TO THE CLASS OF 2017

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 alumnæ 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, plan, and 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 27, 2013. Recognizing that it is hard to plan and prepare for a complex experience, we have worked carefully to assemble information in this book that will help you begin that process thoughtfully, with originality, and with confidence. You will find in these pages general statements and guidelines about the first year at Vassar and very specific statements about the philosophies and policies of the academic departments and programs. You will also find instructions for pre-registering for your fall semester courses.

Do read this material carefully and think about it in pre-registering for classes and in preparing the Statement of Academic Interests, which the dean of freshmen has requested you send before you arrive on campus. Your understanding of the materials here, the Vassar College catalogue, and your Statement of Academic Interests 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 2017.

Christopher Roellke
Dean of the College and Professor of Education
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The Freshman Year

As you are imagining yourself beginning your first year of college, I hope you will reflect on the values of the community you are about to join, as articulated in the Vassar catalogue:

Vassar College seeks to sustain a community of special character in which people of divergent views and backgrounds come together to study and live in the proud tradition of a residential liberal arts college. Vassar students, working closely with the faculty, enjoy the freedom to explore their intellectual and artistic passions, to develop their powers of reason and imagination through the process of analysis and synthesis, to effectively express their unique points of view, to challenge and rethink their own and others' assumptions, and to struggle with complex questions that sometimes reveal conflicting truths. The lifelong love of learning, increased knowledge of oneself and others, humane concern for society and the world, and commitment to an examined and evolving set of values established at Vassar prepares and compels our graduates to actively participate in the local, national, and global communities with a profound understanding of social and political contexts.

As Vassar seeks to educate the individual imagination to see into the lives of others, its academic mission cannot be separated from its identity as a residential community comprising diverse interests and perspectives. The college expects its students to be mindful of their responsibilities to one another and to engage actively in the creation of a community of intellectual freedom, mutually understood dignity, and civil discourse.

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

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

With Vassar's wide choice of courses, your satisfaction with your education will depend on the intelligence and care with which you plan your academic program.

To begin with, your course selections 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 Tuesday, September 3. All freshmen are expected to arrive at Vassar on Tuesday, August 27, the first day of New Student Orientation. A detailed schedule for this year’s orientation activities will be given to you when you arrive and may be found online on the dean of freshmen website, http://deanoffreshmen.vassar.edu.

The activities planned for the days before classes begin serve a variety of needs, social as well as academic. Academic advising and registration for classes take place on 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 the Academic Information and Departments of Instruction and Multidisciplinary Programs, sections of this handbook in order to familiarize yourself with the great range of choices before you. The section on Registration for Courses will give you more specific information about the process by which you will pre-register over the summer. Once you come to campus, you will meet twice with your faculty advisor during orientation, and you will have the opportunity to attend the many advising sessions that are a part of orientation. Final registration will take place on Friday, August 30.

Only one requirement must be met in your first year: every freshman is required to complete at least one freshman writing seminar. Please consult the Freshmen Writing Seminars section of this handbook for the 2013/14 offerings. The Vassar catalogue, found online, is the primary source for all information on the academic organization of the college, its requirements for graduation, course offerings, and so forth. If questions arise as you read what follows, please also consult the catalogue.

The next section of this handbook, Academic, Residential Life, and Extracurricular Resources, contains a listing of the people and offices you 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 at 845-437-5258 with any questions as well. And do remember to complete your Statement of Academic Interests online by July 23. I will use what you tell me to assign you a faculty pre-major advisor.

I look forward to seeing you on August 27.

Susan Zlotnick
Dean of Freshmen and Associate Professor of English
Academic, Residential Life, and Extracurricular Resources

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

THE DEAN OF FRESHMEN

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

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

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

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

FACULTY ADVISORS

The system of academic advising that aids your entry into college life exemplifies Vassar's tradition of fitting academic and social activities to the individual student. You will be assigned a faculty pre-major advisor taking into consideration the interests that you list on the Statement of Academic Interests, which you will complete online. The first meeting for freshmen with their pre-major advisors is from 10:30–11:30 am on Wednesday, August 28. This meeting provides an opportunity for you to become acquainted with your pre-major advisor and his or her other pre-major advisees and to discuss any questions that you might have. On Thursday afternoon, August 29, you will have an individual half-hour appointment with your advisor for final approval of your course selections before registration. Throughout the year you will need to meet in person with your advisor to obtain approval to add or drop a course, to elect a course under the non-recorded option (NRO), to pre-register for the following semester, or to request any kind of special permission.

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

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

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

LIBRARIES

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

The library also houses an after-hours study space, the Learning, Teaching, and Research Center, the Digital Media Zone, and Matthew's Bean, a small café.

THE LEARNING, TEACHING, AND RESEARCH CENTER

The Learning, Teaching, and Research Center (LTRC), located in the Main Library, connects students and faculty with one another across disciplines, recognizing that both students and teachers are involved in learning, leading, and scholarship. The center's mission includes helping students realize their academic potential and achieve their educational goals as well as supporting faculty in their professional development. We also design and lead faculty development seminars informed by our work with
students and encourage faculty to see how their research informs their teaching and vice versa.

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

For more information, please visit http://ltrc.vassar.edu.

FIELD WORK
Field work is an academic program that is sponsored by departments for ungraded credit by placing students in a variety of internships in Poughkeepsie, the mid-Hudson region, New York City, and elsewhere. It provides opportunities for observation and for participation that are not ordinarily available in traditional classroom work. Every student electing field work is supervised by a faculty member who helps the student integrate experience with theory. Students may need a pre- or co-requisite course in the sponsoring department. Internships during the summer may also be eligible for academic field work credit.

For more information about the range of field work placements and procedures for seeking credit, please visit the Office of Field Work in Main N-165, phone 845-437-5280, or visit http://fieldwork.vassar.edu.

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

For more information, please visit http://careers.vassar.edu or email cdo@vassar.edu.

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

In addition, the dean convenes weekly meetings of the Students of Concern group (SOC) to coordinate helping resources for students whose behavior indicates they may be in serious trouble. The core SOC consists of the dean of students, the dean of studies, the director of residential life, and the director of counseling; other administrators are invited as appropriate.

SOC members may share information about students who appear to be in trouble (e.g., who appear to be at risk to themselves or others, whose academic situation is dire, who are experiencing significant personal problems, or whose behavior is alarming other members of the college community). The group then determines if action by individual members of the group is warranted and might be helpful.

D.B. Brown is the dean of students. Please visit his office at Main C-121 or telephone 845-437-5315 with concerns you might have throughout the year.

For more information, please visit http://deanofstudents.vassar.edu.

THE OFFICE OF RESIDENTIAL LIFE
The Office of Residential Life coordinates all aspects of the residential experience at Vassar. They perform functions regarding community development, student leadership, room assignments, residential house furnishings and equipment, health and safety in the halls, and the development and implementation of college policies. The director and associate director can be contacted at the central office in Main C-120 or by telephone at 845-437-5860.

HOUSE FELLOWS
House fellows are faculty members who live in the residential houses. They function as academic advisors and as members of the residential community who offer perspective and counsel. They also serve to broaden and extend the contact between faculty and students in informal and nonacademic areas. House fellow interns, typically sophomores or juniors, are selected to support the programmatic endeavors of house fellows.
STUDENT FELLOWS
In each house, as a part of the overall advising system of the college, student fellows serve as peer counselors to new students. Student fellows, usually second-year students, are assigned 8–12 freshmen who live near them in the residential house. There are also student fellows for new transfer, visiting, and exchange students. Student fellows can assist you with registration procedures and point you towards various campus resources. They are trained to assist you with any personal problems you may encounter during your first year at college. Student fellows are carefully selected for their ability to relate to others, their sense of responsibility, judgment, discretion, and maturity. They are an invaluable campus resource.

You will first meet your student fellow on Tuesday afternoon, August 27, for a brief orientation to the campus and information about the opening days. Student fellows are expected to be in regular contact with you throughout the year.

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

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

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

HOUSE OFFICERS
Each residential house is governed by four elected student officers, an elected freshman representative, and appointed sophomore and junior representatives. The house officers work closely with the Residential Life staff to ensure the general welfare of the individual student and to promote a sense of community.

For more information, please visit http://residentiallife.vassar.edu.

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 short-term individual, couple and group counseling, crisis intervention, educational programs, consultation, assessment, and referral to off-campus services. Services are free for students. The Counseling Service welcomes all students and embraces a philosophy of diversity.

Counselors are trained mental health professionals who work with students to explore personal problems and concerns in a secure and private setting. Students come to the Counseling Service for a variety of reasons, including relationship problems with parents, peers, or partners; depression; anxiety; alcohol and other drug use and abuse; coming out issues; identity concerns; stress; concerns about academic progress or direction; or assistance in planning for the future.

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’s consulting psychiatrist is available for limited psychiatric services by referral from a counselor. If continuing psychiatric services are required, a referral is made to a private psychiatrist.

Confidentiality is a highest priority at the Counseling Service and is strictly maintained 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. Since 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 of a personal or confidential nature.

The Counseling Service, located in Metcalf House, is open Monday through Friday, 9:00 am–5:00 pm during the academic year and closes during breaks and the summer. Stop by Metcalf or call 845-437-5700 to schedule an appointment.

If you are in crisis, during open hours call 845-437-5700 and explain that you need to speak to a counselor urgently. For crisis counseling after hours and on weekends call the Campus Response Center at 845-437-7333 and request to be connected with the counselor-on-call.

OFFICE OF HEALTH EDUCATION
The Office of Health Education plans and conducts activities to help Vassar College students make better choices for healthier living. We develop educational programs related to aspects of student health, specifically in the areas of substance abuse prevention, nutrition education, and sexual health awareness, and facilitate connections between student health needs and services provided by the college and the local community. We also provide support and training to student peer helper groups, including CARES (sexual assault/abuse),
Exam accommodations (extended time on exams, low-distraction test environment, use of a computer for essay exams, etc.)

Alternative print formats (e.g., audio files, e-text, Braille)

Note taking service

Modified course load
• Housing and meal plan accommodations
• Sign language interpreters/remote closed captioning

Please contact the Office for Accessibility and Educational Opportunity to learn more about our program of services and to inform us about your accommodation needs or concerns. The office is open Monday through Friday, 9:00 am–5:00 pm during the academic year and by appointment during the summer.

For more information, please call 845-437-7584 or visit http://aeo.vassar.edu.

CAMPUS LIFE AND DIVERSITY OFFICE

The Campus Life and Diversity Office coordinates programs and services to build inclusive and affirming campus environments for all students and oversees the Vassar First Year program, a series of events, including New Student Orientation, designed to introduce new students to life at Vassar and to engage them beyond the classroom as they explore channels for contributing to the intellectual and community life of the college.

The office hosts regular Conversation Dinners and plans the annual All College Day in February, bringing students, faculty, administrators, and staff together for a day of discussions and dialogues. We also assist students, groups, and other offices in creating opportunities for participants from different backgrounds and perspectives to engage in dialogue. In addition, the office oversees the following campus resources that focus on issues of identity and social justice education and provide support for diverse communities and historically underrepresented groups:

The ALANA Center provides myriad resources and programs to enhance the campus life and academic experiences of African-American/Black, Latino, Asian, and Native American students. The center provides a comfortable gathering space for student organizations that support students of color and offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, lectures, big sister/big brother and alumnae/i mentoring programs. The center also provides resources for interacting with various communities in Poughkeepsie and surrounding areas, cultural journals/newsletters, educational videos, career development, scholarship and fellowship information, and a computer lab.

The Office of International Services offers a full range of resources for international students and scholars, including advice and assistance in visa, immigration, tax, employment, cultural and general matters. The office seeks to support internationals 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 experiences our campus enjoys.

The LGBTQ Center, located in College Center 213, is a place for lesbian, gay, bisexual, transgender, queer, questioning, and ally students to relax, socialize and learn. The center hosts discussions, lectures, social events; provides meeting space for various student organizations; and has a robust library of LGBTQ-related books.

The Women’s Center, located in College Center 235, offers a lounge space and programming on various components of gender equity, women’s leadership, empowerment and health. The Women’s Center Student Advisory Board—which consists of 8 to 10 female-identified student leaders—acts as a think tank to the center, helping to devise new programs and initiatives.

The Office of Religious and Spiritual Life (RSL) oversees, advises, and supports a wide range of religious and civic communities and initiatives on campus and plays an important role as a college liaison to the mid-Hudson Valley community. RSL staff members are available for pastoral counseling and spiritual guidance for any concern or question students may have. The advisor to Jewish students and part-time affiliate advisors serve the Episcopal, Roman Catholic, and InterVarsity communities on campus. We are located in the Chapel tower and basement, as well as at the Bayit, Vassar’s home of Jewish campus life, at 51 Collegeview Avenue, and provide programming and support for 10 different student religious groups at Vassar.

BIAS INCIDENT RESPONSE TEAM

The office also coordinates the Bias Incident Response Team (BIRT), a resource for responding to student crises and incidents that may disrupt the community or endanger students. The associate dean of the college for campus life and diversity coordinates the response team and, when possible, convenes the BIRT within 24 hours to determine initial steps and to identify additional offices or members from the campus community who can assist with the college’s response.

For more information about the Office of Campus Life and Diversity, please visit http://campuslifeanddiversity.vassar.edu.

STUDENT EMPLOYMENT

Student Employment, located in the Financial Aid Office in Main S-199, helps students secure part-time on-campus employment in over 100 offices. Students on financial aid receive first priority consideration for campus jobs. Remaining jobs are available for any student who wishes to work. In general, first-year students work eight hours per week, sophomores nine hours, and juniors and seniors ten hours. Students may choose to work fall semester, spring semester, or the entire academic year. Job registration for the academic year begins on or around July 1st. Registration for break (i.e., winter, spring, summer) positions takes place several times throughout the year.
Prior to beginning work at Vassar, students must complete I-9 and W-4 forms.

For more information, please visit http://studentemployment.vassar.edu or email stuemp@vassar.edu.

**ATHLETICS AND PHYSICAL EDUCATION**

**FACILITIES**

The Athletics and Fitness Center (AFC) is a 53,000-square-foot facility which houses a 1,200-seat gymnasium that is the home to the men’s and women’s basketball programs. An elevated running track, a 5,000-square-foot training and cardiovascular facility, a multipurpose room, locker facilities, administrative offices, and a laundry/uniform room are also located in the AFC.

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

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

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

**COMPETITION**

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

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

**Club sports.** Men’s and women’s rugby and rowing are club sports under the auspices of the Department of Athletics and Physical Education. Participation in these programs also requires an on-campus medical examination arranged through the athletic trainers (845-437-7843). Contact the Department of Athletics and Physical Education (845-437-7450) with any questions concerning participation in these programs. Other active and thriving club sports at Vassar, offered under the direction of the Vassar Student Association (VSA), include badminton, cycling, equestrian, quidditch, sailing, Nordic and downhill skiing, and ultimate Frisbee. Many of these clubs play competitive intercollegiate schedules. If you are interested in club activities, please contact the VSA offices by calling 845-437-5383.
Academic Information

This section of the handbook contains information you will need as you decide on the courses you would like to take in your first semester. As you look through these pages of academic information and the descriptions of departments and programs, do remember some of the goals and purposes of your education, broadly conceived. To quote the Vassar mission statement, the college aims to provide an education “that inspires each individual to lead a purposeful life. The college makes possible an education that promotes analytical, informed, and independent thinking and sound judgment; encourages articulate expression; and nurtures intellectual curiosity, creativity, respectful debate and engaged citizenship.”

