

VASSAR COLLEGE

The 2022/23 First-Year Handbook

A HANDBOOK FOR THE CLASS OF 2026

To the Class of 2026

In a few short weeks, you will join a college community of other students, faculty, and administrators eager to welcome you to Vassar. The COVID-19 pandemic challenged our nation, community, and our College over the last two years. After managing to create a successful college experience during the COVID-19 pandemic, we look forward to returning to some sense of normalcy during the Fall 2022 semester.

Planning for your academic and co-curricular success at Vassar in the midst of this is also important to us. No doubt, you have already begun reflecting on your own intellectual and personal goals for the next four years at Vassar. 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. The Dean of the College division is committed to helping you prepare and support you in meeting all of your goals. The materials in this book will help you make good use of the time between now and when you arrive on campus in August. As you read and work through them, I encourage you to be in touch with any relevant offices to ask any questions or to ask for additional support.

You will also find instructions for pre-registering for your fall semester courses. Please read and consider this material carefully. We encourage you to think about it while pre-registering for classes and preparing the Statement of Academic Interests, which the dean of first-year students 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 critical discussions that you will have with your faculty pre-major advisor, your house fellow, and the dean of first-year students when you arrive on campus in August.

We look forward to welcoming you to campus and to facilitating your smooth and enjoyable transition into the Vassar community. Please be on the lookout for additional guidance and recommendations from the College in the coming weeks on how to best pack and prepare for your arrival on campus in August. I look forward to meeting each of you during your time at the College as we forge ahead in confronting the challenges of our contemporary moment together in the creation of a collective and beloved community.

Carlos Alamo-Pastrana
Dean of the College and Associate Professor of Sociology
June 2022

CONTENTS

TO THE CLASS OF 2026	2
THE VASSAR FIRST YEAR	6
General Education Student Learning Goals	6
New Student Orientation	7
How to Use This Handbook	8
ACADEMIC, RESIDENTIAL LIFE, AND EXTRACURRICULAR RESOURCES	9
The Dean of First-Year Students	9
Faculty Advisors	10
Libraries	10
The Learning, Teaching, and Research Center	10
Community-Engaged Learning (Formerly Field Work)	11
Career Development	11
The Associate Dean of the College for Residential Life and Wellness	12
The Office of Residential Life	13
House Fellows	13
Student Fellows	13
House Advisors	13
House Student Advisors	14
House Officers	14

Counseling Service	14
Office of Health Promotion and Education	15
The Sexual Assault Violence Prevention Office/Sexual Assault Response Team	16
Health Services	17
Office for Accessibility and Education Opportunity	18
Office of Religious and Spiritual Life and Contemplative Practices	19
Office of Student Growth and Engagement	19
Student Employment	21
Athletics and Physical Education	21
ACADEMIC INFORMATION	23
First-Year Writing Seminar Requirement	23
Quantitative Course Requirement	23
Foreign Language Proficiency Requirement	24
Distribution Requirements	24
Pre-Matriculation Credit	25
Advanced Course Placement	26
Preparation for Teacher Certification	27
Preparation for Law School	27
Preparation for Medical School	28
Preparation for Education Abroad	29
REGISTRATION FOR COURSES	29
Guidelines for Course Selection	30

To Prospective Science Majors	33
Yearlong Courses	33
About Grades	33
Statement on Assessment	35
Now It's Up to You!	35
A Note about Ask Banner	35
FIRST-YEAR WRITING SEMINARS	36
Fall Sections	36
DEPARTMENTS OF INSTRUCTION AND MULTIDISCIPLINARY PROGRAMS	48
OTHER USEFUL INFORMATION	90
The VCard	90
Banks	91
Mailroom Hours and Services	92
Shipping and Receiving	92
Transportation and Automobile Regulations	93
Vassar College Store Hours for Move-in Week, Fall 2022	93
Important Telephone Numbers	93
Quick Reference Web Addresses	94

THE VASSAR FIRST YEAR

As you begin your first year of college, please consider the values of the community you are about to join as articulated in the Vassar catalogue describing “A Community of Special Character”: “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.”

Vassar has set these lofty goals with the confidence that our students are both able and eager to embrace the challenge. Vassar places considerable faith and control in the hands of its students, who are expected to find their own way of taking the liberal arts education offered at Vassar and making it inimitably their own. Given Vassar’s rich and varied curriculum, your education depends on the care with which you plan your academic program. Your course selections should reflect your interests and abilities, but also acknowledge that your first year of study is a time for intellectual adventurousness. We hope that in planning your fall semester courses, especially in working with your pre-major advisor, you keep an open mind, remain flexible, and identify numerous and alternative course options that take advantage of the many possibilities Vassar offers you.

General Education Student Learning Goals

Recently, the faculty of Vassar College endorsed General Education Student Learning Goals, which are listed below, to provide a touchstone for ongoing conversations on campus among students, faculty, and the college community about the meaning and goals of a liberal arts education at Vassar.

No one course, department, or division will address all of the goals, but they are addressed through the totality of a student’s education at Vassar. They should be interpreted broadly to acknowledge the different approaches of our myriad disciplines and the self-direction and empowerment of Vassar students to make independent choices in conversation with faculty advisors and mentors. We envisage that throughout your career at Vassar, you will aspire to achieve significantly in these four areas, although we recognize that students will not achieve all of these goals in the same way and to the same extent. These learning goals serve as resources for pre-major advising conversations and support student planning for your comprehensive liberal education.

General Education Learning Goals

(adopted 2/3/21)

Independent Thinking, Creativity and Curiosity: Students will

- Conduct original independent research using appropriate sources.
- Identify problems or issues for which there are complex, ambiguous, or contradictory answers that lead to creative outcomes or innovative solutions.

Quantitative and Scientific Reasoning: Students will

- Construct, analyze, interpret, and evaluate subject matter using quantitative techniques.
- Discern the kinds of questions that can be effectively addressed through quantitative methods.
- Demonstrate scientific reasoning by applying inductive and/or deductive analysis to evaluate a hypothesis.

Written Communication: Students will

- Construct a clear persuasive written argument.
- Use appropriate conventions for different audiences.

Intercultural Competency and Language Proficiency: Students will

- Demonstrate intercultural competency.
- Demonstrate proficiency in communication skills in a language other than English.

Diverse Ideas and Perspectives: Students will

- Demonstrate the ability to explain and reflect on important issues within one's own social and cultural context and those of others.
- Engage with ideas, beliefs, behaviors, values, or views that differ from one's own.
- Function effectively and work collaboratively in diverse groups.

New Student Orientation

Classes are scheduled to begin this year on Monday, August 29. All new students are expected to arrive at Vassar on Monday, August 22, the first day of New Student Orientation. A detailed schedule for this year's orientation activities may be found online on the dean of first-year students website <http://deanoffirstyearstudents.vassar.edu> and at <http://newstudents.vassar.edu>.

The activities planned for the days and weeks before classes begin serve a variety of needs, social as well as academic. Academic advising and registration for classes take place at various times throughout the summer. Orientation activities on campus may include general assemblies, residence hall meetings, and 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 Handbook

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 academic departments and programs 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 for your courses over the summer. General advising information will be made available at the sites above. Please check them regularly for new additions. Once you come to campus, you will have the opportunity to attend the many advising sessions that are a part of orientation, and you will meet twice with your faculty advisor during orientation to add to and revise your course selections. Final registration will take place on Friday, August 26.

Only one requirement must be met in your first year: every new student is required to complete at least one First-Year Writing Seminar. Please consult the "First-Year Writing Seminars" section of this handbook for the 2022/23 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 online 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. Additional information about student life at Vassar, including a list of student organizations sponsored by the Vassar Student Association, can be found in *The Student Handbook*, which is available online. You may always call the Office of the Dean of First-Year Students at 845-437-5258 with any questions as well.

And do remember to complete your Statement of Academic Interests online by July 1, which I will use to assign you a faculty pre-major advisor.

I look forward to meeting you this fall.

Jennifer Herrera

Dean of First-Year Students and Lecturer in Chemistry

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 should 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 First-Year Students

The dean of first-year students counsels and advises all first-year students on academic matters and oversees academic regulations as they affect new students. The dean of first-year students 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 first-year students 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 available to you for some form of academic relief.

Any first-year student 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 first-year students.

Jennifer Herrera is the Dean of First-Year Students. Her office, open weekdays from 8:30 am–5:00 pm, is located inside the Office of the Dean of Studies (Main N-128). Appointments may be made by calling 845-437-5258 or emailing deanoffirstyear@vassar.edu to schedule a meeting.

Faculty Advisors

The dean of first-year students assigns you a faculty pre-major advisor based on the interests that you list on the Statement of Academic Interests form, which you will complete online. (When you declare a major, most likely in your sophomore year, you will be re-assigned to an advisor who teaches in the department or program of your major.) The first meeting for new students with their pre-major advisors will be on Tuesday, August 23. This meeting provides an opportunity for you to become acquainted with your pre-major advisor and their other pre-major advisees and to discuss any questions that you might have. On Thursday, August 25, 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 or correspond 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. Your pre-major advisor is also a great resource for general information about the college and the curriculum. Please take time to get to know your pre-major advisor and allow your advisor to get to know you.

At Vassar, there are many people to turn to for academic advice, so you will need to take the initiative in seeking out particular kinds of information. While pre-major advisors can assist you in coordinating your individual program, no one faculty member can be expected to know everything about Vassar's vast and varied curriculum. 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 your advisor 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 first-year students can answer more general questions about college policies and procedures and about your overall curricular planning throughout your years of study.

Libraries

You can find books and journals, online databases, sound recordings and music scores, documentary and feature films, rare books and manuscripts, and unique digital collections in the Vassar libraries. If you have difficulty finding what you're looking for (or even knowing where to start), ask for a librarian at a circulation desk or contact a librarian by clicking on the *Ask a Librarian* link on the library homepage (<http://library.vassar.edu>).

The Main Library also houses a 24-hour study space, Design and Collaboration Studio, Archives and Special Collections, the Writing Center, and the Quantitative Reasoning Center. The Art Library is located in between the Main Library and Taylor Hall, while the Music Library can be found in Skinner Hall.

The Learning, Teaching, and Research Center

The Learning, Teaching, and Research Center (LTRC) is dedicated to addressing the needs of Vassar's diverse student body. Our goal is to enable students to maximize their unique educational experiences at Vassar College. We therefore provide an extensive range of academic resources that foster the fundamental aim of a liberal arts education: to facilitate the intellectual and professional growth of ethical, informed, and reflective students who can engage creatively with important social issues. The LTRC houses a peer-staffed Writing Center and Quantitative Reasoning Center, including a Supplemental Instruction Program for select quantitative analysis (QA) courses. We also offer expert

learning support with a focus on developing individual academic skills. For more information, please visit <https://ltrc.vassar.edu>

Campus Security Office

The Campus Safety Office is available to provide support and safety services to the campus community 24 hours a day. Safety Officers patrol campus and staff the Campus Response Center (CRC), a 24/7 dispatch center located just inside the Main Building front entrance, around the clock. Call (845) 437-7333 anytime of the day or night for emergency assistance or (845) 437-5221 for non-emergency matters. Safety Officers also operate a Campus Safety Shuttle during the evening hours. The shuttle circles through the campus into the early morning hours. Go to <https://offices.vassar.edu/security/safety/shuttle/> to see the shuttle stops and hours of operation.

Campus Safety is your link to safety information, emergency response, and after-hours services. Call the CRC at the above listed numbers if you are in need of the Vassar Health Services EMT, an ambulance, the fire department, the Residential Living and Wellness Administrator on Call, the after hours Counselor on Call services, or other emergency services. Stay informed, watch for Timely Warning Notices (Emergency, Crime, and Safety Alerts) sent out from the Campus Safety Office. Email registrar@vassar.edu to update your cell phone number. Please know, you will not receive emergency text alerts and phone calls if your cell phone is not on file with the College.

Other routine services that are provided by the Campus Safety Office include parking registration, bicycle registration, ticket appeals, and vehicle requests for College sponsored activities within a 90 mile radius of campus. Forms for these services can be found on the Campus Safety webpage at <https://offices.vassar.edu/security/forms/>

Clery Law of Crime and Fire Safety Statistics

Vassar College is committed to assisting all members of the campus community in providing for their own safety and security. The Vassar Annual Security Report (ASR) is available on the Safety & Security Website at <https://offices.vassar.edu/security/statistics/>

The Crime Awareness and Campus Security Act of 1990, commonly referred to as the Clery Act, requires the College to publish crime and arrest statistics. The ASR contains statistics for the previous three calendar years concerning reported crimes that occurred: on campus; in certain off-campus buildings or property owned or controlled by Vassar; and on public property within or immediately adjacent to and accessible from the campus.

The ASR also contains information regarding campus security and personal safety.

Topics such as: the structure and role of the Campus Safety Office, emergencies/crimes, sexual assault, campus escort service, residence hall security, residence life, personal responsibility, drug/alcohol policies, and how to access registered sex offender information are discussed in the narrative portions of this report. Also included is the Annual Fire Safety Report which lists policies and information on fire safety as well as statistics of reportable fires in the residence halls

For more information contact Arlene Sabo, Director Campus Safety, Vassar College, 124 Raymond Avenue, Poughkeepsie, NY 12604-0717, [\(845\) 437-5200](tel:8454375200), email: arsabo@vassar.edu. Printed copies of the ASR can be picked up at The Campus Response Center, or at the Safety & Security Office located at 2500 New Hackensack Road. Information can also be obtained from the U.S. Department of Education Website at <http://ope.ed.gov/security/>.

Community-Engaged Learning

Community-Engaged Learning (#290) is an experiential educational opportunity that helps to enhance classroom learning, provide experience, and foster civic engagement while supporting the work of our community partners. The Office of Community-Engaged Learning connects students to experiential opportunities with a variety of organizations (mostly non-profit and governmental) in Poughkeepsie, the Mid-Hudson region, and New York City. Every student simultaneously works with a faculty member of their own choosing who helps the student reflect on and integrate their experiential work with academic work. Students receive credit in the department of the faculty member. Students may need a prerequisite or corequisite course in the sponsoring department. Internships during the summer may also be eligible for Community-Engaged Learning credit. All Community-Engaged Learning credit is considered “ungraded” work. Community-Engaged Learning is open to students in all classes who have appropriate qualifications.

For more information about the range of Community-Engaged Learning opportunities, please visit the Office of Community-Engaged Learning in Main N-165, phone 845-437-5280, or visit [Community-Engaged Learning](#). For the application process, current opportunities, and forms, please visit: bit.ly/vassarocel.

Career Development

The Career Development Office (CDO), located on the first floor of Main Building, south wing, S-170, supports students as they explore their interests, define their career goals, and seek their next opportunity for personal growth and professional development. The CDO houses a variety of resources for locating summer and postgraduate opportunities and making connections between your college experience and the world of work. Our services and programs focus on the following areas:

- Supporting career exploration and self-assessment (defining your interests, skills, values, and goals)
- Educating about internship and job search documents, processes and strategies
- Providing resources for locating internships, summer jobs, and post-graduate opportunities
- Creating opportunities for students to engage with alumnae/i for career connections and mentorship
- Supporting the graduate school/law school research and application process

Because life-work planning is a continual process, we offer assistance throughout your college years as well as after you graduate. We encourage first-year students to engage with the Career Development Office early and often in their time at Vassar. Whether you are thinking about a summer internship, deciding on a major, or simply exploring options to gain experience, you can use the CDO's staff, resources, and extensive network of alumnae/i to assist with your plans. Check out Handshake, the CDO's internship/job database and event calendar: <https://vassar.joinhandshake.com>

Appointments with our friendly staff are available Monday through Friday, and may be scheduled via Handshake, by phone at 845-437-5285, or by stopping by the office (located in Main S-170).

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

Associate Dean of the College for Student Living and Wellness

The Associate Dean of the College for Student Living and Wellness (SLW) has the responsibility for coordinating several aspects of the non-academic lives of Vassar students. Specifically, the Associate Dean of the College for SLW oversees the following student service areas: Counseling Service, Health Service, Health Promotion and Education, The Offices of Residential Life, Care Management, Advocacy, Resources (CARE), and Support Advocacy and Violence Prevention (SAVP). The associate 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 associate dean oversees the student conduct system and, along with the Dean of First-Year Students and the Associate Dean of the College for Student Growth and Engagement, tri-chairs the New Student Orientation Committee. The associate dean also serves as an advocate for students and their needs.

Student Support Network:

In addition, the associate dean convenes weekly meetings of the Student Support Network (SSN) to coordinate helping resources for students whose behavior indicates they may be in serious trouble. The core SSN group consists of the Associate Dean of the College for Student Living and Wellness, the Dean of Studies, the Director of Residential Education, the

Director of CARE, and the Director of Counseling Service; other administrators are invited as appropriate.

SSN members may share information about students who appear to be in distress or crisis (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 how best to support the student or students. Please note that confidential information is not shared by Counseling Service, Health Service or the Director of Health Promotion and Education.

For more information, visit: <https://offices.vassar.edu/dean-of-student-living-and-wellness/>

The Office of Residential Life

The Office of Residential Life coordinates all aspects of the residential experience at Vassar. The Residential Life staff is responsible for 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. Members of the Residential Life staff 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 members of the residential community who offer perspective, build relationships with students, and counsel. They also serve to broaden and extend the contact between faculty and students in informal and non-academic areas. House fellow interns are student leaders selected to support the programmatic endeavors of the house fellows in each house.

Student Fellows

In each house, Student Fellows serve as peer advisors to a cluster of first-year students and assist them holistically in adjusting to the academic, social, and personal challenges and triumphs a student may encounter in their first year at college. Student fellows are assigned to a cohort of first-year students who live near them in the residential house. There are also student fellows for new transfer, visiting, and exchange students in Cushing House. They serve as guides throughout New Student Orientation, as well as a peer-mentor throughout a student's entire first year at Vassar. They are trained in referring students to helpful resources, empathic listening techniques, peer-support, community development, conflict resolution, and more. 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 the first day of New Student Orientation with the rest of your fellow group for introductions and information about the orientation schedule.

Student fellows are available as a resource and peer mentor to you throughout the entire year.

House Advisors

House Advisors are administrators serving as professional liaisons between the Houses and the Office of Residential Life. House Advisors, like House Fellows, live in the Houses amongst students and are dedicated full-time to the holistic support of all residents. Typically, they hold master's degrees in the field of higher education administration and/or college student development. House Advisors supervise the Student Fellows, advise the House Team, adjudicate student conduct meetings, serve as the Administrator-on-Call for emergency response, develop educational/social/recreational programming, mediate conflict resolution, and more.

House Student Advisors

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

House Officers

Each residential house elects five student officers who participate in House Team along with student fellows and house fellow interns: the house president, programming director, treasurer, communications director, and first-year representative. The house officers work closely with the Residential Life staff and House Team to ensure the general welfare of students and to promote a sense of community within each house.

For more information, please visit <https://residentiallife.vassar.edu>.

Counseling Service

The Counseling Service provides a variety of services to help students and the campus community handle the challenges associated with academics, college life, and personal development. Services include short-term individual, couple, and group counseling, walk-in-clinic same day appointments, workshops, 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 and transition issues; campus climate concerns; identity concerns; stress; concerns about

academic progress or direction; or assistance in planning for the future.

Counselors at times 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. Students from low-income backgrounds can access the Mental Health and Wellness Fund through the CARE Office to assist in paying for off-campus appointment co-payments.

The Counseling Service's consulting psychiatrist is available for limited psychiatric services for students who are receiving counseling at the Counseling Service, by referral from a counselor. If continuing psychiatric services are required, a referral is made to a private off campus psychiatrist.

Please also refer to the Counseling Service website <https://offices.vassar.edu/counseling-service/> for self help resources, including information about how to access T.A.O., a self-guided web-based tool consisting of psychoeducational and interactive modules, practice tools, journals and progress measures.

Confidentiality is of the 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. Call 845-437-5700 to schedule an appointment.

If you are in crisis during office hours, call 845-437-5700 and explain that you need to speak to a counselor urgently. A counselor-on-call is also available 24/7 for counseling support and crisis intervention and can be accessed by calling the Campus Response Center at 845-437-7333 and requesting to be connected with the counselor-on-call.

