completion of one year of introductory foreign language study (105-106) or one semester beyond the introductory course at Vassar;
- e. the equivalent of d) at an approved summer school or academic leave program (which may include languages not taught at Vassar); or
- f. completion of both Old English and Beowulf (English 235 and 236).

The 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.

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. You may list courses that total fewer than 4.5 units, especially if you are seeking 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 Chemistry 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. (As you will have noticed, "a" courses are offered in the fall, "b" courses in the spring.) All elementary foreign language courses, however, are year-long (for example, French 105a-106b, Latin 105a-106b, Japanese 106a-107b). As with all "hyphen" courses, you must successfully com-

plete the second semester to receive credit for the first. Other year-long courses open to freshmen are Art 102a-103b and 105a-106b, and Mathematics 100b-101a. 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 108a/109b, Mathematics 121a/122b, and Music 105a/106b. Students who fail the first semester of a “slash” course may not enroll in the second semester without permission from the department chair.

Provisional grading: Please note that some year-long courses are “provisionally graded.” This means, in the words of the catalogue, that “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.

About Grades

Final grades are released to students electronically by the Office of the Registrar at the conclusion of each semester. Copies of the student’s transcripts 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: 1) courses which the faculty has designated as ungraded (grades are Satisfactory, Unsatisfactory or—for independent work—Distinction); and 2) 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 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 may not exceed 5. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. 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 end of the first six weeks of classes (in the fall, October 16, the same date as the drop deadline).

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 which 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. At the end of the electronic schedule of classes, you will find a weekly time sheet 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 (8:30am–4:30pm, EST).

A Note about Ask Banner

Ask Banner is a link on the Vassar homepage that will take you to various directories and documents and to the online schedule of classes. 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. Designed as introductions to their respective disciplines, they emphasize the effective expression of ideas through written and oral work.

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. For specific department policies on AP, see Advanced Placement section in this handbook.

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.
4. Students unable to secure a place in English 101 in the first semester will be given priority during registration for English 101 in the second semester. Students who plan to take intermediate work in English but who are unable to secure a place in 101 in the fall are advised to take 101 in the spring semester.

FALL SECTIONS

Africana Studies 105a. Issues in Africana Studies

This course offers an overview of the pivotal role played by the forced migration of enslaved Africans on the development of the societies and cultures of the Caribbean region. We examine the economic, political, and social development of the region with a focus on the lasting legacy of slavery and the plantation. Among the topics covered are colonialism, race and class, ethnicity, post-colonialism, migration, trans-nationalism, popular culture, and religion.

AFRS 105.02 TR 1:30-2:45 Ms. Paravisini-Gebert

Africana Studies 160a. Books, Children, and Culture

(Same as EDUC 160) This course examines select classical works from the oral tradition and contemporary

works of children's fiction and non-fiction. 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

Africana Studies 183a. Images, Objects, and African Americans

(Same as ART 183) In this interdisciplinary freshman seminar, we examine images and objects created by African Americans in the United States from the slave past to the present day. Working with an expansive conception of art, we pay close attention to the work of formally trained and non-formally trained creators in relation to their social, cultural, artistic, and historical contexts.

AFRS 183.01 WF 12:00-1:15 Ms. Collins

Art 183a. Images, Objects, and African Americans

(Same as AFRS 183) In this interdisciplinary freshman seminar, we examine images and objects created by African Americans in the United States from the slave past to the present day. Working with an expansive conception of art, we pay close attention to the work of formally trained and non-formally trained creators in relation to their social, cultural, artistic, and historical contexts.

ART 183.01 WF 12:00-1:15 Ms. Collins

ART185a. Behind the Scenes in the Museum

Using the Frances Lehman Loeb Art Center and the newly renovated Art Library as our laboratories, we explore the museum, in past and present, as both a functioning actuality and as an idea. Oral and written presentations are based upon study of original works of art in Vassar's collection, the question of who "owns" works of art, and how terms such as value, authenticity, originality, appropriation and forgery have been defined by galleries and museums. Related themes in literature and film are also explored.

ART 185.01 TR 3:10-4:25 Ms. Kuretsky

Biology 105a. Ripped from the Headlines: Biology in the News

The need for understanding basic concepts and principles of biology is all around us, as we try to understand the latest, greatest wave of diets, the perils of global warming, the reasons why we are prescribed medications, the use of DNA in the latest court trial, or the arguments involved in the evolution vs. intelligent

design debate. In this course, we examine articles related to biology in the printed media (newspapers, magazines, webpages) as a motivation to learn central biological concepts such as cell theory, the central dogma of molecular biology, cell biology, Mendelian and quantitative genetics, genetic and environmental regulation of physiology and development, and evolutionary processes. Students in the course will also learn to write about biology for the popular press as well as for scientists, and maintain a blog containing science news of interest to the Vassar community.

BIOL 105.01 MWF 10:00-10:50 Ms. Crespi

Cognitive Science 110a. The Science and Fiction of Mind

(Same as PSYC 110) Our understanding of what minds are, and of how they work, has exploded 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 two different styles of writing for explaining 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 people like Steven Pinker, Bruce Bower, Stephen J. Gould, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains, it stretches the reader's mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Greg Bear, and Richard Powers all provide excellent models of this kind of writing. During the semester we explore two or three areas of new research about how the mind works, and practice the skills of translating that knowledge into both readable description and entertaining narrative.

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

Education 160a. Books, Children, and Culture

(Same as AFRS 160) This course examines select classical works from the oral tradition and contemporary works of children's fiction and non-fiction. 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

English 101a. Early British Literature

Works to be read may include *Paradise Lost*, *Frankenstein*, *Tristram Shandy*, *The Tempest*, and *Romeo and Juliet*.

ENGL 101.01 MW 9:00-10:15 Mr. Amodio

English 101a. The 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 101.02 WF 12:00-1:15 Ms. Darlington

English 101a. Inside Story: What's News

This course will explore the history, theory, practice, and control of newswriting from 1475 to the present. Weekly assignments will include newsgathering, an interview, a personal profile, a historical report, an investigation, an op-ed piece, and a blog. Venues of research will include online databases, the Vassar library, and the street. The assigned readings will cover the history and ethics of newswriting, and selections from every important mode of journalistic communication.

ENGL 101.03 MW 1:30-2:45 Mr. Foster

English 101a. Let's Start with the Police Report

Can the police report serve as a model for writing? Not necessarily. But even the police report, in its seeming refusal of adornment or subjectivity, is marked by style. And by a variety of assumptions about what is deemed a rational response, or proper speech, or right behavior. Does the same hold true for the more writerly reports on crime, let's say by the likes of Mark Twain, Truman Capote, Zora Neale Hurston, and Elizabeth Hardwick? *True Crime: An American Anthology* (edited by Harold Schechter) will serve as our textbook in this course; it will be used alongside the classic composition manual, *The Elements of Style* (Strunk and White). The daily newspaper, in particular the cryptic notes on nation-wide crime, will provide our point of entry into a weekly exercise in writing-brief essays bright with knowledge of the capacities of the human mind.

ENGL 101.05 TR 3:10-4:25 Mr. Kumar

English 101a. Worlds of the Interior

This introduction to literary study will explore the architecture of selfhood through the historical 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 from the early history of the British bourgeoisie—the eighteenth and nineteenth 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, argumentation and revision. Mind, privacy, hauntings, containment, enclosure, dreaming, home, the English manor house, interior decorating and other themes will guide our reading and discussion. Throughout, we will explore textual mediations of interiority alongside material ones. Readings will include Marvell, "Upon Appleton

House,” Locke, *Essay Concerning Human Understanding*, Richardson, *Pamela*, Freud, “The Uncanny,” Radcliffe, *A Sicilian Romance*, Austen, *Mansfield Park*, Edgeworth, *The Absentee*, Brontë, *Wuthering Heights*, James, *The Spoils of Poynton* de Botton, *The Architecture of Happiness*, Bachelard, *The Poetics of Space*, Wharton, *Decoration of Houses*.

