

VASSAR COLLEGE

The 2023/24 First-Year Handbook

A HANDBOOK FOR THE CLASS OF 2027

To the Class of 2027

In a few short weeks, you will join a college community of other students, faculty, and administrators eager to welcome you to Vassar. 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 the creation of a collective and beloved community.

Carlos Alamo-Pastrana
Dean of the College and Professor of Sociology
June 2023

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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 28. All new students are expected to arrive at Vassar on Monday, August 21, 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 25.

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 2023/24 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. Lioba Gerhardi

Dean of First-Year Students and Visiting Assistant Professor in German Studies

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.

Lioba Gerhardi 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 22. 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 24, 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.

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

Community-Engaged Learning

The OCEL aims to build long-term, asset-based partnerships with community organizations based in Poughkeepsie, Dutchess County, and the greater Hudson Valley. Community-Engaged Learning (CEL) is a community-based and experiential educational opportunity aimed to enhance learning, through community engagement. In the CEL experience, students learn more about social issues, work alongside community partners, combine their off-campus learning with guided reflection under the mentorship of a faculty sponsor, and participate in critical reflection workshops with the OCEL. Students are eligible to receive either 0.5 unit (40 hours of community-based work and 30 hours of academic work) or 1.0 unit of academic credit (80 hours of community-based work and 60 hours of academic work) in the department of their faculty sponsor.

Students are required to meet with the OCEL to discuss their academic and community engagement interests. The OCEL will connect students to local community partner organizations. If a student is interested in connecting with an organization outside of our local and long-standing community-based partner organizations, students will be required to submit a proposal to the OCEL for review.

Students are required to attend the OCEL's pedagogical workshops grounded in critical community-engaged learning and ethical and responsible community engagement practices. Students, faculty sponsors, and community-based supervisors will co-create a Community-Engaged Learning agreement (CELA). The CELA mirrors best practices of supporting strong partnerships, critical reflection, and a meaningful and high-impact CEL experience. In the CELA, students will articulate their interests and learning goals and work with their supervisors and faculty sponsors to think holistically about how the community-based experience weaves into their academic journey at Vassar.

All CEL is ungraded (Satisfactory/Unsatisfactory) and can be done during the academic year or in the summer. Students may not apply for retroactive community-engaged learning credit. CEL is open to second semester first years, sophomores, juniors, and seniors. Students can register for CEL during Pre-Registration or the Add/Drop period. Please see the academic calendar for dates. Students should also consult their academic advisors and majors requirements prior to adding CEL.

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 Education

The Center for Career Education (CCE), 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 CCE 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 (and funding) internships and summer jobs, as well as post-graduate opportunities
- Creating opportunities for students to engage with alums 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 Center for Career Education 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 CCE's staff, resources, and extensive network of alums to assist with your plans. Check out Handshake, the CCE'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 CCE@vassar.edu.

Associate Dean of the College for Student Living and Wellness

The Associate Dean of the College for Student Living and Wellness oversees several aspects of the non-academic lives of Vassar students, including the Counseling Service, Health Service, Health Promotion and Education, The Offices of Residential Life, Care Management, Advocacy, Resources (CARE), and Support and Support Advocacy and Violence Prevention (SAVP). Their primary responsibility is to ensure that Vassar students have access to the resources they need to thrive both personally and academically.

As an advocate for students, the Associate Dean regularly meets with the directors of the student services that report to them. Together, they establish the goals and priorities of each office. The Associate Dean also tri-chairs the New Student Orientation Committee with the Dean of First-Year Students and the Associate Dean of the College for Student Growth and Engagement. They oversee the community expectations system and work to support new students as they transition to college life.

Student Support Network (SSN):

The Associate Dean also 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.

The SSN members may share information about students who appear to be in distress or crisis. The group then determines how best to support the student or students. The Associate Dean and their team understand that confidentiality is crucial, and therefore confidential information is not shared by Counseling Service, Health Service, or the Director of Health Promotion and Education.

Overall, the Associate Dean of the College for Student Living and Wellness is here to support students in any way they can. They are committed to providing a welcoming and comforting environment for all students, and encourage anyone who needs support or assistance to reach out to any of the services under their purview.

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 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 and Community Fellows. They 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 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. House Fellows 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

Student Fellows serve as peer mentors to a group 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 act as a consistent source of support 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.

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 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. They have been a member of House Team before and give guidance for the Student Fellows, Community Fellows, House Fellow Interns, and House Events Officer. They provide advice, suggestions, and additional support for current House Team members and are a visible leader in the House for all residents. House Student Advisors are involved in the selection, training, and advising of the Student Fellows and Community Fellows in their building.

House Fellow Interns

House Fellow Interns work with the live-in faculty members of the House. House Fellow Interns build bridges between academics and lived experiences by organizing unique intellectual and social programs to their house community. They often find opportunities to connect students to the larger campus and surrounding communities, such as the Hudson Valley and New York City. House Fellow and House Fellow Interns work hard to show how there are just as many learning opportunities outside the classroom as there are during classes.

Community Fellows

Community Fellows are peer advisors to returning sophomore, junior, and senior students in the Houses, specifically focusing on outreach, advocacy, and programming. They are supervised by House Advisors and advised by House Student Advisors. The major role of a Community Fellow as a peer resource is to be readily available and visible within the House. Community Fellows get to know their residents on a personal basis in order to understand their various needs and interests, and to create a positive community atmosphere. One of their major responsibilities is putting on programming for their residents to create a welcoming environment for all students.