Office of Health Promotion and Education

The Office of Health Promotion and Education believes that health is a vital part of learning. We believe students' ability to thrive academically and personally depends on their state of mind, body, and overall well-being. We work to provide a campus environment and range of educational programs where students are able to make decisions that sustain and enhance their health, prevent disease and reduce risky behaviors. We are committed to empowering students to make informed decisions in a wide range of health-related fields, including mental health, sexual health, exercise and nutrition, and alcohol and other drugs, while respecting their choices without judgement.

The Office of Health Promotion and Education is located in Main Building South 180 (Live Well Lounge). The office is open from 9:00am-5:00pm during the academic year and can be reached at 845-437-7769. Students are welcome to stop by or email us at apesavento@vassar.edu for information about health and wellness topics, or to schedule a one-on-one consultation with Andrea Pesavento, the Director of Health Promotion and Education.

For more information, please visit <https://healthpromotionandeducation.vassar.edu/>.

Case Management, Advocacy, Resources and Education (CARE Office)

The CARE Office (Case Management, Advocacy, Resources, and Education) at Vassar provides compassionate and individualized Case Management support to any student going through a challenging time or experiencing distress. We believe that holistic support and connection to resources on-campus and in the community is essential to a student's overall wellness and their ability to thrive both academically and personally. We are committed to empowering students to attend to their needs holistically and access support services by providing a safe space focused on supportive care, advocacy, resources, and education. We provide support with a variety of needs including difficulties adjusting to campus, navigating multiple offices on-campus, connecting to resources on and off campus, as well as emotional support. Although Case Management is not counseling, it works closely with Counseling and other offices to ensure students are receiving the care and support they need. If your student is experiencing a challenging time or if they would like to discuss resources available to them both on-campus and off campus, they can contact Erika Pappas, Director of Case Management at epappas@vassar.edu or Jessie George, Case Manager at jgeorge@vassar.edu to schedule an appointment.

The CARE Office is located in Main S180. The sign on the glass door is the Live Well Lounge. The office is open from 9:00am-5:00pm during the academic year. Students are welcome to stop by or email either the Director of Case Management at epappas@vassar.edu or the Case Manager at jgeorge@vassar.edu for information about services offered or to schedule a one-on-one consultation . For more information, please visit: <https://casemanagement.vassar.edu>

The Support, Advocacy, and Violence Prevention Office

The Support, Advocacy, and Violence Prevention (SAVP) Office provides individualized support and advocacy to survivors of sexual violence, intimate partner violence, relationship abuse, dating violence, or sexual harassment, past or present. The SAVP Office also provides support to friends, family, or other direct supporters of someone

impacted by interpersonal violence. In addition to providing support and advocacy, the SAVP Office oversees campus prevention programming, including bystander intervention trainings, consent education, healthy relationship education, community awareness, and other workshops for students, faculty, staff, and administrators.

The SAVP Office is staffed by two full-time employees, the SAVP Director and SAVP Program Coordinator. The office also oversees SAVP Advocates (formerly called Sexual Assault Response Team, or SART, Advocates), who are trained Vassar faculty, administrators, and staff, who are available 24/7 for support. The SAVP Director, SAVP Program Coordinator, and SAVP Advocates serve as private resources to support members of the Vassar community who are survivors or who are supporters of survivors. As private resources, advocates do not release identifying information about anyone who accesses services unless there is an immediate concern about the safety of an individual or the campus. The SAVP Director, SAVP Program Coordinator, and SAVP Advocates are required to maintain depersonalized information for federal Clery data, but this information does not include students' identifying information.

The SAVP Office coordinates prevention education for the campus community throughout the year. The SAVP Director, SAVP Program Coordinator, and student employees in the office collaborate with a variety of on and off campus offices, as well as student organizations, to develop and implement training and violence prevention initiatives. This includes training for house teams, student athletes, student organizations, first-year students, faculty, staff, and administrators.

SAVP Advocates can be reached 24/7 by calling the Campus Response Center at 845-437-7333 and asking to speak with the SAVP Advocate on call.

To schedule an appointment for support and advocacy with the SAVP Director, you can email savp@vassar.edu or call the Director at 845-437-7863.

To request a workshop or training for your student organization, office, department, or other group, you can email savp@vassar.edu or call the Program Coordinator at 845-437-7975.

The SAVP Office is located on the first floor of Main Building, in office S185. For more information, please visit offices.vassar.edu/savp.

Health Services

The Student Health Service department, located in Baldwin House, provides medical and nursing care by qualified personnel including a supervising physician, physician assistants, nurse practitioners, and nurses. Health Services hours are 9:00 am–5:00 pm Monday through Friday, and 12:00pm–4:00 pm on Saturday and Sunday.

Services offered include treatment of acute illness or injury, chronic disease management, gynecological and gender-affirming care, travel health consultations, immunizations, and allergy injections, and lab draws. Routine primary care is offered with referral to local

specialists or hospitals as needed. Health promotion and disease prevention are emphasized through a variety of programs. Reproductive services offered include contraceptive counseling, long-acting reversible contraceptive placement and removal, HIV prophylaxis consultation and management, and routine sexual health testing.

Appointments can be scheduled during office hours by calling 845-437-5800. Emergencies and urgent concerns can be seen on a walk-in basis when the Health Services department is open. When the Health Services department is closed, students may call 845-437-5800 to speak with an Emergency Medical Technician (EMT) or the on-call provider. A member of the medical staff is always on call outside of routine clinic hours.

In case of a medical emergency, the Campus Response Center (CRC) should be called at 845-437-7333 to dispatch emergency responders.

For more information, please visit <https://offices.vassar.edu/health-services/> or email: health@vassar.edu.

Enrolled students can register for the Health Services Patient Portal via <https://vassar.medicatconnect.com/>.

Office for Accessibility and Educational Opportunity

Many Vassar students need accommodations or support services because of a diagnosed learning difference, ADHD, chronic medical condition, vision or hearing loss, mobility or orthopedic impairment, psychological diagnosis, or because they are in recovery for substance abuse. The Office for Accessibility and Educational Opportunity (AEO) is committed to helping coordinate and providing necessary accommodations, auxiliary aids, and services to qualified students with documented disabilities to ensure equal access to and opportunity for full participation in the academic and residential life of the college.

Students in need of disability-related accommodations or services may self-identify at any time to the Office for Accessibility and Educational Opportunity. To receive academic accommodations at the start of the fall semester, please register with the office as early as June 15, 2022 and throughout the summer. To receive housing accommodations prior to housing placement of first-years, students must register and submit documentation no later than June 15, 2022. Students must provide the college with enough time to understand their need for accommodations or services, review disability documentation that supports the request for accommodation, work to put in place approved accommodations, and, if necessary, identify alternatives or make adjustments if the requested accommodation is not appropriate, creates an undue burden, or would result in a substantial modification to an essential requirement of a course, program, or activity. Accommodations are effective from the date of approval and cannot be put in place retroactively.

All accommodation and service decisions are based on the nature of the student's disability, supporting documentation, and current needs as they relate to the specific requirements of the course, program, or activity. Commonly-offered accommodations and support services include, but are not limited to:

- Exam accommodations (e.g., extended time on scheduled exams, reduced-distraction test environment, use of a computer for essay exams, etc.)
- Alternative print formats (e.g., audio files, e-text, Braille)
- Peer notetaker service
- Modified course load
- Housing (e.g., single room, accessible room, air conditioner, ESA)
- Meal plan accommodations
- Assistive listening devices/Remote closed captioning/Sign language interpreters

Please contact the Office for Accessibility and Educational Opportunity to learn more about our services and inform us of your accommodation needs or concerns. We regularly schedule phone calls, video conferencing, and in-person meetings with incoming students throughout the summer.

The office is open Monday through Friday, 8:30am–5:00pm during the academic year and by appointment during the summer. For more information, please email aeo@vassar.edu, call 845-437-7584 or visit <https://aeo.vassar.edu>.

The Office of Religious and Spiritual Life and Contemplative Practices

The Office of Religious and Spiritual Life and Contemplative Practices (RSLCP) provides programming and support for nine different student religious groups at Vassar, 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. RSLCP staff members are available for pastoral counseling and spiritual guidance for any concern or question students may have. The RSLCP staff currently includes a full-time associate dean, a full-time director for Jewish Life, a part-time advisor for Muslim Student Life, part-time affiliate advisors for the Episcopal and Roman Catholic communities on campus, a faculty advisor for the Buddhist Sangha, as well as pending affiliate advisors for the Chabad Jewish Community.

During the spring of 2022, renovations will be completed for the office to move into its new home in Pratt House, a space of respite, gathering, and contemplative practices. Pratt will serve as a place to linger over a cup of tea, enjoy communal meals, and experience a wide-array of student-initiated practices, gatherings, and discussions (Pratt is located between The Aula and Cushing House). Other RSLCP spaces include the Chapel, next to the President's House; the Bayit, Vassar's home for Jewish campus life, at 51 Collegeview Avenue; and the Muslim Prayer Space in the Old Laundry Building (enter by the ground floor entrance on the north side of the building). For more information, please visit <https://religiousandspiritualife.vassar.edu>, email rsl@vassar.edu, or call 845-437-5550.

Office of Student Growth & Engagement

The Office of Student Growth & Engagement (SGE) fosters inclusive learning and living environments as integral components of a liberal arts education for Vassar students. SGE facilitates efforts to promote an environment that helps all students thrive, with particular attention to those served by affinity resources such as: First Year Experience (FYE), the ALANA Center, Office of International Services (OIS), the LGBTQ+ Center, the Posse Veterans Program, the Transitions Program and the Women's Center. SGE designs and implements student engagement opportunities, which guide intellectual and personal development, to ease the transition to college and achieve a sense of fulfillment and belonging for all students at Vassar. The SGE student lounge, study area and office are located in Main C110. Please reach out to **Dean Wendy Maragh Taylor**, Associate Dean of the College for Student Growth & Engagement, for more information: wmaraghtaylor@vassar.edu.

The First Year Experience (FYE) is designed to help students successfully transition to and navigate Vassar. Our aim is to create a set of formal programs throughout a student's first year that are integrative across student life and academic affairs. These programs bond, bridge, and link students to the essential resources at Vassar. FYE is supported by a multitude of administrators, faculty, students, and staff across the college. FYE also supports a leadership program for a cohort of first-year students to aid in their growth and development outside the classroom through a series of workshops. Please reach out to **Christine Stuart**, First Year Experience Program Associate, for more information: cstuart@vassar.edu

The ALANA Center provides myriad resources and programs to enhance the campus life and academic experiences of African-American/Black, Latinx, Asian/Asian-American, and Native American students. The center provides a comfortable gathering space and offices for student organizations that support students of color and offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, community-building, lectures and other co-curricular programming, as well as heritage month programming. The center, a freestanding building adjacent to the Powerhouse Theater, also catalogs cultural journals/newsletters, educational videos, career development, scholarship and fellowship information. Please reach out to **Nicole Beveridge**, Director of the ALANA Center, for more information: nbeveridge@vassar.edu.

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, located in College Center 238, supports international students in adjusting to and embracing a new culture and also works 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. Please reach out to **Andrew Meade**, Director of International Services, for more information: anmeade@vassar.edu.

The LGBTQ and Gender Resources Office oversees the LGBTQ+ Center and the Women's Center. 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, and social events; provides meeting space for various student organizations; and has a robust library of LGBTQ+ related books. The Women's

Center is located in College Center 235 and offers a community space and programming on various components of gender equity, leadership, empowerment, and health. The Center welcomes all women and includes and engages persons of all genders, recognizing that justice is achieved by breaking-down silos. Please reach out to **Danushi Fernando**, Director of LGBTQ and Gender Resources, for more information: dfernando@vassar.edu.

The [Transitions Program](#) serves as a support for first generation, low income and/or undocumented students at the College from matriculation through graduation. The program hosts events and workshops, fosters faculty relationships, builds community and helps students navigate the college landscape. Many participants begin their Transitions involvement in the week before orientation, during the program's [Foundations Week](#), but a student who identifies as first generation, low income and/or undocumented can choose to engage with the program at any time throughout their Vassar career. The Transitions Program administrative office is located in Main C110 and the [Transitions Living Room & Library](#) (lounge space) is located in Josselyn House on the 2nd floor, through the multipurpose room in 234. Please reach out to **Michelle Quock**, Director of Transitions, for more information: mquock@vassar.edu.

To learn more about the Office of Student Growth & Engagement, please visit <https://studentengagement.vassar.edu/> or email DeanofSGE@vassar.edu

Student Employment

Student Employment (Human Resources, Baldwin House 300) offers part-time, on-campus employment in departments throughout the college. Part-time, off-campus community service employment opportunities are also available for students with certain work study awards. Students who qualify for work study receive first priority consideration for campus jobs at the start of each semester. Remaining jobs are available for any student who wishes to work. In general, students work an average of seven hours per week. Students may choose to work in the fall semester, spring semester, or for the entire academic year. Job registration for the academic year begins in late summer. Registration for break positions (i.e., winter, spring, summer) occurs several times throughout the year and is available for students who meet the eligibility requirements set for each break period. Prior to beginning work at Vassar, students must complete the I-9 and W-4 forms.

For more information, please visit the Student Employment website at <https://offices.vassar.edu/student-employment>, email stuemp@vassar.edu, or visit during office hours (MWF, 1pm-4pm).

Athletics and Physical Education

FACILITIES

The Athletics and Fitness Center (AFC) is a 53,000-square-foot facility that 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. Walker Field House is home to the men's and women's swimming and diving teams and the men's and women's fencing teams, serves as a practice site and intramural site, and hosts most physical education classes throughout the year.

Kenyon Hall contains six international squash courts, a volleyball facility with a Sport Court™ playing surface, a varsity student-athlete weight room, a satellite athletic training facility, locker rooms, and coaches' offices. Kenyon Hall is home to the men's and women's squash and men's and women's volleyball teams.

On-campus outdoor facilities include a nine-hole golf course (reduced rates for Vassar students, faculty, and staff), 13 outdoor 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 a laundry facility. The Vassar College Farm features two rugby fields 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 expecting to try out for an intercollegiate sports team need to complete all medical and eligibility paperwork including an on-campus medical examination. The clearance process must take place prior to participation in any practices. Practices for some fall sports may begin prior to classes. Please contact Kaitlin Leach, Associate Director of Athletics for Compliance and Student-Athlete Welfare, at kleach@vassar.edu, with any questions.

Varsity Club Rugby and Rowing. Men's and women's rugby and rowing are varsity club sports under the auspices of the director of athletics and physical education. Participation in these programs requires a participation fee. Students expecting to try out for club sports need to complete all medical and eligibility paperwork including an on-campus medical examination. The clearance process must take place prior to participation in any practices. Practices for some fall sports may begin prior to classes. Please contact Kaitlin Leach, Associate Director of Athletics for Compliance and Student-Athlete Welfare, at kleach@vassar.edu, with any questions.

RECREATION

Our **Intramural Program** offers various leagues and tournaments to the whole Vassar community. Some of the sports offered throughout the academic year include indoor soccer, outdoor soccer, 3-on-3 basketball, 5-on-5 basketball, volleyball, wiffleball, badminton, floor hockey, golf, tennis, table tennis and more. All registrations are done through IMLeagues.com/Vassar and you can follow us on Twitter at [@VassarRec](https://twitter.com/VassarRec) or on Facebook at facebook.com/vassarrecreation. Please contact Mike Callahan at 845-437-7471 or at micallahan@vassar.edu for additional information.

Our **Life Fitness Program** offers more than 40 hours of non-credit fitness classes in many areas each week, including strength training, Pilates, zumba, PiYo, judo, self-defense, yoga, and non-contact boxing. All Life Fitness classes are free for Vassar students. We also offer free stress buster classes at the end of each semester. Registrations are required for all Life Fitness classes and are done through IMLeagues.com/Vassar; you can follow us on Twitter at [@VassarRec](https://twitter.com/VassarRec) or on Facebook at facebook.com/vassarrecreation. Please contact Mike Callahan at 845-437-7471 or at micallahan@vassar.edu for additional information.

ACADEMIC INFORMATION

This section of the handbook contains information you will need as you decide on the courses you would like to take in your first semester. As you look through these pages of academic information and the descriptions of departments and programs, do remember some of the goals and purposes of your education. 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:

First-Year Writing Seminar Requirement

All entering first-year students are required to complete at least one First-Year Writing Seminar during the first two semesters of study. The First-Year Writing Seminars provide entering students the opportunity to develop as critical thinkers in a small class setting along with fellow first-year students who are making the transition to college work. These courses, offered in a variety of disciplines, are limited to first-year students and have a maximum enrollment of 17. Particular attention is given to writing as an intellectual process as well as the effective expression of ideas in both written and oral form. Please consult the section on “First-Year Writing Seminars” in this handbook for the Fall 2022 offerings. Fall courses are listed, but new courses will be added for the spring.

Quantitative Course Requirement

Facility in quantitative reasoning is an important component of a 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 unit of course work 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 Requirement

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, Korean, Old English, and, through the self-instructional language program, American Sign Language, Hindi, Irish, Portuguese, Swahili, Swedish, Turkish, 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 16 of the 32 units in courses outside of the history department, and 8 of the 32 units in courses not in the social sciences. Advanced Placement credits are not permitted to count toward fulfillment of the

distribution requirement. 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 education abroad must declare by December of their sophomore year.

Pre-Matriculation Credit

Pre-matriculation credit may be awarded for college-level work completed before a student has matriculated at Vassar. The category of college level work is a broad one that includes:

1. Exams such as the Advanced Placement exams (APs) and the International Baccalaureate (IB). Vassar also recognizes GCE/Cambridge Advanced Level examinations (A Levels), the French Baccalaureate, the German Abitur, and the Caribbean Advanced Proficiency Examination (CAPE). A maximum of 2.0 units of exam-based pre-matriculation credit will be awarded.
2. College or university courses completed while a student was attending high school. Students may not apply for transfer credit for these courses until after they matriculate and are active students at Vassar. A maximum of 6.0 units of credit will be awarded for college or university courses taken before enrolling at Vassar.

A total of 6.0 units of pre-matriculation credit of any type will be awarded. This can consist of 6.0 units of transfer credit from college courses taken prior to matriculation, or some combination of transfer credits and exam-based credits. However, no more than 2.0 units of exam-based credit can count towards the total of 6.0 units.

Any questions about pre-matriculation credit should be directed to the Office of the Dean of Studies (845-437-7553) or email deanoffirstyear@vassar.edu

CREDIT FOR COLLEGE WORK DONE PRIOR TO MATRICULATION AT VASSAR

Although many colleges and secondary schools offer programs in which students may earn credit toward a college degree, not all of 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 and taught by a qualified college teacher.

Programs in which college instructors teach the course at the secondary school will not be considered for transfer credit. Credit for these courses cannot be transferred into Vassar if they are granted high school credit or used to fulfill any high school graduation requirements.

Credit will be granted only for coursework completed on a college or university campus along with other undergraduates, taught by a qualified college teacher, not taken as part of a dual-enrollment program, and neither granted high school credit nor used to meet high school graduation requirements.

Students may not apply for transfer credit for these courses until after they matriculate and are active students at Vassar. The minimum grade required for any course to be eligible for transfer credit is C.

EXAM-BASED PRE-MATRICULATION 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 First-Year Students from Advanced Placement Services, Box 6671, Princeton, N.J. 08541-6671 (telephone 609-771-7300).

The general policy: Students will receive 1.0 unit of pre-matriculation transfer credit for every score of 4 or 5, subject to the maximum of 2.0 units of exam-based pre-matriculation credit. Admission into higher level courses on the basis of AP credit is at the discretion of the individual department.

Please refer to the “Departments of Instruction and Multidisciplinary Programs” section of this handbook for department specific AP information.

Note: Scores will not appear on the transcript for Advanced Placement credit, only the department, exam name, and units transferred.

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 the scheduling of their exam.

International Baccalaureate Program (IB)

The International Baccalaureate Program is described as a “demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary school students and incorporates the best elements of national systems without being based on any one.” Scores achieved for the Higher Level examinations are eligible for pre-matriculation transfer credit.

Students who achieve a score of 5, 6, or 7 on an IB HL exam will receive 1.0 unit of transfer credit, subject to the maximum of 2.0 units of exam-based pre-matriculation credit.

Other International Exams

Entering first-year students who have taken A-level examinations, the French Baccalaureate, the German Abitur, or the Caribbean Advanced Proficiency Examination (CAPE) should consult the Office of the Dean of Studies in September to discuss the possibility of transfer credit.