ENGL 101.06 TR 10:30-11:45 Ms. Park

English 101a. The Instruction of Citizenship

Emma Lazarus’s celebrated poem, “The New Colossus,” identifies the Statue of Liberty as the “Mother of Exiles” welcoming the world’s “wretched” and “tempest-tost.” However, the popular definition of the United States as a “nation of immigrants” repeatedly comes into crisis when the state faces the arrival of new groups. This course examines how literature by first- and second-generation Americans brings to light conditions that either bind or divide us as communities. Where does the instruction of citizenship take place and what does it mean to be “naturalized” as an American? What do we gain or lose with assimilation? What exactly is “multiculturalism”? How does immigrant writing respond to or disrupt abstract notions of American citizenship? Authors may include Jamaica Kincaid, Sui Sin Far, Judith Ortiz Cofer, Peter Bacho, Junot Díaz, Fae Mynne Ng, Abraham Cahan, Lonny Kaneko, Piri Thomas, Edvige Giunta, Kym Ragusa and Mary Gordon.

ENGL 101.07 TR 9:00-10:15 Mr. Perez

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, nineteenth-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 101.08 MW 1:30-2:45 Mr. Russell

English 101a. The Criminal and the Carceral

Possibly the most cherished national value of the United States — and the principle that most swiftly enchants both native and immigrant to celebrate themselves as American citizens — is the notion of personal freedom. Yet the recent announcement by justice experts that the U.S. prison population threatens to exceed 2 million inmates suggests that there is an unsavory and desperate underside of U.S. freedom and that in the grand design of U.S. institutions lurks an imperative to confine its citizens as well as liberate them. In this course, we will engage in all the practices that lead to good writing: careful reading and comprehension, accurate summarizing and paraphrasing, scrupulous quotation and citation, judicious organization and presentation of thought. The criminal and the carceral, however, will serve as our

muse. We will review philosophies of freedom and theories of crime. We will explore how social forces inspire the creation of laws. We will consider U.S. prison history and the cultural practices that have emerged from these sites of confinement. Michel Foucault, Christian Parenti, Angela Davis, and the characters of HBO’s dramatic series “OZ” will help us think out the problems of transgression and punishment.

ENGL 101.09 TR 9:00-10:15 Mr. Simpson

English 101a. Making Voices

Novels, plays, anatomies, verse, and autobiography in which some of the characters and all of the authors try to discover and create their own voices in order to imagine their distinctive works and selves. Authors read may include Austen, Shakespeare, Edward Albee, Swift, Twain, Philip Sidney, Anne Sexton, and Maya Angelou.

ENGL 101.10 TR 9:00-10:15 Mr. Weedin

ENGL 101.11 TR 4:35-5:50 Mr. Weedin

English 101a. Beneath the Apocalyptic Landscape

This course will explore characters caught in the dream-scape 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 Allen 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 101.12 TR 12:00-1:15 Mr. Means

English 101a. Slippery Selves: Autobiography in Fiction

In this course we’ll study the often covert 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 differences between lying and storytelling; the importance of narrative guise or impersonation; and the confidence with which we can identify truth amidst distortion and inaccuracy. Readings will include *Dubliners* by James Joyce, *Annie John* by Jamaica Kincaid, *The Ghost Writer* by Philip Roth, *Slouching Towards Bethlehem* by Joan Didion, *So Long, See You Tomorrow* by William Maxwell, *Speak Memory* by Vladimir Nabokov, and shorter works by Raymond Carver, Flannery O’Connor, Grace Paley, and others.

ENGL 101.13 TR 10:30-11:45 Mr. Crawford

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 nineteenth-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, Stein, Kafka, Hemingway, Toomer, Borges, Davis, Atwood, Edson, Simic, Oates, Mullen, Ruefle, Bouvier, and many other writers, as well as contextual materials.

ENGL 101.14 MW 1:30-2:45 Mr. Harmon

English 101a. Deception: Truths About Lies

Narratives told by someone who can’t be trusted invite readers to explore the ambiguous border between truths and lies. An author’s perceptions may differ from those of the first-person narrator—the “I”—who tells the story, and that discrepancy opens up intriguing psychological space. “Good readers read the lines, and better readers read the spaces,” the novelist John Barth has written. This section of English 101 will analyze both words and spaces—both what is said and what is unspoken or unspeakable. We’ll investigate a rogues’ gallery of unreliable narrators who bring varying degrees of mendacity, self-aggrandizement, and self-deception to the stories they tell. Authors may include Jorge Luis Borges, Julio Cortázar, Lydia Davis, Fyodor Dostoyevsky, Ford Madox Ford, Kazuo Ishiguro, Jamaica Kincaid, Maxine Hong Kingston, Patrick McGrath, Vladimir Nabokov, Tim O’Brien, Michael Ondaatje, Sylvia Plath, Salman Rushdie, Charles Simic, Oscar Wilde, and Virginia Woolf. Students will write both analytical and imaginative responses to the texts.

ENGL 101.15 MW 1:30-2:45 Ms. Mark

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

the “chick” narrative. 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 issues, bodies, and notions of citizenship as they are represented in a variety of women’s popular texts.

ENGL 101.16 MW 12:00-1:15 Ms. Dunbar

English 101a. Such, Such Were the Joys

Schools shape and discipline us into becoming citizens and subjects. Following the lead of George Orwell’s examination of his school, this course examines a variety of schools, from English and Native American boarding schools, to liberal arts colleges and African convents to expose the way that gender, race, class, and sexuality infuse our educations. Authors include Dangarembga, McCarthy, Orwell, Plato, Russell, and Woolf. Films include *The Last King of Scotland*, *If*, *The Class*.

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

English 101a. Walt Disney: Texts and Adaptations

This course explores just a few of the many significant adaptations of major texts of English literature that were adapted for cinema audiences by the filmmaker Walt Disney (1900-1966). Representative works to be read and written upon are likely to include Carlo Collodi’s *Pinocchio*, Kenneth Grahame’s *The Wind in the Willows*, R.L. Stevenson’s *Treasure Island*, and T.H. White’s *The Sword in the Stone*. Some of the possible topics addressed by participants in the course will include: the relevance and/or significance of Disney’s own biographical history with reference to his studio’s adaptations of traditional or well-known works; the possible reconciliation of the early, positive reaction of “intellectuals” and other “academic” critics to Disney’s films with the later (and every-increasing) mid-century, aesthetic disapproval of the studio’s output; and, more generally, the different kinds of interpretive skills and aesthetic standards that we bring as readers to films based on well-known or typically familiar literary texts.

ENGL 101.18 TR 12:00-1:15 Mr. Mack

ENGL 101.19 TR 1:30-2:45 Mr. Mack

English 101a. Evidence and the Literary Imagination

Evidence: a whorl fingerprint visible in a dust of carbon powder, mud caked into a shoe’s tread, a newly painted wall—smudged. From Arthur Conan Doyle’s *Sherlock Holmes* to the crack team of CBS’s television hit *CSI: Crime Scene Investigation*, the detectives of popular representation gather and, ultimately, explain evidence—expert powers of observation allow them to glean the solution to which all “clues” have led. This course will consider representations of evidence (details, objects, documents meant to prove something), turning first to literary and popular texts that authorize its reading by characters who are “professionals,” then considering texts that make radical demands on readers to interpret evidence for ourselves,

often pushing us to seek solutions to crimes when none are forthcoming within the text. We will ask: Who may interpret evidence, and do those interpretations reinforce or challenge the social contexts from which they emerge? As the course progresses, we will write several essays and engage in in-class presentations and discussions that require sophisticated arguments built on our own careful use of evidence drawn both from analysis of primary course texts and works of literary theory and critical scholarship. Ultimately, you should be developing skills of analysis and argument—and imagination—that will serve you well in all Vassar College courses. Course texts may include: Paul Auster’s *City of Glass*, Raymond Chandler’s *The Big Sleep*, selections from Arthur Conan Doyle’s: *Sherlock Holmes: The Complete Novels and Stories*, and Wilkie Collins’ *The Moonstone*, among others.
ENGL 101.20 TR 4:35-5:50 Ms. Rumbarger

English 184a. New Voices, Old Stories, New Immigrant Jewish Writers

(Same as JWST 184) American History is, in some ways, the story of immigrants, and one of the first immigrant groups to publish their stories were Jews, particularly those from Eastern Europe. American Jewish writers established the immigrant literary scene that today has become multifaceted and multicultural. In this class, we read the newest, most popular young writers to emerge from the recent Eastern European Jewish diaspora, and compare them to their classic forerunners. We examine the themes of assimilation, religious awakening, and responses to the Holocaust by members of the Second and Third Generation. New texts include Gary Shteyngart’s *The Russian Debutante’s Handbook*, Jonathan Safran Foer’s *Everything is Illuminated*, and Lara Vapnyar’s *There Are Jews in My House*; older voices include those of Abraham Cahan, Henry Roth, and Anzia Yezierska.
ENGL 184.01 MW 9:00-10:15 Ms. Friedman