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

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

FRESHMAN WRITING SEMINAR REQUIREMENT

All entering freshman are required to complete at least one Freshman Writing Seminar during their freshman year. 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, offered in a variety of disciplines, are limited to freshmen and have a maximum enrollment of 17 students. Particular attention is given to the effective expression of ideas in both written and oral form. Please consult the section on Freshman Writing Seminars in this handbook for the 2013/14 offerings.

QUANTITATIVE COURSE REQUIREMENT

Facility in quantitative reasoning is an important component of liberal education. Quantitative reasoning includes the ability to understand and evaluate arguments framed in quantitative or numerical terms, to analyze subject matter using quantitative techniques, to construct and evaluate quantitative arguments of one’s own, and to make reasoned judgments about the kinds of questions that can be effectively addressed through quantitative methods.

Accordingly, all Vassar students are required before their third year to complete at least one full-unit course that shall develop or extend the student’s facility in quantitative reasoning. Qualifying courses are designated by the faculty and are noted in the schedule of classes. Exemption from this requirement may be granted to students who have completed equivalent coursework as certified by the dean of studies.

Courses that fulfill the quantitative requirement are marked in the schedule of classes with a QA. Select “Quantitative Analysis” from the “Select a Course Type” drop-down menu in the online schedule of classes to list all such courses.

FOREIGN LANGUAGE PROFICIENCY

Recognizing the unique importance in undergraduate education of the study of foreign languages, the Vassar curriculum provides for both study of and concentration in Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish. In addition, students may learn Arabic, Hebrew, Old English, and, through the self-instructional language program, Hindi, Irish, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

All three- and four-year 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 Orientation schedule. Other methods by which you may meet this requirement are listed in the section on Registration for Courses.

DISTRIBUTION REQUIREMENTS

All Vassar students are expected to reflect both depth and breadth in their course selection. Depth is demonstrated by completing a major field of concentration; breadth is demonstrated by taking courses across the four curricular divisions—arts, foreign languages and literatures, social sciences, and natural sciences—and in multidisciplinary programs. In order to graduate, you will be required to elect at least 50% of your work outside of your major, and 25% of your work outside the division in which you major. For example, a history major must complete at least 17 of the 34 units in courses outside of the history department, and 8.5 of the 34 units in courses not in the social sciences. You should also be aware that all candidates for Phi Beta Kappa honors must demonstrate breadth and substance of course work outside the major in addition to overall academic excellence. You should not take two courses in a single department in the same semester in your first year. As you consider your course selections for your first two years, you should be sure to include introductory work in any department or program in which you might major. All students must declare a major by the end of their fourth semester; applicants for Junior Year Abroad must declare by December of their sophomore year.

CREDIT FOR COLLEGE WORK DONE PRIOR TO MATRICULATION AT VASSAR

Vassar may award a maximum of 4 units of credit towards graduation to incoming freshmen for college-level work done at accredited institutions. Credit is contingent upon a grade of C or above and the approval of the chair of the appropriate department. To apply for credit you must present:
1. A catalogue description of the course(s);
2. An official transcript sent from the registrar of the institution to 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 they are used to fulfill any high school graduation requirements. Programs in which college instructors teach the course at the secondary school will not be considered for transfer credit. The department in which the course is classified at Vassar will determine the amount of transfer credit for a qualifying college course.

Any questions about pre-matriculation credit should be directed to the Office of the Dean of Studies (845-437-7553). Entering freshmen who have taken A-level examinations, received the French Baccalaureate, or taken International Baccalaureate examinations should consult the Office of the Dean of Studies in September to discuss the possibility of transfer credit.

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

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

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

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

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

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

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

Students pursuing certification in childhood education are certified to teach grades 1–6. Students interested in certification in adolescent education (grades 7–12) may work for certification in English, foreign languages, mathematics, biology, physics, chemistry, earth science, 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 and several study away opportunities. Please see “Education” in the section on Departments of Instruction, later in this handbook, for more information.

For a full statement of the certification requirements and recommended sequences of study, please see the Department of Education section of the catalogue and on the web at http://education.vassar.edu. Enrollment in the courses listed is not limited to those seeking certification.

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

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

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

For more information, please visit http://careers.vassar.edu or email cdo@vassar.edu.

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 and/or statistics, are also strongly recommended and sometimes required. Courses in psychology and sociology are also strongly recommended. Pre-med students are therefore advised to elect an English course in their first year, as well as a science sequence of some sort. Medical schools require grades in the core courses, so extra caution and careful consultation is needed if a student is considering an NRO election in any of these courses.

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

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

For more information, please visit http://fellowships.vassar.edu/health/.

PREPARATION FOR STUDY ABROAD

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

Vassar College study abroad is based on a home tuition policy. Further information on financing and planning study abroad can be found in the Office of International Programs (OIP), located in Main N-173, or by making an appointment with the director of the Office of International Programs, Susan Correll, at 845-437-5260.

For more information on approved programs as well as a copy of Fundamentals of Study Abroad, please visit the OIP website at http://jya.vassar.edu.
Registration for Courses

To pre-register for your fall 2013 classes, you will complete the electronic pre-registration form, which can be found at congrats2017.vassar.edu. In order to complete this form, you will need to consult the 2013/14 catalogue found at catalogue.vassar.edu, this handbook, and the electronic schedule of classes found at congrats2017.vassar.edu. Submit the pre-registration form electronically as soon as possible, and no later than July 23. Please be sure to pay careful attention to the information given on the Schedule of Classes Information Pages, available as a link from the online schedule of classes. You should bring this handbook with you to campus. See the instructions on the congrats2017 website for completing the Statement of Academic Interests.

For the most up-to-date information about changes in courses, sections, topics, and descriptions, please visit the Registration Announcements web page at http://registrat.vassar.edu/registration.

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 28.

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 28, faculty will give research presentations and departments will hold open houses. On Thursday morning, August 29, you will be able to consult with any department or program about appropriate course selections including advanced course placement or special permission. There will be special advising sessions devoted to pre-law, pre-health, teacher certification, English, art, and math and sciences. 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 30. Freshmen who were pre-registered for few or no courses will be permitted to register first, and so on.

### 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 2013/14 offerings. Courses are offered in both fall and spring semesters, with the far greater number in the fall.

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

3. **Foreign Language Proficiency Requirement.** This requirement applies to all entering freshmen whose first language is English; if your first language is not English, you will need to apply to the Office of the Dean of Studies once you are on campus to confirm your exemption. Many freshmen will have already demonstrated proficiency by reporting a score of 4 or 5 on an AP exam or of 600–800 on an SAT II Test in a foreign language. For the rest of you: although this is a graduation requirement, we strongly recommend that you complete it early in your Vassar career. “Proficiency” at Vassar is the level achieved at the completion of the elementary course. Consequently, you must successfully complete a full year at the introductory level or a semester at the intermediate level to demonstrate proficiency.

Please note that if you are considering applying to a non-English-speaking country for junior year abroad, you will need to have completed, by the end of your sophomore year, at least a full year at the intermediate level of the appropriate foreign language.

Proficiency can also be demonstrated by passing an exam prepared by Vassar faculty. Proficiency exams in Ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish will be given on Tuesday, September 3, the first day of classes in the fall semester. Check the Orientation schedule for times and locations. Students who are continuing a language studied prior to Vassar are placed at the level appropriate to their previous training. To identify the appropriate level for you, please consult the guidelines given by the various language departments in the section on Departments of Instruction in this handbook. Additional placement advising will be given by the foreign language faculty during orientation. Incidentally, freshmen are not encouraged to take two elementary level foreign languages.

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

- a. one year of foreign-language study at Vassar at the introductory level or one semester at the intermediate level or above;
- b. the passing of a proficiency examination administered by one of the foreign language departments, the Self-Instructional Language Program, or, for languages not in the Vassar curriculum, by the Office of the Dean of Studies;
- c. an AP exam score of 4 or 5 in a foreign language;
- d. SAT II achievement test score in a foreign language of at least 600;
- e. equivalent foreign-language coursework completed at another institution; such courses may involve languages not taught at Vassar, including American Sign Language; or
- f. completion of Old English and Beowulf (English 235 and 236); both Old English and Beowulf must be completed to satisfy the requirement.

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

**TO PROSPECTIVE SCIENCE MAJORS**

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

**YEAR-LONG COURSES**

Most courses open to freshmen are semester-long classes, with “a” courses offered in the fall, “b” courses in the spring. All elementary foreign language courses, however, are year-long (for example, French 105-106). As with all “hyphen” courses, you must successfully complete the second semester to receive credit for the first. Other year-long courses open to freshmen are Art 102-103 and 105-106. Year-long courses are designated with a YL in the schedule of classes. The following “slash” courses are year-long sequences; while you must take the first semester to qualify for the second, you do not need to take the second to receive credit for the first: Chemistry 108/109, Math 121/122, and Music 105/106. Students who fail the first semester of a “slash” course may not enroll in the second semester without permission from the department chair.
Please note that some year-long courses are “provisionally graded.” This means that, in the words of the catalogue, “the final grade received at the end of the year automatically becomes the grade that will be recorded on the student’s transcript for both the first and the second semester.” Italian 105-106, for example, is provisionally graded; if a student receives a C in the first semester and an A in the second, two credits of A will appear on that student’s transcript at the end of the first year. Provisionally graded courses are marked in the schedule of classes with a PR.

ABOUT GRADES

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

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

There are two types of nongraded Vassar work: a) courses which the faculty has designated as ungraded (grades are Satisfactory, Unsatisfactory, or (for independent work) Distinction); and b) courses that are normally graded but which the student elects to take under the non-recorded option. For an explanation of the non-recorded option (NRO), please see “General Academic Regulations and Information” in the Degrees and Courses of Study section of the catalogue. The schedule of classes indicates which courses may be taken NRO. The total number of NRO units may not exceed 4. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. The total number of ungraded units 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 11, 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, including any student with one F, two Ds, or a term or cumulative grade point average below 2.0. These students are placed on academic probation, and the committee may recommend or require a leave of absence or a withdrawal from the college as well. A student remains in good academic standing (and is eligible to apply for financial aid) as long as he or she is matriculated at Vassar and is considered by the committee to be making satisfactory progress towards the degree.

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

NOW IT'S UP TO YOU!

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

A NOTE ABOUT ASK BANNER

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

Every entering freshman is required to elect a Freshman Writing Seminar. These courses have a maximum enrollment of 17 freshmen and are offered by a number of departments. The Freshman Writing Seminar introduces students to critical reading and persuasive writing at Vassar, and helps them make the transition to college-level writing. These courses from across Vassar’s curriculum challenge students to enter sophisticated conversations by asserting compelling claims, and supporting those claims through an organized presentation of evidence. Each Freshman Writing Seminar is built around a rich topic, giving students a complex set of readings, questions, and debates to consider as they learn to engage with the ideas of others and articulate their positions.

You will note that most of the Freshman Writing Seminar 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 online pre-registration form 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 the Departments of Instruction section in this handbook.

Specific information about the English 101 sections:

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

FALL SECTIONS

Africana Studies 109a. Beyond the Veil and Islamic Terrorism: Modern Arabic Literature
This course introduces students to major themes, authors, and genres in modern Arabic literature from the late nineteenth century to the present. Readings include autobiography, fiction, drama, and poetry representing the rich Arabic literary heritage of the Middle East and North Africa. We also read various secondary materials and watch several documentary and feature films that will anchor our discussion of the literary texts in their socio-historical and cultural context(s). Some of the major themes (foci) of the course include (1) tradition and change, (2) the colonial and postcolonial encounters with the other, (3) changing gender roles and the politics of (Islamic) Feminism, and (4) religion and politics, among others.

AFRS 109.01 TR 1:30–2:45 pm Mr. Mhiri

American Studies 160a. Politics of Art/Art of Politics
(Same as Art 160) In this first-year seminar, we examine the relationships between visual culture and social movements in the United States. Focusing on the 20th and 21st centuries, we explore connections between art, politics, and society.

AMST 160.01 MW 1:30–2:45 pm Ms. Collins

Art 160a. Politics of Art/Art of Politics
(Same as American Studies 160) In this first-year seminar, we examine the relationships between visual culture and social movements in the United States. Focusing on the 20th and 21st centuries, we explore connections between art, politics, and society.

ART 160.01 MW 1:30–2:45 pm Ms. Collins

Asian Studies 103a. Hindus and Muslims in Pre-Colonial India
(Same as History 103) We explore the history of Hindu-Muslim relations in India from the first Arab conquests in the 8th century through the 18th century waning of the Mughal Empire. As we examine the documents and events commonly cited as evidence of incompatibility between these major religious communities, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Our primary sources include royal panegyrics, court chronicles, mystical poetry, and the memoirs of emperors in translation.

ASIA 103.01 TR 3:10–4:25 pm Ms. Hughes

Astronomy 150a. 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.

ASTR 150.01 MWF 9:00–9:50 am Ms. Elmegreen

Cognitive Science 110a. The Science and Fiction of Mind
(Same as Psychology 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 course will explore 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 repre-
sent 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 also 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. In this course students practice both ways of writing about technical and scientific discoveries. By working simultaneously in both styles it should become clear that, when done well, even a strictly explanatory piece of science writing tells a story. By the same token even a purely fictional narrative can explain and elucidate how the real world works. The focus of our work is material from the sciences of mind, but topics from other scientific areas may also be explored. This course does not serve as a prerequisite for upper-level courses in psychology or cognitive science.

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

College Course 100a. The Theater of Chekhov and Stanislavski: Higher, Lighter, Simpler, More Joyful
This course is designed to explore the major works of late 19th-century playwright Anton Chekhov. Through careful reading, discussion, writing, and occasional performance of these works students will discover the ways in which this Russian dramatist has come to shape what’s thought of as modern drama. By looking at each play act by act—Seagull, Three Sisters, Uncle Vanya, and The Cherry Orchard—the class will explore the links they share to one another as well as to theatrical tradition at large. The work of Constantine Stanislavski, first to stage these works (as well as the artist to develop the process of “method” acting, and to define the role of the modern stage director), will be used to better understand these plays and their performance. Though this course will be of particular interest to students of theater, non-theater students are encouraged to enroll.