Advanced Course Placement

Each department decides how much advanced standing a student who has taken AP 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 25. 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 contact the appropriate department chairs by email 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 either over the summer or in the first month of the fall term and may be taken in the first year only.

Preparation for Teacher Certification

The teacher preparation programs in the Department of Education reflect the philosophy that schools can be sites of social change where students are given the opportunity to reach their maximum potential as individuals and community members. Vassar students who are preparing to teach work within a strong interdisciplinary framework of professional methods and a balanced course of study in a selected field of concentration leading to the degree of bachelor of arts. In addition to a degree in an academic discipline, they may also earn initial New York State certification at the childhood and adolescent levels. The certification is reciprocal in most other states.

Consistent with New York State requirements, the certification programs are based upon demonstration of competency in both academic and field settings. It is advisable that students planning to obtain childhood or adolescent certification consult with the education department during their first year.

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.

Vassar also offers a major and correlate in Educational Studies and a study away opportunity. Please see “Education” in the section on *Departments of Instruction*, later in this handbook, for more information.

Preparation for Law School

At Vassar, pre-law advising is handled by Mario Roman, Jannette Swanson, and Stacy Bingham in the Career Development Office (CDO), with faculty support from Professor Jamie Kelly in the Philosophy Department. Students interested in law-related careers should seek out these advisors to discuss any questions they have with respect to pre-law studies and the law school application process.

Although Vassar has designated advisors for 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 CDO has a variety of resources available to help students explore their interest in legal careers. Additionally, the office can help students connect with law-related summer opportunities and alumnae/i working in the field of law. Students interested in law should specify this as an industry preference on Handshake (the CDO’s job/internship database and event calendar) to receive targeted communications about pre-law events:

<https://vassar.joinhandshake.com>.

For more information, please stop by the office (located in Main S-170), visit <https://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 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 of this handbook. For more specific advice on planning a 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 because they will be happier and thereby increase the likelihood of a strong academic record.

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-health advisors on Thursday, August 25. Careful planning of the first academic year is essential. Students should Login to [Handshake](#) to schedule an appointment with a pre-health adviser if they cannot attend the meeting and feel that they need additional guidance before making a final selection of courses for the first term.

The Office for Fellowships and Pre-Health Advising is located in Main N-162
For more information, please visit <https://fellowships.vassar.edu/health/>.

Preparation for Education 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 first 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 that they have acquired sufficient area studies coursework to support their academic proposals for learning abroad. Vassar College education abroad is based on a home tuition policy and your financial aid “travels” with you.

Over one hundred programs across more than 60 countries are available to students. For more information, please visit the Office of International Programs website: <https://internationalprograms.vassar.edu/>. You are also welcome to visit the office located in Main N-173 during walk-in hours, or you can make an appointment by calling 845-437-5260.

REGISTRATION FOR COURSES

During the summer, you will pre-register for your fall 2022 classes by using the electronic pre-registration form, which can be found at <https://www.vassar.edu/newstudents/>. **This site will be open from June 20-July 17. You will receive an email about the exact process so please check your Vassar email regularly.** In order to complete this form, you will need to consult:

- 2022/2023 catalogue found at <https://catalogue.vassar.edu/>
- *The First-Year Handbook*

- electronic schedule of classes found at <https://www.vassar.edu/newstudents/>

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.

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

1. **Summer Pre-registration.** Over the summer, you will pre-register for up to three of your academic classes. Once you arrive on campus for New Student Orientation, you will complete your schedule with the help of your faculty advisor. In Part I of the summer pre-registration form, list your first choice for a First-Year Writing Seminar, as well as three alternate First-Year 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. By the end of summer pre-registration, most first-year students will be enrolled in a First-Year Writing Seminar and two additional one unit courses (or 1.5 units if electing elementary Chinese, Japanese or Korean). If there are no seats available in any of the First-Year Writing Seminars you have selected, the Registrar will attempt to place you in three of the courses listed on Part II of the pre-registration form. You will receive notification of the results of pre-registration during New Student Orientation.

2. **Registration during Orientation.** As indicated on the orientation schedule, there are a number of events planned to help you complete your class schedule. On Tuesday, August 23, you will meet with your faculty advisor in small groups to discuss your course selections. On Wednesday, August 24, faculty will give research presentations and departments and programs will hold receptions. 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 additions and revisions to your course selections, all first-year students will officially register for fall courses on Friday, August 26.

3. **Add Period (through September 6).** Once classes begin, you may continue to add courses, up to a maximum of 4.5 units (max 4.0 CLS units), to your schedule until Tuesday, September 6. Students need both their instructor's and their advisor's permission to add a class during the add period. Under no circumstances are first-semester first-year students granted permission to exceed 4.5 units. All students must be registered for the minimum of 3.5 units by September 6.

4. **Drop Period (through October 7).** Students may drop courses (but not below 3.5 units) with their advisor's approval until Friday, October 7. A copy of your final registration will be available online at Vassar's website via Ask Banner for your viewing after October 7. **Be sure to review it carefully and report any errors to the Registrar's Office immediately.** You will be held responsible for all courses listed on this schedule and will not receive credit

for any course or section in which you are not officially enrolled.

Guidelines for Course Selection

First-year students are strongly encouraged to take 4 or 4.5 units in their first semester (full-time enrollment is between 3.5 and 4.5 units). Students will be limited to no more than 4 classroom-based courses (designated with “CLS” on Ask Banner) in any given semester. Students may also elect .5 units of Intensive (designated with “INT” on Ask Banner) coursework for a total of 4.5 units in a given semester. Vassar offers a limited number of 0.5 unit courses, mostly in the departments of music and physical education. You will need to consult the schedule of classes on the <https://www.vassar.edu/newstudents/> website for a thorough listing of these and other half-unit academic courses offered in the fall semester. Elementary and intermediate language courses in Chinese, Japanese, and Korean grant 1.5 units per semester.

Intensives

Intensives are a new style of course offering and are innovative learning opportunities that complement traditional classroom courses by extending beyond the classroom for a variety of faculty-mentored experiences requiring a high level of student agency and independence. Every intensive is different, but the following descriptors capture the spirit of the intensives.

- Project-, group-, or workshop-based
- Collaborative engagement between students and instructors
- Intentional partnerships within the nearby community, the Hudson Valley, or other parts of the world
- Field/travel experiences
- Mentoring rather than lecture-based
- Integrating various aspects of students' previous studies
- Fluid time and space structures
- Focused research experiences
- Student-driven, responsive to student initiative
- Non-traditional course schedules

Intensives will be designated with “INT” on Ask Banner. Some intensives may require special permission or a proposal process, similar to a senior thesis or independent work. Please reach out to the professor of the course with any questions.

Distribution

Vassar strongly recommends that students take courses in each of the four divisions (Arts, Foreign Languages and Literatures, Social Sciences, Natural Sciences). Students are also

expected to work in more than one department or program each semester.

In addition, please keep these three specific requirements in mind when selecting your first-year courses:

1. First-Year Writing Seminar Requirement. All students must successfully complete a First-Year Writing Seminar within the first two semesters of study; please consult the section on “First-Year Writing Seminars” in this handbook for the 2022/23 offerings. Courses are offered in both fall and spring semesters, with a greater number in the fall.

2. Quantitative Analysis Requirement. All students are required before the beginning of their third year to complete one unit of course work 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 coursework 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.

2. Foreign Language Proficiency Requirement. This requirement applies to all entering first-year students 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. (Exemptions may be granted to students who have done literature or language study in their first language at the secondary school level.) Many first-year students 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. If you have Higher Level IB credit in a foreign language, please consult with the Dean of Studies Office. 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 study abroad, you will need to have completed, by the end of your sophomore year, at least a full year at the intermediate level of the appropriate foreign language.

Proficiency can also be demonstrated by passing an exam prepared by Vassar faculty. Proficiency exams in Ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish will be given on the first day of classes in the fall semester. 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 remotely during orientation.

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

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 125. Not all introductory courses in the natural sciences have laboratory components; consult the course descriptions in the catalogue. Your first semester should also include at least one course outside the Natural Sciences division.

Yearlong Courses

Most courses open to first-year students are semester-long classes, with “a” courses offered in the fall, “b” courses in the spring. All elementary foreign language courses, however, are yearlong (for example, French 105-106). As with all “hyphen” courses, you must successfully complete the second semester to receive credit for the first. Another year-long course open to first-year students is Art 102-103. Yearlong courses are designated with a YL in the schedule of classes. “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: an example of this is 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 yearlong 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. A student who elects to take a provisionally graded course under the non-recorded option must take both semesters on this basis. 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 college 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 32-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 first- year students 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 7, 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. (Students cannot graduate with a cumulative or major GPA below 2.0.) These students are placed on academic probation, and the committee may recommend or require a leave of absence or withdrawal from the college. First-year students who at the end of the year have a grade point average of 1.5 or below usually may not return the following year. 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.

Statement on Assessment

Vassar College assesses student learning across the curriculum. The goal of these assessment activities is to improve student learning. For this purpose, we will collect and keep on file copies of representative examples of student work from a variety of courses and programs, for example: assignments, papers, exams, multimedia presentations, portfolios, and theses. These copies may be used for institutional research, assessment and accreditation purposes. All samples of student work will be made anonymous to the extent possible before they are used in any assessment exercise. No assessment exercise will affect a student’s grade or require additional work. Any evaluation of the work will be confidentially handled. The result of the assessment of student learning will be used to improve teaching and learning at Vassar College.

Now It’s Up to You!

You are now ready to begin to complete the summer pre-registration form. The electronic schedule of classes on the <https://www.vassar.edu/newstudents/> website lists all the fall semester courses that are open to first-year students without special permission—that is, all 100-level courses plus those 200-level courses in the foreign languages, mathematics, etc., in which you can place yourself based on your high school background. These courses are the only ones first-year students can elect during summer pre-registration. When you get to campus, you can consult a complete online schedule of classes for the fall semester via Ask Banner. If you have any questions about completing the pre-registration form, you may call the Office of the Dean of First-Year Students (845-437-

5258) weekdays during summer office hours (8:30am–4:30pm, EST) or email deanoffirstyear@vassar.edu.

A Note about Ask Banner

Ask Banner is a link at the bottom of the Vassar homepage under “Community” that will give you access to a wide range of important information (<https://aisapps.vassar.edu/askbanner/>). The General Information link (<https://aisapps.vassar.edu/askbanner/geninfo.html>) 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 (<https://aisapps.vassar.edu/askbanner/stuinfo.html>).

FIRST-YEAR WRITING SEMINARS

Every entering first-year student is required to elect a First-Year Writing Seminar. These courses are available only to first-year students, have a maximum enrollment of 17, and are offered by a number of departments. The First-Year 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 First-Year 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 First-Year Writing Seminars are offered in the fall semester. The online pre-registration form will ask you to list four choices for a fall First-Year Writing Seminar. However, due to enrollment limits, not everyone will be placed in a fall First-Year Writing Seminar during summer pre-registration. There are additional opportunities to enroll in a fall First-Year Writing Seminar during orientation, as well as during the add period at the beginning of term.

Students not taking a First-Year Writing Seminar in the fall will be given priority in selecting a First-Year Writing Seminar for the spring semester. While you may elect more than one First-Year Writing Seminar in your first year, you may not enroll in more than one First-Year Writing Seminar per semester. AP credit will not exempt you from the requirement. For department policies on AP, see the “Departments of Instruction” section in this handbook.

Specific information about the English 101 sections:

- No first-year student should enroll in more than one English course in a single semester.
- English 101 may not be taken more than once.

- 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 (Please note that this information is subject to change. You should consult the online schedule of classes on Ask Banner for up-to-date information)

Africana Studies 105-01: The Self and Western Other in Modern Arabic Literature

The cultural “encounter with the West” is a major theme in modern Arabic literature and culture broadly. In this course, we read and discuss an array of novels, novellas, and short stories that depict personal and collective histories of encounter between Arab and African postcolonial subjects and the West, both at home and in the diaspora. We also watch and discuss a selection of documentary and feature films by North African and Middle East directors that dramatize this encounter and explore its consequences on both parties. The course materials familiarize students with a long history of mutual othering and stereotyping, and help them to cross-examine enduring orientalist and colonialist representations of Arab and Islamic otherness in western literary and cultural discourses. Students develop a better understanding of the region’s cultural complexity as well as its paradoxes, and its unresolved relationship to a western global modernity that it continues to debate and contest while it also admires. The readings include critical excerpts from Edward Said’s *Orientalism*, Frantz Fanon’s *Black Skin White Masks*, Aimé Césaire’s *Discourse on Colonialism*, and literary works such as Assia Djebar’s *Fantasia*, an Algerian Cavalcade, and Tayeb Salih’s *Season of Migration to the North*, among others.

Mootacem Mhiri. TR 3:10 pm - 4:25 pm

Africana Studies 175-01/HIST 175-01: Mandela: Race, Resistance and Renaissance in South Africa

This course critically explores the history and politics of South Africa in the twentieth century through the prism of the life, politics, and experiences of one of its most iconic figures, Nelson Mandela. After almost three decades of incarceration for resisting Apartheid, Mandela became the first democratically elected president of a free South Africa in 1994. It was an inspirational moment in the global movement and the internal struggle to dismantle Apartheid and to transform South Africa into a democratic, non-racial, and just society. Using Mandela’s autobiography, *Long Walk to Freedom*, as our point of departure, the course discusses some of the complex ideas, people, and developments that shaped South Africa and Mandela’s life in the twentieth century, including: indigenous culture, religion, and institutions; colonialism, race, and ethnicity; nationalism, mass resistance, and freedom; and human rights, social justice, and post-conflict reconstruction.

Ismail Rashid. MW 10:30 am - 11:45 am

Anthropology 170-01: The Times of Our Lives Temporality as an Element of Experience and Community Accomplishment

What is time? What roles does it play in our lives? Can we shape it? What is the relationship between time and the making of our “selves” within the communities to which we belong? What might we learn from engaging empathetically with other’s times and other times? In this course, we consider the variety of ways that time is analyzed, experienced, and crafted

in and for different contexts and purposes. Drawing on multiple media, archived materials, material culture, community works, scholarly productions (e.g., symbolic anthropology), and our own experience, we consider contrasts in temporal formations from a variety of sociological worlds, and include an exploration of rituals, historical narratives, dreamtime, and clocks and calendars, and how they can influence our social lives and experience. As students amble through their personal journeys at Vassar, we also explore how practices of time intersect with, and shape our experience of this liberal arts learning community. The course supports well-being through embodied and relational practices, including meditation, story-telling, circle practice, and by encouraging a more informed and intentional relationship with time. Assignments include short essays, journaling, and the design of a timeline of students' personal and collective encounters with time in their liberal arts community.
Carollynn Costella and Candice Lowe Swift. TR 10:30 - 11:45 am

Anthropology 170-02: Caribbean Voices

In this seminar students learn about the cultures and people of the Caribbean, through the lens of cultural anthropology. A brief review of ideas that are foundational to the field of Caribbean anthropology provides a basis for us to explore the importance of things like pageants, festivals, and specific cuisines and foods to local identities, as well as the place of the Caribbean, globally. Through literature, film, poetry, and art we become familiar with what matters, socially, spiritually, and historically to the people of the region, while musical forms like Calypso, Reggae, and Dancehall open a window on the use of expressive culture and public performance to challenge and resist class, racial, and gender hierarchies. Ethnographic studies of specific countries—Cuba, Jamaica, Haiti, the Dominican Republic—provide a comparative framework for students' semester-long research on a particular country or topic. In addition to reading ethnographic studies, we watch films such as *The Harder They Come* (Jamaica) and *Fresa y Chocolate* (Cuba), read works by writers such as Zora Neale Hurston, Jamaica Kincaid, Paule Marshall, CLR James, Michelle Cliffe, Edwidge Danticat and poets Mutabaruka, Richard Georges, Gina Ulysse, and Derek Walcott, and explore the music of Carlos Varela (Cuba), Bob Marley (Jamaica), and Calypsonians Calypso Rose and The Mighty Sparrow (Trinidad). In addition to writing critical essays, students will have the opportunity to try their hand at writing and performance modeled on these various genres.

Colleen Cohen. MW 9:00 am - 10:15 am

COGS 110-01: The Science and Fiction of the Mind

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 First-Year Course explores two different styles of writing for explaining new findings about the nature of mind to a general audience. The most direct of these styles is journalistic and explanatory and is well represented by the work of people like Steven Pinker, Bruce Bower, Stephen J. Gould, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains, it 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 Cognitive Science.

Ken Livingston. TR 7:00 pm - 9:00 pm

EDUC 162-01: 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.

Christopher Bjork. TR 10:30 am - 11:45 am

English 101-01: British Literature from Beowulf to Shakespeare

Texts may include Beowulf, Pearl, Sir Gawain and the Green Knight, and authors may include Chaucer, Spenser, and Shakespeare.

Mark Amodio. MW 9:00 am - 10:15 am

English 101-02: The Unknown Self

This course will explore unreliable narratives and questions of self-knowledge. Through close readings of contemporary texts, you'll sharpen your interpretive skills with the goal of a higher, more rigorous media literacy. In short, you'll know better what you don't know.

Expect spirited debate and creative exercises around memory, identity, and blind spots both personal and cultural. Authors may include Zadie Smith, Garth Greenwell, Kazuo Ishiguro, Alexander Chee, Daniel Kahneman, W. G. Sebald, George Orwell, Édouard Levé, Horacio Castellanos Moya, Mariana Enríquez, and Maggie Nelson.

Ryan Chapman. TR 10:30 am - 11:45 am

English 101-03: Wisdom Literature

"Where is wisdom to be found?" is a question asked down the ages and is as relevant now as it's ever been. This course looks at some of the answers proposed and considers various means by which wisdom might be obtained. Readings are drawn from a wide range of disciplines, including literature and philosophy, religious and indigenous traditions, and contemporary investigations in psychology and cognitive science. Throughout, writing itself is analyzed for the way it contributes to the seeking of wisdom.

Paul Kane. TR 1:30 pm - 2:45 pm

English 101-04: 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, Carolyn Forché about a colonel in El Salvador, Sean Wilsey on mourning after September 11, John Berger and Susan Sontag looking at photographs, Laurel Johnson Black on being a poor working-class kid at a rich college, Teju Cole's drone tweets. Also, Annie Dillard's advice to young writers, Geoff Dyer on Nietzsche, Grace Paley on teaching, David Shields on the lyric essay, Vivian Gornick on the situation and the story, Joy Williams on her dog, Edwidge Danticat on her uncle's death, Eliot Weinberger on what he heard about Iraq, Jenny Diski on rape, Leslie Jamison on James Agee, Eula Biss on pain, Denis Johnson in Liberia, and David Foster Wallace on anything. The above readings will be posted on Moodle. In addition, we will read *So Long, See You Tomorrow* by William Maxwell. This book is available at the college bookstore. We will write brief essays (one to two pages) for each class and two longer essays (about eight pages in length).
Amitava Kumar. TR 1:30 pm - 2:45 pm

English 101-05: Jane Eyres

Charlotte Brontë's *Jane Eyre* tells the story of a heated romance between a "poor, obscure, plain" governess and a Byronic landowner with a Gothic past. Published pseudonymously in 1847, the novel was a literary sensation as well as a bestseller, even though Brontë's rebellious heroine upended nineteenth-century notions of propriety and femininity. While popular in its day, *Jane Eyre* has also had a hypnotic hold on subsequent generations of writers, who have revised and re-imagined Brontë's text in order to contest its representations of love, madness, colonialism, Englishness, feminism, and education. In this first-year seminar, we will explore *Jane Eyre*'s complicated relationship with its literary descendants and ask fundamental questions about literary influence, canon formation, narration, and women's writing. In addition to *Jane Eyre*, readings may include Elizabeth Braddon's *Lady Audley's Secret*, Charlotte Perkins Gilman's "The Yellow Wallpaper," Jean Rhys's *Wide Sargasso Sea*, and Tsitsi Dangarembga's *Nervous Conditions*. We will also screen different film adaptations of *Jane Eyre* in addition to Hitchcock's *Rebecca*.
Susan Zlotnick. MWF 10:30 am - 11:20 am

English 101-06: The Fragment as a Form of Knowledge

"Fragments are the only forms I trust," writer Donald Barthelme once claimed, before later suggesting "that particular line has been richly misunderstood so often ... I have thought of making a public recantation." But what are fragmentary forms, and why trust them more than others—or renounce such faith? This course will examine various fragmentary texts—works composed of small pieces, works that seem (or that are) unfinished or incomplete, works perhaps not intended for publication, works constructed via combining and/or destroying parts of other pieces of writing, etc. We may begin with the notes and aphorisms of Schlegel, Lichtenberg, and Joubert, but our primary focus will be on the fragment as form, as process, as metaphor in contemporary writing. Writers discussed may include Mary-Kim Arnold, Eula Biss, Anne Boyer, Anne Carson, Paul Metcalf, M. NourbeSe Philip, Claudia Rankine, Srikanth Reddy, David Shields, Lê Thi Diem Thúy, L. Ann Wheeler, and others.
Joshua Harmon. TR 10:30 am - 11:45 am

English 101-07: Into the Apocalyptic Landscape

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

David Means. TR 12:00 pm - 1:15 pm

English 101-08: Reading and Writing Race in American Literature

In this course, we will explore fiction, speeches, essays, articles, and laws, alongside critical and theoretical writings that seek to understand, shape, and challenge meanings of race in America. We will address these questions across various historical periods, from the years before the Civil War to today, with an emphasis on the work of Black authors. Some questions we will ask are: What is the meaning of race in America? What is the history of this idea, how and why did it develop, and how has it changed over time? What relation does race have to identity? What role do writers play in creating and shaping the meaning of race in America, and how do writers work to address American systems of enslavement, segregation, and racial violence, often in the face of an indifferent public? Readings and assignments will emphasize critical analysis, revision, collaboration, and research.