French 183a. Fashion and Modernity

In this course we consider the intersection of fashion and modernity in France in a historical and cultural context from the end of the Old Regime to the early twentieth century. While the term fashion often implies surface, frivolity, and deception, in this course we analyze fashion in relation to some of the most important themes of modernity – social mobility, colonialism, industrialization, consumerism, and mass culture, for example – and place the discourses of fashion in a social context. By reading literature in conjunction with a study of historical documents and objects, fashion plates and other illustrations, and classic works of fashion theory, we explore how fashion can be used as a crucial prism through which to understand French culture. The course is taught in English. All works are read in translation.
FREN 183.01 TR 3:10-4:25 Ms. Hiner

German 101a. Vampires, Lunatics, and Cyborgs: Exploring the Uncanny Recesses of the Romantic Consciousness

From the fairytales of the Brothers Grimm to E.T.A. Hoffmann’s *Nutcracker and the King of Mice*, German Romanticism has populated the modern imagination with a multitude of uncanny creations. This course examines the evolution of figures such as vampires, witches, golems, mad scientists, and cyborgs through German culture from their origins in the nineteenth century to their afterlife in the present, including film. In addition, we pursue their reception and development outside of Germany, for instance in Disney’s versions of Grimms’ tales and Tchaikovsky’s *Nutcracker Suite*. Readings and discussions in English.
GERM 101.01 MW 12:00-1:15 Mr. Schreiber

History 116a. “The Dark Ages” c. 400 - 900

(Same as MRST 116) This course examines a rich variety of sources that illuminate the unfortunately named “dark ages,” showing moments of both conflict and synthesis that arose from the meeting of Classical, Christian, and “barbarian” cultures.
HIST 116.01 TR 10:30-11:45 Ms. Bisaha

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

This course explores pivotal moments in American history from the late colonial era to the late 20th century.
HIST 160.01 TR 9:00-10:15 Mr. Merrell

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

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.
HIST 161.01 MW 1:30-2:45 Ms. Edwards

History 188a. America in the World 1945-Present

This course explores the emergence of the modern United States from a transnational approach that emphasizes the nation’s increasing connection to global forces, including war, social unrest, civil rights, human rights, poverty, environmentalism, and cross-national borrowing.
HIST 188.01 MW 9:00-10:15 Mr. Brigham

Italian 177a. Italy and the Modern Self: Malady, Masks and Madness

This course analyzes different definitions of illness, or malady, indifference, and madness in the works of Italian authors of the early 20th century. Frequently employed as metaphors for the condition of the artist and intellectual in modern society, these ideas contribute to redefine the notion of self in a country increasingly concerned with progress and modernization while still

looking to the past in search of a national identity. Masquerading and acting easily become analogies for a divided self and for the loss of certainties characterizing the human condition in the context of modernity. Readings by Luigi Pirandello, Italo Svevo, Alberto Moravia, and others.

ITAL 177.01 TR 12:00-1:15 Ms. Bondavalli

Jewish Studies 101a. Jewish Identities / Jewish Politics

Are “the Jews” white people of East European origin, or Arabic, Mahrathi, and Amharic-speaking people of color from the Middle East, South Asia, and Africa? Are Jewish politics conservative and affirming of the *status quo*, or progressive and prophetically-charged? Are Jewish gender roles and attitudes towards sex suburban and patriarchal, or queer and radical? This course is a multidisciplinary introduction to the extraordinary diversity of the Jewish people and Jewish culture, and to the ways history, geography, gender, religious status, race, and class are factors in the construction of Jewish identity, in interaction with surrounding cultures. We study primary sources such as the Hebrew Bible and Talmud and midrash in their historical contexts, as well as art and literature produced by and about Jews.

JWST 101.01 MW 1:30-2:45 Mr. Epstein

Jewish Studies 184a. New Voices, Old Stories, New Immigrant Jewish Writers

(Same as ENGL 184) American History is, in some ways, the story of immigrants, and one of the first immigrant groups to publish their stories were Jews, particularly those from Eastern Europe. American Jewish writers established the immigrant literary scene that today has become multifaceted and multicultural. In this class, we read the newest, most popular young writers to emerge from the recent Eastern European Jewish diaspora, and compare them to their classic forerunners. We examine the themes of assimilation, religious awakening, and responses to the Holocaust by members of the Second and Third Generation. New texts include Gary Shteyngart’s *The Russian Debutante’s Handbook*, Jonathan Safran Foer’s *Everything is Illuminated*, and Lara Vapnyar’s *There Are Jews in My House*; older voices include those of Abraham Cahan, Henry Roth, and Anzia Yezierska.

JWST 184.01 MW 9:00-10:15 Ms. Friedman

Mathematics 142a. Statistical Sleuthing: Personal and Public Policy Decision-Making in a World of Numbers

The world inundates us with numbers and pictures intended to persuade us towards certain beliefs about our health, public policy, or even which brand of product to buy. How can we make informed decisions in this context? The goal of this course is for us to become statistical sleuths who critically read and summarize a piece of statistical evidence. We read articles from a variety of sources, while using basic statistical principles to guide us. Course format: mixture of discussion and lecture, with regular reading and writing assignments.

MATH 142.01 MWF 1:00-1:50 Ms. An

Medieval and Renaissance Studies 116a. “The Dark Ages” c. 400 – 900

(Same as HIST 116) This course examines a rich variety of sources that illuminate the unfortunately named “dark ages,” showing moments of both conflict and synthesis that arose from the meeting of Classical, Christian, and “barbarian” cultures.

MRST 116.01 TR 10:30-11:45 Ms. Bisaha

Philosophy 106a. Philosophy and Contemporary Issues

Philosophical investigation of a range of positions on current issues such as abortion, pornography, affirmative action, gay rights, distributive justice, animal rights, and freedom of speech.

PHIL 106.02 MW 1:30-2:45 Mr. Kelly

Political Science 170a. Political Theory

An introduction to the nature, types, and problems of political theory. The core of the readings consists of selections from what are considered classic works in the field. The course emphasizes the relevance of these ideas to current political developments and scholarship.

POLI 170.01 TR 9:00-10:15 Ms. Gregory

Psychology 110a. . The Science and Fiction of Mind

(Same as COGS 110) Our understanding of what minds are, and of how they work, has exploded 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 two different styles of writing for explaining 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 people like Steven Pinker, Bruce Bower, Stephen J. Gould, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains, it stretches the reader’s mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Greg Bear, and Richard Powers all provide excellent models of this kind of writing. During the semester we explore two or three areas of new research about how the mind works, and practice the skills of translating that knowledge into both readable description and entertaining narrative.

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

Sociology 182a. 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. Using a sociological lens, 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 182.01 MR 3:10-4:25 Ms. Carruyo

SPRING SECTIONS

American Culture 181b. Writing Lives

This course looks at the problem of representing American experience, one's own or someone else's, in the biographical/autobiographical mode. Biographer Richard Holmes writes, "I conclude that no biography is ever definitive, because that is not the nature of such journeys, nor of the human heart which is their territory."

We look at the points of departure for writing American lives, whether investigating a writer's own autobiography, or an author's engagement with someone else's narrative of failure or triumph, departure or arrival. What motivates a person to tell his or her life story, or to investigate someone else's? What claims about the significance of that story are made, or taken up by the story's readers? Like all Freshman Writing Seminars, this course stresses the development of analytical thinking, clarity of expression, and originality. Toward these ends, students write and rewrite several short papers, with the benefit of feedback from me and from your peers. Some of the assignments are autobiographical in nature, some more strictly literary-critical. This course also introduces you to basic library and research skills, as you prepare written and oral presentations on the life of an American figure.

AMCL 181.51 MW 12:00-1:15 Ms. Carter

Art 184b. A Different Way of Seeing: The Art of Native North America

Drawing on the collections of the Frances Lehman Loeb Art Center, this course addresses issues regarding the acquisition and exhibition of Native American art. During the first part of the semester, we develop an awareness of these issues through study of key case studies. Investigation of this topic focuses on skills of critical evaluation and verbal/written exposition. In the second half of the semester, the students participate in creating an on-line virtual exhibition of Native art.

ART 184.51 MW 1:30-2:45 Ms. Lucic.