CLCS 100.01 TR 9:00–10:15 am Mr. Grabowski
CLCS 100.02 TR 10:30–11:45 am Mr. Grabowski

Earth Science 100a. Earth Resource Challenges: Water and Cities
(Same as Earth Science and Society, Environmental Studies, and Geography 100) With the explosive urbanization of the modern world, new and unprecedented demands are placed on the earth’s hydrological systems. A variety of environmental issues—such as water provision and drought, depletion of aquifers, pollution of watersheds, flooding, regional climate change, privatization of supply and other policy questions—arise out of the insatiable demand for water by contemporary metropolitan regions. This course combines geographical and geological perspectives on the increasingly urgent problems of urban water. Consideration is given to case studies of water problems in the New York metropolitan region, cities and suburbs of the arid U.S. Southwest, and Latin American mega-cities such as Mexico City and Rio de Janeiro.

ESCI 100.01 TR 9:00–10:15 am Ms. Menking

Earth Science 111a. Earth Science and Environmental Justice
(Same as Geography 111) This course offers an exploration of the roles that race, gender, and class play in contemporary environmental issues and the geology that underlies them as well as an examination of the power of governments, corporations and science to influence the physical and human environment. We critique the traditional environmental movement, study cases of environmental racism, and appreciate how basic geological knowledge can assist communities in creating healthful surroundings. Examples come from urban and rural settings in the United States and abroad and are informed by feminist analysis.

ESCI 111.01 WF 1:30–2:45 pm Ms. Schneiderman

Earth Science and Society 100a. Earth Resource Challenges: Water and Cities
(Same as Earth Science, Environmental Studies, and Geography 100) With the explosive urbanization of the modern world, new and unprecedented demands are placed on the earth’s hydrological systems. A variety of environmental issues—such as water provision and drought, depletion of aquifers, pollution of watersheds, flooding, regional climate change, privatization of supply and other policy questions—arise out of the insatiable demand for water by contemporary metropolitan regions. This course combines geographical and geological perspectives on the increasingly urgent problems of urban water. Consideration is given to case studies of water problems in the New York metropolitan region, cities and suburbs of the arid U.S. Southwest, and Latin American mega-cities such as Mexico City and Rio de Janeiro.

ESSC 100.01 TR 9:00–10:15 am Ms. Menking

Economics 112a. Pre-Modern Economic Growth: the West and the Rest, 1000–1900
This course surveys long-term processes of growth and development in pre-modern Europe, Asia, Latin America, and Africa. The course raises fundamental questions about the nature of pre-industrial societies and what enables some to achieve sustained economic growth. First, it discusses global patterns of economic development and how economic historians measure living standards in the past. Second, it addresses current debates over the “Great Divergence”—that is, the rise of Western nations relative to those in Asia during the pre-industrial period. Finally, it focuses on the economic development of Latin America and Sub-Saharan Africa before the 20th century. Questions addressed include: “Why and when did China fall behind Europe?” “Why did Britain industrialize first?” “How important is slavery and colonialism in explaining the delayed industrialization of Latin America and Sub-
Saharan Africa?” Throughout the course students debate the importance of different economic and social factors in stimulating economic growth.

ECON 112.01 TR 9:00–10:15 am Ms. Jones
ECON 112.02 TR 10:30–11:45 am Ms. Jones

Education 162a. Education and Opportunity in the United States
In this course, students identify, explore, and question prevailing assumptions about education in the United States. The objectives of the course are for students to develop both a deeper understanding of the system's historical, structural, and philosophical features and to look at schools with a critical eye. We examine issues of power and control at various levels of the education system. Participants are encouraged to connect class readings and discussions to personal schooling experiences to gain new insights into their own educational foundations. Among the questions that are highlighted are: How should schools be organized and operated? What information and values should be emphasized? Whose interests do schools serve? The course is open to both students interested in becoming certified to teach and those who are not yet certain about their future plans but are interested in educational issues.

EDUC 162.01 TR 9:00–10:15 am Ms. Cann

English 101a. Quests and Adventures
Why is the story of the quest or the heroic task such an influential one? How has the quest story shaped English literature? In this seminar, we will examine the role of the hero/adventurer and the situations that have created the need for their tasks. Works will include tales such as the Anglo-Saxon poem Beowulf and the medieval poem Sir Gawain and the Green Knight and may include prose works such as the late 19th-century tale King Solomon’s Mines. In addition, we will examine how the quest/adventure tale has developed in the early 20th century in J. R. R. Tolkien’s The Hobbit.

ENGL 101.01 TR 9:00–10:15 am Ms. Yoon
ENGL 101.06 TR 4:35–5:50 pm Ms. Yoon

English 101a. Another World
This course takes its name from a song by The Roches, whose recurring line, “There’s got to be another world,” speaks across generations to the human urge to strike out toward new territory—utopian, dystopian, speculative, post-human, philosophical, spiritual, sexual, and so on. We’ll explore a series of such journeys in fiction, poetry, film, and digital games, including a semester-long serial reading of Haruki Murakami’s 1100+ page epic IQ84. Other works may include Hesse’s Magister Ludi (Glass Bead Game), Octavia Butler’s Dawn, Margaret Atwood’s Oryx and Crake, Ursula K. Le Guin’s The Lathe of Heaven, Mohja Kahf’s poems E-mails from Scheherazade, Tom Tykwer’s film Run Lola Run, Stephen Hall’s novel and associated online media The Raw Shark Texts, my own Disappearance, and a game experience led by Vassar media theorist Stephanie Boluk.

ENGL 101.02 MR 3:10–4:25 pm Mr. Joyce

English 101a. The Essay Form
The high-school essay trapped in the Darth Vader facemask called the topic sentence. And the immobile drapery of the five-paragraph costume armor. This is an exaggeration, of course, but to write in more imaginative ways let us examine the experiments in prose undertaken by essayists of the past hundred years or so: George Orwell writing about shooting an elephant, James Baldwin on his father’s death and race riots, Jorge Luis Borges on his “modest blindness,” Susan Sontag looking at photographs, Joan Didion bidding goodbye to New York, Adrienne Rich recalling the strands that make up her identity. Also, Geoff Dyer on sex and hotels, Lydia Davis on “Foucault and pencil,” David Shields on the lyric essay, Jenny Boully on the body, Eliot Weinberger on what he heard about Iraq, and David Foster Wallace on anything. We will write brief essays (one to two pages) for each class and two longer essays (about eight pages in length).

ENGL 101.03 TR 3:10–4:25 pm Mr. Kumar

English 101a. Queer Alphabets
A primer in gay and lesbian literature, both classic and contemporary. We will examine a range of texts, including recent coming out stories, 19th century encoded texts, a silent movie from 1919 Germany, the sonnets of Shakespeare and the love poems of Adrienne Rich. Novels will include James Baldwin’s Giovanni’s Room, Andrew Holleran’s Dancer from the Dance, and Carol Anshaw’s Aquamarine.

ENGL 101.04 MW 1:30–2:45 pm Mr. Russell

English 101a. Friendship and Literature
What is friendship? How does it differ from love? What is its relation to gender and sexuality? How does it vary across cultures and historical periods? How has it been affected by modern mobility, technology, and the acceleration of time? This course will explore these and other questions in the context of a wide range of readings, including the novels Sula by Toni Morrison and Landscape of Farewell by Alex Miller; Shakespeare’s The Merchant of Venice; Lillian Hellman’s memoir Julia; classic essays by Aristotle, Cicero, and Montaigne; recent essays by the historian Carroll Smith-Rosenberg and the cultural theorist Lewis Hyde; and poetry by Homer, Tu Fu, Po Chuf, John Keats, W. H. Auden, Elizabeth Bishop, Anna Akhmatova, Ursula Le Guin, and Adrienne Rich.

ENGL 101.05 MW 9:00–10:15 am Mr. Sharp

English 101a. Before There Were Colleges for Women
In acknowledgement of the 150th anniversary of the founding of Vassar College, this course considers the ways in which women wrote and published before they were
admitted to universities and colleges in the 19th century. Shaped around the questions asked by Virginia Woolf in *A Room of One’s Own*, this course amplifies Woolf’s text by adding writers she did not know. This course is a reading and writing course organized around weekly writing assignments, as well as a daily journal for the first month. It culminates in a final research project on diaries of Vassar students in the 19th century held in Special Collections. Other writers include Christine de Pisan, Elizabeth Cary, Mary Wollstonecraft, Charlotte Bronte, and Sylvia Plath.

ENGL 101.08  TR 10:30–11:45 am  Ms. Robertson

English 101a. Autobiography and Fiction
In this course we will begin by distinguishing between fiction and non-fiction, then go on to study the shameless and covert ways that different forms borrow from one another, sometimes smearing the boundaries. Among the questions that we’ll consider are the benefits of drawing on personally revealing, even embarrassing material; the differences between lying and storytelling; and the importance of narrative guise or impersonation. Readings will include *Dubliners* by James Joyce, *The Ghost Writer* by Philip Roth, *This Boy’s Life* by Tobias Wolfe, *Lying: A Metaphorical Memoir* by Lauren Slater, *Speak, Memory* by Vladimir Nabokov, and shorter works by Ray Carver, Flannery O’Connor, Grace Paley, Tim O’Brien, and Joan Didion.

ENGL 101.10  TR 10:30–11:45 am  Mr. Crawford

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 101.11  MW 1:30–2:45 pm  Ms. Mark

English 101a. Apocalyptic Rhetoric and the Walking Dead
In 1968, George A. Romero introduced American film audiences to the modern, biological walking dead. Since *Night of the Living Dead*, and with increasing intensity over the past decade, the Zombie Apocalypse has become a central meta-narrative in Anglophone literature—one that juxtaposes ‘high’ formalism and philosophy with “low” popular horror in new media: graphic novels, films, and video games. Over the course of the semester we’ll explore the rising popularity of zombie narratives to better understand the implications of this undead aesthetic we might call Zombie Modernism. For, like much of Modernist literature, zombie narratives deploy strategies which foreground such epistemic questions as “How can I interpret this world?” and “What is my role in it?” Course materials include Matt Mogk’s *Everything You Ever Wanted to Know About Zombies*, Max Brooks’s *World War Z*, and Robert Kirkman’s *The Walking Dead* as well as films such as *28 Days Later* and *Shaun of the Dead*.

ENGL 101.13  TR 1:30–2:45 pm  Mr. Schultz

Environmental Studies 100a. Earth Resource Challenges: Water and Cities
(Same as Earth Science, Earth Science and Society, and Geography 100) With the explosive urbanization of the modern world, new and unprecedented demands are placed on the earth’s hydrological systems. A variety of environmental issues—such as water provision and drought, depletion of aquifers, pollution of watersheds, flooding, regional climate change, privatization of supply and other policy questions—arise out of the insatiable demand for water by contemporary metropolitan regions. This course combines geographical and geological perspectives on the increasingly urgent problems of urban water. Consideration is given to case studies of water problems in the New York metropolitan region, cities and suburbs of the arid U.S. Southwest, and Latin American mega-cities such as Mexico City and Rio de Janeiro.

ENST 100.01  TR 9:00–10:15 am  Ms. Menking

Film 180a. Writing About Movies
This course focuses on the reviews of famous film critics such as Pauline Kael, David Denby, and Jonathan Rosenbaum, not with the goal of turning students into reviewers, but as a springboard for examining great prose
is often misquoted as, "she had to walk, better equipped to understand why, if all roads lead to Casablanca, then all roads in Casablanca “must” lead to Rick’s Café. The course is then back to France with Jean-Pierre Jeunet’s The Fabulous Destiny of Amélie Poulain and to Amsterdam in Albert Camus’ The Fall by Charles Chaplin or Buster Keaton. Film critics today rank their films among the finest motion pictures ever produced. Both Chaplin and Keaton were clearly the authors of their movies, as they controlled all major conceptual and technical elements. In addition to viewing and discussing many of the short and feature-length films produced by Chaplin and Keaton, students read critical essays analyzing and interpreting these films, as well as theoretical works dealing with the nature of comedy. Students compose and revise weekly brief essays (two to four pages) and deliver a short oral presentation. As a final project, students complete a longer analytical paper (around ten pages) that explores specific visual comic elements in one of the feature-length films created by Charles Chaplin or Buster Keaton.

French and Francophone Studies 186a. Meeting Places: Bars, Streets, Cafés

"Of all the gin joints, in all the towns, in all the world, she walks into mine." This bitter observation, made by the owner of “Rick’s Café” in the 1942 American-made film Casablanca, is often misquoted as, “she had to walk into mine.” Indeed, the unexpected encounter with a past acquaintance or stranger is a necessary catalyst that sets in motion the plot of many a novel or film. This course looks at literary or cinematic chance meetings that occur in three kinds of locales: the bar, the street, and the café. While studying bars, streets, or cafés as narrative meeting places, we simultaneously consider France’s relation to the larger “place,” or geographical region, in which each story of a chance meeting unfolds. After viewing Michael Curtiz’s film Casablanca, set in French-occupied Morocco, our explorations take us to the city of Paris in André Breton’s Nadja, to Amsterdam in Albert Camus’ The Fall, to French Indochina in Marguerite Duras’ The Lover, and then back to France with Jean-Pierre Jeunet’s The Fabulous Destiny of Amélie Poulain. Finally, we return to the film Casablanca, better equipped to understand why, if all roads lead to Casablanca, then all roads in Casablanca “must” lead to Rick’s Café. The course is taught in English. All works are read in translation.

Geography 100a. Earth Resource Challenges: Water and Cities

(Same as Earth Science, Earth Science and Society, and Environmental Studies 100) With the explosive urbanization of the modern world, new and unprecedented demands are placed on the earth’s hydrological systems. A variety of environmental issues—such as water provision and drought, depletion of aquifers, pollution of watersheds, flooding, regional climate change, privatization of supply and other policy questions—arise out of the insatiable demand for water by contemporary metropolitan regions. This course combines geographical and geological perspectives on the increasingly urgent problems of urban water. Consideration is given to case studies of water problems in the New York metropolitan region, cities and suburbs of the arid U.S. Southwest, and Latin American mega-cities such as Mexico City and Rio de Janeiro.

ESCI 100.01 TR 9:00–10:15 am Ms. Menking

Geography 111a. Earth Science and Environmental Justice

(Same as Earth Science 111) This course offers an exploration of the roles that race, gender, and class play in contemporary environmental issues and the geology that underlies them as well as an examination of the power of governments, corporations and science to influence the physical and human environment. We critique the traditional environmental movement, study cases of environmental racism, and appreciate how basic geological knowledge can assist communities in creating healthful surroundings. Examples come from urban and rural settings in the United States and abroad and are informed by feminist analysis.

GEOG 111.01 WF 1:30–2:45 pm Ms. Schneiderman

German 101a. Sex Before, During, and After the Nazis

This course offers an introduction to Germany’s unique position in the history of sexuality. As early as the late 19th century, Germany and Austria were a hotbed for new thinking about sexuality and sexual freedom, including the founding of psychoanalysis and the world’s first homosexual emancipation movement. National Socialism, however, forever changed the way that Germans and non-Germans viewed every aspect of Germany’s history and culture, including its sexual politics. This course examines some of Germany’s most salient debates about sex from the late 19th century to the Nazi era and beyond, including the sexual revolution of the 1960s and 1970s. Materials include autobiographies, fictional works, plays, films, political tracts, and sexual case studies, as well as secondary texts representing a variety of disciplinary approaches.