Zachary Roberts. TR 10:30 am - 11:45 am

English 101-09: Allegories of the Self

This course will provide first year students with practice in close reading and interpretive writing and conversation through the examination of symbolic worlds inscribed in various media, including texts and objects in Vassar collections, with a focus on allegorical narrative in classical and Medieval literary sources and Medieval and Early Modern art. Our consideration of allegories as knowledge systems will introduce you to the historical development of liberal arts education in the medieval schools, as well as to the culture of libraries and the organization of knowledge. Because allegory often serves as a medium for examining the microcosm of the interior soul in its relationship to the macrocosm of the natural Universe, we will also explore the idiom as a prototype for the modern science of psychology. This course will thus serve to familiarize you with conventions of meaning in creative works in various media expressly composed to be interpreted, introduce you to the foundations, tools, and culture of higher education, and also function as a practicum for improving your skills with written and spoken language.

Thomas Hill. MR 3:10 pm - 4:25 pm

English 101-10: Women in Love

This class asks not only what women want (as the age-old question goes), but also why, and how they go about getting it. Over the course of the semester, we will follow the evolution of a scenario that nineteenth-century fiction installed at the heart of the novel form:

a woman, confronted with multiple suitors, must choose whom she will marry—or choose not to marry at all. While the constraints of Victorian patriarchy made the choice of a husband often the most momentous act of a woman's life, that very choice became an occasion for novelists to reflect on some of modern society's most pressing questions about the nature and limits of freedom. How can we strike a balance between what we want and what is expected or demanded of us? How do we even know what we want in the first place? How do unconscious forces like desire, trauma, or prejudice affect our capacity to choose—and can we choose not to choose?

Mark Taylor. TR 10:30 am - 11:45 am

English 101-11: Ulysses at 100

On February 2, 1922, James Joyce celebrated his 40th birthday with the publication of *Ulysses*. Since then, his Blue Book of Eccles has been lauded as both the greatest novel of the 20th Century and derided as obscene for depicting all aspects of life, whether sexual, bodily, or emetic. As such, *Ulysses* was banned in the United States even before Joyce finished writing it! In this first-year writing seminar, we will celebrate the novel's 100-year cultural and literary history by examining the censorship arguments brought against it, exploring its wide-ranging influence, and tackling some of the enigmas and puzzles that Joyce boasted would, “keep the professors busy for centuries arguing over what I meant.” Perhaps most importantly, we'll experience the quarrels, misfortunes, infidelities, heartaches, odd coincidences, small pleasures, and remarkable joys of a single day in Dublin: Thursday, June 16, 1904.

Matthew Schultz. MW 10:30 am - 11:45 am

ENGL 101.12: Troubling Girlhood

This course explores narratives focused on the public and private lives of young people, mostly those who identify as women and/or girls. The aim of the course is to write through and “trouble” (challenge and struggle over) our cultural assumptions regarding those who are gendered “girls” in the US. Using literary fiction, YA novels, short stories, memoir, and visual texts, we'll consider how various identity categories challenge and shift the meaning of “girlhood” in the United States from the 19th century into our contemporary moment. In addition to reading some great texts, students enrolled in this course will develop an academic writing practice, and learn to participate in and lead a college classroom discussion.

Eve Dunbar. TR 9:00 am - 10:15 am

English 101-13: The Fragment as a Form of Knowledge

“Fragments are the only forms I trust,” writer Donald Barthelme once claimed, before later suggesting “that particular line has been richly misunderstood so often ... I have thought of making a public recantation.” But what are fragmentary forms, and why trust them more than others—or renounce such faith? This course will examine various fragmentary texts—works composed of small pieces, works that seem (or that are) unfinished or incomplete, works perhaps not intended for publication, works constructed via combining and/or destroying parts of other pieces of writing, etc. We may begin with the notes and aphorisms of Schlegel, Lichtenberg, and Joubert, but our primary focus will be on the fragment as form, as process, as metaphor in contemporary writing. Writers discussed may include Mary-Kim

Arnold, Eula Biss, Anne Boyer, Anne Carson, Paul Metcalf, M. NourbeSe Philip, Claudia Rankine, Srikanth Reddy, David Shields, Lê Thi Diem Thúy, L. Ann Wheeler, and others.
Joshua Harmon. TR 12:00 pm - 1:15 pm

English 101-14: Women in Love

This class asks not only what women want (as the age-old question goes), but also why, and how they go about getting it. Over the course of the semester, we will follow the evolution of a scenario that nineteenth-century fiction installed at the heart of the novel form: a woman, confronted with multiple suitors, must choose whom she will marry—or choose not to marry at all. While the constraints of Victorian patriarchy made the choice of a husband often the most momentous act of a woman's life, that very choice became an occasion for novelists to reflect on some of modern society's most pressing questions about the nature and limits of freedom. How can we strike a balance between what we want and what is expected or demanded of us? How do we even know what we want in the first place? How do unconscious forces like desire, trauma, or prejudice affect our capacity to choose—and can we choose not to choose?

Mark Taylor. TR 1:30 pm - 2:45 pm

English 101-15: The Heartache and Humor of Loneliness in Fiction

Loneliness is one of the driving forces of literature—loneliness in isolation, loneliness in a big city, loneliness in a family or relationship or social setting. In the best cases, reading provides an antidote to loneliness, but how do authors writing *about* loneliness accomplish this? How do they write about isolation or alienation without isolating or alienating the reader? What do these stories have to tell us about connection when we don't have access to other people? We'll focus on the underexplored relationship between humor and loneliness, and consider the literary techniques that can make loneliness funny, suspenseful, and intellectually engaging. We'll look to classic and contemporary novels and short stories for their answers and write essays and our own creative pieces. Readings will include work by George Saunders, Sally Rooney, Carson McCullers, ZZ Packer, Ernest Hemingway, Carmen Maria Machado, and Lorrie Moore, among others.

Christine Vines. TR 10:30 am - 11:45 am

ESCI 111-01 Environmental Justice

In this course we examine the roots of the crisis of environmental injustice and current struggles to achieve environmental justice. Our consideration of the topic will be approached from a geological standpoint. That is, we will examine problems of environmental injustice as they appear regarding water supplies and quality, natural disasters, mineral resources, and climate. Readings will include *New Yorker* essays and the writings of such luminaries as Elizabeth Kolbert, Stephen Jay Gould, and John McPhee. The geological basis of environmental injustices will be addressed using an environmental geology textbook. The course will consist of in-class writing and out-of-class papers, geological lectures, and discussions about writing and the content thereof.

Jill Schneiderman. MW 1:30 pm - 2:45 pm

FFS 170-01 Representations, Reinventions and Reimaginings of Paris

Why have cultural historians claimed that Paris is a symbol of France, more than Madrid is of Spain, Rome is of Italy, or Berlin is of Germany? How was Paris transformed from a medieval city to a global one? How does lived experience of the city, past and present, square with the often romanticized representations of Paris? Long before audiences saw Jean Valjean singing at the barricades in *Les Misérables*, how did the city of Paris attain its iconic, mythic status through texts and art?

We will approach these questions from three different perspectives: panoramic, bird's-eye views of Paris, street-level explorations of the city, and subterranean excavations of buried worlds. By looking out at the city from the towers of Notre Dame, tracing the steps of the flâneurs through historic neighborhoods, and exploring the sewers and catacombs beneath the streets through excerpts from novelists, poets, journalists and historians; caricatures and illustrations; maps and postcards; and even fanciful proposals for the Paris subway, we will explore the people, ideas, and projects that contributed to Paris's legendary reputation as the City of Light.

Adam Cutchin. TR 1:30 pm - 2:45 pm

FILM 180-01: The Screenplay as Literature

This course is a survey of the history, theory, and analysis of the screenplay as a literary form. How did the screenplay arise? Is the screenplay a piece of literature? What is the future for the screenplay? How do we read and contextualize a screenplay within the greater scope of film and literature? These are some of the questions we explore. We also study screenplays in and of themselves, in order to better understand how they are crafted, how they function, and why they exist.

Joseph Muszynski. MW 12:00 pm - 1:15 pm & R 7:00 pm - 10:00 pm

GEOG 110-01: Climate Action: Tales from the Front Lines

A revolution is unfolding, as communities around the world address climate change. Slowing and responding to climate change involves overturning established assumptions about energy, policy, justice, and democracy. What can we learn from those on the front lines of these changes? What kinds of actions are they taking, and why? In this class, we seek to learn from people involved in multiple aspects of climate action. We examine why and how they choose to engage, what interventions they take, their frustrations, their successes. We examine the diverse strategies they choose to focus on. We also examine the fundamental role of justice in the climate action revolution. We draw on strategies that we can observe in the Hudson Valley and New York City, and we explore steps communities in the region are taking to move forward on this existential challenge.

Students are expected to participate in a 3-4 day field trip to NYC during October Break and at least one additional 4-hour field trip.

Mary Cunningham. TR 10:30 am - 11:45 am

GERM 183, Surviving a Crisis: Lessons from Young-Adult Fiction in German-Speaking Culture

Whether you were in Berlin, Vienna, New York City, or somewhere else in the world, all of us in 2020 collectively went through a global crisis that is still rippling through our lives. In

this course, we look at young-adult (YA) narratives whose protagonists are experiencing and working through life-altering events. Even as some launch themselves into adventures while others get thrown into them, all come out the other end profoundly transformed. In examining genres ranging from folktales to contemporary fiction, graphic novels, and digital content, we explore how different media formats engage with traumatic events: Who is telling these stories and what are their motives? How do online platforms change the way we narrate our lives, especially in moments of crisis? Our discussions are framed by introductory texts representing a variety of disciplinary approaches such as media studies, psychoanalysis, and queer and feminist theory.

Anna Mayer. MWF 9:00 am - 10:15 am

GRST 103-01: Homer's Iliad in Modern Adaptations

Homer's *Iliad*, dating from over 2 millennia ago, continues to inspire poets, playwrights and novelists working today. In this class we study contemporary responses to the poem, all of them composed in English within the past five to ten years. The adaptations include poetry, drama and novelistic responses. Among the questions we consider are: Why does the poem, which offers an account of the last year of the mythological war between the Greeks and the Trojans, continue to capture our imagination? What is it about our current cultural moment that has drawn so many artists to the ancient poem? How can we consider the role that the Homer's poem plays in these modern works while also taking these modern receptions seriously on their own terms? After a close reading of the *Iliad*, among the modern adaptations we consider are Simon Armitage's *The Story of the Iliad* (2015), Madeline Miller's *The Song of Achilles* (2012), David Malouf's *Ransom* (2011) and Alice Oswald's *Memorial* (2013).

Rachel Friedman. TR 1:30 pm - 2:45 pm

HIST 125-01: Infamy on Trial: Famous Trials in Early Modern Europe

This course examines several of the most famous trials of Europe's early modern period (1500-1700). Each trial allows us to explore how communities and individuals responded to the changing nature of European society during this period of upheaval. Through cases involving all sorts of people—men and women, peasants and kings, we have access to conflicting understandings of authority, family, religion, and gender. The trial of Galileo challenged contemporary understandings of what it meant to be a Christian while the execution of King Charles I raised questions about kingship. By studying criminal cases, we engage with a rich selection of primary sources, such as trial records, contemporary accounts, and private papers. Through these readings, the class investigates how early modern people interpreted crime and justice during moments of crisis.

Sumita Choudhury. TR 9:00 am - 10:15 am

HIST 161-01: Violent Economies Rewriting the American West

This course considers themes in the history of the United States and its trans-Mississippi frontiers. Among these are resource exploitation and cycles of boom and bust; violence and accompanying ideologies of race, class, gender, religious faith, and property rights; dispossession of native peoples and their survival, resistance, and resilience; and the emergence of an ethos of environmental conservation. To examine these issues, we investigate histories of the West from the California Gold Rush through twentieth-century

dam-building and firefighting. Along the way, we compare these to other kinds of storytelling, including eyewitness accounts, fiction, and mythmaking.

Rebecca Edwards. MWF 9:00 am - 9:50 am

HIST 163-01: A History of American Foreign Relations

This course examines the foreign relations of the United States from the 19th Century to present day emphasizing the motivations, objectives, and tactics of U.S. policy makers. The course will focus on America's role in the Spanish-American War; its embroilment in two world wars; its Cold War struggle with the Soviet Union; its wars in Korea and Vietnam; its response to human rights abuses and mass atrocities; and its leadership in the global war on terror.

Robert Brigham. MW 1:30 pm - 2:45 pm

ITAL 168-01: Food Culture and Italian Identity

How did spaghetti and meatballs become the symbol of Italian cuisine in the United States? Is it true that pasta was not invented in Italy? How did a cookbook contribute to the creation of national identity? Could abolishing *pastasciutta* make Italians more optimistic? Images of food and dinner tables pervade Italian art and literature, celebrating pleasures or projecting desires, passing on traditions or stirring revolutions. In this course we examine how eating and cooking habits intersect with material and cultural changes in Italy at various times, ranging from the Middle Ages to the present. We investigate how issues of personal, regional, and national identity are shaped and expressed by food habits. Fiction and non-fiction writings, recipes, documentary and fiction film, advertising, and television shows provide the basis for discussion and writing assignments.

Simona Bondavalli. TR 1:30 pm - 2:45 pm

ITAL 182-01: Southern Italy on Page and Screen

It has famously been said that Sicily holds "the clue to everything" and that one can "see Naples and die." Why and how is the South, Italy's "internal other", viewed with alternating fascination and revulsion? In books and on film, Southern Italy is depicted in dramatic, contradictory, and sometimes problematic terms: as pastoral idyll, social and economic backwater, archaeological repository, land of mafia denizens, or locus of modern migration crises. As the site of intersecting, contradictory, and too-often limiting figurations, Southern Italy has a prominent and highly contested position in the modern Italian cultural and artistic imagination that has much to teach us about Italy and Italians. This course interrogates these depictions and stereotypes in literature and film through the careful unpacking of a broad range of texts and images from the 19th century to the present day.

Emily Antenucci. TR 3:10 pm - 4:25 pm

MUSI 180-01: Orpheus and Eurydice in the Arts

This seminar considers a sampling of the many adaptations and appropriations of the ancient, musically-rich myth of Orpheus and Eurydice. We focus primarily on major literary and musical adaptations from the past few decades, including poems by Gregory Orr, a play by Sarah Ruhl, and the recent Broadway hit, *Hadestown*, by Anaïs Mitchell. We also consider significant treatments in other media such as the visual arts, opera, and film. Our

methods emphasize close reading, discussion, collaboration, writing, peer review, and revision.

Jonathan Chenette. MW 9:00 am - 10:15 am

PHIL 101-01: History of Western Philosophy: Ancient

The course concentrates on the ethical and metaphysical thought of Plato and Aristotle. We consider their answers to two questions that both see as intimately connected: What is a good life for a human being? And: what is it for something to exist?

Jeff Seidman. TR 10:30 am - 11:45 am

POLI 150-01: Comparative Politics

Comparative Politics: Analyzing Politics in the World. In this course, we will focus on crucial questions for comparativists, including 1) What are the ways in which modern states (more commonly known as countries) emerged, and what are the implications, in terms of democracy, conflict, race, equality? 2) How do we explain divergent paths and patterns? 3) How do we understand the relationships among historical, political, social, and cultural forces and politics? 4) What has the globalization of production, trade and communication, including the movement across national borders, meant for the internal politics and societies of countries? We will examine concepts such as state formation, political economy, democracy, dictatorship, war, and empire. We will draw from both general theoretical work and studies of political, social, and economic processes in particular countries, primarily the United States, South Africa, and Brazil. The course will not provide a great deal of in-depth analysis of these countries. Rather, we will use the studies to flesh out and compare basic concepts and patterns of political process, particularly regarding racialization and racism. We will also examine key issues for comparativists regarding the rise of social movements. Open only to first-year students; satisfies the college requirement for a First-Year Writing Seminar.

Katherine Hite. MW 10:30 am - 11:45 am

PSYC 108-01: Reading and Writing in Psychological Science

Growing Up Poor in America. Poverty can have profound effects on the psychological development of children. In this course, we explore scientific and anecdotal accounts of those effects. Specific topics we explore include stress, relationships, racism and resilience. Readings include articles on the science of child development, including brain development, as well as memoirs and accounts of children's experiences. Writing focuses on reporting scientific findings, and on relating that science to everyday life.

Nick de Leeuw. TR 10:30 am - 11:45 am

RELI 181-01: Radical Evil: The History of Wickedness in the West

This course explores the concept of evil in Christian thought by starting with a recurring theological problem: if God is just and omnipotent, why do innocent people suffer? In order to answer this question, we trace the history of evil in the Christian thought and proximate cultural milieus. What are the intellectual and cultural sources of the idea of evil and how has it evolved through different moments and locations in history? Why are certain personifications of evil (demons, the Devil, heretics, monsters, sexual deviants, secret societies, criminals) most visible at a given time and what do these ideas of evil say about

the values and anxieties of a given culture or civilization? In this course we investigate the different stories that get told about evil in Christianity and Christian-influenced societies from antiquity to the present in order to de-familiarize, contextualize, and re-interpret this persistent and mysterious moral concept.

Klaus Yoder. TR 12:00 pm - 1:15 pm

RUSS 171-01: 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.

Charles Arndt III. MW 1:30 pm - 2:45 pm

STS 162-01: Science Writing as Radical Amazement

At its core, science is an attempt to understand the complex, mysterious, hidden, and novel aspects of the world; understanding of science can develop a profound sense of wonder and amazement. Science writing makes this sense of radical amazement available to a general audience. This course explores the experience of wonder generated by reading about science, medicine, and the natural world and will allow students to develop their capacity to write about these fields. This course explores various genres of writing about science for a general audience, including narrative, personal essay, reporting, and verse, with a focus on the emotional and spiritual impacts of science.

Alison Keimowitz. TR 1:30 pm - 2:25 pm

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 rigorous intellectual engagement. The Africana Studies Program draws on a range of theoretical and methodological approaches to explore the cultures, histories, institutions, and societies of African and African-descended people. The program offers a major and correlate sequences (minor) in Africana Studies, and correlates in Arabic language and culture, and prison studies.

Students interested in Africa and its Black diasporas within Africa, in the Americas, and the Caribbean should enroll in Introduction to Africana Studies (Africana Studies 100) in the spring. This is a great course for any student who would like to explore questions of power and liberation, and is required for all Africana majors and correlates. This course examines such topics as colonialism, slavery, nationalism and transnationalism, civil and human rights, race, gender and sexuality in Africa, the Caribbean and Latin America, and the United States. First-year students will be particularly interested in a First-Year seminar titled Modern Arabic Literature (Africana Studies 109). For students interested in learning Arabic, we encourage you to take Elementary Arabic (Africana Studies 106) in the fall and Elementary Arabic (Africana Studies 107) in the spring. We also encourage students to

consider the Self-Instructional Language Program in Swahili and Haitian Creole (see silp.vassar.edu, contact Lioba Gerhardi ligerhardi@vassar.edu). Some professors will allow first-year students to enroll in 200 level 44 (intermediate) courses in the spring, but students should speak with the professor for information on the workload and to gain permission to enroll.