House Events Officers

Each House elects one House Events Officer through the student government, VSA. The House Events Officer works in close collaboration with the Office of Residential Life and House Team while also serving on the VSA. House Events Officers will lead programming efforts to create opportunities within the House for students to connect with the House Team and one another.

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.

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.

Please also refer to the Counseling Service website <https://offices.vassar.edu/counseling-service/> for additional information and for self help resources.

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 the CARE office at care@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 care@vassar.edu for information about services offered or to schedule a one-on-one consultation. For more information, please visit:

<https://offices.vassar.edu/care/>

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 Service

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

Services offered include treatment of acute illness or injury, chronic disease management, gynecological care, gender-affirming care, travel health consultations, sports physicals, medical evaluations for disordered eating conditions, immunizations, allergy injections and lab draws. Routine primary care is offered with referral to local specialists or hospitals when needed. Reproductive services offered on-campus include contraceptive counseling, long-acting reversible contraceptive placement and removal, HIV prophylaxis consultation and management, and routine sexual health testing. Health promotion and disease prevention are emphasized through a variety of on-campus programs.

Appointments can be scheduled during office hours by calling 845-437-5800. Select services are available through self-scheduling on the [patient portal](#). Emergencies and urgent concerns can be seen on a walk-in basis when the Health Service is open. When the Health Service is closed, students may call the Campus Response Center (CRC) at 845-437-7333 for emergencies or 845-437-5221 for non-emergent concerns.

The CRC will dispatch the Vassar Emergency Medical Technician and Vassar College Emergency Medical Services. A member of the Health Service medical staff is always on call outside of routine clinic hours.

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, 2023 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, 2023. 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 eleven 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 2023, the office moved into its newly renovated home in Pratt House, a space of respite, gathering, and contemplative practices. Pratt now serves 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

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 and 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 Transitions Program, and the Women's Center. SGE proactively designs and implements student engagement opportunities, which guide intellectual

and personal development, to ease the transition to college and promote belonging for all students at Vassar. The SGE student lounge, study area and office are located in Main C110. Please reach out to **Wendy Maragh Taylor, Associate Dean of the College for Student Growth & Engagement**, for more information: wmaraghtaylor@vassar.edu, and **Brenda Vasquez-Tavarez, SGE Office Specialist**: bvasqueztavarez@vassar.edu.

The First Year Experience (FYE) is designed to help students successfully transition to, and navigate, Vassar. In the first semester, students participate in resource-oriented programming to help them develop relationships with, and knowledge of, Vassar's many campus partners and resources across student life and academic affairs. In their second semester, first-year students participate in belonging and resilience-building activities. FYE also supports the First-Year Leadership Academy, which helps students develop and hone leadership skills, build character, and connect with campus administrators. Please reach out to **Christine Stuart, First-Year Experience Program Manager**, for more information: cstuart@vassar.edu.

The Jeh Johnson ALANA Cultural 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 and Indigenous students. The center provides a comfortable gathering space for student organizations that support students of color and offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, community-building, lectures, and heritage month programs. 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 Cultural Center**, for more information: nbeveridge@vassar.edu, and **Amanda Cora, Program Manager of the ALANA Cultural Center**: acora@vassar.edu.

The Office of International Services (OIS) 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. The OIS Lounge, College Center 237, provides a space of belonging and engagement. Please reach out to **Andrew Meade, Director of International Services**, for more information: anmeade@vassar.edu, and **Yousra Khan, OIS Office Specialist**: yokhan@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, 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, women's leadership, empowerment, and health. Please reach out to **Selina**

Thompson-Boston, Administrative Assistant for LGBTQ and Gender Resources, for more information: sthompsonboston@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 Office is located in Main C110 and the Transitions Living Room (student lounge) is located in Josselyn House on the 2nd floor, through the Multipurpose Room in 234. Please reach out to **Michelle Quock, Director of the Transitions Program**, for more information: mquock@vassar.edu

For more information about Student Growth & Engagement, please visit <https://studentengagement.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 form.

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](https://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 2023 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 24. 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 Center for Career Education (CCE), 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 CCE 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 alums working in the field of law. Students interested in law should specify this as an industry preference on Handshake (the CCE'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 24. 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

Global learning experiences are an important component of your Vassar education. Students may study abroad during their junior year, or first semester of senior year. If you are considering spending a term or your entire junior year studying abroad, start planning ahead to the best extent you are able. Give serious consideration to your course selections starting in your first year. For example, if you are considering study abroad in a non-English-speaking country, foreign language study is of the utmost importance and should be integrated consistently into your academic plan starting in your first year. Also consider that in your study abroad proposal, you will need to demonstrate pursuit of relevant area studies coursework to support your study abroad plan (for example, taking courses in Latin American and Latinx Studies before study abroad in Latin America).

All students are encouraged to consider study abroad when developing their academic plan. The College's study abroad "home tuition" policy permits financial aid to be applied for approved study abroad proposals. 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 drop-in hours, or email internationalprograms@vassar.edu to make an appointment.

REGISTRATION FOR COURSES

During the summer, you will pre-register for your fall 2023 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 19 - July 21. 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:

- 2023/2024 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 22, you will meet with your faculty advisor in small groups to discuss your course selections. On Wednesday, August 23, 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 25.