Astronomy 150b. Life in the Universe

An introduction to the possibility of life beyond Earth is presented from an astronomical point of view. The course reviews stellar and planetary formation and evolution, star properties and planetary atmospheres necessary for a habitable world, possibilities for other life in our solar system, detection of extrasolar planets, the SETI project, and the Drake equation.

Prerequisite: High school physics and calculus.

ASTR 150.51 TR 1:30-2:45 Ms. Sheffield

Chinese/Japanese 120b. Introduction to Chinese and Japanese Literature

This course introduces some of the major works of Chinese and Japanese literature, including philosophical works, novels, and films. Thematically, the course is

organized around the way that major intellectual trends influence one another in particular texts. We see how Confucian, Daoist, and Buddhist values and concepts resonate in a variety of literary genres in two rich cultures that have deeply influenced one another. From the Chinese tradition, we examine the love story, *Dream of the Red Chamber*; the war novel *Three Kingdoms*; the erotic novel, *Carnal Prayer Mat*; and the macabre short stories of Bu Songling. From the Japanese tradition, we read the classic novel, *The Tale of Genji* and the haiku poetry of Basho. At the end of the course, we examine the interaction of modernity and classic thought in the films *Hero* by Zhang Yimou and *Rashomon* by Kurosawa, in Yukio Mishima's controversial novella, *The Sailor Who Fell from Grace with the Sea*, and in the short stories of Lu Xun. Requirements include brief weekly reaction papers and several papers of medium length, emphasizing the development of basic skills in writing about literary and cultural topics and texts. All readings and discussions are in English.

CHJA 120.51 TR 3:10-4:25 Mr. Van Norden

Classics 181b. Cleopatra, Queen of Egypt

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 civilizations. 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.

CLAS 181.51 MW 12:00-1:15 Mr. Lott

English 101b. The Fire This Time: 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 citizen-

ship while demystifying private and contested public American space. 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.

This course is a comprehensive Freshman Writing Seminar that thoughtfully approaches hip hop as a meaningful, critical and ever-changing post-modern text. In addition to looking at some established hip hop rivalries and forming a complete hip hop timeline that begins in the belly of slave ships, we will look at hip hop as the epitome of metafictional post-modernity. We will explore the connection between hip hop and West African chants, southern African American sorrow songs, gospel texts, blues texts, funk texts, punk texts, rock texts, and the texts from the Harlem Renaissance. One of the aims of the course is to encourage students and listeners to treat hip hop music as neither disposable commodity, nor cool art form, but as literary text, complete with hefty subtext and pointed democratic signifiers.

ENGL 101.51 TR 9:00-10:15 Mr. Laymon

English 101b. A Room of One's Own

In *A Room of One's Own*, Virginia Woolf notes that “we think back through our mothers if we are women.” In this course, we take Woolf at her word: we will begin with *A Room of One's Own* and then “think back” through the literary mothers that Woolf cites as central to the tradition of women's writing in Britain. Readings may include works by Jane Austen, Charlotte Brontë, Emily Brontë, Christina Rossetti and George Eliot as well as critical essays that elaborate upon and challenge Woolf's ideas.

ENGL 101.52 TR 10:30-11:45 Ms. Zlotnick

English 101b. 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 101.53 TR 9:00-10:15 Mr. Sharp

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 12:00-1:15 Mr. Klimoff

DEPARTMENTS OF INSTRUCTION, MULTI-DISCIPLINARY 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. Most notable of these is Vassar's JYA program at Mohammed V University in Rabat, Morocco. 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 a coherent plan of multidisciplinary study that employs the resources of many departments. "Culture" as used in this program encompasses not only the arts but also American institutions and artifacts, politics and economics, work and entertainment, habits, rituals, ideas, beliefs, and modes of communication. Study of the subject matter is multidisciplinary and many courses are team-taught. Typical areas of interest are race and ethnicity in American culture, sports and the media and their effects on society, museums and representations of the American past, and influences of literature and art on American values and attitudes. The program, through its required intermediate course, also explores America's role in the world. The specific focus of each student's program is tailored to the individual student's interests.

A detailed description of the program's organization, requirements, and special course offerings can be found in the catalogue and in a brochure available in the American Culture Office. The introductory course, American Culture 105, focuses on Native Americans and is designed specifically to introduce freshmen to multidisciplinary study. Given the program's broad range of offerings, students should plan to meet with

the director as early as possible for their admission to the program, in order to focus their interests and organize their course work.

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 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 105-106 is an introduction to the study of painting, sculpture, and architecture. This year-long course, beginning with the pyramids of Egypt and ending with the video and computer-driven art and architecture of the present, is taught by the entire art history faculty, each of whom lectures on his or her specialty. Fundamental to the course are the methods of visual analysis—that is, how to look at a work of art or architecture and critically assess its style and subject—but the lectures also consider broad contexts and wider issues: for example, the significance of myth and spirituality in Ancient and Medieval art, the problems of representing the nude and depicting gender in traditional and postmodern societies, the conflict between tradition and innovation for Renaissance and modern artists, the social role of the artist and architect, the changing nature of technology, and the development of the city as civic space and as site for urban spectacle. In recent years Art 105-106 has expanded its focus to include Asian art (the art of China and Japan), and American Art. The course is organized into three, fifty-minute lectures per week, and a conference section in which students meet in small groups with professors for discussion of the issues raised in the lectures. The conferences frequently meet in

the galleries of the Frances Lehman Loeb Art Center to look at original works of art in Vassar's extensive collection. There are also visits to the Metropolitan Museum of Art and other sites in New York City. The works of art and architecture on the syllabus, along with other course materials, are available on a website on the campus server. Now in its eighth decade, Art 105-106 has provided a foundation in art history for generations of Vassar students.

There are studio classes in drawing, painting, sculpture, photography, and printmaking available to studio majors and nonmajors. The introductory course, open to freshmen, is 102a-103b, Basic Drawing. This course is applicable for students with a range of previous experience, and is the prerequisite or corequisite for intermediate studio courses. All students receive individual criticism. Studio courses meet four hours a week for one unit of credit, and some intermediate and advanced courses may be elected NRO. Intermediate and advanced architectural drawing and design classes are also offered, with prerequisites that are listed in the catalogue. For painting, sculpture, photography, and printmaking, there is a lab fee which covers the use of equipment and some supplies. Art supply stipends for students receiving financial aid and who are on Vassar scholarships are available up to \$100 a 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 one or 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.

Vassar has 20 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, gender and sexuality, art history and popular culture, Asian education systems, social movements, and regional security issues to history, rituals, religion and Asian healing traditions, philosophy, and literary texts.

Of particular interest to freshmen are Encounters in Modern East Asia (ASIA 122b); Religions of Asia (ASIA 152 X RELI 152a and b), which introduces the religions of East Asia and South Asia; Introduction to Chinese and Japanese Literature: Traditions, Genres,

and Methodology (CHJA 120a and b); and Early Chinese Philosophy (PHIL 110a). Each of these courses can serve to 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, 106, Chemistry 108/109 or 125, and either Mathematics 121/122 or 125.

Biology

Our biology curriculum 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.

There are a number of reasons why you might choose to take a biology course in your first year. 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 course is a survey course in biology, and neither is a repetition of high school AP biology. In Biology 105, you will explore a specific topic from a biological point of view. You will develop your understanding of the central concepts of biology, as well as your critical thinking and communication skills. In Biology 106, you will conduct laboratory or field investigations of particular biological questions. You will develop your abilities to observe, for-

ulate and test hypotheses, design experiments, collect and interpret data, and communicate results. Detailed descriptions of the Biology 105 topics can be found below.

Important note for first-year students: Two units of graded 100-level work in biology (BIOL 105 and BIOL 106) are required for election of 200-level biology courses. For this reason, it is very important to take these courses 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 registration list. If you've taken the biology AP exam, please read the biology Advanced Placement information in this handbook.

If you're planning to major in biology or biochemistry, you should also complete CHEM 108/109 or CHEM 125 in your first year. If you're 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 (845-437-7302; pregnall@vassar.edu).