For more information on major and correlate requirements, please visit <https://africanastudies.vassar.edu> or email africanastudies@vassar.edu.

American Studies

The American Studies Program began in 1973 as “The Program in the Changing American Culture” and was one of the 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 club music and U.S. urban policy; to explore literary and geographic representations of American utopian communities; to integrate studio art with education certification; and to examine topics within Critical Ethnic Studies. The program also offers a correlate sequence in Native American Studies that enables students to examine indigenous cultures, politics, histories, and literatures in a primarily North American context.

Of particular interest to first-year students are the 100-level courses, Introduction to American Studies (American Studies 100), Introduction to Asian American Studies (American Studies 102) and Introduction to Native American Studies (American Studies 105).

Beyond the introductory level, the program offers courses on the rise of U.S. consumer culture, on Native American urban experience, on the documentary impulse of the 1930s, on the civil rights movement, on subculture and resistance, on the art and thought of the 1980s, and on emerging forms of print, digital, and audio journalism. Students exploring the major are encouraged to take the required seminar, Critical Approaches to American Studies (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 Collins at licollins@vassar.edu, or the program’s Administrative Assistant, Melissa McAlley, at mmcalley@vassar.edu.

For more information, please visit <https://americanstudies.vassar.edu>.

Anthropology

The Vassar anthropology department explores human experiences across time and space through four subfields - archaeology, biological anthropology, cultural anthropology, and

linguistic anthropology. Our cultural and linguistic courses often include the reading of ethnographies, books written about one culture at one time. Ethnographies reveal the multiple ways of being human and understanding the world. Our archaeological and biological courses often include the analysis of data that reveal how past human cultures made sense of their worlds. Archaeology focuses on the things that people have left behind and biological anthropology explores how the body both enables and constrains our experiences. Biological anthropology also includes the study of non-human primates, our closest living relatives. At Vassar, anthropology is situated within the social sciences but our courses and faculty research combine the arts and humanities, as well as the social and natural sciences.

First semester or first-year students are welcome to begin their exploration of anthropology in any of our 100-level courses and most 200-level courses. In the Fall semester, we usually offer the introduction to archaeology (ANTH 130) and introduction to linguistic anthropology (ANTH 150). In the Spring semester, we usually offer the introduction to biological anthropology (ANTH 120). Our introductory cultural anthropology course (ANTH 140) is usually offered both semesters, as it is required for our majors. First-year students are also welcome to begin their anthropology journey at the 200-level with the biological courses ANTH 233 Primate Behavior or ANTH 224 Race and Human Variation, with the archaeological courses ANTH 233 Museums, Collections, and Ethics or ANTH 236 Native North America, with the cultural courses ANTH 243 Mesoamerican Worlds, ANTH 244 Indian Ocean, or ANTH 262 Myth, Ritual and Symbol, or with the linguistic courses ANTH 250 Language, Culture and Society or ANTH 255 Language, Gender, and Media. Additional course options are offered under ANTH 240 Cultural Localities and ANTH 260 Current Themes.

A major in anthropology includes 10 course units and 1 unit of intensives. Current intensives include subfield-specific experiences in ANTH 210 The Dead, ANTH 211 Virtual Anthropology, ANTH 216 Language Revitalization, and ANTH 285 Global Indigenous Film. All subfields of anthropology can be explored in the intensive ANTH 202 Anthropological Approaches. Anthropology majors complete the sequence of ANTH 140, 201, 301 and select additional coursework with guidance of their advisor. A correlate in anthropology includes 6 course units, with flexibility to focus in one subfield or multiple. Students specifically interested in biological anthropology may consider the Biology and Culture correlate which combines 6 courses in Biology and Anthropology.

For more information, please visit <https://anthropology.vassar.edu> or email the current department chair Dr. April M. Beisaw at apbeisaw@vassar.edu or our administrative assistant Deanna Johnson at anthropology@vassar.edu. Upcoming events are also advertised through our Facebook and Instagram accounts.

Art

The Art Department offers courses in art history, studio art and architecture.

Creativity has long been measured by the work of art and architecture. The subject is vast. Art 105 and Art 106 provides a two-semester introduction to this history of art and architecture. Opening with the global present, Art 105 uses today's digital universe as a contemporary point of reference to earlier forms of visual communication. Faculty presentations explore the original functions and creative expressions of art and architecture, shaped through varied materials, tools and technologies. Art 106 continues exploration of an accelerating global exchange of images and ideas from Michelangelo in the High Renaissance to contemporary architecture and 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 Frances Lehman 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. Art 105 and Art 106 can be taken as stand-alone courses. Electing both semesters of Art 105 and Art 106 in chronological sequence is strongly recommended, but each may be taken individually or in the order that fits a student's schedule.

Studio art classes offer students the opportunity to think visually in 2D, 3D, and moving images while learning to participate in conversations in contemporary art. The aim of the studio courses is to impart modes of thinking and problem solving, relevant to a variety of intellectual undertakings, through the production of works of art. Students learn to talk about and respond to other's work, thinking through observations and making connections across disciplines. Courses in drawing, painting, sculpture, photography, printmaking, color, digital art, video, and architectural design are open to art majors, correlates and non-majors. Drawing I: Visual Language (Art 102 and Art 103) is a year-long class that is the prerequisite for intermediate and advanced studio art courses. It is appropriate for students with all levels of drawing experience. Many beginning students come away from the class with more drawing ability than they ever imagined and more experienced students learn to think about drawing in a new way. Emphasis is placed on perceptual drawing from life as the course explores a broad range of subjects, media and ideas. Color (Art 108) is also open to first-year students. Studio courses meet four hours per week for one unit of credit. There is a lab fee for studio classes but all students who receive Vassar scholarships are eligible for a stipend which covers the cost of most materials.

For more information, please visit <https://art.vassar.edu>.

Asian Studies

The Program in Asian Studies introduces you to a multidisciplinary and global approach to studying the peoples and cultures of Asia, examining both traditional Asian societies and their transformations in recent times. The program offers a major and a correlate sequence (minor) in Asian Studies and a correlate sequence in Asian American Studies. Majors and correlates

work closely with advisors to design their program of study. Majors typically choose two disciplines and focus on a particular Asian country or region while also learning about other Asian societies. The program has 24 faculty members who teach a broad range of courses. The gateway course to the program is Asian Studies 194: Asia in the World. This team taught course will provide students with an overview of compelling issues in the field, as well as an opportunity to conduct an independent research project on a topic that interests them. Other courses in Asian Studies available to first year students include Encounters in Modern East Asia (History 122), Religions of Asia (Religion 152), and Social Change in South Korean Film (Sociology 111).

Students interested in the Asian Studies major or study abroad in an Asian country should begin language study in their first 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 <https://asianstudies.vassar.edu> or email Professor Hiromi Dollase, director of Asian Studies, at hidollase@vassar.edu.

Astronomy (see Physics and Astronomy)

Biology

Vassar's biology curriculum allows students to explore the breadth of the life sciences, to focus on a wide variety of 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 and biomedical research, biotechnology, conservation and environmental work, law, education, journalism, medicine, and the related health professions. We also offer the possibility of pursuing a correlate sequence in biology, which includes our two introductory courses and four courses of more advanced work. The correlate sequence is described in more detail in the catalogue.

First-year students may take biology for a number of reasons, to begin a major in biology or a related field, to broaden a liberal arts education, or to explore scientific, biomedical, or environmental interests. We offer two introductory courses: Biology 107 and Biology 108. Neither is a survey course, and neither is a repetition of high school AP biology. In Biology 107, students explore energy flow in biological systems and develop their understanding of central concepts of biology, and enhance their critical thinking and communication skills. In Biology 108 students learn about information flow in biological systems. Accompanying Biology 108 is a stand-alone laboratory experience, where students conduct laboratory and field investigations, develop their abilities to observe, formulate, and test hypotheses, design experiments, collect and interpret data, and communicate results.

Students with an AP Biology exam score of 5 may choose to place out of Biology 107 and

Biology 108. Students with an International Baccalaureate (IB) Biology HL exam score of 6 or 7 also may choose to place out of Biology 107 and Biology 108. Students who place out of both Biology 107 and 108 must take Chemistry 125 before enrolling in 200-level biology courses to gain college-level laboratory experience. Students must confirm their AP or IB Biology credit with the Coordinator for Biology 108, Mary Ellen Czesak (email: maczesak@vassar.edu). Any questions related to placement in Biology courses also should be directed to Mary Ellen Czesak.

Both Biology 107 and Biology 108 are prerequisites for 200-level biology courses. If you are contemplating a major in biology or a related field, it is strongly advised to start this 100-level course sequence in your first year or the fall of your sophomore year.

Students planning to major in biology or biochemistry are also advised to complete Chemistry 125 in the first year. Students considering medical careers should consult the section on "Preparation for Medical School" in this handbook.

For more information, please visit the Biology Department website (<https://biology.vassar.edu/>), or contact the Biology Department chair, Meg Ronsheim (845-437-7441, maronsheim@vassar.edu), or Mary Ellen Czesak (maczesak@vassar.edu).

Biochemistry (also see Biology and Chemistry)

Biochemistry is an interdepartmental program of the Biology and Chemistry Departments. The program provides a broad and deep foundation in biology and chemistry as a basis for studying the molecular aspects of biological phenomena. The program progresses from introductory to advanced coursework in biology and chemistry, and culminates in integrative coursework in biochemistry and a biochemistry related intensive experience in the senior year.

Students should feel free to contact the program director Zachary Donhauser (zadonhauser@vassar.edu) or any of the affiliated faculty members from the biology and chemistry departments to ask questions about which courses to consider in their first year.

First-year students considering a biochemistry major are strongly advised to enroll in the following courses at some point in their first-year:

- Chemistry 125 is required for the major and is offered both semesters. CHEM 121 can be taken as the first course if you have little or no previous chemistry experience. See the section on "Chemistry" for more information on these courses. If you are considering studying abroad your junior year it is important that you take CHEM 125 at some point your first year so you can take the year-long organic chemistry sequence your second year.
- Introductory Biology 107 and 108 are required for the major and must be taken in numerical order. Both courses are offered both semesters so you can start the sequence in either the fall or the spring. For information on these courses and about the possibility of

placing out of BIOL 107 and 108, see the section on “Biology”. If you don’t get into BIOL 107 your first year, it is still possible to complete the biochemistry major on time.

- Although not required for the major, calculus and introductory physics are recommended for upper level biochemistry courses, so students may consider taking these courses in their first few years at Vassar.

For more information, please visit the Biochemistry Program’s website at (<https://biochemistry.vassar.edu>) or email the program director Zachary Donhauser (zadonhauser@vassar.edu).

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, forensics and toxicology, and is also excellent training for future teachers, lawyers, and individuals working in business, industry, or a laboratory setting.

There are two chemistry courses that can be taken during the first year. The course a student elects will depend on their background in chemistry. Chemistry 121, Chemical Fundamentals, is open to all students with limited or no background in chemistry. This course is designed to provide the fundamentals of chemistry in the context of an instructor-specific theme. Chemical topics covered include units; uncertainty; significant figures; dimensional analysis; estimation; atomic theory and symbols; the periodic table; chemical nomenclature; stoichiometry; solution chemistry including an introduction to acids and bases, solubility and precipitation, and oxidation-reduction chemistry; gasses; and thermochemistry. Students may take this course so as to be exposed to chemistry and the theme chosen, to meet the QA requirement, and/or to continue from this course into Chemistry 125, Chemical Principles. Chemistry 121 does not have an associated laboratory and does not count toward the Chemistry major. Chemistry 125, Chemical Principles, is designed to cover the important aspects of general chemistry in one semester and is appropriate for students who have previously studied chemistry. The material covered in Chemistry 125 includes chemical reactions, stoichiometry, atomic and molecular structure, and general chemical physics, emphasizing the fundamental aspects of and connections between equilibria, electrochemistry, thermodynamics, and kinetics. The Chemistry Department offers a written examination to incoming first-year students 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 second semester of the first year. First-year students 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 and/or filling out the form available during preregistration on the department's website.

It is strongly recommended that students have a foundational understanding of single variable calculus, classical mechanics, and electromagnetism. Students considering majoring in chemistry or going on to graduate school in the sciences should consult the department about electing the appropriate calculus and physics courses during the first and sophomore year. Basic knowledge of linear algebra and multivariable calculus are also recommended.

Students who plan to complete pre-medical requirements, graduate in less than four years, undertake an international study abroad experience, complete the Dartmouth engineering or the Columbia MPH dual-degree programs, or graduate with a degree certified by the American Chemical Society should consult with a department advisor in their first semester.

For more information, please visit <https://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 and cultural proficiency. The department offers two majors: Chinese and Japanese. In addition, it offers a correlate sequence in Chinese, a correlate sequence in Japanese, and a correlate sequence in Chinese and Japanese Literary and Cultural Studies. The department provides four levels of language instruction in Chinese and four levels in Japanese as well as a wide range of literature and culture courses including poetry, fiction, drama/theater, film, popular culture, linguistics, and literary theory.

First-year students intending to study Chinese or Japanese with no previous training in Chinese or Japanese are advised to start in their first year and may elect the year-long Chinese 105-106 or Japanese 105-106, both of which fulfill the foreign language proficiency requirement of the college. First-year students with some but limited knowledge of Chinese may be placed in Chinese 107-108, the advanced elementary course. First-year students with even better knowledge of Chinese or Japanese may be placed directly in intermediate or higher courses based upon the results of the placement test. The placement tests are administered in the department during New Student Orientation. The department does not automatically honor the level of students' language proficiencies indicated in the courses or examinations they took in high school or other pre-matriculation programs. Students must take the placement test to be placed in an appropriate level of Chinese or Japanese.

Also available to first-year students are courses taught in English: Introduction to Chinese and

Japanese Literature (Chinese-Japanese 120), or, with special permission from the instructor, Chinese or Japanese literature or culture courses at the 200 level. Students who are considering a major or double major in Chinese or Japanese are strongly urged to begin their language study in their first year, continuing with intermediate or advanced language courses in their sophomore and junior years. Students may accelerate the course of their language study by studying at approved summer language programs. Two years of language study are required for students who plan to study in China or Japan during the junior year, so starting the language study early is important. The department places students in strong study abroad 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 <https://chineseandjapanese.vassar.edu>.

Classics or Classical Studies (see Greek and Roman Studies)

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 to what, exactly, are we referring 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, relish the taste of chocolate, daydream, feel happy and sad, or reach for your cup when you want a sip of coffee? 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. Introduction to Cognitive Science (Cognitive Science 100), which is required for the major but open to all students, is the entrance into the department. 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 enables any agent—from simple animal to human to smart machine—to act intelligently. We especially focus on perception and action, memory, decision making, language, and consciousness. We also explore the degree to which cognition requires and is influenced by having a body situated in a particular context. Multiple sections of the course are offered each year, and first-year students 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.

Cognitive science is a broadly multidisciplinary field that has emerged at the intersection of a number of older disciplines, such as philosophy, computer science, psychology, neuroscience, anthropology, linguistics, biology, and mathematics. The department offers a

core set of courses that teach students how to think in an integrative fashion, but it also requires that students find applications of these ideas in other areas of the curriculum outside of cognitive science. Courses in many divisions of the curriculum, from the arts to the sciences, may count toward the major if they help to develop the skills needed to complete the required senior thesis. The interested student should consult the department web pages or meet with a member of the faculty to discuss how these courses might be selected.

Vassar offered the first undergraduate major in cognitive science 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 at other schools.

For more information about these and about the major, please consult the catalogue or visit <https://cogsci.vassar.edu>. You may also call the department office at (845) 437-7368.

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.

First-year students are encouraged to check the catalogue for descriptions of offerings in the College Course Program.

Computer Science

The Computer Science Department places computer science at the core of a modern liberal arts education, offering students the opportunity to engage with the field in a variety of ways. The introductory courses are designed for non-majors, majors, and correlates with no prerequisites for students interested in taking a first course in computer science or data science. Core foundational courses at the 200-level prepare students for further study at the 300-level in areas such as artificial intelligence, bioinformatics, computational linguistics, graphics and animation, systems, networks, and security. The department provides excellent preparation for a career in computer science, as well as graduate studies in the area.

Computer Science 101 introduces computing concepts through hands-on problem-solving with a focus on data. After this course, a student may take Computer Science 102 and Computer Science 145 in either order, or simultaneously. These three foundational courses are strongly recommended for science majors. For students who want to complement other majors with substantial work in computer science, the department offers a correlate consisting of six courses with different emphases.

The department provides all necessary computing equipment, including laboratories containing workstations running the Linux operating system, available 24x7 to all students taking courses in the department. Ongoing research projects in several areas of the field offer students the opportunity to work with faculty both during the academic year and over the summer.

For more information, please visit <https://computerscience.vassar.edu>, <https://www.cs.vassar.edu> or email csdept@vassar.edu.

Dance

The Dance department at Vassar is strongly committed to the arts and nurtures a vibrant community that enables students to combine their passion for dance with their intellectual pursuits. We welcome students at every level of experience, from beginners through advanced. Courses are open to all students, and may be taken for academic credit, as part of a Correlate sequence, or as an elective.

Two Dance correlates are offered: *Dance Performance*, with a focus on technique classes, performance opportunities, and choreography courses; and *Dance Studies*, which considers dance more broadly and investigates its place in society. Courses are taught by three full time faculty and three part-time faculty, a resident lighting designer/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 primary dance performance group, Vassar Repertory Dance Theatre (VRDT), performs throughout the year and may be taken for academic credit. Auditions are held annually on the first Saturday of the fall semester. VRDT is a yearlong commitment. The repertoire includes existing works in jazz, modern dance, and classical ballet as well as new creations by guest choreographers, faculty, and students.

The technique courses offered are beginner through advanced Modern dance technique, beginner through four levels of intermediate Ballet technique, intermediate Hip Hop (fall), and beginner and intermediate Jazz (spring). In addition to the technique courses, the department offers courses in choreography, improvisation, and movement analysis. Master classes, residencies and lectures by visiting guest artists complement the curriculum and connect students to the professional dance community. At the end of each semester, Dance department performances showcase student dancers and choreographers.

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 <https://dance.vassar.edu>.

Drama

Drama majors study all aspects of theater, *from devising work to exploration of the classics*. We strongly believe that theory and practice are inseparable. Complex learning, analytical and critical thinking, and collaborative, embodied practice as they are taught in the classroom are tested in a laboratory production environment. The Drama Department curriculum and its Experimental Theater work in tandem. Opportunities for first-year students include Drama 102 (Introduction to Theater-Making), Drama 103 (Introduction to Stagecraft), and Drama 104 (The Acting Company) as well as the possibility of auditioning

and/or participating in Drama 200 (Production), *which emphasizes a diversity of dramatic work, including musical theatre, original student written work, and diasporic work.*

First-year students planning to continue the study of drama beyond their first year should note that Drama 102 (Introduction to Theater-Making) and Drama 103 (Introduction to Stagecraft) are prerequisites for all 200-level work in drama. Productions undertaken by the department are curricular in nature. The department undertakes faculty directed projects and a number of senior projects, both emphasizing the collaborative nature of theatrical production. Occasionally the department hires guest artists to create specific projects with our students. Our productions are presented in the Vogelstein Center for Drama and Film or in the Hallie Flanagan Powerhouse Theater.

For more information, please visit <https://drama.vassar.edu> or contact the Drama Department at drama@vassar.edu or (845) 437-5250.

Earth Science (Geoscience)

Earth science plays a critical role in safeguarding the lives of all beings on Earth. It also facilitates thinking on a global scale about environmental change. From learning the climate science necessary to respond intelligently to our climate crisis, to considering how human populations cope with geologic hazards, to helping understand our impacts on the atmosphere, hydrosphere and biosphere, study of earth science provides knowledge *essential* to creating an informed citizenry. Planet Earth is our home, and to live on it well, we must understand its component parts and how they function. Note that we differ from the Environmental Studies program inasmuch as we focus on the *natural science* of the Earth and its processes-- something we view as critical for anyone interested in environmentalism.

As a visual science, we regularly go on [field trips](#) to observe geologic phenomena outdoors. Frequently we sponsor week-long field trips to understand recent and past geologic events such as tsunamis, earthquakes, volcanic eruptions, landslides, and floods. For example, in recent years, Earth science students have studied with our earth science faculty at Big Bend National Park, Death Valley, Yellowstone, Iceland and Italy.