GERM 101.01 MWF 12:00–1:15 pm Mr. Schneider

Greek and Roman Studies 102a. Cleopatra

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

HIST 102.01  MW 1:30–2:45 pm  Mr. Lott

History 103a. Hindus and Muslims in Pre-Colonial India
(Same as Asian Studies 103) We explore the history of Hindu-Muslim relations in India from the first Arab conquests in the 8th century through the 18th century waning of the Mughal Empire. As we examine the documents and events commonly cited as evidence of incompatibility between these major religious communities, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Our primary sources include royal panegyrics, court chronicles, mystical poetry, and the memoirs of emperors in translation.

HIST 103.01  TR 3:10–4:25 pm  Ms. Hughes

History 124a. Europe 1945
On May 8, 1945 the Second World War ended in Europe. After six years of fighting, millions of soldiers and civilians had been killed. The Nazi genocide had led to the brutal murder of millions of Jews and other minorities. Some of Europe’s most magnificent cities lay in ruins, while some 20 million refugees, expellees, or displaced persons wandered the highways in search of shelter and security. Readings explore the roots of the war, and how European countries dealt with the destruction, the questions of guilt, collaboration and resistance, and the challenge to create a peaceful Europe in the emerging Cold War order.

HIST 124.01  TR 9:00–10:15 am  Ms. Hoehn
(Note: HIST 124.02 is not a Freshman Writing Seminar.)

History 160a. American Moments: Rediscovering U.S. History
This is not your parents’—or your high school teacher’s—American history course. No textbook: instead we read memoirs, novels, newspaper articles, letters, speeches, photographs, and films composed by a colorful, diverse cast of characters—famous and forgotten, slaves and masters, workers and bosses. No survey: instead we pause to look at several illuminating “moments” from the colonial era through the Civil War to civil rights and the Cold War. Traveling from the Great Awakening to the “awakening” that was the 1960s, from an anticolonial rebellion that Americans won (1776) to another that they lost (Vietnam), the course challenges assumptions about America’s past—and perhaps also a few about America’s present and future.

HIST 160.01  TR 9:00–10:15 am  Mr. Merrell
(Note: HIST 106.02 is not a Freshman Writing Seminar.)

History 161a. From Gold Rush to Dust Bowl: Writing the American Frontier
This course considers episodes in the history of the United States and its Western frontiers from the California Gold Rush through the Dust Bowl of the 1930s. Themes include economic risk-taking and cycles of boom and bust; racial and interpersonal violence; forced removal of native peoples and their responses; frontier myth-making; and the emergence of a wilderness ethos. As students investigate different strategies for telling about the past, readings include eyewitness accounts, historical narratives, and works of fiction.

HIST 161.01  MW 9:00–10:15 am  Ms. Edwards

History 174a. The Emergence of the Modern Middle East
An exploration of the Middle East over the past three centuries. Beginning with economic and social transformations in the 18th century, we follow the transformation of various Ottoman provinces such as Egypt, Syria, Lebanon, and Algeria into modern states, paying careful attention to how European colonialism shaped their development. We then look at independence movements and the post-colonial societies that have emerged since the middle of the 20th century, concluding with study of colonialism’s lingering power—and the movements that confront it.

HIST 174.01  TR 12:00–1:15 pm  Mr. Schreier

International Studies 106a. Perspectives in International Studies
An introduction to the varied perspectives from which an interdependent world can be approached. Themes which the course may address are nationalism and the formation of national identity, state violence and war, immigration, religion, modernization, imperialism, colonialism and postcolonialism, indigenous groups, cultural relativism, and human rights. These themes are explored by examining the experiences of different geographic areas. This multidisciplinary course uses texts from the social sciences and the humanities.

INTL 106.02  TR 10:30–11:45 am  Mr. Brigham
(Note: INTL 106.01 is not a Freshman Writing Seminar.)

Jewish Studies 180a. God
(Same as Religion 180) Whether we are furious with it, love it, or think it does not exist, the figure that Western civilization calls “God” is one of our most powerful root metaphors, an intellectual category that requires interrogation and understanding. As a literary figure, God has a personality, a biography, and a history, and like all of us, a great deal to say about how he has been understood and
misunderstood. Through analysis of primary materials—Biblical, Ugaritic, Canaanite, and Mesopotamian—we will explore the origin and development of this complicated figure in Biblical literature.

JWST 180.01 TR 4:35–5:50 pm Ms. LiDonnici

Math 131a. Numbers, Shape, Chance and Change
What is the stuff of mathematics? What do mathematicians do? Fundamental concepts from arithmetic, geometry, probability, and the calculus are explored, emphasizing the relations among these diverse areas, their internal logic, their beauty, and how they come together to form a unified discipline. As a counterpoint, we also discuss the “unreasonable effectiveness” of mathematics in describing a stunning range of phenomena from the natural and social worlds.

MATH 131.01 MWF 1:30–2:20 pm Mr. Steinhorn

Philosophy 110a. Early Chinese Philosophy
An introduction to Chinese philosophy in the period between (roughly) 500 and 221 B.C., covering Confucians, Taoists and others. Among the topics discussed by these philosophers are human nature, methods of ethical education and self-cultivation, virtues and vices, and the role of conventions and institutions in human life.

PHIL 110.01 TR 4:35–5:50 pm Mr. Van Norden

Psychology 110a. The Science and Fiction of Mind
(Same as Cognitive Science 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 course will explore 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 also 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. In this course students practice both ways of writing about technical and scientific discoveries. By working simultaneously in both styles it should become clear that when done well even a strictly explanatory piece of science writing tells a story. By the same token even a purely fictional narrative can explain and elucidate how the real world works. The focus of our work is material from the sciences of mind, but topics from other scientific areas may also be explored. This course does not serve as a prerequisite for upper-level courses in psychology or cognitive science.

PSYC 110.01 TR 7:00–9:00 pm Mr. Livingston

Religion 180a. God
(Same as Jewish Studies 180) Whether we are furious with it, love it, or think it does not exist, the figure that Western civilization calls “God” is one of our most powerful root metaphors, an intellectual category that requires interrogation and understanding. As a literary figure, God has a personality, a biography, and a history, and like all of us, a great deal to say about how he has been understood and misunderstood. Through analysis of primary materials—Biblical, Ugaritic, Canaanite, and Mesopotamian—we will explore the origin and development of this complicated figure in Biblical literature.

RELI 180.01 TR 4:35–5:50 pm Ms. LiDonnici

Religion 184a. Earthly Gods, Heavenly Gardens
This course explores the idea of the sacred as manifested in public garden spaces: Eden, the Taj Mahal, Versailles, the Poughkeepsie Rural Cemetery, Brooklyn public parks, California Japanese-style wedding gardens, and Vassar College. This course stems from a longtime interest in gardens/gardening but more specifically in humans and their interactions and relationships with nature and their own imagination. I am particularly drawn to human attempts (especially by those in power) to display and control nature, imitate paradise through buildings and more ephemeral architecture, and reinforce or even create morals and culture through garden construction. The course begins with an examination of the words sacred and profane as discussed in the history of religious studies and then, through our case studies, attempts to answer questions about these gardens’ spiritual, religious, and/or secular value to society. We will take one field trip to the Metropolitan Museum of Art where there will be a life-size Mughal-style garden on exhibit this fall.

RELI 184.01 TR 12:00–1:15 pm Ms. Leeming

SPRING SECTIONS

English 101b. Playwork
Western drama, from Aeschylus through YouTube. Reading list changes from year to year. 2014 syllabus may include Sophocles, Medieval mystery plays, Shakespeare, Henrik Ibsen, Anton Chekhov, Gaspell, Tennessee Williams, Arthur Miller, Samuel Beckett, Caryl Churchill, Sarah Ruhl, Tracy Letts, Lydia Diamond. Some performance will be required. Writing will include theater reviews, historical research, literary criticism, and original dramatic scripts.

ENGL 101.51 MW 1:30–2:45 pm Mr. Foster

English 101b. Hudson Valley Literature
This course will adopt an interdisciplinary environmental studies approach to literature written in or about the Hudson River Valley. Art, music, photography, history, geography, and ecology will inform our readings, which will be drawn from the works of classic authors such
as Washington Irving, James Fenimore Cooper, Walt Whitman, John Burroughs, and Edith Wharton, as well as contemporary writers such as T.C. Boyle, John Ashbery, Nancy Willard, and graphic novelist Mark Siegel. Some field trips included.

ENGL 101.52 TR 10:30–11:45 am Mr. Kane

Greek and Roman Studies 180b. The Trojan War
The Trojan cycle with its myths of Helen, Achilles, Agamemnon, Odysseus, Paris, and Hektor occupies the central position in Greek mythology. Immortalized in Homeric epic, dramatic and lyric poetry, and throughout Greek art, these myths reveal much about how the ancient Greeks understood their own antiquity. By studying the literary and archaeological evidence pertaining to the Trojan War, students discover what the legends and heroes of antiquity reveal to us about how the ancient Greeks understood their world and their place in it.

GRST 180.51 MW 1:30–2:45 pm Ms. Olsen

Jewish Studies 101b. Rewriting the Sacred Authority: Community and History in the Ancient Mediterranean
In this class we explore questions of identity, authority, and law in the early history of the Jewish tradition. We will be particularly concerned with the intersection of power, knowledge and writing. What, for example, were the historical ramifications of the writing down of oral traditions, especially in an age when few could read? Why and when did elites assign divine authorship to older narratives? How did the canonization of certain texts change the idea of what it meant to be Jewish, or Christian, or Greek? To answer these questions we will read selections from the Torah, the Mishnah, and the Talmud, and will also take a comparative look at Greek texts by authors such as Homer, Hesiod, and Plato that engage with similar questions. Among the specific issues we will discuss in the Greek context are the writing down of the Homeric poems in the 8th c. BCE and the transition from orality to literacy in the 5th c. In addition to primary sources in English translations, readings will include recent theoretical works that explore orality, literacy, and canonization.

JWST 101.51 WF 12:00–1:15 pm Ms. Friedman and Mr. Schreier

Russian Studies 171b. Russia and the Short Story
In this course we read and discuss a number of classic short stories by such Russian masters of the genre as Gogol, Turgenev, Chekhov, Babel, and Olesha.

RUSS 171.51 TR 4:35–5:50 pm Ms. Safarians

Women’s Studies 160b. Issues in Feminism: Bodies and Texts
An introduction to issues in feminism with a focus on the body, the representation of the body, and textuality. Possible issues may include reproductive rights, pornography, anorexia, prostitution, women in popular cultures, and the female voice. Specific attention is paid to the intersection of race, class, and gender.

WMST 160.51 TR 1:30–2:45 pm Ms. Hiner
Departments of Instruction and Multidisciplinary Programs

AFRICANA STUDIES
Founded in 1969 out of student protest and political upheaval, the Africana Studies Program continues its commitment to social change and the examination and creation of new knowledge. The Africana Studies Program brings together scholars and scholarship from many fields of study and draws on a range of theoretical and methodological approaches to explore the cultures, histories, institutions, and societies of African and African-descended people. Program strengths include: education and activism, literature, feminism, political thought, Arabic language and culture, critical race theory, queer studies, prison studies, visual culture, creative writing, social, cultural, and political movements, and popular culture.

In addition to its offerings on the Vassar campus, the program also has opportunities for study at American historically black institutions and for foreign study in Africa and the Caribbean through the college's study abroad options.

For more information, please visit http://africanastudies.vassar.edu.

AMERICAN STUDIES
The American Studies Program began in 1973 as “The Program in the Changing American Culture” and was one of earliest multidisciplinary programs to be established at Vassar. Courses draw on the broad resources of the college to explore the cultural, historical, and political processes that comprise the United States, as these take shape both within and beyond the nation’s geographical borders. An individually designed course of study, which is the hallmark of the program, allows students to forge multidisciplinary approaches to the particular issues that interest them. For example, students have come to the American Studies program in order to combine interests in jazz and U.S. political history; to explore literary and geographic representations of American utopian communities; and to integrate studio art with education certification. The program also offers a correlate sequence in Native American Studies which enables students to examine Indigenous cultures, politics, histories, and literatures, in a primarily North American context.

Of particular interest to first-year students is the 100-level course, Unsettling America (American Studies 105). The topic for fall 2013 is The American Secular: Religion and the Nation-State, a course that engages the concept of secularism in order to examine the force of religion in American politics and culture. Also of interest would be The Politics of Art/Art of Politics (American Studies 160), a Freshman Writing Seminar that explores the relationships between visual culture and social movements in the 20th- and 21st-century United States.

Beyond the introductory level, the program offers courses on the U.S.-Mexico border, on the rise of U.S. consumer culture, on Native American urban experience, on the WPA photography and literature of the 1930s, on the civil rights movement, on the art and thought of the 1980s, and on emerging forms of journalism. Students exploring the major are encouraged to take the required seminar, America in the World (American Studies 250) during their sophomore year. Students with questions about the program or its courses should feel free to email the program director, Lisa Brawley, at lbrawley@vassar.edu, or the program's administrative assistant, Darcy Gordineer, at dagordineer@vassar.edu.

For more information, please visit http://americanstudies.vassar.edu.

ANTHROPOLOGY
Anthropology is a comprehensive discipline that promotes an understanding of human beings by offering complex accounts of their evolutionary origins, history, linguistic and expressive communication (art, music, and performance, for example) and sociocultural diversity. Anthropologists engage in ethnographic, archival, biological, archaeological, and linguistic research that focuses on both individual and collective experience; they also participate in an open and critical exchange with the humanities and the social, physical, and biological sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United States have been trained in one of four subdisciplines: sociocultural anthropology, linguistic anthropology, physical anthropology, and archaeology.

Anthropologists often integrate perspectives drawn from these subfields into their research, teaching, and professional lives. Courses available to first-year students include Cultural Anthropology (Anthropology 140), which is required of all majors, Archaeology (Anthropology 100), Human Origins (Anthropology 120), Linguistics and Anthropology (Anthropology 150), and Ethnography and Detective Fiction (Anthropology 180).

First-year students with a strong interest in anthropology or some background in the social sciences might also consider Landscape Architecture (Anthropology 231), Mesoamerican Worlds (Anthropology 240.01), The Indian Ocean (Anthropology 240.02), or Virtually Mediated Social Worlds (Anthropology 260). Email the instructor directly with any questions or for additional information.

Majors will also need to take a course in anthropological theory, obtain some field experience, and become familiar with at least two of the other subdisciplines and two cultural regions. Beyond this, students follow their own interests and inclinations with the assistance of departmental faculty.
For more information, please visit http://anthropology.vassar.edu or email johnsonl@vassar.edu or tavarez@vassar.edu.