3. **Add Period (through September 5).** Once classes begin, you may continue to add courses, up to a maximum of 4.5 units, to your schedule until Tuesday, September 5. 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 5.

4. **Drop Period (through October 6).** Students may drop courses (but not below 3.5 units) with their advisor's approval until Friday, October 6. A copy of your final registration will be available online at Vassar's website via Ask Banner for your viewing after October 6. **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 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 2023/24 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 6, 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>).

A Note about Degree Works

Degree Works is an advising tool that helps students successfully negotiate our curriculum requirements using two functions - degree auditing and degree planning. The ***degree auditing*** function enables students and their advisers to easily view all courses taken and how those courses count toward Vassar's graduation requirements. Through the "what if" feature, students can see how courses they have taken or plan to take could apply against specific major requirements and what additional courses will still be needed. The ***degree planning*** function enables students to create their plan to graduate by simply dragging and dropping courses they plan to take.

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 the 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

AMST 101-05/ENGL 101-05: Sending Smoke Signals: Representations & Realities of Contemporary Native America

Topic for 2023/24a: Sending Smoke Signals: Representations & Realities of Contemporary Native America. (Same as ENGL 101) How do film and media such as Sherman Alexie’s *Smoke Signals* or Taika Waititi’s/Sterling Harjo’s *Reservation Dogs* speak back to, analyze, or wholly ignore films like *Dances With Wolves*, *Avatar*, or Disney’s *Pocahontas*? How do Native writers like Louise Erdrich or Natalie Diaz launch critiques of anthropological translations of Native life and culture? How does the work of Indigenous artists like James Luna, Rebecca Belmore, or George Longfish fly in the face of stereotypes of the stoic noble or wild savage Indian? Interrogating depictions of Native American life through the use of poetry, fiction, non-fiction, periodicals, film, media, art, and performance, we use the study and practice of writing to explore a segment of North America which is commonly misunderstood and purposely refitted to suit settler colonial desires and needs. Various types of writing assignments guide us to think more deeply about the histories and contemporary realities of Native American nations and peoples – and the ethics and responsibilities that accompany that knowledge and engagement.

Molly McGlennen. TR 3:10 pm - 4:25 pm.

Anthropology 170-01: The Time(s) 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 am - 11:45 am.

ASIA 140-01/RELI 140: China Reimagined

Working with an ancient Chinese cosmological schema, the luoshu, a nine-squared square, and the old adage that 'heaven is round, earth is square,' this class is divided into nine sections – territory, city, temple, gods, family, texts, body, food, and people. Through these nine categories we explore both alternative and traditional ways of thinking through China's imperial and modern histories. One of our class objectives is to better understand how acts of imagination influence and shape social formations. Throughout the semester we use the themes at hand to improve our writing skills.

Michael Walsh. MW 1:30 pm - 2:45 pm.

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.

Leonisa Ardizzone. TR 10:30 am - 11:45 am.

ENGL 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.

ENGL 101-02: Three Short Novels, A Play, and A Poem

This class is aimed at potential English majors and general readers, that is, anyone who aspires to read serious books as a pleasurable and enduring pastime. We develop and refine your reading, writing, and research skills through the slow and close study of five literary texts: William Shakespeare's *Othello*, Mary Shelley's *Frankenstein; or, The Modern Prometheus*; William Maxwell's *So Long, See You Tomorrow*, T. S. Eliot's *The Waste Land*, and Gwendolyn Brooks's *Maud Martha*. These intricate works deserve comparably intricate exegeses, something we attempt to do through practical-critical discussions and assignments. Another recurring exercise is to situate your own reading of the text amidst its rich and copious commentary. The goal here is to develop your critical voice in conversation with scholars.

Heesok Chang. WF 1:30 pm - 2:45 pm.

ENGL 101-03: What is a Classic?

Why are some works of literature called classics? Which works are these? Do they have common traits? How is it that they have endured while other works have been largely forgotten? Are all classics related in some way to the original classics of Greek and Latin literature? How old does a work have to be to achieve the stature of a classic? Can there be modern or even contemporary classics? Through reading and discussion of poetry and prose works often thought of as classics, this class investigates these and other questions. Authors include some of the following:

Homer, Virgil, Shakespeare, Ben Jonson, Jonathan Swift, Samuel Johnson, Jane Austen, Charlotte Bronte, Charles Dickens, Herman Melville, Walt Whitman, D. H. Lawrence, T.S. Eliot, Robert Frost, Nabokov, Flannery O'Connor, Joseph Heller, James Baldwin, Seamus Heaney, Elizabeth Bishop, Toni Morrison, Zadie Smith, Robert DeMaria. TR 9:00 am - 10:15 am.

ENGL 101-04: 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 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 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.

ENGL 101-05: Sending Smoke Signals: Representations & Realities of Contemporary Native America (Same as AMST 101)

How do film and media such as Sherman Alexie's *Smoke Signals* or Taika Waititi's/Sterling Harjo's *Reservation Dogs* speak back to, analyze, or wholly ignore films like *Dances With Wolves*, *Avatar*, or Disney's *Pocahontas*? How do Native writers like Louise Erdrich or Natalie Diaz launch critiques of anthropological translations of Native life and culture? How does the work of Indigenous artists like James Luna, Rebecca Belmore, or George Longfish fly in the face of stereotypes of the stoic noble or wild savage Indian? Interrogating depictions of Native American life through the use of poetry, fiction, non-fiction, periodicals, film, media, art, and performance, we will use the study and practice of writing to explore a segment of North America which is commonly misunderstood and purposely refitted to suit settler colonial desires and needs. Various types of writing assignments will guide us to think more deeply about the histories and contemporary realities of Native American nations and peoples -- and the ethics and responsibilities that accompany that knowledge and engagement.