We offer several courses of particular interest to first-year students. For those seeking an in-depth introduction to major concepts of Earth science, the department recommends The Solid Earth (Earth Science 151) and The Fluid Earth (Earth Science 153) which fulfill the college's quantitative analysis requirement. Other introductory courses include Field Geology of the Hudson Valley, Volcanoes and Civilization, and a first-year writing seminar about environmental justice and the Anthropocene.

Beyond the introductory level, intermediate and upper level courses in earth science focus on Earth history; mass extinctions; Earth surface processes that sculpt landforms; minerals, rocks, sediments and soils; biogeochemistry, and water resources. Our courses prepare students to undertake research both during the academic year and in the summer. Examples of current research include studies of microplastics in water and sediments, climate change in the Hudson Valley, impacts of urbanization on stream water quality, changing ocean chemistry in relation to

climate change, and low-temperature transformation of rocks in geothermal wells. Earth science majors have gone on to careers in law, public health, medicine, mapping, museum design, academia, science writing, renewable energy research, and natural hazard risk mitigation, to name a few. Details regarding courses as well as requirements for majoring or electing a correlate sequence can be found in the catalogue. Note that earth science also houses the College's climate change correlate sequence (equivalent to a minor). We encourage curious students to email the associate chair of the department, Jeff Walker, jewalker@vassar.edu, and to visit <https://earthscienceandgeography.vassar.edu>.

Earth Science and Society

The challenges presented by climate change, resource conflicts, and natural disasters point to the importance of studying the intersection of earth processes and human societies. The interdisciplinary Earth Science and Society major draws on the two allied disciplines housed in the department of Earth Science and Geography. 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 follow a focused series of Earth Science and Geography courses, normally within one of two general themes: physical geography or land and resource analysis. First-year students interested in exploring the Earth Science and Society major should take The Solid Earth (Earth Science 151) and Global Geography: People, Places, and Regions (Geography 102). Students majoring in Earth Science and Society take roughly half their major sequence in earth science and half in geography. For further information, see <https://earthscienceandgeography.vassar.edu>.

Economics

Economic forces shape many aspects of 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, and deepen their understanding of government policies, business behavior, and personal decision-making. A good background in economics helps open doors to careers in a variety of fields including finance, law, public policy, 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.

The study of economics at Vassar begins with Introduction to Economics (Economics 102) which introduces students to the national economy and to the function of markets in the

economic system. In 2022/23 there will be 9 sections of Economics 102 offered in the fall semester and only three in the spring semester. Students wishing to take this course in 2022/23 should consequently endeavor to do so in the fall semester. Those who wish to continue in economics may then take a 200-level elective in the spring semester. Students should be mindful of the calculus prerequisites for Economics 201 and Math 241.

A typical path through the major will see a student taking Economics 102 and possibly a 200-level elective in their first year in addition to ensuring that they will have the prerequisites for second-year work. Economics 200, 201, 203 and Math 241 (a prerequisite for Economics 203) are usually taken in the second year, although Economics 203 can be taken in the third year. Students intending to study economics during their junior year abroad, however, should take Economics 200, 201, and 203 by the end of their second year.

Students whose transcripts indicate that they have received Vassar College credit for *both* AP microeconomics and macroeconomics or for IB economics need not take Economics 102 to complete the economics major and will be considered to have taken that class for prerequisite purposes.

First-year students may not take Economics 200, 201, or 203 but they may take other courses numbered 200 and above in their first semester with instructor approval, or in the second semester provided they have satisfied the prerequisite requirements.

Potential Economics majors with AP or IB credit in mathematics should see the “Mathematics and Statistics” section below for placement advice.

For more information, please visit the Economics Department website <https://economics.vassar.edu/>.

Education

The major in Educational Studies challenges students to think deeply and critically about the ways in which schools socialize as well as educate citizens. It provides ongoing opportunities for conceptual integration across disciplines and domains of theory, policy, and practice. This interdisciplinary approach encourages students to study the impact of political, historical, cultural, economic, and social forces on education. Requirements for the major in Educational Studies press students to develop a solid foundation in learning theory, the social foundations of education, as well as a global perspective on education. Individuals who complete a major in Educational Studies are prepared to integrate and apply knowledge to guide personal action and development, regardless of their ultimate career trajectory. The major is an excellent option for students who are interested in issues related to education—but who are not planning to earn a teaching credential at Vassar.

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.

The Educational Studies correlate is offered both to students who plan to teach and those who are interested in pursuing other pathways related to education. Under the supervision of a member of the department, students undertaking the correlate will design a sequence of courses that address a central topic or theme related to education. Completing these courses should challenge students to think comprehensively about the manner in which schools socialize as well as educate citizens, and how the interests of certain stakeholders are privileged or neglected.

The Education Department, in conjunction with University College, Galway, offers a one-semester internship in the primary and secondary schools of Clifden, Ireland.

For more information, please visit <https://www.vassar.edu/education/>

English

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

In addition to English 101, the department offers Texts and Contexts (English 170), which is open to first-year students, sophomores, and others by permission. We recommend that first-years take English 101 in the fall; however, students who receive a 4 or 5 on the AP examination in English Language and Composition or English Literature and Composition or who receive an IB diploma may elect English 170 in the fall semester. Please be advised that the college requires all first years to take an FWS like English 101. English 170 is an introduction to methods of literary analysis, which focuses on the development of skills for research and writing in English; it is excellent preparation for an English or humanities major. Authors, genres, approaches, and themes vary from year to year.

We offer another spring course, Literature X (English 105.51), for first year students. This is a new, team-taught introductory course that provides a 100-level English option for both non-majors and majors that showcases the power of literary and cultural study. It demonstrates in practice why historical literary and cultural contexts are crucial elements for understanding contemporary texts and the questions they care about. Through a team-teaching model, it shows students how the expertise of faculty members across the department speaks to each others' chosen canons and questions. Authors, genres, critical and theoretical approaches, historical coverage, and themes may vary from year to year. Topic for 2022/23b: *Passing*.

Those who have taken English 101 in the fall semester and who wish to continue in English are advised to elect either English 105 or English 170 in the spring of the first year. Students may not elect English 101, English 105, and/or English 170 in the same semester, nor take any of these courses twice.

AP and IB students may also seek placement in a 200-level course in the fall semester with the permission of the instructor. However, they must choose from a list of approved courses, which will be made available at the English AP & IB advising meeting during orientation. First-year students with an IB diploma or AP scores of 4 or 5 may also elect, with the permission of the instructor, a 200-level course in the spring.

The department's fall 200-level creative writing classes are not open to first-year students, even those with a 4 or 5 on the AP examination. English 205, the gateway course in creative writing, will be available to first years in the spring regardless of AP or IB scores. The department offers some other opportunities for creative writing for first years, including our intensives. English 101 may allow for creative writing though it emphasizes expository writing.

For detailed descriptions of the English 101 [FWS] courses offered this year, please see the section of this handbook on "First-Year Writing Seminars." For more information about English 170 and 105 and all the courses offered by the Department of English, please visit <https://english.vassar.edu>.

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 are often team-taught by professors from two different disciplines. The special studies courses for 2022/23 include It's Only Natural: Contemplation in the American Landscape. (Environmental Studies 270). First-year students 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). Please look at the program website for a list titled "Courses to Consider" of other environmentally relevant courses.

Vassar's location in the Hudson River Valley, one of the world's great watersheds, and its proximity to New York City position students well for both rural and urban ecology study. The program concerns itself both with traditional "green" issues such as conservation and sustainability and with environmental issues of social justice. 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 <https://environmentalstudies.vassar.edu>.

Film

The Film Department offers a range of courses in international film, American film, film/television history and theory, video production, and screenwriting. In connection with its courses, the department screens hundreds of films each year. The Vassar library also houses a DVD collection of more than 13,000 titles, which are freely available. We encourage first-year students to widen their exposure to films of all countries, styles, and time periods.

Film 175: Introduction to Screen Arts, is available for first-year students and is typically offered in the Spring. While this is the only full-credit film course open to first-year students, there are other ways to get involved in the Film Department: first-year students interested in workstudy positions in the Film Department or in participating in junior and senior film projects as actors or production assistants are welcome to send an email of interest to the department administrative assistant at film@vassar.edu. Additionally, some departmental events and workshops are open to first-years, so make sure to also join the Film Department interest list by emailing film@vassar.edu.

Sophomores should plan to take Film 209: World Cinema (either in the fall or spring semester) since this is a prerequisite for most of our courses. An introductory course in filmmaking, Film 240: Sculpting Images in Time, or Film 241: Sound and Sight, may be taken concurrently with Film 209: World Cinema. Film 240 or Film 241 serve as prerequisites for upper level film production courses. Intensive workshop courses in film and video production are offered to students during their junior and senior years at the college. Note that the Film Department does not accept advanced course placement for high school coursework.

The Film Department's facilities in the Vogelstein Center for Drama and Film include modern classrooms with smart podia; a screening room with surround sound and 35mm and advanced digital projectors; a production studio equipped with a flexible set and a lighting grid; a room devoted to sound recording that contains a vocal booth; and multiple video editing labs.

The film equipment stockroom is known lovingly on campus as "The Womp Haus" and features an extensive inventory of 16mm, HD and 4K cameras, portable multichannel audio recorders, lighting kits and fixtures, and grip and electric gear to help students in film production courses make the most of their projects. The Womp Haus staff maintains a lively presence on social media. More information about Womp Haus workshops and events can be found here: <https://linktr.ee/womphaus>

For more information, please visit <https://film.vassar.edu>.

French and Francophone Studies

The Department of French and Francophone Studies (FFS) 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 curriculum is designed to promote understanding and awareness of the language, literatures, and cultures in the French-speaking world. Recent graduates now enjoy careers in wide-ranging fields including teaching, translating, the arts, publishing, law, banking, management, business, government and nonprofits, the fashion industry, public relations, medicine, and curation.

Except for our First-Year Writing Seminar (FFS 170, which is a rotating topics course under the heading “Perspectives in Francophone Literatures and Cultures”), all courses are conducted in French. Without explicit departmental permission, only students who have never studied French are permitted to enroll in the yearlong FFS 105-106, usually followed by FFS 205. All other students should take the online placement exam located at <https://french.vassar.edu/students/#g1q2> before pre-registering. Students should follow the links to the Webcape exam that will take them to the “emersion” platform for which they need to register in order to take the test. Students should then consult with FFS faculty at the departmental advising session during orientation. Indeed, since high school experiences vary, conferring with departmental faculty ahead of time is always the best way for students to enroll in the appropriate course. There is, however, considerable movement between courses during the add/drop period as instructors continue to advise students who might have registered for a course above or below the appropriate level. Students who remain uncertain about their level should consult with department faculty during the add/drop period.

Students are encouraged to avail themselves of all the opportunities to speak and hear French at lectures and events organized by the department and in more informal situations (bi-monthly Café-conversation, French Club, French films, the French book club, conversation with the language fellows and academic interns. Two native speakers—the language fellows—are in residence during the entire academic year. Additionally, we employ academic interns and offer a weekly language “Atelier” to help students with their work.

There are also employment opportunities, which allow students to use their language skills as research assistants, drill instructors, and administrative assistants. Please see the Chair and Administrative Assistant if you are interested.

Students interested in pursuing a major or correlate sequence 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 may count their AP credit as 1 unit toward the major or correlate. Some students elect to take an accredited summer course after their first year in order to accelerate their program. It is strongly recommended that qualified students spend one or two semesters of their junior year in France or another French-speaking country in a program accredited by Vassar College. The department website provides information on study abroad programs, including the Vassar-Wesleyan Program in Paris; for further details, go to <http://en.vwpp.org>.

Some students double major by combining their FFS major 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 FFS 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. We also offer a wide variety of community-engaged learning possibilities and several innovative "Intensives."

For more information, including meeting the College language requirement, please visit <https://french.vassar.edu> or contact the FFS Administrative Assistant, Phyllis Post, at phpost@vassar.edu.

Geography

Many of our most interesting and urgent questions today occur at the intersections of society, space, and environment. Geographers study these problems by examining uneven spatial and social distributions of power and resources. This approach allows us to anchor general explanatory frameworks in the communities and environments in which they play out. How does climate affect food production, for example? How does uneven distribution of power produce conflict across international borders? How do planners design equitable and sustainable cities? Students learn a variety of analytical and research skills to answer questions like these. We use field research to understand how theory intersects with the empirical world around us. We use mapping and GIS (geographic information systems), and cognitive geography to evaluate relationships among factors such as settlement patterns, resources, climate change impacts, or poverty. Theoretical approaches and concepts such as political ecology, world systems, socionature, placemaking, symbolic landscapes, and the production of space help us understand power relations among places and peoples. If you are interested in integrative problems of society, justice, environment, planning, and policy, geography provides a disciplinary home in which to develop critical reading, writing, and analysis skills to understand these challenges.

Geography majors go on to a variety of careers, such as public policy, urban planning, environmental consulting, government agencies, community development, law, and many other fields. Among the specific skills you will learn in geography classes are GIS (geographic information systems); written and verbal expression; critical reading of texts, maps, and landscapes; and geographic research methods.

Interested first-year students should take Geography 102, Global Geography: Place-Making in the Modern World. This course examines major contemporary issues such as the impact of environmental changes on local communities, impacts of climate change on societies, uneven development of the global political-economic system, the implications of nation-states and borders, cultural landscapes, and differentiated urban space, as well as mapping and cartographic communication.

Following Geography 102, students may choose from a variety of 200-level courses, such as

Population, Environment, and Sustainable Development (Geography 266), Urban Geography: Space, Place, Environment (Geography 250), GIS (Geography 224), or Economic Geography (Geography 276). To major in Geography, students take 11 units, including Global Geography, a methods course, and three units at the 300 level. Some courses in Earth Science also count toward the major.

For further information, please visit <https://earthscienceandgeography.vassar.edu>.

Geography-Anthropology

Geography and anthropology share common interests in social and spatial structures, cultural and symbolic landscapes, and human-environmental relations. For students wishing to integrate the perspectives of both disciplines, from research methods in anthropology and ethnography to GIS analysis and political ecology, this interdepartmental concentration combines the perspectives of geography and anthropology in examining the cultural, ecological, and spatial relations of societies and the environmental systems in which they develop.

Students take courses in both geography and anthropology for this major. Interested first-year students should take Geography 102, Global Geography: Place-Making in the Modern World as well as an introductory (100-level) course in anthropology, such as Anthropology 100, Archeology; Anthropology 120, Human Origins; or Anthropology 140, Cultural Anthropology.

Requirements for a concentration include 11 units, with at least 5 units in each field. The 11 units include at least two introductory courses, at least 4 units at the 300 level, a methods course in both geography and anthropology, and Anthropological Theory.

For further information, see <https://earthscienceandgeography.vassar.edu>.

Geology (see Earth Science)

German Studies

The Department of German Studies offers an integrated and holistic approach to the study of language, literature, and culture. This approach embodies Vassar's liberal arts principle of "going to the source" by engaging with primary documents and by exploring the fundamental debates and processes that have shaped German culture and its relationship to the contemporary world. Germany's location at the intersection between eastern and western Europe, as well as the size of its economy, continues to make German an advantageous language in today's global world, even as Germany's history and cultural developments continue to pose important 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 that facilitate language learning, such as childhood (Beginning German), contemporary identity (Intermediate German I), and media politics. Because the department's faculty participates actively in many of the college's multidisciplinary programs, German Studies courses feature interdisciplinary methods and topics. Finally, the relatively small size of the program enables an individualized course of study in which students develop close working relationships with faculty members. The department also offers study abroad opportunities through its close and long-standing association with the prestigious Berlin Consortium for German Studies.

Instead of a placement exam, the German Studies Department offers the following guidelines for self-placement. First-year students who have never studied German should enroll in the year-long Beginning German (German 105-106) course. Generally, students with less than two years of German in high school should enroll in German 105; students with more than two years and less than four should register for German 210; students with more than four years of high school German should enroll in German 230 or 240. Students who receive a score of 4 or 5 on the AP examination in German language or German literature should register for either German 210 or German 230/240 and should consult with the department during orientation.

In addition to these courses in German, the department also offers several courses in English translation.

The department provides additional opportunities for practicing German through an informal weekly *Kaffeeklatsch*, film showings, and get-togethers with our German language fellow.

For more information, please visit <https://german.vassar.edu>.

Global Nineteenth-Century Studies

The Program in Global Nineteenth-Century Studies (GNCS) is designed to enable students to combine courses offered in several departments and programs with independent work to explore the long nineteenth century, from the beginnings of the American Revolution to the First World War.

First-year students considering a Global Nineteenth-Century Studies major or correlate sequence should consult with the Global Nineteenth-Century Studies director, or any of the members of the steering committee. The intellectual foundation for the major is best laid by taking "Revolution, Evolution, and the Global Nineteenth Century" (History/Victorian Studies/College Course 150), which is required for both the major and the correlate. Students interested in GNCS should consider as well the 100-level courses listed in the catalogue under the description of the GNCS major that are wholly or substantially focused on the long nineteenth century.

Additionally, students are encouraged to take courses focused on nineteenth-century topics in Languages, Literatures, and Cultures departments, such as French and Francophone Studies, German Studies, Russian Studies, and Chinese and Japanese Studies, to broaden their global perspective. Students interested in the study of nineteenth-century art should enroll in Art 106 in their first year.

For more information, please visit <https://www.vassar.edu/global-nineteenth-century-studies/> or contact the director, Susan Hiner (suhiner@vassar.edu).

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 and architecture, philosophy, religion, politics, relations with the other peoples of the Mediterranean, and reception and interpretation by later cultures. Every student of Greek and Roman studies is using insights about the ancient world to enrich their understanding of our modern world. What emerges from the study of antiquity is an intense self-consciousness about the nature of our own assumptions, fashioned by the world in which we 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.

Our foundational course, GRST 100. Then and Now: Reinterpreting Greece and Rome, is offered every spring. It is required of all our majors and introduces students to the study of Greek and Roman antiquity through a series of conversations about the ways in which the presence of antiquity can be felt in our world today. Students interested in learning Greek or Latin, or who have done so only briefly, should take Elementary Greek (Greek and Roman Studies 125-126; note that this sequence begins in the spring) or Elementary Latin (Greek and Roman Studies 145-146, a year-long course); these courses cover the essentials of grammar and include short readings from ancient texts. Those who have had two or more years of an ancient language in high school should consult with a member of the department, who may direct them to a higher-level course. Other introductions to the work of the department can be found in 101, Civilization in Question, 104, Greek Archaeology, and 103 Homer’s *Iliad* in Modern Adaptations, which is a Freshman Writing Seminar. We also offer a wide variety of other courses in translation at all levels which vary on a yearly basis. Please consult the course catalog for the most up-to-date listings and note that many 200 level courses do not have a prerequisite.

For more information, please visit <http://greekandromanstudies.vassar.edu> and on Facebook <https://www.facebook.com/VassarGRST>. You are also welcome to contact Rachel Friedman, Chair of the Greek and Roman Studies Department, at rafriedman@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 Latin America and Spain. Normally, all courses in the department are taught in Spanish.

Students entering Vassar with no prior experience with Spanish and who wish to begin to learn the language are welcome to enroll in the yearlong Hispanic Studies 105-106. For students with some years of study in high school, please use the following guidelines when selecting the appropriate level: with one-two years, Hispanic Studies 105-106; two-three years, Hispanic Studies 205; four or more years, Hispanic Studies 206. Heritage speakers of Spanish (i.e., students who learned from native Spanish-speakers in their families) should consult with the department faculty for proper placement. 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 coursework, the department sponsors a weekly Café Sur designed for informal conversation practice and cultural activities in our lounge in Chicago Hall. The department also sponsors film festivals, lectures and multicultural celebrations (Black History month, Hispanic Heritage month and Indigenous People's Day). All activities—open to all students—are directed by the Hispanic studies language fellow, a recent graduate of a Spanish or Latin American or Spanish-speaking Caribbean university. The language fellow also assists with the conversation sections of Hispanic Studies 206.