ART

Creativity has long been measured by the work of art and architecture. The subject is vast. The Introduction to the History of Art (Art 105-106) provides a year-long introduction to this history of art and architecture. Presented chronologically, with members of the department lecturing in their fields of expertise, the course begins with the monuments of the ancient world and ends with a global survey of today's video. Students see how the language of form changes over time and how it continually expresses cultural values and addresses individual existential questions. Each week students attend three lectures and a discussion section, which makes extensive use of the Vassar College collection in the Loeb Art Center. The course furnishes many points of entry into the entire spectrum of human accomplishment. Art history is, by its nature, transdisciplinary—drawing on pure history, literature, music, anthropology, religion, linguistics, science, psychology and philosophy. Over the years Vassar students from every major have found it to be vital to them in ways that they could never have predicted. (Note: As a year-long course, Art 106 must be taken in order to receive credit for Art 105, but a student completing Art 105 may wait until a later year to take Art 106.)

Studio classes in drawing, painting, sculpture, photography, printmaking, color, computer animation and video are available to studio majors, correlates, and nonmajors. The year-long introductory course, Drawing I (Art 102-103), is open to freshmen. This course, suited to students with a range of drawing experience, from beginners to those with extensive drawing experience, is the pre- or co-requisite for the intermediate studio courses. Color (Art 108) is also open to freshmen. Studio courses meet four hours per week for one unit of credit. As part of their instruction, all students receive individual criticism. Intermediate and advanced architectural drawing and design classes are also offered, with prerequisites that are listed in the catalogue. Note that there is a lab fee for all studio courses; see the catalogue for details. Students enrolled in studio courses who are receiving financial aid may apply to the Office of Financial Aid for a stipend to offset this fee.

For more information, please visit http://art.vassar.edu.

ASIAN STUDIES

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

Vassar has 21 faculty members who specialize in East Asia, South Asia, Southeast Asia, and West Asia. We offer a broad range of courses in both the social sciences and the humanities on topics ranging from East-West encounters, diaspora and globalization, social movements, environmental and political histories, technology, economies, and regional security issues to gender and sexuality, postcolonial and nationalist film genres, music, art history and popular culture, and Asian education systems, to history, rituals, religion and Asian healing traditions, and both Asian and Asian American literary texts and social contexts.

Of particular interest to freshmen are: Religions of Asia (Religion/Asian Studies 152); Encounters in Modern East Asia (History/Asian Studies 122); Introduction to Chinese and Japanese Literature (Chinese-Japanese 120); Hindus and Muslims in Pre-Colonial India (History/Asian Studies 103); Early Chinese Philosophy (Philosophy 110); and Comparative Politics (Political Science 150, spring semester sections only). Each of these courses can fulfill part of the introductory level requirement for the Asian Studies major or correlate. Students interested in the Asian Studies major or junior year abroad in an Asian country should begin language study in their freshman year if possible. Vassar offers classroom instruction in Arabic, Chinese, and Japanese, with Hindi, Korean, and Turkish available through the Self-Instructional Language Program. The Asian Studies correlate sequence encourages, but does not require, language study.

For more information, please visit http://asianstudies.vassar.edu or email Professor Peipei Qiu, director of Asian Studies, at peqiu@vassar.edu.

ASTRONOMY (see Physics and Astronomy)

BIOCHEMISTRY (also see Biology and Chemistry)

Biochemistry is an interdepartmental 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.

This program provides a broad and deep foundation in both biology and chemistry as a basis for studying the molecular aspects of biological phenomena. An undergraduate biochemistry education is an appropriate preparation for a broad range of graduate studies and careers, including advanced degree programs in the natural sciences and health professions, employment opportunities in research and industry, and academic careers in science education.

Freshmen are strongly advised to elect Biology 105 and
106; Chemistry 108/109 or 125; and Math 121/122, 125, or 220. Please consult the appropriate department for proper placement in these courses.

For more information, please visit http://biochemistry.vassar.edu or email tegarrett@vassar.edu.

BIOLGY

Vassar’s curriculum in biology allows students 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 students for graduate study in a variety of disciplines and for a broad array of careers including biological research, biotechnology, conservation, dentistry, education, environmental protection, medicine, and public health.

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

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

Because two units of 100-level work in biology (Biology 106, and an AP biology score of 4 or 5 or Biology 105) are required for election of 200-level biology courses, it is very important to take these courses in the first year for students contemplating a major in biology or a related field. Freshmen must take Biology 105 (or have a 4 or 5 AP score or a 5, 6, or 7 IB score) before taking Biology 106. Both are popular courses, so those wishing to take one of them this fall should place it high on the pre-registration list.

Students planning to major in biology or biochemistry should also complete Chemistry 108/109 or 125 in the first year. Students thinking about medical school, should consult the section on Preparation for Medical School in this handbook.

For more information, please contact the Biology Department chair, John Long (845-437-7302, jolong@vassar.edu) or visit http://biology.vassar.edu.

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

**Biology 105a. The Biology of Salmon: Salt, Sex and Death**

Salmon begin life as fertilized eggs, single cells buried in the gravel of a stream. They develop into small freshwater fishes that feed for a few weeks to a year, totally reverse their salt and water balance physiology while passing through estuaries, and swim around the ocean for a period of years, then return to their natal streams to spawn, after which they die within hours. We will use salmon as exemplary organisms with which to study biological processes ranging from cell division to alternative sexual strategies, from ecosystem integration to membrane function, from sensory perception to senescence. We will consider the evolution of salmon diversity, whether categorized as “species” or as “evolutionary significant units,” study how genetic diversity in populations has been dramatically altered by recent fisheries management approaches, and consider the biological effects of recently developed genetically engineered salmon.

BIOL 105.01 MWF 9:30–10:20 am Mr. Pregnall

**Biology 105a. Evolving Together: Principles of Coevolution**

This course will explore complex coevolutionary processes in a wide variety of interacting species, including humans. As an example of coevolution, black swallowtail caterpillars consume some plants in the carrot family. These plants have evolved toxic furanocoumarins as a defense against such herbivores. Black swallowtails have evolved enzymes that detoxify furanocoumarins in their gut. This is the process of coevolution, in which genetic change in species occurs through selection exerted by other species in a reciprocal way. Topics to be discussed include the coevolution between herbivores and plants, predators and prey, parasites and hosts, pollinators and flowering plants, and also coevolution between competitors. Understanding this process is essential to combat challenging problems such as pest control and disease.

BIOL 105.02 TR 10:30–11:45 am Ms. Czesak

**Biology 105a. The Science of Life Extension**

What is meant by “better living through science?” This class explores the relationship between biology and humanity’s ongoing quest for immortality from a basic scientist’s perspective. We will study biological processes and principles and analyze how these concepts are applied to humanity’s efforts in becoming more fit, heightening our intelligence, and improving our health, with the ultimate goal of allowing us to live longer. Students will understand how life extension has become one of the driving forces behind scientific discovery, innovation, and policy implementation. Topics that will be discussed include evolution, genetics, neuroscience, stem cells, aging, cell physiology, and health and fitness. As a consequence, it is expected that students will be able to demonstrate knowl-
edge gained via synthesis-based assessment, reflection on lecture material and assigned reading, and participation in thoughtful discussion and debate on topics.

BIOL 105.03 TR 9:00–10:15 am Mr. Piecyzynski

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

Biology 105b. Genetically Modified Organisms
From pesticide-resistant sugar beets to mosquitoes engineered to prevent the spread of malaria, genetically modified organisms (GMOs) have continued to be in the news. This course will use examples of GMOs to explore fundamental concepts in biology, moving beyond the hype of the media reports and delving into the biology behind GMOs. We will look at how these organisms are genetically manipulated and learn how biologists have studied their utility and potential effects on other organisms. Along the way we will cover key concepts in biology including mechanisms of inheritance, central dogma, natural selection, and ecological interactions.

BIOL 105.51 TR 9:00–10:15 am Ms. Kennell

Biology 105b. 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 animals and plants. This transition to reliance on domesticates was the single greatest event in our cultural history. In this course students will examine the domestication from a biological perspective. They will enhance their understanding of the three major theories of contemporary biology: cell, evolution, and gene. Students will learn how domestication still affects us by considering current issues including the pros and cons of GM crops, the diabetes epidemic, and the threat of bird flu.

BIOL 105.52 MW 12:00–1:15 pm Mr. Schlessman

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, a working knowledge of algebra is required. Students who have a Chemistry AP score of 4 or 5 or a strong one-year chemistry course in high school and four years of high school mathematics should elect Chemical Principles (Chemistry 125). This course is designed to cover pertinent aspects of General Chemistry in one semester. The Chemistry Department offers a written examination to incoming freshmen interested in advanced course placement into Organic Chemistry (Chemistry 244/245). This placement is only granted in exceptional circumstances. Please consult the department for further information.

An essential aspect of training in chemistry is the experience of independent laboratory work and research. The Chemistry Department, therefore, provides students the opportunity to use sophisticated instrumentation at all levels of the curriculum and encourages student participation in independent research as early as the freshman year. Freshman may work on a research project under the direction of a member of the department by electing Independent Research (Chemistry 198) after consultation with a faculty mentor. 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.

For more information, please visit http://chemistry.vassar.edu or email chemistry@vassar.edu.

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 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); these fulfill the foreign language proficiency requirement of the college. Also available to freshmen are courses taught in English: Introduction to Chinese and Japanese Literature (Chinese-Japanese 120), or (with special permission from the instructor) Japanese Popular Culture and Literature (Japanese 224).

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

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

For more information, please visit http://chineseand-japanese.vassar.edu.

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 program draws on the faculty and resources of the contributing departments for teaching its courses, advising its majors, sponsoring senior theses, and holding extracurricular events. 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 (Cognitive Science 100), which is required for the major but open to all students, is the entrance into the program. The course asks what we mean by mind and who or what has a mind. We examine computer models of mind and the relationship between mind and brain. The course also focuses on what makes cognitive agents able to behave, with an emphasis on perception and action, memory, decisionmaking, 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 all intermediate-level courses in cognitive science.

For more information about these and about the major, please consult the catalogue or visit http://cogsci.vassar.edu.

COLLEGE COURSE

The College Course Program was established to ensure that students can have direct exposure in their years at Vassar to some important expressions of the human spirit in a context that is both multidisciplinary and integrative. The aim of a college course is to study important cultures, themes, or human activities in a manner that gives the student experience in interpreting evidence from the standpoint of different fields. The courses relate this material and these interpretations to other material and interpretations from other fields in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical and the artifacts will come from different times, places, and cultures.

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

COMPUTER SCIENCE

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

Students who want to include a basic knowledge of computing in their undergraduate programs of study are advised to take the introductory computer science sequence, Computer Science 101 and 102. Computer Science 101, the entry-level course in computer science, introduces computing concepts through structural recursion and functional programming. A student who already has this background may be able to go directly into Computer Science 102 after consulting with the department. Prospective computer science majors are
strongly advised to complete Computer Science 101, 102, and 145 within their first three semesters. After completing Computer Science 101, a student may take Computer Science 102 and Computer Science 145 in either order or simultaneously. Prospective majors should also plan to complete one of Math 221, 241, 242, or 261 by the end of sophomore year. Note that these courses may have prerequisites in mathematics.

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

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

For more information, please visit http://computer-science.vassar.edu.

DANCE

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

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

The technique courses offered are beginner through advanced modern dance technique, beginner through four levels of intermediate classical ballet technique including pointe and adagio when suitable, beginner to intermediate jazz, and intermediate Graham technique and repertoire. 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 at 845-437-7470 or visit our website at http://dance.vassar.edu.

DRAMA

Drama majors are required to study theater history, dramatic literature, and dramatic theory as well as to gain experience and knowledge in all aspects of theater production including acting, directing, design, and technical theater. We also offer courses in playwriting and dramaturgy. Our students enroll in a wide range of supporting courses from other departments as well. These include courses in art history, music, English, classics and foreign languages, as well as departments that will help relate a student's own study of drama to the important intellectual and artistic traditions of Western and non-Western cultures.

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

The department presents both faculty directed productions and a number of senior projects emphasizing the collaborative and collective nature of theatrical production. Occasionally the department hires guest artists to lead specific projects. Our productions are presented in the Mary Anna Fox Martel Theater, a proscenium theater located in the Vogelstein Center for Drama and Film, or in the Hallie Flanagan Powerhouse Theater, an experimental black box facility. In addition to the curricular productions undertaken by the department, a large number of extracurricular theatrical presentations are sponsored each year by the 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.

For more information, please visit http://drama.vassar.edu.

EARTH SCIENCE (GEOLOGY)

Catastrophic events such as hurricanes and tsunamis and the specter of global climate change underscore the importance of earth science in a well-rounded liberal arts education. 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, the natural hazards with which societies must contend, and the natural resources upon which we rely. We also work to understand the impacts of human activities on the surface of the planet and provide tools to help remedy environmental problems. Courses emphasize field experiences, both in the Hudson Valley and beyond, and many employ cutting-edge technology and computer software to enhance field and laboratory study. Majoring in earth science prepares students for a range of careers, including elementary, secondary, and higher education, government research, natural resource management, public health, journalism, sustainable development, and environmental law.

In 2013/14, we are offering a number of courses of particular interest to first-year students. Field Geology of the Hudson Valley (Earth Science 107) is a half-credit course designed to introduce students to the local landscape through weekly field trips to prominent geological sites. We are also offering two Freshman Writing Seminars: Earth Science and Environmental Justice (Earth Science/Geography 111), an investigation of the role of race, class, and gender in exposure to environmental hazards, and Water and Cities (Earth Science/Earth Science and Society/Geography/Environmental Studies 100), an exploration of the increasingly urgent problem of providing potable water supplies to exploding urban populations. For students seeking an in-depth introduction to major concepts of earth science, the department recommends Earth, Environment, and Humanity (Earth Science/Geography 151), which fulfills the college's quantitative analysis requirement and studies the internal and surface processes that shape the Earth as well as geologic hazards and human impacts on the environment. Beyond the freshman year, intermediate and upper-level courses in earth science focus on Earth's 4.6-billion year history; internal processes that lead to mountain building, earthquakes, and volcanos; surface processes that sculpt landforms; formation of minerals, rocks, sediments and soils; resources of geopolitical significance, such as oil and water; and how geologists uncover Earth's history of climatic change.

Abundant opportunities exist for guided independent as well as collaborative research with faculty. Examples of current research with students include studies of recent climate change using lake sediment cores from New Mexico, impacts of urbanization on water quality of streams and aquatic ecosystem health, sediment origin and transport along the Nile river, atmospheric deposition of metals in high altitude Catskill Mountain bogs, and low-temperature metamorphism of rocks.

Details regarding courses as well as requirements for majoring or electing a correlate sequence can be found in the catalogue. Interested students are also encouraged to email the chair of Earth Science, Kirsten Menking, at kimenking@vassar.edu, and to visit http://earthscienceandgeography.vassar.edu.