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

Biology 105.01a. Ripped from the Headlines: Biology in the News

The need for understanding basic concepts and principles of biology is all around us, as we try to understand the latest, greatest wave of diets, the perils of global warming, the reasons why we are prescribed medications, the use of DNA in the latest court trial, or the arguments involved in the evolution vs. intelligent design debate. In this course, we examine articles related to biology in the printed media (newspapers, magazines, webpages) as a motivation to learn central biological concepts such as cell theory, the central dogma of molecular biology, cell biology, Mendelian and quantitative genetics, genetic and environmental regulation of physiology and development, and evolutionary processes. Students in the course will also learn to write about biology for the popular press as well as for scientists, and maintain a blog containing science news of interest to the Vassar community, as this course is writing intensive and fulfills the Freshman Seminar requirement.

Biology 105.02a. Biology of the Loathed: Insights from Pests and Weeds

This course will explore 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 in 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.

Biology 105.03a. Evo Devo: Insights into Evolutionary Diversity

This course will introduce students to the field of Evo Devo, or evolutionary development. Originally put forth by Charles Darwin and Thomas H. Huxley, the notion that small changes in the development of organisms can lead to considerable divergence in form is not in itself a new idea. However, recent advances in developmental and cellular biology research now provides insights into key mechanisms of the evolutionary processes underlying diversity. The course considers major processes of evolution, as well as mechanisms of regulation of developmental processes, from evolutionary, population, cellular, molecular, and genetic levels of analysis.

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

Biology 105.51b. Pets, Crops and Livestock: Biology of Animal and Plant Domestication

For at least nine tenths of its existence, *Homo sapiens* survived by hunting wild animals and gathering wild plants. Between 10,000 and 4,500 years ago, our ancestors from at least seven different regions of the world independently domesticated certain species of animals and plants. Taken together, these transitions from foraging to farming were the single greatest event in our cultural history. In this course, we examine the domestication of animals and plants from a biological perspective. Focusing on specific examples such as cattle, cats, corn, wheat, and sunflowers, we will discover how examining the process of domestication helps us understand central biological concepts such as cell theory, the central dogma of molecular biology, Mendelian and quantitative genetics, genetic and environmental regulation of development, natural selection, adaptation, and ecological interactions.

Biology 105.52b. Ripped from the Headlines: Biology in the News

The need for understanding basic concepts and principles of biology is all around us, as we try to understand the latest, greatest wave of diets, the perils of global warming, the reasons why we are prescribed medications, the use of DNA in the latest court trial, or the arguments involved in the evolution vs. intelligent design debate. In this course, we examine articles related to biology in the printed media (newspapers, magazines, webpages) as a motivation to learn central biological concepts such as cell theory, the central dogma of molecular biology, cell biology, Mendelian and quantitative genetics, genetic and environmental regulation of physiology and development, and evolutionary processes. Students in the course will also learn to write about

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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. For a description of the college's policy on credit for AP exams in chemistry, see the Academic Information section of this handbook.

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. Freshman 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 (CHJA 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 in high school or have grown up in a home where the language was spoken may take an Advanced Placement test to determine the appropriate level at which they should enroll.

The department administers the Vassar Summer Program in China and the Vassar Summer Program in Japan. 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.

Classics

Classics embraces the study of the ancient Greek and Latin languages, and the literatures, history, culture, and material remains of Greece, Rome, and other civilizations of the ancient Mediterranean. In addition to courses in Greek and Latin, the Department of Classics offers many courses that require no knowledge of these languages. As a classics major, a student may concentrate in Greek, Latin, or ancient societies. In Greek and Latin, students take a

series of courses from the elementary to the advanced level in which the emphasis gradually shifts from mastery of the language to interpretation of literature and culture. The ancient societies concentration involves some courses in Greek or Latin but its emphasis is more upon the history, culture, and material remains of antiquity as studied from a variety of non-linguistic perspectives. As an alternative to the three concentrations in Greek, Latin, and ancient societies, students may elect a correlate sequence in any one of these.

Those interested in learning Greek or Latin are strongly advised to begin in their first year. Freshmen who have not studied Greek or Latin, or have done so only briefly, should take Greek 105-106 or Latin 105-106, which cover the essentials of grammar and include short readings from ancient texts. Those who have had two or more years in high school should consult with a member of the department, who may direct them to a higher-level course such as Greek 215, Greek 230, Latin 215, Latin 220 or sometimes even a 300-level course.

Freshmen who wish to take a course on classical literature and civilization for which a knowledge of Greek and Latin is not required should select from Reading Antiquity (Classics 102a), Introduction to Greek Archaeology (Classics 104b), or Cleopatra, Queen of Egypt (Classics 181b), all of which are foundational to the study of classics at Vassar.

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 simultaneously 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 (COGS 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 (COGS 211), Language (COGS 213), and Knowledge and Cognition (COGS 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 (PSYC 200); and four courses chosen from one of a list of nine paths, each representing a particular kind of connection between cognitive science and other disciplines. These 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 deals with important questions about human nature, culture, and the natural world. Students explore significant books, works of art, and other expressions of the human spirit, Western and non-Western.

Because the College Course is interdisciplinary and integrative, it exposes students to different instructors, disciplinary approaches, and research techniques in order to illuminate a text, a human dilemma, or a major institution from many directions. Students thus enrich

their comprehension of the topic, and enhance their ability to think from multiple perspectives. They also develop an awareness of the connections among bodies of knowledge by crossing borders that separate disciplines and by examining relations among diverse works and across cultures and centuries.

Because of the foundational concerns of the College Course, students gain a framework of knowledge and questions that can help orient and integrate their other studies at Vassar. Freshmen may find these courses especially valuable because they introduce a variety of disciplines and provide the broad historical and cultural perspectives for later, more specialized courses.

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

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.

Non-computer science majors who want to include a basic knowledge of computing in their undergraduate programs of study can take the introductory computer science sequence, CMPU 101 and CMPU 102. Students majoring in the sciences are advised to include this sequence in their programs of study.

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, Vassar's Computer Science Department is somewhat unusual in its offering of courses in areas relevant to the broader liberal arts curriculum, including artificial intelligence; robotics; language understanding by machine; 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 two computer laboratories containing machines running the Linux operating system. Both 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 can 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 intermediate IV classical ballet technique including pointé 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 be 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 or visit our website.

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 (DRAM 102) and Introduction to Stagecraft (DRAM 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 (DRAM 200) or Senior Production Laboratory (DRAM 391). Every effort is made to integrate the production season with formal classroom activity.

The department presents six to eight fully-realized productions each year, plus a number of workshop presentations. Both faculty and senior drama majors direct for the department and guest directors are occasionally hired for specific productions. The plays are presented in the Mary Anna Fox Martel Theater, a proscenium theater located in the recently completed 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 Philaletheis 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 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 2009/2010, Field Geology of the Hudson Valley (ESCI 181a), a half-unit fieldtrip 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 (ESCI/GEOG 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 (ESCI 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 paleontology; 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 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; 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 spatial distribution of Superfund sites in the Hudson River Valley.

Faculty members in the department interact with great enthusiasm and frequency. 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 centrally located 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 such fields as 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, Michigan Tech, 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

The societal challenges created by climate change, limited natural resources, and natural hazards point to the importance of studying the intersection of earth processes with human systems. Students interested in the interactions between humans and the earth can elect the multidisciplinary major in earth science and society housed in the Department of Earth Science and Geography. By exploring the many processes shaping the planet, earth science provides an understanding of the physical limits of human activity. By examining societies in their spatial and regional contexts, geography helps explain the human dimensions of global change.

Students majoring in earth science and society take departmental courses on such topics as environmental justice, earth's history of climate change, population and sustainable development, petroleum and mineral

resources, water, food and farming, and environment and land use planning. Multidisciplinary courses outside the department relevant to the study of earth science and society may also be substituted in partial fulfillment of the major.

Ample opportunities exist for field work and collaborative research with earth science and geography faculty. Examples of such research include compilation of an EPA-funded environmental database for the mid-Hudson Valley to spotlight environmental justice issues; investigation of long-forgotten burial grounds of freed slaves using geophysical techniques; immigrant experiences in cities and border regions; 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 Resource Challenges (ESSC 100). In 2009/10, the topic for the course is Carbon Conflicts. Additional recommended courses include Global Geography (GEOG 102a or b), The Earth Around Us (ESCI 103a, 6-week course), and Geohazards (ESCI/GEOG 101b, 6-week course). Such courses give students a taste of the multidisciplinary 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 later 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 (ECON 100) or Introduction to Microeconomics (ECON 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 (ENGL 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 (ENGL 170), which is open to first-year students, sophomores, and others by permission. Those who have taken 101 in the fall semester and who wish to continue in English are advised to elect English 170b in the spring of the first year. Freshmen with advanced placement scores of 4 or 5 may elect English 170a in the fall semester. Students may not elect both English 101 and 170 in the same semester, nor take either course twice. For detailed descriptions of the 101 courses offered this year and for advice about electing 170, please see the section of this handbook on Freshman Writing Seminars.