The department sponsors a study abroad program in Madrid, Spain. The academic year program, located at the Universidad Carlos III in Madrid, is co-sponsored by Wesleyan University. This program, normally taken during the junior year, may be elected for either the semester or the full year. To qualify, students must have completed Hispanic Studies 216 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 <https://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 the diverse 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 to 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. Alternatively, students who have participated in the International Baccalaureate (IB) program and have earned a score of 5, 6, or 7 on the Higher Level Examinations may count that as one of the 11 units required for the major. The department also offers a correlate sequence that permits students to combine a sequence of six history courses with a major in another discipline. More information can be found in our History Handbook, available in the front foyer of Swift Hall, just to the left of the stairway or on the History Department website. 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 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. 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, Mita Choudhury. She is best reached by email (michoudhury@vassar.edu) for an appointment or consultation.

For more information, please visit <https://history.vassar.edu>.

Independent Program

The Independent Program exists to allow students to study a subject of interest that can only be approached in a multidisciplinary way. The Program is designed for students who can propose a cohesive course of study whose individual classes are offered at Vassar, yet cannot be pursued within departmental, interdepartmental or multi-disciplinary programs.

Prospective majors must first meet with the Director of the Independent Program by the beginning of their sophomore year before starting the process of making a formal application. The formal application may then be submitted to the Director, who will take it to the Independent Program Committee. The Independent Program Committee will then evaluate the

proposal. A proposal may be accepted, sent back to the student for revisions, or denied. The Committee may suggest ways in which a student can explore an area of study through some department or program that already exists at the college. If admitted to the Independent Program, the student follows the agreed-upon course of study, culminating in the Senior Thesis, under the guidance of two Faculty Advisors from different academic departments. The variety of major concentrations is made possible first and foremost by the breadth of Vassar's curriculum, as well as, by access to courses at other institutions through various exchange programs.

For more information, please visit <https://independentprogram.vassar.edu>.

International Studies

International Studies (IS) is a multidisciplinary program that allows students to design a course of study that reflects their intellectual interests and draws on courses from across the Vassar curriculum. The program's faculty come from various departments and programs, including anthropology, Asian studies, Chinese and Japanese, economics, education, environmental studies, French and Francophone studies, geography, German Studies, Hispanic Studies, history, Latin American and Latina/o studies, philosophy, political science, sociology, urban studies and women's studies.

The IS Program encourages IS majors to engage and explore a variety of perspectives, disciplines, methodologies, and modes of storytelling. It's a great major - full of possibilities.

A student who majors in IS designs a major (in consultation with the IS faculty) that includes courses from several traditional disciplines (departments) and multidisciplinary programs. Every IS major chooses two "areas of concentration"—two departments, typically—in which they take at least two 200 level courses and one 300 level course. History, political science, geography, sociology, economics, anthropology and education are common choices, although many students choose disciplines other than these. IS majors fulfill this major requirement in a variety of ways, depending upon the departments they choose. IS majors tend to have a social science focus, but not always. Political science is the most popular "area of concentration," followed by history, economics, geography, sociology and education. IS majors have had concentrations in religion, Hispanic studies, philosophy, English, film among others.

Every IS major is required to take International Studies 106 (the IS intro course) or Geography 102 (Global Geography), International Studies 305 (the senior seminar), and 301/302 (the senior thesis). These classes are the only International Studies courses that an IS major is required to take (although most IS majors take additional IS courses as part of their major).

IS majors are asked to submit a "major proposal" before officially declaring an IS major. (This is not an "application" but rather a plan so that each student, their advisor and the Program Director will have a clear vision of the student's unique IS major.)

IS majors are strongly encouraged to live and study outside of the United States at some point during their time as a Vassar student. Typically, this will be a study away program through the Office of International Programs. In recent years IS students have lived and studied in Argentina, Belgium, Brazil, Chile, China, England, France, Germany, India, Italy, Japan, Jordan, Kenya, Morocco, Madagascar, Malaysia, Uganda, Singapore, South Africa and Spain.

IS majors are strongly encouraged to achieve “competency” at (or above) the 3rd year level in at least one language other than English.

For more information, please visit <https://internationalstudies.vassar.edu>, or feel free to contact the program director, Tim Koechlin, at tikoechlin@vassar.edu.

Italian

The Italian Department offers a variety of courses in Italian language, literature, cinema, and general culture. Besides achieving fluency in spoken and written Italian, through our courses students explore the debates that have shaped Italy over the centuries and its important contribution to humanistic culture. Most courses in the curriculum, from introductory language instruction to advanced seminars, are taught in Italian. First-year students with no previous experience in Italian should take the yearlong Elementary Italian (ITAL105-106), which is an introduction to the language and culture of Italy through conversation and role play; grammar and vocabulary study; opera, film and television series. Skits and other student-centered activities promote practical communication in the classroom and beyond. Students with previous language study may enroll in Advanced Elementary Italian (ITAL 109) or Intermediate Italian I (ITAL 205) after taking an oral and written placement exam. Most courses on Italian culture taught in English are open to first-year students. Please check the catalogue for specific offerings.

Students are encouraged to participate in extracurricular activities organized by the department and by the Italian Majors’ Committee, such as trips to the Metropolitan Opera House, the Italian Cinema Club, game nights, and cooking sessions. To coordinate these activities and support student projects, a Language Fellow -a graduate student from the University of Bologna- is in residence for the academic year.

Italian majors and correlates are encouraged to spend one or two semesters in Italy, usually during their junior year. In collaboration with Wellesley College and Wesleyan University, Vassar offers the Eastern College Consortium ([E.C.Co.](#)) Program in Bologna, Italy, where students take courses at the program center and the University of Bologna. To qualify, students must complete four semesters of Italian.

Recent double major or correlate combinations paired Italian with Art, Biochemistry, Biology, Cognitive Science, Computer Science, History, Film, Physics, Political Science, Psychology or with multidisciplinary programs such as International Studies, Medieval and Renaissance Studies, Urban Studies, and Women’s Studies.

Employment in the department as drill instructors and research assistants allows advanced

students opportunities to use their linguistic and cultural skills outside the classroom.

For more information, including meeting the College language requirement, please visit <https://italian.vassar.edu> or contact Simona Bondavalli, Chair of the Italian Department: sibondavalli@vassar.edu

Japanese (See Chinese and Japanese)

Jewish Studies

Jewish studies offers 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 worlds as well as such subjects as languages and translations, texts and images, diaspora and Zionism, law and religion, and the cultural construction of Jewish identities. While all instruction and text study is in English, 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, as is special instruction in Aramaic, the language of the Talmud. 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, Greek and Roman studies, English, geography, German studies, Hispanic studies, history, political science, psychology, art history, and religion, reflecting the multidisciplinary orientation of the field.

The program strongly recommends that students pursue one of the many options that exist for a study away 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 supplemented 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 during study away, 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 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 <https://jewishstudies.vassar.edu>.

Latin (See Greek and Roman Studies)

Latin American and Latinx Studies

The Latin American and Latinx Studies Program provides a multidisciplinary approach to the study of Latin America and the Latinx populations of the Americas. The program emphasizes knowledge of global politics, economies, histories, cultures, and nations as theorized, imagined, and practiced in Latin America and Latinx communities.

Participating faculty are drawn from the following departments: anthropology, economics, education, English, earth science and geography, Hispanic studies, international studies, history, philosophy, political science, and sociology.

The major requires eleven courses: at least one Intensive, and up to ten classroom courses, some of which may be taken during the Junior Year Abroad experience. Competency in Spanish or Portuguese is required for majors; deeper knowledge of the

relevant language is recommended. The introductory course (LALS 105) and the Latin American and Latinx Studies Senior Seminar are both required, along with one course on Latin America before 1900, one in Latinx studies, and a methods course. 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 complete an optional senior thesis or senior project under the guidance of two professors from different disciplines; a one-semester senior project option is also available. Students are also encouraged to enroll in independent studies, fieldwork, or Intensives in Latin American and Latinx Studies.

Latin American and Latinx Studies correlates, who also should meet the language requirement outlined above, must complete six courses, including the introductory course (LALS 105), a pre-1900 course on Latin America, the Senior Seminar, and another Latin American and Latinx Studies 300-level seminar. Offerings from three different departments should be represented in these courses, and one course from a junior year experience abroad may be counted.

First-year students interested in the program may take the introductory course (LALS 105: Conceptualizing Latin and Latinx America) offered in the spring semester. This course offers a multidisciplinary exploration of the worlds of Latin America and Latinx communities, drawing on the expertise of participating faculty in the program to introduce students to critical themes and issues that shape the realities of Latin American and Latinx worlds. Topics to be treated may include immigrant children and education, gender and development, national identities, urbanization and uneven development, revolution, indigenous rebellions and resistance, the politics of memory, plantation economies and their environmental impact, human rights education and peace building, and/or questions of cultural citizenship. Prospective majors are strongly encouraged to take this course.

For more information, please visit <https://latinamericanstudies.vassar.edu/>

Mathematics and Statistics

Mathematics is one of the oldest learned disciplines. Statistics provides one of humanity's best ways to gain information in the face of uncertainty. Both contribute to the foundations of our understanding of much of the physical world, and they are essential for the study of modern developments in the social sciences. Our graduating majors are very much in demand in teaching, the business world, and the computing professions. A strong background in mathematics and statistics also increases an applicant's chances of admission to law and medical schools and to graduate programs in engineering, economics, and business management. Mathematics and statistics are essential for graduate programs in computer science, economics, and the physical sciences.

The department offers a number of course sequences for first-year students. For any questions of placement, please consult the department during the departmental advising sessions.

First-year students who have taken a year of calculus in high school should enroll in one of the following depending on their particular background: Calculus IIA: Functions and Integration (Math 126, a six-week course), Calculus IIB: Sequences and Series (Math 127, a six-week course), or Multivariable Calculus (Math 220). Math 126 together with 127 will satisfy the quantitative analysis requirement. However, many students will need only Math 127 to progress to the 200-level. These students can fulfill their quantitative analysis requirement by enrolling in Math 220.

First-year students who have had little or no calculus in high school should enroll in Single Variable Calculus (Math 121), which begins with first principles. If such a student plans a major in the sciences or plans to take additional courses in mathematics, it is recommended that Math 121 be followed by Math 126 and 127 during their first year.

Here is some general advice for students wishing to preregister in a math or stats course:

- Students who receive a 4 or 5 on the AP Calculus BC examination should elect Math 220. Students who earn a 3 or below on the BC examination will ordinarily take either Math 127 alone, or Math 126 and Math 127 but must discuss their placement with the department.
- Students who receive a 4 or 5 on the AP Calculus AB examination are advised to elect Math 127. Students with a 3 or below on the AB examination are advised to enroll in Math 126 and Math 127. But students should confirm these placements by consulting with the department during the departmental advising sessions.
- Students with a full year of calculus, through IB or in some other setting, may sign up for 126/127 or 220 in advance and consult with the department during orientation to be sure of the correct level of placement.
- Students who receive a 4 or 5 on the AP Statistics examination are advised to elect Math 242 if they are interested in continuing their study of statistics. Students with a 3 or lower on the AP Statistics examination should elect Math 240 to continue statistics studies. Students interested in statistics who have not had any exposure to statistics should consider Math 141 or Math 240 after consultation with the department. A score of 4 or 5 on the AP Statistics examination together with another Statistics course in the department counts as a gateway requirement in the Statistics pathway.

In addition to the courses mentioned above, the department will offer Numbers, Shape, Chance, and Change (Math 131), a first-year writing seminar, and Foundations of Data Science (Math 144) in the Spring 2023 semester. Both of these are open to first-year students.

Any student without AP credit in Calculus can still receive 1 unit of advanced placement credit by performing well enough on a written Calculus Credit Examination given by the department in early September. The time and place of the Calculus Credit Examination will be posted on the Mathematics Department 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.

Any of the following satisfies the pre-medical calculus requirement: Math 121/126/127, Math 126/127, or Math 220. The department also offers Introduction to Statistical Reasoning (Math 141) and Introduction to Statistics (Math 240), either one of which satisfies the pre-med statistics requirement. Math 141 is not open to students who have a 4 or 5 on the AP statistics exam.

A student majoring in mathematics/statistics has a choice of three “pathways” through the major. The first pathway focuses on core mathematics, the second focuses on applied mathematics, and the third focuses on statistics. No matter which pathway they choose, it is important that students considering a major complete Math 121/126/127 (or the equivalent) by the end of the first year and Math 220 and 221 by the end of the sophomore year. The department encourages its majors to design well-balanced programs with representative courses from the arts, foreign languages, physical sciences, and social sciences.

For more information, please visit <https://www.vassar.edu/math/>.

Media Studies Program

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

The Program includes a set of core courses that provide students with a strong base in media theory and analysis, beginning with a thoroughly multidisciplinary introductory-level class, Approaches to Media Studies (Media Studies 160), and culminating in a Senior Seminar and an individual Senior Project for all majors. The Media Studies major provides each student with the opportunity to design their course of studies to their specific interests. Media Studies majors work with a Faculty Advisor

and the Program Director to design a coherent plan of study from different Departments and Programs. Students are also encouraged to link their theoretical and critical study of media with hands-on practice-based courses and/or internships in media-related workplaces. Because the Media Studies concentration incorporates both courses originating within the Program and a wide range of courses from other Departments and Programs, students wishing to major in Media Studies should consult with the Program Director as early as possible to formulate their course of study.

Students with questions about the Program or its courses should feel free to email the Program Director, Dara Greenwood, at dagreenwood@vassar.edu, or the Program's Administrative Assistant, Melissa McAlley, at mmcalley@vassar.edu.

For more information, visit <https://mediastudies.vassar.edu/>

Medieval and Renaissance Studies

The Program in Medieval and Renaissance Studies allows students to engage in the cross-cultural study of art, history, literature, and thought from the fall of Rome to the 18th century. Students are expected to select work from three groups of disciplines: art history, music, and drama; history, political science, philosophy, religion, and anthropology; 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.

First-year students interested in medieval and Renaissance studies should consult with the director soon after arriving on campus. First-year students considering majoring in the program should elect some of the introductory courses in Greek and Roman studies, philosophy, religion, political science, and history during their first year at the college. Students should select 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. The Dark Ages (History 116) and High Middle Ages (History 117) are valuable introductions to medieval history, and the College Course 101, Civilization in Question offers a useful multidisciplinary and team-taught approach to pre-modern readings. Students should think carefully about the language that they plan to take in the program. 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 in which students anticipate studying.

For more information, please visit <https://medievalandrenaissancestudies.vassar.edu>.

Music

Music is studied at Vassar in each of its distinct but interrelated aspects: theory, history, composition, and performance. First-year students may choose from among Fundamentals of Music (MUSI 101), Music Theory I (MUSI 105), Introduction to World Music (MUSI 136), and private lessons including 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, and harp. *Please note that all private lessons are Intensive courses.* Please note there is an additional performance fee for private lessons. For more information, visit the [lessons](#) section on the Music department's webpage.

Ensembles. Students interested in performing in an ensemble may audition for the Vassar College Choir, Chamber Singers, Women's Chorus, Jazz Combos, Jazz Ensemble, Orchestra, Chamber Music, and Wind Ensemble. *Please note that Jazz Combos and Chamber Music are intensive courses.*

Music Major. For students planning to major in music or to pursue a music correlate, Music Theory I and II (MUSI 105/106) should be taken in the first year if possible, as these courses are prerequisites to all subsequent courses in the major and most of the correlates. Music 105/106 is a study of music theory and aural skills, and requires prior familiarity with the rudiments of music.

Correlate Sequences. Students may elect to pursue a correlate sequence in Music and Culture, Composition, History, Theory, or Performance. Descriptions of the correlates and their requirements may be found on the [Music Department website](#) and in the [College Course Catalogue](#).

Intensives. The Music Department is pleased to offer an array of Intensive courses: all private lessons, chamber music, and jazz combos are designated as Intensives. We also offer non-performance Intensives: *Vassar Music Treasures* and *Music from Outer Space*.

Non-Majors. Music 101 is a study of musical fundamentals and requires no previous musical training. Music 136 focuses on various topics in music of non-Western cultures; neither may be counted toward the major.

Advanced Placement. The Music Department offers its own advanced placement test during orientation week, for those students who have previously studied basic music theory and musicianship skills. Its results determine whether students qualify to skip Music 105 and/or Music 207, and begin directly with the next level. A student may receive college credit if appropriate proficiency is demonstrated.

Auditions for Lessons and Ensembles. An audition is required for all voice and most instrumental lessons. Full information about auditions will be circulated and posted on the [Music Department website](#) this summer.

Co-requisite Requirements. The Music Department believes that music performance in a liberal arts environment should be studied in the context of some knowledge of music history and theory. Therefore, students taking lessons for credit are required to take at least one music course no later than the third semester of study and, if continuing with lessons for credit, must complete 1.5 credits by their junior year. First-year students and first-semester sophomores are especially encouraged to take at least one of the following: MUSI 101, 105, 136, or 180.

Neuroscience and Behavior

Neuroscience and Behavior is a multidisciplinary program that is interested in how interactions of brain, body, and environment contribute to animal (including human) behavior. Neuroscientists and Behaviorists study the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and the co-actions and interactions among behavior, environment, physiology, and heredity. The study of brain and behavior requires students to delve deeply into nervous system mechanisms at all levels of analysis, from molecules to synapses to neurons, from circuits to computational algorithms to behavior and cognition to mathematical modeling of neuroscience and behavior related processes. This program is ideal for students with interests in biological and psychological sciences specifically, but also students interested in incorporating chemistry, computer science, physics and astronomy, mathematics and statistics, and philosophy into the study of brain and behavior.

Interested first-year students should take Biology 107 and Biology 108 (required) and Neuroscience 105 (required; to be taken after Biology 107 or with AP (5) /IB HL (6 or 7) equivalent credit); other recommended courses include, but are not limited to Psychological Science 105, Cognitive Science 100, Chemistry 125.

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 <https://neuroscienceandbehavior.vassar.edu>. If you have questions that are not answered when you visit the website, please email neuroscienceandbehavior@vassar.edu.

Philosophy

Philosophy is the search to understand ourselves and the world by reflecting critically on the beliefs and values that shape our lives. What is the relationship between mind and body? Are there limits to what we can know? Are there objective moral truths? Are our own political and economic institutions just? Is there such a thing as beauty, and does it matter in art? At Vassar, we approach these and other questions from a variety of perspectives and traditions: ancient and modern; eastern and western; analytic and continental. We aim to help students at all levels learn to think, speak, and write with open-mindedness, clarity, and rigor.

First-year students may begin the study of philosophy by means of any of five courses open to them. This selection allows students to align their first philosophy course with their interests or plans for future study.

Philosophy 101, 102, and 103 all study the history of Western philosophy through the great texts of this tradition. Philosophy 101 covers ancient Greek thought, with emphasis on Plato and Aristotle. Philosophy 102 surveys modern philosophy from Descartes to Kant. Philosophy 103 covers philosophy during medieval Europe. All three courses constitute an excellent background for understanding later debates in Western philosophy and provide conceptual tools to work in a variety of fields. These courses may be taken in any order. Philosophical Questions (Philosophy 105) and Philosophy and Contemporary Issues (Philosophy 106) provide an alternative approach to the subject. These courses are organized around philosophical problems rather than authors or periods. Philosophy 105 explores some traditional questions concerning the relation between the mind and the body, the nature of truth, the scope and limits of human knowledge, and the basis of ethics. Philosophy 106 investigates philosophical issues arising out of contemporary political and moral dilemmas. Both courses aim to help students develop their critical powers and philosophical views.

Philosophy 110 is an introduction to ancient Chinese philosophy, roughly from 500 to 221 BC, with a special focus on early Confucianism and Taoism. Topics discussed 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 <https://philosophy.vassar.edu>.

Physical Education

The instructional program in the Physical Education Department offers 0.5 units of academic credit for courses in the following physical activities: badminton, fencing, fundamentals of conditioning, golf, squash, swimming, tennis 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. Students may also earn 0.5 unit for participation on a varsity athletics team, PHED 320, with prior approval from the coach.

No more than four 0.5 units of physical education credit may count toward the degree. One-unit courses are exempted from this limitation.

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

For more information, please contact the Associate Director of Athletics for Physical Education, Kathy Campbell, at 845-437-7460.

Physics and Astronomy

ASTRONOMY

The astronomy major 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 (5 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, University of Maryland, Columbia, Boston University, New Mexico State University, University of Colorado, NC State, and University of California. Other recent astronomy graduates are pursuing careers in such diverse fields as aerospace engineering, secondary education, media consulting, journalism, computing, finance, medicine, and music.