EARTH SCIENCE AND SOCIETY

The earth science and society major studies the intersection of Earth processes and human societies and is akin to a physical geography major at other colleges and universities. From earth science, students gain an understanding of natural processes that govern resources such as water, fossil fuels, and soil, and also examine hazards that impact human settlements, such as flooding, landslides, and earthquakes. From geography, students learn about the spatial distribution of physical and human phenomena and how human societies are shaped by, and also change, the natural world.

Students in the earth science and society major take roughly half their major sequence in earth science and half in geography, focusing on one of two general themes:

1. **Physical geography**: understanding patterns and processes in the natural environment that shape landscapes, with emphasis on climate, soils, water, landforms, and natural hazards.

2. **Land and resource analysis**: study of the uneven distribution of resources, such as agricultural soils, water, or energy, implications of this unevenness for human societies, and various approaches to achieve sustainable development.

Recent majors in earth science and society have gone on to careers in renewable energy research, natural hazard risk mitigation, and science writing, among others.

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

First-year students interested in exploring the earth science and society major have several options, including the Freshman Writing Seminars Water and Cities (Earth Science and Society/Earth Science/Geography/Environmental Studies 100) and Earth Science and Environmental Justice (Earth Science/Geography 111), and the introductory courses Earth, Environment and Humanity (Earth Science/Geography 151) and Global Geography: People, Places, and Regions (Geography 102). Details regarding these courses as well as major requirements can be found in the Earth Science and Geography program descriptions in this handbook as well as in Vassar's course catalogue. Interested students are also encouraged to email the chair of the Earth Science and Geography Department, Kirsten Menking, at kimenking@vassar.edu, and to visit http://earthscienceandgeography.vassar.edu.

ECONOMICS

Economic forces shape our global society and profoundly influence our daily lives. The study of economics at Vassar deepens students’ understanding of these forces and
helps equip them for positions of leadership in today’s world. Whatever their intended majors, students will find exposure to the topics and methods of economics to be valuable. It will sharpen their reasoning skills, broaden their acquaintance with important economic issues of the day, and deepen their understanding of government policies, business behavior, and personal decision-making. A good background in economics helps to open doors to careers in a variety of fields including finance, law, politics, international affairs, and the media. Students should also note that introductory economics is frequently a prerequisite for courses that are an integral part of multidisciplinary programs of study.

Students who are considering economics as a major should take economics in their first year, as 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. Potential majors with no AP or IB credit in mathematics should seek to take a calculus course such as Math 121 or 125 early in their academic career to satisfy the major requirement; see the section on “Mathematics” below for placement advice.

The study of economics at Vassar begins with Introduction to Economics (Economics 102). This course introduces students to the national economy and to the function of markets in our economic system. Economics 102 is offered in both fall and spring semesters and is open to all students. It is a prerequisite for further study in economics and satisfies the quantitative analysis requirement. Most students with prior work in economics, such as AP or IB credit, will find it valuable to enroll in this introductory course. Such students should consult with the department chair about proper placement, including the possibility of enrolling directly in a 200-level core theory course in the spring semester. Note that first-semester freshmen may not enroll in economics courses numbered 200 and above.

For more information, please visit http://economics.vassar.edu.

ENGLISH
Vassar offers students the opportunity for the theoretical or cross-cultural study of education as well as the opportunity to be certified for teaching at the elementary or secondary levels. First-year students interested in education should consider Education and Opportunity in the United States (Education 162), a freshman writing seminar, or Issues in Contemporary Education (Education 235).

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. See the section on Preparation for Teacher Certification earlier in this handbook for further information.

Vassar also offers a correlate in educational studies.

Under the supervision of a member of the department, students undertaking the correlate design a sequence of courses that address a central topic or theme related to education. In addition, there are opportunities for independent work in education at both the elementary and secondary levels as well as field work.

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

For more information, please visit http://education.vassar.edu.

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ENVIRONMENTAL STUDIES

Vassar's multidisciplinary Program in Environmental Studies involves the natural sciences and social sciences, as well as the arts and humanities. Approximately 40 professors, from virtually every department on campus, participate in the program. Students choose a disciplinary concentration, which can be in any department (from biology to art), and view environmental issues through the perspective of that discipline. They also take multidisciplinary courses on environmental issues offered by the program itself. These courses, often team-taught by professors from two different disciplines, include the introductory seminar, Environmentalisms in Perspective (Environmental Studies 250), as well as special studies courses that analyze significant environmental problems. The special studies courses for 2013/14 include Risk (Environmental Studies 260) and It's Only Natural: Contemplation in the American Landscape (Environmental Studies 270). The program's senior seminar includes a practicum involving a group project focused on a local or regional environmental issue. Freshmen considering a major in environmental studies are encouraged to take Essentials of Environmental Sciences (Environmental Studies 124) and/or Environmentalisms in Perspective (Environmental Studies 125). Freshmen may also consider two six-week courses in 2013/14: Photography, Environment, and Politics: The “Sawdust Mountain” (Environmental Studies 183) and Environmental Political Thought (Environmental Studies 177). 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. Graduates from the Environmental Studies Program go on to pursue graduate education in areas such as urban ecology, environmental policy, public health, environmental law, and environmental management. Others go on to a wide variety of careers in which a multidisciplinary perspective is valuable, including environmental education, environmental consulting, sustainable agriculture, green architecture, marine conservation, and environmental journalism.

For further information, please visit http://enviro

FRENCH AND FRANCOPHONE STUDIES

The Department of French and Francophone Studies offers students a global perspective on the French-speaking world through a combination of language study, critical cultural studies, historical contextualization, and linguistic and cultural immersion. The French and Francophone studies curriculum 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, government and non-profits, and medicine.

Exception for Meeting Places: Bars, Streets, Cafés (French 186), a freshman writing seminar, all courses are conducted in French. Only students who have never studied French are permitted to begin in French with the year-long 105-106, usually followed by French 205. All other students should take the online placement exam located at http://french.vassar.edu/placementExam.html before pre-registering in July. Use the password "chicagohall" to take the test. Students should also consult with French and Francophone Studies faculty at the departmental advising session during orientation. Students who have taken two years of French in high school normally elect French 205. Those who have taken three years of French in high school normally elect French 206. Students who have taken four years of French in high school normally elect French 210 before moving on to French 212 or 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 speaker of French, the language fellow, will be in residence. Students are encouraged to avail themselves of all the opportunities to speak and hear French in informal situations (bi-monthly Café-conversation, French Club, French films, the French book club, conversation with the language fellow and academic interns, watching TV5 in the French lounge or French and Francophone news via the internet).

Students interested in pursuing a major or correlate sequence in French and Francophone Studies should consult the chair or another member of the department as early as possible. Students who receive a 4 or 5 on the AP examination can count their AP credit as 1 unit toward the major or correlate. Some students elect to take an accredited summer course after their freshman year in order to accelerate their program. It is recommended that qualified students spend one or two semesters of their junior year in France or another French-speaking country. The department web-site provides information on study abroad programs, including the Vassar-Wesleyan Program in Paris.

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

For more information, please visit http://french.vassar.edu.

GEOGRAPHY

Geography is an open and rewarding social science discipline that focuses on the distributions, divisions, and connections of cultural, social, political-economic and environmental phenomena across global space. Just as history deals with changes, differences, and patterns over time, geography deals with such matters over space. As such, geography offers ways to understand the spatial relations of society, world regional dynamics, and human-environmental interactions and impacts. These are phenomena that cross multiple spatial scales—from rural or urban communities to cities, regions, nation-states, and the entire planet. Contemporary geographic questions include the causes and consequences of environmental disasters, migration and inter-ethnic relations, and impacts of globalization on localities. We ask why cities and regions develop as they do, how landscapes express cultural practices, and what are the roots and manifestations of violence and terror. Direct field experience and real-world examples are important in geographic research. Interested first-year students should take Global Geography: Place-Making in the Modern World (Geography 102). The course examines major contemporary issues such as the impact of environmental changes on local communities, uneven development of the global political-economic system, the implications of nation-states and borders, cultural landscapes, and differentiated urban space. It also examines mapping and cartographic communication.

At the intermediate level, thematic courses in geography engage topics such as urban and economic geography; food and farming; natural resource conservation; human rights; and population and sustainable development. Regional courses focus on social, cultural, political-economic and environmental change in regions such as China, Brazil, and the U.S.-Mexico borderlands. Courses in cartography, geographic information systems (GIS), and research methods provide practical skills that equip students for a wide variety of careers.

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

For more information, please visit http://earthscienceandgeography.vassar.edu or email jonevins@vassar.edu.

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, with no less than 6 units in each field. For freshmen, it is helpful to take Geography 102 and an introductory anthropology course such as Anthropology 100, 120, 140, or 150.

GEOLOGY (see Earth Science)

GERMAN STUDIES

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

The department’s faculty has developed an innovative
curriculum that redefines what language study means. In
particular, the department seeks to provide students with
intellectual engagement at all levels of the curriculum.

Thus, rather than merely memorizing grammar rules
and vocabulary, the department’s language courses are
organized around a sophisticated study of engaging topics,
such as childhood, contemporary identity, and media
politics, that facilitate language learning. Because the
department’s faculty participates actively in many of the
college’s multidisciplinary programs, German courses
feature interdisciplinary methods and topics. Through
technologies such as virtual conferencing 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 relation-
ships with faculty members.

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

Students with previous training in German should
consult with the German Studies Department to ensure
that they enroll in a course appropriate to their level of
competence. Generally, students with less than two years
of German in high school should enroll in German 105 or
109; students with more than two years and less than four
should enroll in German 210; students with more than four
years of high school should enroll in German 230.

Students who receive a score of 4 or 5 on the AP exami-
nation in German language or German literature should
register for either German 210 or German 230 and should
consult with the department during orientation. More
advanced courses in German begin with German 240
and extend to 300-level courses, which offer an intensive
exploration of salient topics in German studies.

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

Students interested in majoring in German studies
should consult with the department as early as possible.
Students majoring in other programs but wishing to pur-
sue 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 stud-
ies. 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, educa-
tion, and government.

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

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

For more information, please visit http://german.vassar.
edu.

GREEK (See Greek and Roman Studies)

GREEK AND ROMAN STUDIES

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

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

We bring to this project many different skills and many
different methods. Again, at the heart of the enterprise is
the philological skills that the Alexandrian scholars de-
veloped: the ability to look back at a “dead” language and
imagine it in its living form so as to read texts as richly as
possible. An ancient historian adds to this skill the ability
to gather disparate kinds of fragmentary evidence, both
literary and material, to reconstruct both the major na-
tional and international events that shaped these cultures
as well as the day-to-day texture of life. In this they rely
heavily on archaeologists who uncover the physical traces
of the past and attempt to establish a chronology and a
function for these remains. Literary scholars not only find
evidence in works of literature for the aesthetic principles

For more information, please visit http://german.vassar.
edu.
that govern the creation of literary works of art, but also apply modern theoretical approaches that allow us to see literature as a reflection of social, political, and religious assumptions.

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

Students interested in learning Greek or Latin, or have done so only briefly, should take Elementary Greek (Greek and Roman Studies 125-126) or Elementary Latin (Greek and Roman Studies 145-146); these year-long courses 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. Courses in English, for those interested in ancient societies, include the the team-taught course, Reinterpreting Greece and Rome (Greek and Roman Studies 100) and the freshman writing seminars, Cleopatra (Greek and Roman Studies 102) and The Trojan War (Greek and Roman Studies 183).

For more information, please visit http://greekandromanstudies.vassar.edu.

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.

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

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

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

For more information, please visit http://hispanicstudies.vassar.edu or email hispanicstudies@vassar.edu.

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.

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. Different 100-level courses introduce students to such fields as the so-called “Dark Ages,” the histories of Africa, Asia, Europe, Latin America, the U.S., and the modern Middle East.

Incoming Vassar history students frequently ask whether they can “place out” of 100-level courses and begin at the 200-level. Ordinarily, one 100-level history course in any field is the prerequisite for enrolling in a 200-level history class. However, students who receive a score of 4 or 5 on the AP examination in American or European history may wish to consider taking 200-level history courses. If you have such a score, and if you believe your background prepares you enroll at the 200-level, 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 you received a 4 or 5 on an AP history exam (U.S., European, or World), you may count at most one AP credit toward the 11 units required for the major. AP credits cannot be used to fulfill the major’s distribution requirements. Alternately, students who have participated in the International Baccalaureate (IB) program and have earned a score of 5, 6, or 7 on the Higher Level Examinations may count that as one of the 11 units required for the major. The depart-
ment also offers a correlate sequence that permits students to combine a sequence of six history courses with a major in another discipline. More information can be found in our History Handbook, available in the front foyer of Swift Hall, just to the left of the stairway. Feel free to stop by and pick up a copy, or explore the History Department website for more information about our faculty, course offerings, Majors Committee, department activities, and the recently established Evalyn Clark Travel Awards for history majors.

History faculty are most willing to advise first-year students, whether or not they are considering a major. Any arriving students with questions about the history program—especially prospective majors—are cordially invited to visit the department in Swift Hall and introduce themselves to the department chair, Nancy Bisaha. Her office is Swift Hall, Room 109. She is best reached by email (nabisaha@vassar.edu) for an appointment or consultation.

For more information, please visit http://history.vassar.edu.

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.

For more information, please visit http://independent-program.vassar.edu.

INTERDEPARTMENTAL COURSES

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

INTERNATIONAL STUDIES

The International Studies Program at Vassar College is multidisciplinary in nature. The resulting framework allows students, in close consultation with the director and panel of advisors, to design their own distinct course of study at the beginning of sophomore year. The participating faculty includes professors from departments such as anthropology, chemistry, Chinese and Japanese, economics, French and Francophone studies, German studies, Hispanic studies, history, political science, and sociology.

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

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

As part of the program, International Studies sponsors an annual study trip, open to all Vassar students, credited as a semester course. Over the years, students have traveled to Indonesia, Jamaica, Russia, Vietnam, Zimbabwe, Kenya, Cuba, Brazil, China, Morocco, Lesser Antilles, Chile, Mexico, and Spain. Students learn about the culture, economics, history, language, and political situation of the area they will visit. For the 2013/14 year, the International Studies study trip will go to Israel and the Palestinian West Bank.

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

For more information, please visit http://international-studies.vassar.edu.

ITALIAN

The Italian Department offers a full range of courses in Italian language and literature. All courses offered in 2013/14 are taught in Italian except Dante’s Divine Comedy in Translation (Italian 237). Freshmen with no previous experience in Italian should take the year-long Italian 105-106, which is an introduction to the language and culture of Italy through short stories and plays, opera and popular music, and film and popular culture. Students
with some high school knowledge of Italian or of another Romance language can take the two-unit Intensive Elementary Italian (Italian 107), which is offered in both 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. An oral and written exam may be used for advanced placement or to fulfill the Foreign Language Proficiency requirement.

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 audiovisual lab sessions. Students are encouraged to attend extracurricular activities organized by the department and by the Italian Majors’ Committee, such as opera events at the Metropolitan Opera House, the Italian Cinema Club, and cooking classes. In the summer after their freshman year, students have the opportunity to participate in a program in Siena, Italy, and fulfill the requirements for Italian 205 and 206, Intermediate Italian.