Molly McGlennen. TR 3:10 pm - 4:25 pm.

ENGL 101-06: Dirty Realism: Lish and Beyond

In 1983, Bill Buford wrote, "A new fiction seems to be emerging from America, and it is a fiction of a peculiar and haunting kind." Buford called it dirty realism. Others would call it Kmart realism. This was minimalist literature tuned to "local details," often featuring the down and out or the downtrodden. In this course, we consider the relationship between formal austerity and the lean lives depicted in this movement. What does attention to the everyday tell us about how we understand formative life experiences and how we make time matter? What is revealed in the momentary? What does scaled-down prose open up in conversation between reader and writer? Our reading includes works by Raymond Carver, Mary Robison, Ann Beattie, Jayne Anne Phillips, Frederick Barthelme, Bobby Ann Mason, and Joy Williams, as well as the nouveau dirty realists taught by the legendary editor and writer Gordon Lish during the aughts, such as Mitchell Jackson and Kimberly King Parsons. These texts advance our thinking, and our thinking advances through writing. As a First-Year Writing Seminar, this class aims to cultivate writing skills. We attend carefully to analytical moves, research practices, processes of composition, and revision that form the foundation of intellectual work in the humanities.

Tracy O'Neill. TR 1:30 pm - 2:45 pm.

English 101-07: 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 1:30 pm - 2:45 pm.

English 101-08: The Ends of Black Autobiography

Autobiographical writing has been and remains a preeminent mode of African American expression. It was one of the first intellectual gestures that the formerly

enslaved made when they gained literacy. It has fed music practices like the blues and hip-hop. It also may have created the circumstances by which the US could elect its first black president. Over the last three centuries, blacks have used this mode to insinuate themselves into literary modernity and register the often unacknowledged dynamism of their emotional and intellectual lives. This course will explore the aesthetics of black autobiographical narrative--its codes, tropes, and investments--from its beginnings in the eighteenth century to its most present iterations. If black autobiographical writing involves not only telling a story about a black subject, but also proffering a certain version of black life to its reading audiences, it is important to ascertain the nature of the cultural work that these stories (seek to) accomplish. Among the artists featured in this Frederick Douglass, Harriet Jacobs, W.E.B. Dubois, Zora Neale Hurston, Richard Wright, James Baldwin, Gloria Naylor, Barack Obama, Jasmyn Ward, Chris Rock, Oprah Winfrey, and MK Asante.

Tyrone Simpson. MW 9:00 am - 10:15 am.

ENGL 101-09: Jane Eyres

Published pseudonymously in 1847, 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. The novel quickly became part of the Victorian cultural landscape, even though Brontë's rebellious heroine upended nineteenth-century notions of propriety and femininity. *Jane Eyre* was not only popular in its day, however. It has had a hypnotic hold on subsequent generations of writers, who 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 explore *Jane Eyre's* complicated relationship with its literary descendants and ask fundamental questions about literary influence, canon formation, narration, and women's writing.

Susan Zlotnick. MWF 10:30 am - 11:20 am.

ENGL 101-10: American Bestsellers

There have been bestselling books since long before the term "bestseller" came into widespread use during the late nineteenth century. And although in the twentieth century bestsellers became associated with the novel, in the American colonies and early United States the books with the biggest sales included a variety of texts, such as primers, almanacs, and the Bible. This course approaches the practice of critical reading by tracing a history of reading in early America, thinking about which texts were popular and why. We'll focus on joining the careful analysis of textual detail with attention to historical contexts shaping ideas about reading—what it is, why people do it, and how it matters. Our texts represent a range of genres, including execution sermons, captivity narratives, and seduction tales, and may include works like Thomas Paine's *Common Sense*, Edgar Allan Poe's "The Purloined Letter," Solomon Northup's *Twelve Years a Slave*, and Louisa May Alcott's *Little Women*. We'll also focus on developing skills in academic writing, practicing writing as a recursive and collaborative process and a means of developing your own contribution to critical dialogue. In this work, you'll have the chance to study a contemporary bestseller of your choosing—anything from Stephen King's *Carrie* to Michelle Obama's *Becoming*.

Blevin Shelnett. TR 10:30 am - 11:45 am.

ENGL 101-11: 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 examines 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 is 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. WF 10:30 am - 11:45 am.

ENGL 101-12: Allegories of the Self

This course provides 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 introduces 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 also explore the idiom as a prototype for the modern science of psychology. This course thus serves 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.

ENGL 101-13: Into the Apocalyptic Landscape

This course explores 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 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 - 1:45 pm.