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 multi-

disciplinary 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* (ENST 250), as well as special studies courses that analyze significant environmental problems. The special studies courses for 2009-2010 include *Global Decline of Coral Reef Ecosystems* (ENST 254), *Animal Metaphors* (ENST 260), and *Risk Perception and Environmental Regulation* (ENST 380). 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* (ENST 124) and/or *Global Change* (ENST 107). We are also offering four 6-week courses in 2009-2010 that freshmen may consider: *Political Theory*, *Environmental Justice: The Case of New Orleans after Katrina* (ENST178), *Environmental Political Thought* (ENST 177), *Special Topic: Henry David Thoreau* (ENST 179), and *Seeing the Landscape* (ENST 184). Please look at the program website for a list of other environmentally relevant courses titled *Courses to Consider*.

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 ENST 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 and 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 schol-

ars 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 placement for high school courses is offered in film. Formal film study at Vassar begins with *World Cinema to 1945/World Cinema after 1945* (FILM 210/211) 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 third year 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 both drama and film and for concentration in either drama or 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 183a), all courses are conducted in French. An AP score of 4 or 5 can count as 1 unit toward the major or correlate. Only students who have never studied French are permitted to begin with 105-106b, followed by 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 205. FREN 205 is available only in the fall semester. Those who have taken three years of French in high school normally elect 206. Students who have taken four years of French in high school normally elect 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 French table, French Club, French films, 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. 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, 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

In the new millennium, geography is a cutting-edge social science that provides a distinctive approach for studying the world at varying scales of analysis, ranging from rural areas and small settlements to cities, regions, and the entire planet as a dynamic and increasingly interdependent system. Contemporary geographers focus on human-environmental relationships, population issues, urban and regional development, globalization of economic activity, migration and ethnic interactions, changes in the cultural landscape, the spatial distribution of violence and terror, and other human and physical features on the earth's surface. Provocative thinkers whose work is geographical in nature include Jared Diamond, Mike Davis, and David Harvey.

First-year students interested in contemporary global issues will benefit immediately by taking *Global Geography: Place-Making in the Modern World* (GEOG

102). Students in the course consider major contemporary issues such as population distribution, land use patterns, cultural landscapes, urbanization, economic development, and geopolitics, along with the analytical tools of mapping, cartographic communication, and spatial data analysis.

Thematic courses offered in the program provide chances to engage topics such as *Urban Geography* (GEOG 250), *Conservation of Natural Resources* (GEOG/ESCI 260), *Population, Environment, and Sustainable Development* (GEOG 266), and *Geographies of Mass Violence* (GEOG 272). Regional courses focus on *China* (GEOG 238), *Brazil* (GEOG 242), and the *U.S.-Mexico border* (GEOG 248), to name just a few examples. Methods courses such as *Cartography: Making Maps with GIS* (GEOG/ESCI 220), *Geographic Information Systems: Spatial Analysis* (GEOG/ESCI 224), and *Remote Sensing* (GEOG/ESCI 226) provide practical skills that equip students for careers in architecture or land use and urban planning. Students with such training have distinct advantages in finding internships and career opportunities in a wide variety of fields.

Because geography is by nature a multidisciplinary subject, many geography courses at Vassar satisfy requirements in multidisciplinary programs at the college, including *Africana Studies*, *American culture*, *Asian Studies*, *Environmental Studies*, *International Studies*, *Latin American Studies*, and *Urban Studies*. Recent Vassar graduates in geography now enjoy 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 principles 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 most 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 (105-106) or Intensive Beginning 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 105 or 109; students with more than two years and less than four should enroll in 210; students with more than four years of high school should enroll in 230. More advanced courses in German begin with 260 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 (235), German Film (265), and Advanced Topics in German Cultural Studies (275). Most of these courses, however, include a weekly German-language section for those students interested in a German studies major, correlate sequence, or intensive language practice; to receive credit for these courses for the major or correlate, students should enroll in 239 and 269, respectively.

The department also offers a Freshman Writing Seminar called *Vampires, Lunatics, and Cyborgs: Exploring the Uncanny Recesses of the Romantic Consciousness* (German 101a), conducted entirely in English. 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.

Vassar conducts a six-to-seven-week summer program in Münster. The program is open to students after one year of Beginning German or the equivalent and offers a range of intermediate to advanced courses for two units of Vassar credit. Excursions will complement classroom instruction, including a trip through Southern Germany and a one-week stay in Berlin. 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 monthly 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 Classics*)

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. There will be an exception in the fall semester of 2009-2010: readings and instruction in *Al-Andalus: Medieval Muslim Culture in the Border Zone* (HISP 126) will be in English and the course open to freshmen.

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, who also assists with the conversation sections of HISP 206.

The department sponsors two study abroad programs in a Spanish-speaking country, one during the academic year (Spain) and one during the summer (Mexico). The six-week summer program in Oaxaca, Mexico, is open to any Vassar student eligible to take intermediate-level college Spanish (Hispanic Studies 205) or above. (Students who completed three or more years of high school Spanish are eligible even if they have not studied

Spanish at Vassar.) The summer program grants two units of credit: one in Spanish language and another in Mexican culture. 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 HISP 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.

Please note that HISP 105-106, the regular introductory language sequence, will not be offered in 2009-10. Students entering Vassar with less than 2 years of high school Spanish will not be able to begin the study of the Spanish language in the freshman year. 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 2 years of high school Spanish, elect HISP 109; 3 years, HISP 205; 4 or more years, HISP 206. Each of these courses will be offered in both the fall and the spring, and successful completion of any of them, including HISP 109, 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. 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 (HIST 121), and American Moments (HIST 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 (either U.S. or European history), you may count one AP credit toward the 11 units required for the major. The department also offers a correlate sequence that permits students to combine a sequence of 6 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, courses, 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 make a right as you exit staircase. 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

See *Interdepartmental Courses* section in the catalogue.

International Studies

The International Studies Program at Vassar College is multidisciplinary in nature. The resulting framework allows students, in close consultation with the director and panel of advisors, to design their own distinct course of study at the beginning of sophomore year. The participating faculty include professors from departments such as anthropology, economics, English, French, geography, German, Hispanic studies, history, political science, Russian, religion, 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, Cameroon, Chile, China, England, France, Germany, Italy, Madagascar, Malaysia, Morocco, Russia, South Africa, and Taiwan.

As part of the program, International Studies sponsors an annual study trip, open to all Vassar students, credited as a semester course. In recent years, students have traveled to Indonesia, Jamaica, Russia, Vietnam, Zimbabwe, Kenya, Cuba, Brazil, China, Morocco, Lesser Antilles, Chile, and Lesser Antilles again for spring 2009. Students learn about the culture, economics, history, language, and political situation of the area they will visit. For the 2009/10 year, the International Studies trip will go to Mexico.

As participants in a multidisciplinary program, international studies majors have a unique rapport with participating faculty. To ensure the effectiveness of their proposed course work, students interact regularly with professors. For instance, most international studies courses are jointly taught by at least two professors, allowing for adequate attention to the students' needs. 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 Italy and the Modern Self (ITAL 177), which satisfies the Freshman Writing Seminar requirement, and Four Italian Filmmakers (ITAL 255). Freshmen with no previous experience in Italian should take 105-106, which is an introduction to the language. In the second part of this course, attention is also placed on the 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 (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 a placement exam (see Advanced Placement).

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. To qualify, students must complete the 105-106/205-206 sequence, or the equivalent. Typical correlate combinations include art history, studio art, drama and film, medieval and Renaissance studies, history, and women's studies.

The department sponsors its own summer program in Siena where students take an intensive two-unit intermediate Italian (207). In conjunction with Wellesley College and Wesleyan University, Vassar offers a study away program in Bologna, Italy.

Japanese (see *Chinese and Japanese*)

Jewish Studies

Jewish studies courses explore the creation and transmission, as well as the questioning and transformation, of Jewish cultures in the multiethnic settings of ancient and modern Israel, and the diaspora from biblical times through the Middle Ages to the contemporary world. 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. Since 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 Freshman Writing Seminar, New Voices, Old Stories (JWST 184), or Western Religious Traditions (JWST 150), cross-listed with religion.