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

For more information, visit http://italian.vassar.edu or email the chair, Roberta Antognini, at roantognini@vassar.edu.

**JAPANESE** (See Chinese and Japanese)

**JEWSH STUDIES**

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

Jewish studies draws upon faculty from a wide variety of departments including anthropology, classics, English, Hispanic studies, history, political science, psychology, and religion, reflecting the multidisciplinary orientation of the field. This approach stresses the diversity of Jewish experience and includes study of the history, religion, and culture of Jews in Western and non-Western societies. First-year students are invited to begin study in the field through our introductory course, Rewriting Sacred Authority: Community and History in the Ancient Mediterranean (Jewish Studies 101), Jews, Christians, and Muslims (Jewish Studies/Religion 150), or God (Jewish Studies/Religion 180), a freshman writing seminar.

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

For more information, please visit http://jewishstudies.vassar.edu.

**LATIN** (See Greek and Roman Studies)

**LATIN AMERICAN AND LATINO/A STUDIES**

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

A reading knowledge of Spanish or Portuguese is required for majors; deeper knowledge of the relevant language is recommended. An introductory course in Latin American and Latino/a studies and a senior seminar are required, as is a course in history and in Latino/a studies. Majors are expected to elect work above the introductory level in at least three departments and 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 at an appropriate domestic institution. In the senior year, majors may choose to write a senior thesis or conduct a senior project under the guidance of two professors from different disciplines.
First-year students interested in the program may take Conceptualizing Latin and Latino/a America (Latin American and Latino/a Studies 105). This course is offered in the spring and focuses on the topic “Resistance, Revolution and Art in Latino/a America.” It examines key moments in Latino/a American history such as the Mexican, Cuban and Nicaraguan Revolutions, the Argentine Dirty War (1976–83), the Zapatista rebellion, and the Chicano movement as sites of struggle and resistance for national sovereignty and social equality. We explore both these crucial historical events and also forms of artistic and literary expression such as novels, poetry, murals, songs and films which were an intrinsic part of these movements and contributed to defining their philosophical and cultural parameters. Prospective majors are strongly encouraged to take this course.

For more information, please visit http://latinamericanstudies.vassar.edu.

MATHEMATICS

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

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

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

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

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

Any student without AP credit in mathematics can still receive 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.

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

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

- Math 121/122
- Math 125
- Math 220

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

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

MEDIA STUDIES PROGRAM

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

The program includes a set of core courses that provide students with a strong base in media theory and analysis, beginning with a thoroughly multidisciplinary introductory-level class, Approaches to Media Studies (Media Studies 160), and culminating in a senior seminar and
MEDIEVAL AND RENAISSANCE STUDIES

The Program in Medieval and Renaissance Studies allows students to engage in the study of the art, history, literature, and thought of European culture from the fall of Rome to the 17th century. Students are expected to elect 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, write an interdisciplinary essay under the supervision of one or more of the participating faculty.

Freshmen interested in Medieval and Renaissance Studies should consult with the director soon after arriving on campus. Freshmen considering majoring in the program should elect some of the introductory courses in the two disciplines that they hope to study at the higher level. Art 105-106 provides a grounding for the program, as do the historical sections of English 101. Students should think carefully about the language that they plan to take in the program. The Dark Ages (History 116) is a valuable introduction to medieval history. Latin is highly recommended for students planning to enter graduate school in medieval studies. Since many majors study abroad, it is wise to begin or continue a language appropriate to the country anticipated.

For more information, please visit http://medievalandrenaissancestudies.vassar.edu.

MUSIC

Music is studied at Vassar in each of its distinct but interrelated aspects: theory, history, composition, and performance. Freshmen may choose from among Fundamentals of Music (Music 101), Harmony (Music 105/106), Introduction to World Music (Music 136), Introduction to Western Art Music (Music 140/141) or The Art of Writing About Music (Music 180), a freshman writing seminar. For those students planning on majoring in music, Music 105/106 should be taken in the freshman year if possible, as they are prerequisites to all subsequent courses in the major. Music 105/106 is a study of tonal harmony in the 18th and 19th centuries and requires familiarity with the rudiments of music. Music 101 (offered both semesters) is a study of musical fundamentals and requires no previous musical training; it cannot be counted toward the major. Music 136 and 140/141 focus on various topics in music of non-Western and Western cultures; neither may be counted toward the major, but along with Music 101 may count toward the correlate in Music and Culture.

An advanced placement test is offered for those students who have had some previous work in basic harmony to determine whether they can be excused from Music 105. A student may receive one unit of college credit if appropriate proficiency is demonstrated. Students interested in taking the placement test should attend the music theory placement exam session from on Thursday morning, August 29, in Skinner 105.

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, jazz guitar, electric bass, and harp. An audition is required for all voice and most instrumental lessons. Please refer to the Orientation schedule for audition dates and times. Audition sign-up sheets will be posted on the board outside Skinner 105 on Monday, August 26. Enrollment is limited in each instrument with preference given to music majors and those students electing credited performance.

All students must register for lessons, whether taken for credit or non-credit, following their acceptance by an instructor. Students who take lessons for credit are required to fulfill a co-requisite of two courses in theory or history; students are strongly advised to take these courses during their freshman and sophomore years. Music 101, 105, and 140 are recommended as co-requisites.

Students may take lessons on up to two instruments per semester. Performance scholarships on the basis of need are available for students electing credited lessons, covering one instrument each semester. Eligible students must apply for the scholarship at the beginning of each semester.

For more information, please visit http://music.vassar.edu or email music@vassar.edu.

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?

Students interested in majoring in neuroscience and behavior will want to try to take introductory courses in biology (Biology 105 and 106) and psychology (Psychology 105 or 106) to get started. Please refer to the biology and psychology sections in this handbook for more information about these courses and about advanced course placement.

For more information about the courses, the faculty, and what to do with a degree in neuroscience and behavior after graduation, please visit our website at http://neuroscienceandbehavior.vassar.edu.

PHILOSOPHY

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

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

Philosophy 101 and 102 both study the history of Western philosophy through the great philosophers of the time. Philosophy 101 covers the ancients: the origin of Western philosophy in pre-Socratic thought and the works of Plato and Aristotle. Philosophy 102 surveys modern philosophy: we begin with continental thinkers such as Descartes and Leibniz, continue on to English thinkers such as Berkeley and Hume, and culminate in the study of Kant. Both courses provide an essential background for understanding later philosophical movements, and either can provide a significant supplement to work in a variety of fields. These courses may be taken in any order.

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

Philosophy 110 is an introduction to ancient Chinese philosophy in the period between 500 and 221 B.C., focusing on early Confucianism, Taoism, and other schools of thought. Topics discussed by these philosophers include human nature, methods of ethical education and self-cultivation, virtues and vices, along with the role of conventions and institutions of human life. This course assumes no background knowledge of philosophy, Chinese culture, or language.

For more information, please visit http://philosophy.vassar.edu.

PHYSICAL EDUCATION

The instructional program in physical education offers 0.5 units of academic credit for courses in the following physical activities: badminton, fencing, flag football, fundamentals of conditioning, golf, lacrosse, lifeguard training, soccer, squash, swimming, tennis, triathlon training, volleyball, and weight training. Two courses, Introduction to Athletic Injury Care (Physical Education 110) and Nutrition and Exercise (Physical Education 210) are offered for one unit of academic credit.

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

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

Our Life Fitness Program offers noncredit courses in many areas, including step aerobics, toning and strength training, Pilates, kayaking, massage, yoga, tai chi, swing dance, noncontact boxing, and aqua-aerobics. Although most of these classes are free, some require a small fee. In order to use the fitness center, everyone must take an introductory class. Once on campus, contact 845-437-7471 for a schedule of these 30-minute introductory classes and for the list of non-credit courses being offered.

PHYSICS AND ASTRONOMY

ASTRONOMY

The astronomy program accommodates students interested in careers in professional astronomy as well as those who wish to combine a strong background in astronomy with specialization in another field. Except at the introductory level, astronomy courses have small enrollments (3 to 10 is typical) and students have good access to faculty as well as instrumentation. Recent graduates have gone on to graduate astronomy programs at Caltech, UCLA, Penn State, Columbia, Boston University, Hawaii, Indiana, and University of Florida. Other recent astronomy graduates are pursuing careers in such diverse fields as physics, government, 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. They also satisfy the Quantitative Analysis Requirement. Students with some background in science and calculus may wish to consider Introduction to Observational Astronomy (Astronomy 240), with special permission. First-year students with an interest in majoring in astronomy should consult with the department at their earliest convenience and consider electing physics and calculus in their first semester. Such students may contact Professor Debra Elmegreen over the summer by email to elmegreen@vassar.edu, even prior to course selection.

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 high-resolution spectrograph 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 the structure of galaxies, including galaxies in the early universe, quasars, supernovae, exoplanet searches, stellar spectroscopy, mass transfer binaries, 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. Vassar participates in the Keck Northeast Astronomy Consortium of eight liberal arts institutions, a group that exchanges summer research students, supports faculty visits, and collaborates on several research projects. America’s first woman astronomer, Maria Mitchell, was also the first director of the original Vassar College Observatory, now an historical landmark on campus. She believed astronomical education is best accomplished when students do their own research, and that students work best when they are part of a supportive scientific community. The department today works to maintain Maria Mitchell’s legacy.

PHYSICS

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

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

Students who receive a score of 4 or 5 on the Physics B exam will receive one unit of AP credit. Students taking the Physics C Mechanics exam or Physics C Electricity & Magnetism exam will receive 0.5 units of credit each for a score of 4 or 5. Students with AP Physics credit, IB Physics, or A-level Physics may still elect to enroll in Physics 113 and/or 114 for credit. Placement into Physics 115/116 or Physics 200 or other upper level physics courses will be determined through an online placement exam, available beginning on July 1 at http://physicsandastronomy.vassar.edu/physics/placement.html. The exam should then be followed by consultation with the department during departmental advising on Thursday morning, August 29. Students who have any questions over the summer about placement may contact Cindy Schwarz by email to schwarz@vassar.edu, even prior to selecting courses.

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

The department offers courses primarily for non-science majors and for which major credit is not given. In 2013/14, we offer The Limits of the Universe and the Limits of Understanding (Physics/Philosophy 150), Lasers, Technology, and Teleportation (Physics 152) and Relatively Uncertain: A History of Physics, Religion, and Pop Culture (Physics/Religion 182). There are opportunities in the department for research collaboration and thesis work with faculty in fields including acoustics, physics education, ultrafast laser physics, and atomic molecular and optical physics. Summer research with faculty is available through Vassar’s Undergraduate Research Summer Institute (URSI).

For more information, please visit http://physicsandastronomy.vassar.edu.
POLITICAL SCIENCE
Politics, the pursuit and exercise of power, exists in many realms of social life—not just in government but in businesses, religious institutions, universities, clubs, the media, and families. Political science is the study of politics in its various forms and manifestations.

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

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

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

Four one-semester courses corresponding to the major fields of political science are offered at the introductory level: American Politics (Political Science 140), Comparative Politics (Political Science 150), political systems outside the U.S. (Political Science 160), International Relations and Global Politics (Political Science 170), and Political Theory (Political Science 180, political philosophy). Freshmen planning to major in political science would normally elect one introductory course. This fulfills the introductory level requirement for concentration in political science. Students are allowed to count up to two units at 100-level in political science toward the major.

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

For more information, please visit http://politicalscience.vassar.edu.

PSYCHOLOGY
The Psychology Department offers two one-semester introductory courses. Introduction to Psychology: A Survey (Psychology 105) is designed to introduce the student to fundamental psychological processes, their nature and development, and contemporary methods for their study through a survey of the major research areas in the field. Introduction to Psychology: Special Topics (Psychology 106) is designed to introduce the student to the science of psychology by exploration of a specific research area in depth. One or the other of these courses is a prerequisite for all other coursework in psychology.

Psychology 105 and 106 include a number of readings and assignments introducing basic concepts of research design and data analysis.

Advanced course placement in 200-level courses is available only to students who have completed an introductory course in psychology at a college or university. Such students should submit to the department chair the syllabus and description of the text used in the course, as well as an official transcript for approval. A high school course in psychology does not qualify a student for advanced course placement. An AP examination in psychology similarly does not qualify one for advanced course placement into 200-level courses. In addition, an AP examination in statistics does not meet the requirement for the statistics course in psychology. A college-level course must have been taken, and the syllabus and description of the course must be submitted and approved by the chair of the department.

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

For more information, please visit http://psychology.vassar.edu.

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

Psychology 106.01 The Social Animal
This course introduces the science of psychology through the lens of social psychology. The course focuses on “the power of the situation” to shape and explain behavior. Our discussions of evolution, development, learning, cognition, psychophysiology, and individual differences will highlight situational forces. Topics may include
Psychology 106.02 Science of Stress, Health, and Wellness
This is an introductory survey course in psychology. The processes by which we think and feel are inextricably linked, and together, they play important roles in explaining health and wellbeing. Students will learn a variety of scientific approaches to understanding the mind/body connection. We will take a biopsychosocial approach and consider research on stress and coping, and will focus on empirical evidence to investigate what makes people flourish and thrive.

Psychology 106.03 The Science of Play
Play may be a waste of valuable time, or the quintessential human activity, or perhaps both. In this course we will look at play from a variety of scientific approaches, including evolutionary psychology, behavioral science, cognitive psychology and brain science. We will explore how we can use evidence to inform our understanding, even with this slippery subject. We will also work on skills such as reading dense material, evidence-based reasoning and scientific writing.

The following sections of Psychology 106 will be offered in the spring semester:

Psychology 106.51 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 that focuses on how scientific evidence may support, challenge, or transform current legal theory and practice. Our studies begin with similarities and differences between scientific and legal approaches to arguments and evidence. We explore human concepts of morality and justice from an evolutionary perspective and examine emerging genetic and neurocognitive 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 consider in light of evidence and insights from behavioral sciences research.

Psychology 106.52 The Science of Play
Play may be a waste of valuable time, or the quintessential human activity, or perhaps both. In this course we will look at play from a variety of scientific approaches, including evolutionary psychology, behavioral science, cognitive psychology and brain science. We will explore how we can use evidence to inform our understanding, even with this slippery subject. We will also work on skills such as reading dense material, evidence-based reasoning and scientific writing.
2 units of credit. Please be sure to attend the departmental advising session on Thursday morning, August 29, for more information.

In 2013/14, freshmen may also enroll in one of the courses given entirely in English translation. In the first semester we offer three such courses: The Russian Classics (Russian 135), which focuses on the literary giants of 19th-century Russian literature; Russian Sci-Fi Cinema (Russian 153), a half-semester survey of the rich tradition of Russian cinematic science fiction; and Escaping the Eternal Feminine: Women Writers and the Russian Literary Canon (Russian 173), a survey of the major literary achievements by women writers in Russia and the Soviet Union.