ENGL 101-14: Wilde...Yeats.Joyce..Beckett—A First-Year Writing Seminar

Samuel Beckett wrote of James Joyce's *Finnegans Wake*, "Here form *is* content, content *is* form. You complain that this stuff is not written in English. It is not written at all. It is not to be read—or rather it is not only to be read. It is to be looked at and listened to. His writing is not *about* something; *it is that something itself*. When the sense is sleep, the words go to sleep. When the sense is dancing, the words dance" ("Dante...Bruno.Vico..Joyce," 1929). Beckett insists that the relationship between thought and language is fundamental rather than superficial and that a writer's thoughts achieve meaning in the language decoding consciousness of an audience. Together—as *writers*—we read essays, novels, poems, short stories, and plays written by the four principal figures of Irish literary modernism, focusing not only on the ways that narrative emerges from its immediate contexts but also the ways in which literary texts look beyond their present moment, revising models inherited from the past and anticipating future forms of aesthetic expression. Through the lens of a particularly Irish brand of Existentialism, we consider whether (and how) meaning is found and/or created in the modern world. Texts include *The Picture of Dorian Gray*, *A Portrait of The Artist as a Young Man*, *The Tower*, and *Waiting for Godot*.

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

ENGL 101-15: Bad Taste

While English classes usually focus on works of art and literature collectively considered good, this class revels in the bad: the embarrassing or disgusting, the artistic failure, the guilty pleasure. With the help of some influential theorists of aesthetic badness, and a selection of “bad” examples drawn from poetry, fiction, film, and visual art, we will examine the categories—ugly, kitschy, campy, sappy, problematic, and so on—that have been and continue to be used to police what is and is not art, and to distinguish “good” art from “bad.” We will consider how artistic hierarchies become entangled with other kinds of hierarchies, exploring how “bad” art both sustains and subverts racial, sexual, and economic power. Why, for example, are the terms “rom com” and “chick flick” so often used dismissively? What makes a work of art provocative and avant-garde, rather than offensive—or simply gross? And when does the “merely” bad become “so-bad-it’s-good”? In the final three weeks of the course, the students will be asked to reflect on the terms they themselves use to evaluate and describe cultural products, and to provide categories and case studies from their own experiences as consumers.

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

ENGL 101-16: The Unknown Self

This course explores unreliable narratives and questions of self-knowledge. Through close readings of contemporary texts, you sharpen your interpretive skills with the goal of a higher, more rigorous media literacy. In short, you 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, Jorge Luis Borges, Kazuo Ishiguro, Alexander Chee, Virginia Woolf, George Orwell, Mariana Enríquez, and Maggie Nelson.

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

ENGL 101-17: Melodrama

This course will look at melodrama as a genre, a form, and a mode—one that travels from the 19th century to today across theater, opera, music, fiction, television, and film. Beginning with melodrama's roots in the 19th century, we will examine the infusion of music into theater and its subsequent pairing with excess emotion. In particular, we will look into melodrama's frequent staging of issues related to race, gender, sexuality, and disability. From here, we will shuttle back and forth between the 19th century and today to chart the various iterations and adaptations of melodrama across time, countries, and art forms. Over the course of the semester we will explore wide range of texts that might include Dion Boucicault's *The Octoroon* and Brandon Jacobs Jenkins' *An Octoroon*, Victorian "sensation" fiction, telenovelas and soap operas, reality television, musical theater, "melodramatic" teen films like *My Life as a Teenage Drama Queen*, and even Lorde's album *Melodrama*. By collecting and comparing these texts, this first-year seminar will take an interdisciplinary approach to exploring the interactions and adaptations of melodrama in order to make our own theory of what exactly makes something "melodramatic."

Christian Lewis. TR 1:30 to 2:45

ENGL 101-18: Melodrama

This course will look at melodrama as a genre, a form, and a mode—one that travels from the 19th century to today across theater, opera, music, fiction, television, and film. Beginning with melodrama's roots in the 19th century, we will examine the infusion of music into theater and its subsequent pairing with excess emotion. In particular, we will look into melodrama's frequent staging of issues related to race, gender, sexuality, and disability. From here, we will shuttle back and forth between

the 19th century and today to chart the various iterations and adaptations of melodrama across time, countries, and art forms. Over the course of the semester we will explore wide range of texts that might include Dion Boucicault's *The Octoroon* and Brandon Jacobs Jenkins' *An Octoroon*, Victorian "sensational" fiction, telenovelas and soap operas, reality television, musical theater, "melodramatic" teen films like *My Life as a Teenage Drama Queen*, and even Lorde's album *Melodrama*. By collecting and comparing these texts, this first-year seminar will take an interdisciplinary approach to exploring the interactions and adaptations of melodrama in order to make our own theory of what exactly makes something "melodramatic."

Christian Lewis. TR 3:10 to 4:24

ESCI 109-01: Hot Topics in Earth Science and the Media

Earthquakes, volcanic eruptions, storms, floods, and fires are all displays of the awesome forces that shape our planet. Public awareness and the associated costs of these events has increased in recent years. Is this a reflection of a change in the frequency of geohazards or are there other factors at play? This course investigates the science behind these natural processes and phenomena and examines the media portrayals of these hot-topic issues. Students gain a deeper understanding of the scientific community's knowledge and will develop the ability to assess whether media coverage is fair and accurate. We also discuss how science itself is portrayed in the media and the importance of accurate and accessible scientific communication.

John Zayac. MW 9:00 am - 10:15 am.

FFS 170-01 Questions of Character

French post-war writers and critics insisted on treating fictional characters as strictly textual entities not to be confused with psychological beings capable of moral agency. But why do we still care what fictional characters do? What incites us to talk about certain characters as if they were real people? Why, until recently, did most scholars frown upon doing so? What can a renewed interrogation of character teach us about storytelling, other cultures, and our own individual or group biases? We pursue these questions while focusing on celebrated works of American and French fiction and film set in French-speaking countries. The course emphasis is on close reading, discussion, writing for revision, peer review, and the exploration of secondary texts representing a variety of disciplinary approaches. All discussions and texts are in English.