The program strongly recommends that students pursue one of the many options that exist for a junior year abroad experience whenever possible. 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 junior year abroad, may be credited to the major and 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 *Classics*)

Latin American and Latino/a Studies

The Program in Latin American and Latino/a Studies is designed to offer a multidisciplinary approach to the study of Latin America and the Latino/a populations of the Americas. The program allows students to explore the multiplicity of cultures and societies of Latin and Latino/a America in ways that acknowledge the permeability, or absence, of borders. Participating faculty are drawn from the following disciplines: anthropology, 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, and students are expected to elect work above the introductory level in at least three departments. In the senior year, each student must write a senior thesis of multidisciplinary nature 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.

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 chance of admission to law and medical schools and to graduate programs in business management and economics. 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 about appropriate placement, please consult the department during the departmental advising session.

Freshmen who have had a year of calculus in high school will enroll in Topics in Single Variable Calculus (MATH 125a) or Linear Algebra (MATH 221a or b), depending on their particular background. (See the section on Advanced Placement in this handbook for further information.)

Single Variable Calculus (MATH 121a/122b) 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 101a/102b) deals with basic techniques in the first semester and with applications, principally in the social sciences, in the second semester. This sequence is not suitable for students who have had prior work in calculus.

Pre-Calculus/Introduction to Calculus (MATH 100b-101a) begins in the second semester and is completed in the fall semester of the following year. It is for students who, because of insufficient preparation in high school, are not yet ready to study calculus. As a hyphenated course, it is necessary to complete both 100b and 101a to receive the .5 unit credit for 100b. Students who feel they need the remedial study offered in 100b should consult with the department to confirm appropriate placement.

Any one of the following satisfies the pre-medical calculus requirement:

- Math 101a/102b
- Math 121a/122b
- Math 125a
- Math 221a or b

It is important that students considering a major in mathematics complete 221a or b/222a or b by the end of the sophomore year. Consequently, 121a/122b or 125a 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.

The Learning and Teaching Center offers noncredit minicourses for review of high school mathematics for all students.

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*, 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*, which is 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 seventeenth century. Students are expected to elect *Medieval/Renaissance Culture* (MRST 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. MRST/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, Classics 102, Classics 101, English 101, Italian 175, Hispanic Studies 126, 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, and performance. Freshmen may choose from among *Fundamentals of Music* (MUSI 101a or b), *Harmony* (MUSI 105a/106b), *Introduction to World Music* (MUSI 136a) or *Introduction to Western Art Music* (MUSI 140a, 141b). Those intending to major in music should understand that 105a/106b is prerequisite to all subsequent courses in the major. Music 105/106 is a study of tonal harmony in the 18th and 19th centuries. This course requires familiarity with the rudiments of music. Music 101 (taught both semesters) is a study of music fundamentals and requires no previous musical training; Music 101 cannot be counted toward the major. Music 140a, 141b focuses on various topics in the history of music. Please see the catalogue for topics for 2009/10.

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 have an audition given before the beginning of classes, details of which 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. Students may take lessons on no more than two instruments at one time. Performance scholarships for students electing credit study are available to those on financial aid.

Freshmen are invited to audition for the choir, the madrigal singers, the women's chorus, the orchestra, the wind ensemble, and the jazz ensemble. Available for credit at the rate of 1/2 unit per entire year of participation, each of these organizations gives at least two concerts a year. Students must register for the noncredit sections of these groups in the fall if they wish to enroll in the half-credit sections in the spring. Auditions take place during New Student Orientation and the first week of classes; for further information, please see the Vassar Music Department website at music.vassar.edu and inquire at the Music Department Office in Skinner Hall, extension 7319.

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 (BIOL 105), Introduction to Biological Investigation (BIOL 106), Introduction to Psychology (PSYC 105 or 106), Neuroscience and Behavior (NEUR 201), Statistics and Experimental Design (PSYC 200), Research Methods in Learning and Behavior or Research Methods in Physiological Psychology (PSYC 229 or 249), Principles of Physiological Psychology or Neuropsychology (PSYC 241 or 243), and the Seminar in Neuroscience and Behavior (NEUR 301). In addition, you must elect five courses from eligible courses listed in the catalogue. You are strongly encouraged to complete CHEM 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 (NEUR 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

Philosophy is the most general study of the principles that govern the world around us, our actions in that world, and our claims to knowledge about that world.

It helps students to improve their understanding in these areas and to evaluate arguments within and outside philosophy. Freshmen have the opportunity to begin a study of philosophy by means of five courses open to them, and should choose those which most clearly correspond to their present interests and to their plans for future study.

Philosophy 101 and 102 are courses in the history of Western philosophy and treat many of the great philosophers of the past, from the Greeks to the 18th century. In the first semester the focus is on the origins of Western philosophy in pre-Socratic thought and its culmination in the works of Plato and Aristotle. In the second semester representative works of continental thinkers such as Descartes and Leibniz and English thinkers such as Berkeley and Hume are read, culminating in the study of Kant. This sequence provides an essential background for understanding later philosophical inquiries, and is a significant supplement to work in a great variety of fields.

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

Philosophy 110 is an introduction to ancient Chinese philosophy, focusing on early Confucianism, Taoism, and other philosophies. This course assumes no background knowledge of philosophy or Chinese culture.

Physical Education

The instructional program in physical education offers 1/2 unit of academic credit for the following courses: Badminton (beginning and intermediate); Basketball (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; Racket Sports; Flag Football; Triathlon Training; and Lifeguard Training. Introduction to Athletic Injury Care and Nutrition and Exercise are offered for one unit of academic credit, as is the Water Safety Instructor course.

No more than a total of two units of half-unit 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. Contact extension 7471 for a schedule of these 30-minute introductory classes and for the list of noncredit 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 physics, secondary education, law, engineering, media consulting, journalism, computing, finance, medicine, music, and drama.

Those interested in astronomy should consider enrolling in Astronomy 101, 105, or 150. These introductory courses survey many areas of modern astronomy and presume little mathematical or scientific background. All introductory courses satisfy the Quantitative Analysis requirement. Astronomy 150 is a Freshman Writing Seminar, which satisfies Vassar's requirement. Students with some background in science and calculus may wish to consider Introduction to Observational Astronomy (ASTR 240). Students with an advanced background in physics and math may enroll in Stellar Astrophysics (ASTR 220), with special permission.

First-year students with an interest in majoring in astronomy should consult with Fred Chromey (extension 7355) in SP 200 or Debra Elmegreen (extension 7356) in SP 201 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 spectroscope 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, exo-planet 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 attend 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), and 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 and 114 in their first year, as well as an appropriate mathematics course. 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. The recommended option for those receiving 4s or 5s on AP B or AP C (mechanics and EM) is to enroll in Physics 115/116 in the fall followed by Physics 210 in the spring. 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 may call the department office at extension 7340 to set up an appointment for advising. A freshman who has not taken calculus should enroll in calculus concurrently.

The department offers two courses primarily for non-science majors and for which major credit is not given. These are A Tour of the Subatomic Zoo (PHYS 168) and The Science of Sound (PHYS 110). The Science of

Sound will not be offered until 10/11. A Tour of the Subatomic Zoo will be offered in 09/10.

College units towards graduation are given for scores of 4 or 5 on the AP exams. If a freshman has not received a 4 or 5 on AP exams, but feels that he or she is prepared to skip one or both semesters of introductory physics, that student may be allowed to do so upon consultation with the department. Freshmen interested in any one of these options should consult with faculty in the Department of Physics and Astronomy. New Student Orientation offers a convenient time to deal with these issues. See the department's discussion of AP credits in the Advanced Placement section of this handbook.

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 political attitudes and behaviors of individuals and groups; the functioning of domestic and international political institutions; the relations among states 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, abortion rights, family law, welfare reform, and governmental budgets; and major global challenges.

Political science also addresses questions of values. What forms of government, society, and economy ought to exist? How can liberty, equality, justice, or security best be achieved? How should conflicts between them be resolved? What is the proper relationship between 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 consider the ideas of political philosophers from Socrates and Aristotle to John Stuart Mill, Karl Marx, Hannah Arendt, Martin Luther King, Jr., and Michel Foucault.