In the second semester we’ll be teaching five courses: Russia and the Short Story (Russian 171), a freshman writing seminar that examines classic short stories by recognized masters of the genre; Dostoevsky and Psychology (Russian 142), which focuses on Dostoevsky’s depiction of psychological issues in his work; The Russian Modernists (Russian 152), which studies the outstanding works of major 20th-century Russian writers, with emphasis on those who broke with the realist tradition of the 19th century; WW II in Russian Cinema (Russian 155), a half-semester examination of seminal Russian works of the genre from the late 1940s to our days; and Nabokov Before “Lolita”: The Making of a Genius in the Era of Jazz and Surrealism (Russian 173), which considers the works of Vladimir Nabokov during the 1920s and 1930s in a broad cultural context of the period.

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 equivalent language competency. Additionally, most courses taught in English have a supplementary section with readings in Russian.

Students can benefit from participation in the weekly Russian tea, the Russian Club, from conversation with the native speaker who serves as departmental language fellow, and from many other extracurricular activities. The department encourages Junior Year Abroad study in the Vassar-administered program in St. Petersburg that, in addition to the Russian language component, offers extraordinary opportunities to students interested in art history.

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

For more information, please visit http://russian.vassar.edu.

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 the history of science 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.”

First-year students who are interested in STS should consider taking a year of science, including at least one laboratory course, as well as Introductory Sociology (Sociology 151) and/or Introduction to Economics (Economics 102).

For more information, please visit http://sciencetechologyandsociety.vassar.edu, or contact the director, Janet Gray, at grayj@vassar.edu.

SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SILP)

The Self-Instructional Language Program allows well-motivated students are permitted to enroll in a program of
supervised self-instruction in Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

For more information, visit http://silp.vassar.edu.

SOCIOLGY

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 highlights distinct perspectives to focus on collective forms of social life and individuals as members of groups of all size, including (but not limited to) families, age, class, gender/sexuality, and race/ethnicity/nation. Sociology courses can also be conceptualized in terms of six thematic clusters: theory, inequality and difference, culture, social justice, policy, and globalization.

Our Introductory Sociology (Sociology 151) course explore major concepts and various approaches necessary for cultivating sociological imagination. The sections are thematically oriented, and the themes for 2013/14 are listed below. Although the content of each section varies, Sociology 151 may not be repeated for credit.

Building on this introduction, students may then select from a broad range of classes offered by the department at both intermediate and more advanced levels. The 200-level courses in the department deal with an array of contemporary topics as well as with concepts and methods of sociological analysis. Advanced courses provide students with the chance to examine selected sociological topics in seminar settings. In addition, the department offers courses in modern social theory and sociological methods as well as independent study or field work under the sponsorship of individual faculty members. 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 nonprofit organizations. Others have gone on to pursue graduate study in law, health care, and sociology as well as in other academic or professional disciplines.

For more information, please visit http://sociology.vassar.edu.

The following sections of Sociology 151 will be offered in the fall term:

Sociology 151a. A Social Justice Approach
This course aims to introduce you to a sociological perspective through an exploration of social justice. We will begin with an analysis of what a sociological perspective entails, including an understanding of the structural and cultural forces that shape our lives and those of the people around us and how, in turn, individuals make choices and influence social change. Social justice delineates and describes injustices such as economic inequality, racism, sexism, and homophobia and, by definition, addresses solutions and alternative social systems. Sociology has a long tradition of commitment to social justice issues and we will consider a wide variety of them including: issues of power, how social advantages and disadvantages are distributed, the relationship between social location and inequality, and the practice of reducing the gap between them at the local, national, and global levels. Social justice is a perspective for understanding and for action.

SOCI 151.01 TR 10:30–11:45 pm Ms. Leonard
SOCI 151.02 TR 12:00–1:15 pm Ms. Leonard

Sociology 151a. Great Ideas, Discerning Studies
This course centers on an array of enduring ideas associated with the classical tradition in sociology but extended and enlivened in selected essays, empirical studies and ethnographic accounts. We will examine a variety of concepts including alienation, anomie and the “iron cage” of rationality, exploring their significance for a contemporary, “post modern” world. Specifically, we will read studies of labor and leisure, youth culture, body building, Rastafarianism, and the break up of romantic relationships, seen through the lens of the sociological imagination. This class tacks between the conceptual and the empirical, between social structure (class, inequality) and social construction (identity, self-presentation), with an eye toward sociology’s (not always consistent) intellectual, personal, and political relevance.

SOCI 151.03 MW 9:00–10:15 am Mr. McAulay

Sociology 151a. Other Voices: Sociology From the Margins
Ideas about society that we value usually come from the European, the heterosexual, the male, or the fully-abled. In this course we will examine sociological ideas from those who may be overlooked, excluded, othered, minimized or dismissed. This may include Ibn Khaldun, David Walker, Maria Stewart, Elizabeth Cady Stanton, Mother Jones, Marcus Garvey, Jane Addams, Ida B. Wells, Charlotte Perkins Gilman, Horace Cayton, and Malcolm X.

SOCI 151.04 TR 3:10–4:25 pm Ms. Harriford

The following sections of Sociology 151 will be offered in the spring term:

Sociology 151b. Cooked! Food and Society
The flavor of this class will come from the impact of the classical debates on the current discourse of sociology, specifically debates on social problems and interpretations of our everyday life. To examine diverse and contentious voices, we will explore theoretical works with a focus on past, present, and future of theory and how it reflects the transformation of society, and ask how can we propose a
critical debate for our future to realize theory’s promise?
Our special focus will be the challenges of food production
and consumption in the 21st century.

SOCI 151.51 MW 9:00–10:15 am Ms. Batur

Sociology 151b. Social Analysis
An introduction to key questions, ideas, and methods
used by sociologists to make sense of human interaction
and the social world. We read classic and contemporary
texts to help us examine issues such as community,
identity, belonging, inequality and social change.

SOCI 151.52 MW 12:00–1:15 pm Ms. Carruyo
SOCI 151.53 MW 1:30–2:45 pm Ms. Carruyo

Sociology 151b. Classical Traditions for Contemporary
Social Issues
This section explores the significance and relevance of
foundational thinkers of sociology to the understanding
and analysis of contemporary social issues and problems.
Examples include consumerism, teenage suicide, Occupy
Wall Street, and race/ethnicity in colleges; housing,
education, immigration, and childhood. Lastly, this course
also examines the works of marginalized social thinkers
within the classical tradition and considers why they have
been silenced, erased and how they can help us to better
understand many contemporary social issues.

SOCI 151.54 TR 1:30–2:45 pm Ms. Rueda

SPANISH (See Hispanic Studies)

URBAN STUDIES
With most of the world’s population now living in cit-
ies, suburbs, and metropolitan areas, virtually nowhere
on earth is immune from urban influences. The Urban
Studies Program provides multidisciplinary perspectives
on the forms and relationships of cities, global dynamics
of urbanization, urban ways of life, and planning and
policy approaches to problems. We encourage students to
articulate and pursue their own intellectual goals within
the major, or to develop a correlate sequence on urban
issues to complement other majors. Our graduates have
gone on to careers in urban planning, policy analysis,
government service, public administration, architecture,
design, urban services, teaching, business, and
many other fields.

First-year students should take Introduction to Urban
Studies (Urban Studies 100), which examines different
ways of understanding and intervening in urban space. Subsequently, those considering majors should
enroll in Urban Theory (Urban Studies 200) to study
important theoretical debates and to formulate original
questions for investigation. Students may also take such
intermediate courses as Making Cities (Urban Studies
230); Community Development (Urban Studies 237);
Urban Space, Place, Environment (Urban Studies 250);
Cities of the Global South (Urban Studies 252); Gender
and Social Space (Urban Studies 270); and Modern
Architecture and Beyond (Urban Studies 273).

Majors go on to take a seminar on Advanced Debates in
Urban Studies (Urban Studies 303) as juniors or seniors,
which can be repeated for credit if the topic has changed.
Previous advanced seminars have focused on such topics
as “Greening the City,” “Plotting the Invisible City,”
“Memory and the City,” and “Musical Urbanism.” A
variety of other seminars are offered to advanced students.
In addition, majors gain practical as well as theoretical
expertise in urban studies through field work (Urban
Studies 290).

Entering students with previous courses in urban studies
may confer with the program for advice on advanced
placement.

For more information, please visit http://urbanstudies.
vassar.edu or email the program director, Brian Godfrey
(godfrey@vassar.edu), or the administrative assistant,
Alison Mateer (almateer@vassar.edu).

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

Freshmen considering a possible Victorian studies major
or correlate sequence are encouraged to consult with the
Victorian studies coordinator or any of the advisors. The
intellectual foundation for the major is best laid by taking
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 British History: James I (1603)
to the Great War (History 151).

For more information, please visit http://victorianstud-
ies.vassar.edu or email lymurdoch@vassar.edu.

WOMEN’S STUDIES
The Women’s Studies Program—open to all students—of-
ers courses designed to introduce the student to the
cultural, social, economic, and political dimensions of
women’s lives and experiences in the past and present. It
provides new perspectives on gender in different cultures
and periods.

The Women’s Studies Program offers a multidisci-
plinary 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. First-
year students interested in women’s studies should con-
sider taking Introduction to Women’s Studies (Women’s
Studies 130), a team-taught course, offered each semester,
that serves as a foundation for the program, introducing
students to multidisciplinary methodologies, feminist history, and theoretical debates, with a particular focus on the intersections of gender, race, class, and sexuality. Freshmen may also elect Issues in Feminism: Bodies and Texts (Women's Studies 160), a freshman writing seminar offered in the spring semester. Beyond the introductory level, regularly offered women’s studies courses include Gender in American Popular Media (Women's Studies 240), Topics in the Construction of Gender (Women's Studies 241), Making Waves: Topics in Feminist Activism (Women's Studies 245), Gender and Science (Women's Studies 248), Feminist Theory (Women's Studies 250), Global Feminism (Women's Studies 251), Seminar in Women's Studies (Women's Studies 375), and How Queer Is That? (Women's Studies 380). A full list of courses offered in women’s studies is in the catalogue. The director and participating faculty advise students interested in pursuing a major in women’s studies.

For more information, please visit http://womensstudies.vassar.edu.
Other Useful Information

THE V-CARD

Vassar has a one-card identification card system. The V-CARD lets you into your dorm; serves as your library card; carries your meal plan; and 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 prepaid 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 first floor of the All Campus Dining Center (ACDC).

BANKS

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

Bank of America
11 Raymond Avenue
Poughkeepsie, NY 12603
845-452-2041

Chase Bank
55 Burnett Boulevard
Poughkeepsie, NY 12603
845-454-1252

Key Bank
830 Main Street
Poughkeepsie, NY 12603
845-471-6010

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

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

Ulster Savings Bank
39 Burnett Boulevard
Poughkeepsie, NY 12603
845-454-7144
TRANSPORTATION AND AUTOMOBILE REGULATIONS

The Vassar College Transportation Department provides shuttle transportation to JFK, LaGuardia, and Stewart airports 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.

Many companies also offer transportation between Vassar and all major airports in this area.

All student vehicles driven or parked on campus must be registered. The Security Office (located at 2490 New Hackensack Road) is open on weekdays from 8:30 am to 4:30 pm for vehicle registration. There is a $120 fee ($60 per semester) for registering a vehicle. The fee will be charged to your Vassar account.

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

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

SHIPPING AND RECEIVING

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

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

Receiving hours are 8:00 am–12:00 pm, and 12:30–4:30 pm, Monday through Friday. The Receiving Department does not supply transportation from their offices to your dorm, so please plan how much to put in each box. You may begin shipping at the end of July. Please use only the name that will appear on your student ID. Perishable packages will be held for one week before disposal. Packages left at the end of the spring semester will be subject to disposal. Please contact Receiving at 845-437-5693 or email receiving@vassar.edu with questions.

POST OFFICE HOURS

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

BOOKSTORE HOURS

Tuesday–Thursday, August 27–29, 9:00 am–6:00 pm
Friday, August 30, 9:00 am–5:00 pm
Saturday, August 31, 9:00 am–5:00 pm
Sunday, September 1, 10:00 am–4:00 pm
Monday, September 2 (Labor Day), 9:00 am–5:00 pm

Regular hours (starting) Tuesday, September 3:
Monday through Thursday, 9:00 am–6:00 pm
Friday, 9:00 am–5:00 pm
## IMPORTANT TELEPHONE NUMBERS

*Area Code* - 845

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tr>
<td><strong>Emergency calls</strong></td>
<td>437-7333</td>
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<td>Campus Response Center</td>
<td>437-5221</td>
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<td>Safety and Security</td>
<td>437-5200</td>
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<td>Accessibility and Educational Opportunity</td>
<td>437-7584</td>
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<td>Admissions</td>
<td>437-7300</td>
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<td>Advisor to International Students</td>
<td>437-5831</td>
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<td>ALANA Center</td>
<td>437-5954</td>
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<td>All Campus Dining Center</td>
<td>437-5830</td>
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<td>Campus Activities</td>
<td>437-5370</td>
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<td>Campus Life and Diversity Office</td>
<td>437-5426</td>
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<td>Career Development</td>
<td>437-5285</td>
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<td>College Store</td>
<td>437-5870</td>
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<td>Computer Store</td>
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<td>Counseling Service</td>
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<td>Dean of the College, Christopher Roellke</td>
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<td>Dean of Freshmen, Susan Zlotnick</td>
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<td>Dean of Students, D.B. Brown</td>
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<td>Dean of Studies, Joanne Long</td>
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<td>Field Work</td>
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<td>Financial Aid</td>
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<td>Health Education</td>
<td>437-7769</td>
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<td>Health Services</td>
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<td>The Learning, Teaching, and Research Center</td>
<td>437-5215</td>
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<td>Library</td>
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<td>Receiving</td>
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<td>Registrar</td>
<td>437-5270</td>
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<tr>
<td>Religious and Spiritual Life</td>
<td>437-5550</td>
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<td>Residential Life</td>
<td>437-5860</td>
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<td>Student Accounts</td>
<td>437-5245</td>
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<tr>
<td>Student Employment Office</td>
<td>437-5318</td>
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<td>Vassar Student Association</td>
<td>437-5381</td>
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<tr>
<td>V-CARD Office</td>
<td>437-3333</td>
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QUICK REFERENCE WEB ADDRESSES

Accessibility and Educational Opportunity  http://aeo.vassar.edu
Ask Banner .......................... http://secure3.vassar.edu/askbanner
Dean of Freshmen ...................... http://deanoffreshman.vassar.edu
Dean of Students ...................... http://deanofstudents.vassar.edu
Catalogue ............................. http://catalogue.vassar.edu
Computer Store ....................... http://computing.vassar.edu/store
Computing Center ..................... http://computing.vassar.edu
Counseling Service .................... http://counselingservice.vassar.edu
Financial Aid ......................... http://admissions.vassar.edu/financial-aid/
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
Schedule of Classes ................... http://secure3.vassar.edu/cgi-bin/geninfo.cgi
Student Accounts ..................... http://studentaccounts.vassar.edu