Those interested in astronomy should consider enrolling in Astronomy 101 in the fall semester or 105 in the spring semester. These introductory courses survey many areas of modern astronomy and presume little mathematical or scientific background. They also satisfy the quantitative analysis requirement. 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 Colette Salyk (cosalyk@vassar.edu) over the summer, even prior to course selection.

The Class of 1951 Observatory houses a 32-inch telescope and a 20-inch telescope, computer-controlled and equipped with an electronic camera. Various small telescopes, including a solar telescope, are also at the site. We support a program of searching for 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 James Webb Space Telescope, ALMA, Gemini, and other national observatories. Recent student-faculty research projects have included work on the structure of galaxies, protoplanetary disks, and exoplanet searches. Much of the analytical work on these projects is done on department computers optimized for image processing. Students also host open nights at the observatory as outreach for the public.

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 participates in the Astronomical Society of New York, and in the Keck Northeast Astronomy Consortium of eight liberal arts institutions, a group that exchanges

summer research students, hosts an annual student symposium, and collaborates on 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. All astronomy majors complete an Intensive research experience with a Vassar professor, individually or in groups.

PHYSICS

The curriculum of the physics major is designed to satisfy the needs of students with various goals, from pursuing a career in physics to pursuing a technical career in another discipline. 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. Students interested in biophysics should consult with Professor Magnes, and students interested in physics education should consult with Professor Schwarz, for advice on appropriate courses.

First-year students who are interested in majoring in physics should elect Physics 113/114 in their first year (or other physics courses, as determined by advanced placement), as well as an appropriate mathematics course. First-year students who have not taken calculus are encouraged to enroll in calculus concurrently with physics. Physics 113/114 are appropriate both for potential physics majors as well as those planning possible majors in other sciences and for pre-medical students. We also offer the Physics 111/112 algebra-based introductory physics courses intended for pre-medical students and students interested in majoring in physics who have not yet taken a calculus course. 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 in the first year. 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 1 exam will receive one unit of AP credit. Students taking the Physics C Mechanics exam or Physics C Electricity and Magnetism exam will receive 0.5 units of credit each for a score of 4 or 5. Students with AP Physics credit should plan on Physics 114 or Physics 200 as their first course and should consult <https://physicsandastronomy.vassar.edu/physics/placement.html> to determine which is best for them. Students who have taken IB, A-levels, or another advanced high school physics course should take our online placement exam, available from June 22 through September 4 also at

<https://physicsandastronomy.vassar.edu/physics/placement.html>. Those taking the test will hear from a faculty member regarding the results and advice on course selection within seven days of taking the test. Students are strongly encouraged to take the exam before selecting your courses. Additional placement issues should be addressed by consultation with the department during departmental advising during orientation. Students who have any questions over the summer about placement may contact Professor Jenny Magnes (jemagnes@vassar.edu) prior to selecting courses.

Special note to pre-medical students: The department recommends that students seeking admission to medical school enroll in Physics 111/112 at Vassar or an equivalent physics course at another institution during the summer. Students who receive AP physics credit should discuss pre-med fulfillment of the laboratory requirement with the director of fellowships and pre-health advising.

Students without a calculus background who are interested in majoring in Physics should enroll in Phys 111/112 and Math 121.

The department also offers courses primarily for non-science majors on a rotating basis, such as A Tour of the Subatomic Zoo (Physics 168), Lasers, Technology, and Teleportation (Physics 152), 20th-Century Revolutions in Physics (Physics/STS 105), and Relatively Uncertain: A History of Physics, Religion, and Pop Culture (Physics/Religion/ Science, Technology, and Society 160).

There are opportunities in the department for research collaboration and thesis work with faculty in fields including physics education, ultrafast laser physics, atomic, molecular and optical physics, photonics, plasmonics, topological mechanics, and biophysics. All physics majors complete an Intensive research experience. Summer research with faculty is available through Vassar's Undergraduate Research Summer Institute (URSI).

For more information, please visit <https://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. 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, and access to health care; human rights, immigration, welfare reform, and governmental budgets; and major global issues such as war, the economy, and the environment.

Four one-semester courses corresponding to the major fields of political science are offered at the introductory level: American Politics (Political Science 140), Comparative Politics (Political Science 150, political systems outside the U.S.), International Politics (Political Science 160, the relations among nations), and Political Theory (Political Science 170, political philosophy). First-year students 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 in different subfields at the 100-level in political science toward the major. No high school credits, Advanced Placement, or IB scores, however, may be counted 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, non-governmental organizations, teaching, and political journalism. Opportunities exist for internships, community-engaged learning, and study abroad programs off campus and research assistantships in the department.

For more information, please visit <https://politicalscience.vassar.edu>.

Psychological Science

The Psychological Science Department has one introductory course, Psychological Science 105, which introduces students to fundamental psychological processes and contemporary research methods in Psychological Science. Psychological Science 105 may be taught either as a traditional survey or as a special topics course. Both offer the same basic content. However a special topics version of the course views the research areas of psychological science through a topical lens. The department also offers a First-Year Writing Seminar, Psychology 108: Reading and Writing in Psychology. The topics of these seminars vary depending on the faculty member leading the course.

Students may receive Psychological Science 105 credit through successful completion of the course or through appropriate transfer credit. Any of the following that appear on the Vassar College transcript as college credits will count as equivalent to Psychological Science 105: AP Psychology (score of 4 or 5 on the AP exam), IB Psychology (score of 5, 6, or 7 on the IB exam), or successful completion of a pre-matriculation course in introductory psychology from a college or university. Students wishing to count their AP or IB score as equivalent to Psychological Science 105 should have those scores listed on their Vassar transcripts. Students with a pre-matriculation college course should submit the syllabus and description of the text used in the course, as well as an official transcript to the department chair for approval. A high school course in psychology does not, by itself, qualify a student for advanced course placement. An AP examination in statistics does not meet the requirement for the statistics course in psychology. For pre-matriculation credit in psychological statistics, a college-level course must have been taken, and the syllabus, description of the course, and official transcript must be submitted to and approved by the department chair.

A wide range of intermediate-level course offerings is available covering the major sub-areas of the diverse field of psychological science. These include clinical, developmental, evolutionary/comparative, health, individual differences, learning and behavior, physiological, and social psychology.

Students who wish to major in psychological science or pursue advanced coursework in Psychological Science should examine the Psychological Science Major's Handbook, linked on the department website, and / or consult with members of the department. For more information, please visit the Psychological Science website (psychologicalscience.vassar.edu), or contact the Department Chair, Professor Cleaveland (845-437-7646 or macleaveland@vassar.edu).

Religion

In the Religion Department we examine in rigorous ways the most profound issues that human beings face, issues such as building community, understanding suffering and pain, searching for the ethical life or finding a sense of faith or meaning. The academic study of

religion is an interdisciplinary exploration of these issues as well as of other phenomena we call “religious” around the world. Faculty in our department use historical methods to understand how religious communities and practices change over time; they use comparative methods to analyze ritual, popular culture, race, gender, media and material culture in different settings; and they employ sociological, psychological, and anthropological methods to study how religiosity shapes social and individual life. Our classes critically explore the complexities of religion around the globe, looking at how religion plays a key role in today’s urgent political and social problems. Because of the interdisciplinary nature of our department, we particularly welcome double majors and students working in related fields.

For more information, please visit <https://religion.vassar.edu>.

Russian Studies

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

Every fall, in partnership with the Hermitage Museum, the department conducts a semester-long junior year abroad program in St. Petersburg that offers our students unique access to the cultural treasures of Russia’s imperial capital.

First-year students with no previous knowledge of the Russian language may elect Elementary Russian (Russian 105-106) or the one-semester Intensive Russian (Russian 107) course that covers the same amount of material in a more concentrated fashion. The department gives an oral and written examination to students with previous knowledge of Russian for the purpose of satisfying the foreign language proficiency requirement, for placement into intermediate or advanced courses, and for a possible 2 units of credit. Please be sure to attend the departmental advising session during the orientation period for more information.

All Russian Studies courses offered in translation are open to first-year students. The topics of such courses include literature, both classical and modern, theatre, cinema, visual arts, and various aspects of Russian culture.

Students who are considering the option of majoring in Russian are urged to begin the study of the language in their first 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 seminar, given entirely in Russian, on a

literary or cultural topic; access to such courses is open to students who have completed intermediate Russian or have the equivalent language competency. Additionally, some courses taught in English have a supplementary section with readings in Russian.

Students can benefit from participation in the weekly Russian tea, from conversations with the native speaker who serves as the departmental language fellow, or from participation in our department band (“The Post-Soviets”) and from many other extracurricular activities.

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. 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, this includes faculty from biology, chemistry, cognitive science, economics, history, music, philosophy, physics, political science, psychology, religion, and sociology. Majors take courses in STS and in other departments and programs and culminate in a senior thesis. Recent senior theses have addressed such topics as: “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.” Strengths of the program are the flexibility it gives its majors and the close relationship it fosters between students and faculty.

First-year students who are interested in STS should consider taking a natural science, including a laboratory course, Introductory Sociology (Sociology 151) and/or Introduction to Economics (Economics 102). All 100-level STS courses are open to first-year students. STS 200 (Conceptualizing STS: Theory and Practice) is typically taken by sophomores and juniors but a few spots may be available to well-prepared first year students.

For more information, please visit <https://sciencetechnologyandsociety.vassar.edu>, or contact the Director at sts@vassar.edu.

Self-Instructional Language Program (SILP)

The Self-Instructional Language Program allows well-motivated students to enroll in a program of supervised self-instruction in Intermediate American Sign Language, Haitian Creole, Hindi, Irish/Gaelic, Portuguese, Swahili, Swedish, Turkish, and Yiddish. Students develop an active

command of the target language with the help of textbooks, multimedia materials, and weekly review sessions with a native-speaking tutor. The program also offers a course in Beginning American Sign Language; please note this class is not open to First-Year Students.

An orientation meeting for all students interested in a SILP course will be held on the first Wednesday afternoon of the semester; please check for announcements in Chicago Hall 135.

For more information, visit <https://silp.vassar.edu> or contact the coordinator, Lioba Gerhardi (liogerhardi@vassar.edu).

Sociology

The Department of Sociology offers a diverse curriculum that deepens and broadens students' understandings of modern society through examination of social issues, social structures and culture, and social justice. Our courses can be understood in terms of six basic themes—social justice, inequality and difference, culture, public policy, globalization, and theory—and highlight distinct perspectives to focus on individuals as members of collective forms and groups including (but not limited to) families, age, class, gender/sexuality, and race/ethnicity/nation. Students who majored 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.

Our Introductory Sociology (Sociology 151) course explores major concepts and various approaches necessary for cultivating a sociological imagination; the theme of each section varies, although Sociology 151 may not be repeated for credit. First-year students are also invited to enroll in our First-Year Writing Seminars, which also vary thematically. These seminars can count toward the major but do not ordinarily satisfy the Introductory Sociology requirement.

Our 200-level courses in the department deal with an array of contemporary topics as well as with modern social theory and methods of sociological analysis. 300-level courses provide students with the chance to examine selected sociological topics in seminar settings. In addition, the department offers independent study or community-engaged learning opportunities under the sponsorship of individual faculty members. In the senior year, students may undertake individual work by choosing to write a senior thesis, which offers the opportunity to plan and execute an original sociological investigation on a topic of their choosing.

Sociology requires 10.5 units for a major, and also offers a correlate sequence that allows students to combine a sequence of six sociology courses with a major in another discipline. Our faculty are pleased to advise first-year students, whether or not they are considering a sociology major. Students with questions about the department can email sociology@vassar.edu. Please explore the department website for more information about our faculty, course offerings, and other resources: <https://Sociology.vassar.edu>.

Spanish (See Hispanic Studies)

Urban Studies

As most of the world's population now resides in cities, suburbs, and metropolitan areas, virtually nowhere on Earth is outside of urban influences. The Urban Studies Program provides multidisciplinary perspectives on the forms and relationships of cities, global dynamics of urbanization, urban ways of life, urban design and architecture, and urban planning and policy. 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, urban design and architecture, human 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 other urban studies courses.

As juniors or seniors, majors take a seminar on Advanced Debates in Urban Studies (Urban Studies 303), 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 Community-Engaged Learning (Urban Studies 290). During their senior year, majors can choose to complete a year-long senior thesis or senior project. Entering students with previous courses in urban studies may confer with the program for advice on advanced placement, although there is no standard AP test.

For more information, please visit <https://urbanstudies.vassar.edu> or email the program director, Lisa Brawley (lbrawley@vassar.edu) or the administrative assistant, Alison Mateer (almateer@vassar.edu).

Victorian Studies (See *Global Nineteenth-Century Studies*.)

Women's Studies

The Women's Studies Program at Vassar brings together faculty who share the conviction that gender and sexuality are fundamental categories of analysis across disciplines. As a multidisciplinary field, women's studies teaches students to think critically about the multiple,

intersecting systems of power through which sexual and gendered identities are constructed, and to engage with real-life political and ethical issues from diverse perspectives. The program offers courses that examine women and gender in a variety of historical, cultural, and political contexts, as well as courses that explore multiple forms of inquiry, including feminist theory, queer theory, and transgender studies.

First-year students interested in the major are encouraged to take Women's Studies 130, Introduction to Women's Studies, a team-taught course offered each semester that serves as a foundation for future study. Women Studies 130 introduces students to multidisciplinary methodologies, feminist history, and theoretical debates, with a particular focus on the intersections of gender, race, class, and sexuality. Beyond the introductory level, regularly offered courses include Introduction to Queer Studies (Women's Studies 201)--also open to first-year students, 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), Feminist Theory (Women's Studies 250), and Global Feminism (Women's Studies 251). A full list of courses can be found in the catalogue.

In addition to a major in Women's Studies, the program offers correlates in both Women's Studies and Queer Studies. For more information, please visit <https://womensstudies.vassar.edu>, or contact the director, Paulina Bren (pabren@vassar.edu).

OTHER USEFUL INFORMATION

The VCard

Vassar has a one-card identification card system. The VCard lets you into your residential house and serves as your library card, laundry card, Meal Plan card, VCash account, and your VPrint account. Each student will also get \$100.00 in Arlington Bucks each semester. The Arlington Bucks account is separate from your Meal Plan and VCash account on your VCard, and is made available for use at our "off-campus merchants." When visiting any participating off-campus merchant, these funds will automatically be used first when purchasing with your VCard. Once the \$100 in Arlington Bucks is depleted, then any off-campus merchant purchases will default to the funds in your VCash account.

First-year students receive their VCard during New Student Orientation. It is your key to the residence houses. It is also used to purchase books and other items at the Vassar College Store using VCash.

The VCard also carries your meal plan account; a meal plan is required for every student. Specifics about the meal plan can be found at the dining website <https://vassar.cafefonappetit.com/>.

VCash is a prepaid account available on your VCard. Uses are; laundry machines in the residence houses, copiers and printers across campus (when your VPrint quota runs out), vending machines, Computer Store purchases, Vassar College Store, eateries on campus, and participating local off-campus businesses.

VCash can be deposited either online at card.vassar.edu using Visa, Mastercard, American Express, and Discover or by going to the Service Desk (located in the College Center) during the first month of every semester and charging VCash home to your student bill.

The VCard carries a VPrint account, credited once per semester with \$32.50 (the equivalent of 650 prints) at no charge to you. If you exceed this limit, the system will automatically start deducting from your VCash account for printing.

For more information or a list of the participating businesses off-campus, please visit <https://card.vassar.edu/>.

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 Key Bank, 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

Key Bank
55 Burnett Boulevard
Poughkeepsie, NY 12603
845-471-6010

TD Bank
703 Main Street
Poughkeepsie, NY 12601
845-431-6101

Ulster Savings Bank
39 Burnett Boulevard
Poughkeepsie, NY 12603
845-454-7144

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

Mailroom Hours and Services

The Mailroom is located in the College Center, North Atrium. Hours are Monday through Friday, 9:00am-4:30 pm. No retail postage sales available; personal outgoing letters or

packages without postage affixed will not be accepted. The Arlington Post Office is located at 41 Raymond Avenue, Poughkeepsie, NY.

Additionally, if anyone has any specific needs they can always email receiving@vassar.edu and/or mailroom@vassar.edu and we will try to accommodate that request as soon as possible.

Medication

If you need medication delivered to the College please use either UPS, FedEx or DHL. Please use the address format shown below.

Shipping and Receiving

Mail and/or packages are delivered daily by the USPS, FedEx, UPS and DHL. While your carrier may have sent you an email stating your package has been delivered to Vassar, Mail Services and Central Receiving Department needs time to sort and process those packages for delivery to you. Package processing time may vary depending on incoming volume. However, we make every effort to have all packages processed and available for pick-up within 24 hours of receipt.

Please wait until you receive a pick-up confirmation email from Mail Room (USPS) or Receiving (FedEx, UPS and DHL) before coming to the Mailroom or the Receiving Department.

When you give out your mailing address, please use the following format:

Recipient's Name

Box #####

Vassar College

124 Raymond Avenue Poughkeepsie, NY 12604-#####

(##### is the same as your box number)

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 residence house, 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. Or visit our website at <https://storesandreceiving.vassar.edu/>.

International Packages Custom Form

To ship a package internationally, please go to this link: <https://www.usps.com/international/customs-forms.htm>. Here you will need to register (by creating a username and password). Download the form and attach it to your international package.

Transportation and Automobile Regulations

The Vassar College Transportation Department provides shuttle transportation to the Boston area and Kennedy and LaGuardia airports at various times during the school year. Weeks prior to the October, Thanksgiving, winter, spring, and summer breaks, the dates and times of the shuttle schedule are sent out in a campus-wide email to all students. We also provide a free shuttle service to the Poughkeepsie train station at each of the academic breaks.

Each student is charged a fee for the airport 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 Safety and Security Office (located at 2500 New Hackensack Road) is open on weekdays from 8:30 am to 4:30 pm. Vehicle registration forms are available on the Safety and Security website. There is a fee for registering a vehicle that will be charged to your Vassar account.

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

Vassar College Store Hours for Move-in Week, Fall 2022

The College Store is open Mon-Fri, 10:00 am to 7:00 pm; Saturday, 11:00 am–5:00 pm; and is closed on Sunday. Please check the College Store website for updated hours and to place your order for course materials at <http://collegestore.vassar.edu>.

Important Telephone Numbers AREA CODE - 845

Emergency calls	437-7333
Campus Response Center (CRC)	437-5221
Security	437-5200
Accessibility and Educational Opportunity	437-7584
Admissions	437-7300
Office of International Services	437-5831
ALANA Center	437-5954
Associate Dean of the College for Residential Life & Wellness, Luis Inoa	
437-5315	
Campus Activities	437-5370
Office of Student Growth and Engagement	437-5426
CARE Office	437-7825
Career Development	437-5285
Office of Community-Engaged Learning	437-5280

Computing and Information Services	437-7224
Counseling Service	437-5700
Dean of the College, Carlos Alamo	437-5600
Dean of First-Year Students, Jennifer Herrera	437-5258
Dean of Studies	437-5257
Financial Aid / Student Financial Services	437-5320
Health Promotion and Education	437-7769
Health Services	437-5800
Libraries	437-5760
General Stores / Receiving	437-5693
Registrar	437-5270
Religious and Spiritual Life	437-5550
Residential Life	437-5860
Student Employment Office / Student Financial Services	437-5320
Vassar College Store	437-5870
Vassar College Dining, Gordon Commons	437-5830
Vassar Student Association	437-5381
V-CARD Office	437-3333

Quick Reference Web Addresses

Accessibility and Educational Opportunity	accessibilityandeducationalopportunity.vassar.edu
Ask Banner	aisapps.vassar.edu/askbanner/
Associate Dean of the College for Residential Life & Wellness	deanofstudents.vassar.edu
Dean of First-Year Students	deanoffirstyearstudents.vassar.edu/
Catalogue	https://catalogue.vassar.edu/
CIS Service Desk	servicedesk.vassar.edu/welcome.portal
Computing and Information Services	computing.vassar.edu/
Counseling Service	counselingservice.vassar.edu
Financial Aid	studentfinancialservices.vassar.edu
Health Services	healthservice.vassar.edu
Learning, Teaching, and Resource Center	ltrc.vassar.edu/
Registrar	registrar.vassar.edu
Residential Life	residentiallife.vassar.edu
Residential Operations Center (The ROC)	residentiallife.vassar.edu/staff/roc.html
Student Financial Services	studentaccounts.vassar.edu