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, Comparative Politics (political systems outside the U. S.), International Politics (the relations among nations), and Political Theory (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 required to take one unit at the 100-level in political science, and 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 (PSYC 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 (PSYC 106) is designed to introduce the student to the science of psychology by exploration in depth of a specific research area. 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 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. A high school course in psychology does not qualify a student for advanced placement. A CEEB Advanced Placement examination in psychology similarly does not qualify one for advanced placement in 200-level courses. In addition, a CEEB Advanced Placement 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, 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 section will be offered in the fall term:

Psychology 106 Behavioral Science and the Law
Emerging discoveries in the behavioral sciences may have profound theoretical and practical implications for the future of jurisprudence. How does psychological research inform the law? Behavioral Science and the Law is an introductory survey course in psychology with a focus on how behavioral science evidence may support, challenge, or transform current legal theory and practice. Our studies will begin with similarities and differences between scientific and legal approaches to arguments and evidence. We will explore human concepts of morality and justice from an evolutionary perspective and will examine emerging genetic and neuroscientific evidence that may shed new light on traditional notions of free will and human agency. Child custody decisions, psychological profiling, jury selection, psychological evaluations of criminal defendants, alternatives to incarceration, and consciousness and end of life issues are among the topics we will consider in light of evidence and insights from behavioral sciences research.

Religion

The study of religion is an academic discipline that utilizes social scientific and humanistic methods to interpret religious phenomena worldwide. Our classes critically engage with the complexities of religion in culture and the diversity of challenges religious communities seek to address. Some scholars of religion employ historical methods to understand how religious communities 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. Religion is a diverse, creative field in which researchers communicate across disciplinary boundaries. At Vassar, Religion majors are able to ponder—in rigorous, critical ways—some of the most profound issues that face human beings, including the meaning of community, the individual quests for meaning, suffering and death. 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 societies.

Russian Studies

In 1939, Vassar College became the first among the original Seven Sisters colleges to institute regular courses in Russian. In the same tradition of strong commitment to language learning, Vassar also became the first liberal arts college in the nation to install the equipment necessary to receive Russian-language TV broadcasting direct from a Soviet satellite.

The Department of Russian Studies offers three years of language instruction and a wide range of literature and culture courses. Freshmen with no previous knowledge of the Russian language may elect Elementary Russian (RUSS 105-106) or the one-semester Intensive Russian (RUSS 107) that covers the same amount of material in a more concentrated fashion. In 2009-10 freshmen may also enroll in one of the courses given entirely in English translation. In the first semester we offer four of such courses: 1) Russian Classics (RUSS 135), which focuses on the literary giants of nineteenth-century Russian literature; 2) From Fairy-Tales to Revolution: Russian Culture through the End of the Imperial Period (RUSS 165), a survey of the most striking features of Russian culture up to the beginning of the twentieth century; 3) Incantations, Spells, and Charms: Slavic Folklore and Demonology (RUSS 187), an introduction into the rich world of Russian and Indo-European folklore; 4) Nabokov Before Lolita: The Making of a Genius in the Era of Jazz and Surrealism (RUSS 173), which explores Nabokov's formative years as a Russian émigré writer in Europe. In second semester we'll be teaching: 1) Russian Cinema in its European Context (RUSS 131), a survey of Russian cinematic masterpieces from the 1920s to our days; 2) Dostoevsky and Psychology (RUSS 142), which examines Dostoevsky's fascination with aberrant and self-destructive behavior; 3) Russian Modernism (RUSS 152) on the most significant Russian literary works of the twentieth century; 4) Utopia in Power (RUSS 169), a survey of culture in the Soviet period; 5) Russia and the Short Story (RUSS 171), a Freshman Writing Seminar.

Students who are considering the option of 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 equiva-

lent language competency. A number of other courses are given in English but make it possible to do part of the 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 other Russia-connected extracurricular activities. The department encourages junior year abroad study in one of a number of excellent programs in Russia that are approved by Vassar College. The new Vassar-administered program in St. Petersburg 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 in preparation for further work in Russia-related fields.

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: a) to understand the central role of science and technology in contemporary society; b) to examine how science and technology reflect their social, political, philosophical, economic and cultural contexts; and c) 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 (intermediate level only 2009-10), and Yiddish, see the Self-Instructional Language Program section of the catalogue, or consult the Self-Instructional Language Program coordinator, extension 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.

Vassar broke ground several years ago with 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. Intermediate 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 fieldwork 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 graduate study in law, health care, and sociology as well as in other academic or professional disciplines.

Spanish (*see Hispanic Studies*)

Urban Studies

The urban environment increasingly dominates both the American and the international landscape. In the Urban Studies Program, the complexity of the city and the process of urbanization are examined from a multidisciplinary perspective. As part of their major, students choose courses in architecture, art, economics, education, geography, history, political science, and sociology.

Introduction to Urban Studies (URBS 100) sets the tone of multidisciplinary study. This course concentrates on the classical arguments and the recent debates in urban theory and different disciplinary approaches to urban studies to explore changing urban space both historically and cross-culturally within the context of economic, political, social, and cultural relations. This course will be coordinated by the director of urban studies in cooperation with the urban studies faculty.

The senior seminar examines advanced debates in urban studies and is designed to encourage students to produce research and grant proposals for projects in urban studies.

Students in urban studies are encouraged to gain practical as well as theoretical expertise through field work and independent projects. Students in urban studies have found careers in government, public administration, architecture, urban planning, teaching, human services, and many other related fields in which a multidisciplinary perspective is valuable.

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 nineteenth-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 offers 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.

Many of the departmental courses are open to freshmen. Courses offered in past semesters have included: Literary Perspectives on Women, Feminist Theory, Women and Film, Global Feminism, Women Making Music, and three new courses: Interpreting French Feminism, Women of Color in the U.S., and Gender, Social Problems and Social Change in the Contemporary U.S. A full list of courses currently offered in Women's Studies is circulated before each registration period.

The Director of Women's Studies also advises students interested in pursuing independent majors in this field. For further information, contact the Office of Women's Studies, extension 7144, and consult the catalogue under Women's Studies.

OTHER USEFUL INFORMATION

The V-CARD

Vassar has a one-card identification card system. The V-CARD lets you into your dorm; carries your meal plan; it can carry a declining balance account, V-Cash account, and V-print account.

Freshmen receive their V-CARD 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 V-CARD carries the meal plan account; a meal plan is needed for every student who lives in a residential house. The meal plan consists of Block meals and Declining Balance points. Block meals are available at ACDC and Express Lunch. Declining Balance points can be used at all dining locations.

The V-CARD can carry a declining balance account for students who do not live in the residential houses; it can be used in any campus dining location. The declining balance is deducted from a pre-paid account.

The V-CARD carries V-Cash, a pre-paid account; this account may be used 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 V-CARD carries a V-Print 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 V-Cash account for printing.

Funds for V-Cash and additional declining balance 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 Help Desk). Additional Block 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 V-Cash account. One is located in Main Building by the Cashier's office and the other is located on the 1st floor of 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:

The Bank of New York – Northern Division
44 Plaza Shopping Center
Poughkeepsie, NY 12603
(845) 452-6330

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

Hudson United Bank
707 Main Street
Poughkeepsie, NY 12601
(845) 431-6100

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

Transportation

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 (845-471-7700) and Allen's Taxi Service (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.

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

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 – 4:00pm Monday through Friday. The receiving department does not supply transportation from their offices to your dorm, so you might think of that as you plan how much to put in each box. You may begin shipping at the end of July.

Post Office Hours

Monday through Friday 9:00am – 4:30pm
Saturdays 9am – 11:45am

Bookstore

Monday through Friday 9:00am – 6:00pm
Saturday, August 30, 9am – 5pm
Sunday, August 31, 10:00am – 4:00pm

IMPORTANT TELEPHONE NUMBERS

(Area Code - 845)

Emergency calls.....	437-7333
Campus Response Center.....	437-5221
Security.....	437-5200
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 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, Joanne Long.....	437-5258
Dean of Students, D.B. Brown.....	437-5315
Dean of Studies.....	437-5255
Disability and Support Services.....	437-7584
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
Message Center.....	437-5460
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
V-CARD Office.....	437-2273

QUICK REFERENCE WEB ADDRESSES

Dean of Freshmen	http://deanoffreshmen.vassar.edu/
Dean of Students	http://deanofthecollege.vassar.edu/dean_students.html/
Computing Center	http://computing.vassar.edu/
Counseling Service	http://counselingservice.vassar.edu/
Disability and Support Service	http://disabilityandsupportservices.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/