Kathleen Hart. MW 3:10 pm - 4:25 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. TR 12:00 pm - 1:15 pm & T 7:00 pm - 10:00 pm.

HIST 160-01: American Moments: Rediscovering U.S. History

This is not your parents'—or your high school teacher's—American history course. No textbook: Instead we read memoirs, novels, newspaper articles, letters, speeches, photographs, and films composed by a colorful, diverse cast of characters—famous and

forgotten, slaves and masters, workers and bosses. No survey: Instead we pause to look at several illuminating “moments” from the colonial era through the Civil War to civil rights and the Cold War. Traveling from the Great Awakening to the “awakening” that was the 1960s, from an anticolonial rebellion that Americans won (1776) to another that they lost (Vietnam), the course challenges assumptions about America’s past—and perhaps also a few about America’s present and future.

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

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 - 10:15 am.

HIST 174-01: The Emergence of the Modern Middle East

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

Joshua Schreier. TR 12:00 pm - 1:15 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. The course satisfies the requirement for a First-Year Writing Seminar.

Emily Antenucci. MW 10:30 am - 11:45 am.

LALS 104-01: Young People, Gun Violence, and Human Rights

The First-Year Writing Seminar adds to students’ understandings of young people, human rights, and gun violence in the United States and in Central America. In the first part of the course students engage in the debates around gun control, school safety, and the US’s failure to ratify the Convention on the Rights of the Child, an international human rights treaty designed to protect the human rights of young people. In the second part of the course we examine several Central American nations where armed violence has had

a dramatic impact on the lives of young people, and been a contributing factor of forced displacement, loss of education, and migration to the US. An ongoing and significant consideration in the course is the role of youth-led advocacy and legislative efforts around gun control legislation, as well as safe gun education, firearm buy-back programs, and violence prevention projects.

Tracey Holland. TR 12:00 pm - 1:15 pm.

MUSI 180-01: Orpheus and Eurydice in the Arts, from Ancient Greece to Hadestown

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

PHIL 106-02/STS 106-02/URBS 106-3: Incarcerating Philosophies

This introductory philosophy course examines the topic of “incarcerating philosophies”. Philosophy is used as a justification to incarcerate (as both aiding incarceration, and as reason for incarceration), and it is also itself incarcerated. This course offers a philosophical and historical survey of the relevant literature in order to ask the following questions: What are the different methods and rationalities employed in order to incarcerate, and how are these methods used to fashion the incarcerated, criminal body? How have Western philosophical programs and approaches, figures and texts responded to such incarcerating methods in order to question and oppose them critically and immanently? Readings include: Plato, Jeremy Bentham, Martin Luther King Jr., Michel Foucault, Jacques Rancière, Angela Davis, Lisa Guenther, Achille Mbembe, and Frank Wilderson III.

Osman Nemli. TR 9:00 am - 10:15 am.

PSYC 108-01: Reading and Writing in Psychological Science: Neurodiversity

This class looks at some of the ways in which differences in brain architecture, chemistry and wiring can impact the lives of children and young adults. Topics for reading and writing include: ADHD, the autism spectrum, Down’s syndrome and dyslexia.

Nicholas de Leeuw. TR 1:30 pm - 2:45 pm.

RELI 111-01: Theology and the Body

This introduction focuses on the relationship between spirituality and embodiment in Christian thought, ritual, and ethics. Religion 280 provides an overview of the historical development of Christianity while integrating analyses of contemporary communities, literatures, and practices. The main question that guides the class is how Christians in different times and places experience the gap between spirit and flesh. How does this binary apply to notions of the human being, the interpretation of divine revelation, and political movements? Over the course of the semester, students examine Christian concepts of the relationship between body and spirit for the ways in

which they have been used to legitimate as well as subvert social hierarchies and forge new communities.

Klaus Yoder. TR 10:30 am - 11:45 am.

RELI 140-01/ASIA 140-01: China Reimagined

Working with an ancient Chinese cosmological schema, the luoshu, a nine-squared square, and the old adage that ‘heaven is round, earth is square,’ this class is divided into nine sections – territory, city, temple, gods, family, texts, body, food, and people. Through these nine categories we explore both alternative and traditional ways of thinking through China’s imperial and modern histories. One of our class objectives is to better understand how acts of imagination influence and shape social formations. Throughout the semester we use the themes at hand to improve our writing skills.

Michael Walsh. MW 1:30 pm - 2:45 pm.

RELI 189-01/STS 189-01: Trances, Visions, Meditative States and Altered States of Consciousness

This course introduces students to ways of interpreting trances, visions, religious experiences, peak experiences and other altered states of consciousness. Readings range from first-hand accounts written by mystics and visionaries to interpretations of unusual experiences by psychologists, theologians, anthropologists, reporters, writers, philosophers and neuroscientists. The course raises a number of questions that we consider during the semester, including—What are the best ways to describe or explain someone else’s anomalous/religious experience? How do we talk about experiences or behaviors that seem exotic, unhealthy, deviant or odd? Should we strive for “objective,” scientific knowledge or seek other ways of appreciating religious insight and experience? Can scientific methods or tests explain the insights that religious or spiritual people experience? In addition to understanding basic characteristics of different types of experiences we also address these and other controversial questions.

Christopher White. 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. TR 1:30 pm - 2:45 pm.

SOCI 112-01: The House is on Fire!: Climate Change, Society and Environment

This course focuses on the challenges of global climate change in the 21st century. Our central aim is to examine the foundations of the discourse on society, and environment in order to explore two questions: how do social thinkers approach the construction of the future, and how has this construction informed the present debates on societal challenges and the environment in the age of climate change? Thus, we examine how social thought informs different articulations of policy, the limits of praxis, and its contemporary construction of alternative futures. Our focus is on the policy making process as influenced by the commodities, production and consumption, and risks related to the climate change.

Pinar Batur. MW 9:00 am - 10:15 am.

STS 106-02/ PHIL 106-02/URBS 106-03: Incarcerating Philosophies

This introductory philosophy course examines the topic of “incarcerating philosophies”. Philosophy is used as a justification to incarcerate (as both aiding incarceration, and as reason for incarceration), and it is also itself incarcerated. This course offers a philosophical and historical survey of the relevant literature in order to ask the following questions: What are the different methods and rationalities employed in order to incarcerate, and how are these methods used to fashion the incarcerated, criminal body? How have Western philosophical programs and approaches, figures and texts responded to such incarcerating methods in order to question and oppose them critically and immanently? Readings include: Plato, Jeremy Bentham, Martin Luther King Jr., Michel Foucault, Jacques Rancière, Angela Davis, Lisa Guenther, Achille Mbembe, and Frank Wilderson III.
Osman Nemli. TR 9:00 am - 10:15 am.

STS 189-01/RELI 189-01: Trances, Visions, Meditative States and Altered States of Consciousness

This course introduces students to ways of interpreting trances, visions, religious experiences, peak experiences and other altered states of consciousness. Readings range from first-hand accounts written by mystics and visionaries to interpretations of unusual experiences by psychologists, theologians, anthropologists, reporters, writers, philosophers and neuroscientists. The course raises a number of questions that we consider during the semester, including—What are the best ways to describe or explain someone else’s anomalous/religious experience? How do we talk about experiences or behaviors that seem exotic, unhealthy, deviant or odd? Should we strive for “objective,” scientific knowledge or seek other ways of appreciating religious insight and experience? Can scientific methods or tests explain the insights that religious or spiritual people experience? In addition to understanding basic characteristics of different types of experiences we also address these and other controversial questions.
Christopher White. TR 12:00 pm - 1:15 pm.

URBS 106-03/STS 106-02/ PHIL 106-02: Incarcerating Philosophies

This introductory philosophy course examines the topic of “incarcerating philosophies”. Philosophy is used as a justification to incarcerate (as both aiding incarceration, and as reason for incarceration), and it is also itself incarcerated. This course offers a philosophical and historical survey of the relevant literature in order to ask the following questions: What are the different methods and rationalities employed in order to incarcerate, and how are these methods used to fashion the incarcerated, criminal body? How have Western philosophical programs and approaches, figures and texts responded to such incarcerating methods in order to question and oppose them critically and immanently? Readings include: Plato, Jeremy Bentham, Martin Luther King Jr., Michel Foucault, Jacques Rancière, Angela Davis, Lisa Guenther, Achille Mbembe, and Frank Wilderson III.
Osman Nemli. TR 9:00 am - 10:15 am.

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 Asian American women's oral history, on gender and the civil rights movement, on subculture and resistance, on art and activism, on memory and memoir, on museums, 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 23 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 Asian American History (HIST/ASIA 104), China Reimagined (RELI/ASIA 140), This Buddhist Life (RELI/ASIA 107), Social Change in South Korea through Film (ASIA/SOCI 111), Buddhists, Daoists and Confucians (RELI/ASIA 152), and Introduction to Chinese and Japanese Literature (CHJA 120).

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, Japanese, and Korean with Hindi 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, 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 or an International Baccalaureate (IB) Biology HL exam score of 6 or 7 may choose to place out of Biology 107. Students must confirm their AP or IB Biology credit with the Coordinator for Biology 108, Mary Ellen Czesak (email: maczesak@vassar.edu). Students who completed AP biology, IB Biology, or other advanced courses and either did not take an exam or did not score high enough to place out of Biology 107 may opt to take a departmental placement exam. Any questions related to placement in Biology courses 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 sometime in your first year or in 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, Nancy Pokrywka (845-437-7441, napokrywka@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. In addition, the department jointly with the Department of Education offers programs leading to NY State Initial Adolescent Education Certificate (grades 7-12) in both Chinese and Japanese. 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 provides an opportunity to study important questions and themes outside the confines of a specific department or program. Recent 100-level College Courses have included “The Liberal Arts in Question,” “Anti-Racist Equity and Justice: Learning and Activism,” “Vassar for Veterans” and “Communities are Critical: A multimedia Project in Storytelling.” First-year students are encouraged to check the catalogue for descriptions of offerings in the College Course Program.

Computer Science

The Computer Science Department offers students the opportunity to study the fundamental principles and applications of Computer Science. In the spirit of a liberal arts education, it equips students to be engaged citizens, capable of effecting positive change in the highly technological modern world. Further, it prepares students for industry and

academic careers in the area.

The introductory 100 level in Computer Science comprises three courses: CMPU-101, CMPU-102, and CMPU-145. CMPU-101, which has no prerequisites, introduces computing concepts through hands-on problem-solving with a focus on data. CMPU-102 covers object-oriented programming and data structures. CMPU-145 covers the functional programming paradigm and provides a basic mathematical foundation tailored to computer science. Both CMPU-101 and CMPU-102 are recommended for all science majors. After taking CMPU-101, students may take CMPU-102 and CMPU-145 in either order or concurrently.

Students desiring to major in Computer Science are required to take multiple 200-level courses, which provide additional practical and theoretical depth, preparing them for advanced study at the 300 level. This final level lets students explore their specific interests by taking elective courses in a variety of areas such as such as artificial intelligence, bioinformatics, computational linguistics, graphics and animation, systems, networks, and human-computer interaction. For students who want to complement other majors with substantial work in computer science, the department offers a correlate sequence.

The department provides access to all necessary computing equipment, including laboratories featuring Linux workstations, available 24x7 to all students taking courses in the department.

Additionally, students are able to engage with faculty on ongoing research projects in several areas of the field, both during the academic year and over the summer.

For more information, including up-to-date advanced placement rules, please visit <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 four full time faculty and three part-time faculty, a resident lighting designer/technical director, and three piano 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 company, 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, four levels of Ballet, Hip Hop (fall), and Jazz (spring). In addition to the technique courses, the department offers courses in composition, 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 further 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 an exploration of the classics to devising work of their own. 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), during the spring semester. The department regularly produces a diverse season, which may include prominent or lesser known works from the history of dramatic literature, contemporary works, musical theater, original student written work, and work with a global or diasporic vision. Productions undertaken by the department are curricular in nature.

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. Drama 221 and 222 (Sources of World Drama) are also required for the major and are typically completed during the sophomore year. Besides these four courses, students are able to determine the classes they want to take to complete the major, fulfilling simple distribution requirements within the major.

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. The former is a traditional proscenium stage while the latter is a flexible black box space.

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 and 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 and frequently sponsor week-long excursions to understand recent and past geologic events such as tsunamis, earthquakes, volcanic eruptions, landslides, and floods. In recent years, Earth science students have studied with our earth science faculty at Big Bend National Park, Death Valley, Yellowstone, and Iceland as well as in our backyard of the Hudson Valley.

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), both of which fulfill the college's quantitative analysis requirement. Other introductory courses include Field Geology of the Hudson Valley, and a first year writing seminars on geohazards such as earthquakes and volcanoes, hot topics in and the media, and 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; plate tectonics and the earth's interior, oceanography; the history of climate change; 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, the magma plumbing that feeds explosive volcanic eruptions, 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, geological consulting, 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 catalog. Note that the Earth Science and Geography department 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, Jill Schneiderman, schneiderman@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 social science approaches to human- environmental interactions, such as political ecology, world systems, socio-nature, placemaking, symbolic landscapes, and the production of space, in order to analyze power relations and social justices among places and peoples.

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 one of the introductory Earth Science courses such as Solid Earth (Earth Science 151) or Fluid Earth (Earth Science 153) 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 2023/24 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 2023/24 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 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 2023/24b: *Passing*. This course focuses on "passing" and performance in relation to gender and race. As a team-taught course with an interactive lecture component, it combines the three professors' expertise on passing and racial melodrama (as well as queer of color critique), Shakespeare and performance theory, and gender-nonconformity in eighteenth century and Romantic literature. The syllabus spans different literary traditions and media, from crossdressing actors in Shakespeare's time (to modern productions in which women actors are cast in "male" roles), to eighteenth-century "female husbands," to racial melodrama and

contemporary drag culture. Theorizing how to “do” the history of gender and sexuality—and looking at how that question shifts and moves with the imperatives of intersectionality—is a primary question motivating the course. The topic of “passing” brings the instructors’ work and research interests into conversation in a way that will productively cross the boundaries of time period and national tradition.

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. First-year students considering a major in environmental studies are encouraged to take Climate Solutions and Climate Careers: Finding your Role in the Climate Fight (Environmental Studies 162), 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. Depending on staffing resources, the Film Department may also offer a first-year writing seminar, FILM 180: The Screenplay as Literature. While FILM 175 is the only permanent offering for first-years 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 spatial approach allows us to anchor general explanatory frameworks in the communities and environments in which they play out. How does climate changes affect food production, for example? How does uneven distribution of power produce conflict across international borders and international relations? 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, socio- nature, 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, businesses, environmental consulting, government agencies, community development, law, and many other fields. Among the specific skills you will learn in geography classes are critical spatial analysis, mapping and GIS (geographic information systems); written and verbal expression; analysis of landscape, etc.

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.

Depending on your interests, 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 Spaces of global capitalism (Geography 276), or regional courses on Brazil or China. To major in Geography, students take 10 classroom units and an intensive course, including Global Geography (highly recommended), 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, cultural and symbolic landscapes, and community environmental relations- at the local and global scales. For students wishing to integrate the perspectives of both disciplines, from research methods of ethnography in anthropology, or GIS analysis and cultural ecology in geography, this interdepartmental concentration combines the perspectives of geography and anthropology in examining the spatial relations of societies in cultural 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 130, Archaeology's Lessons from the Past; Anthropology 120, The Human Animal; or Anthropology 140, Cultural Anthropology. The 140 cultural course is required for the Geo-Anth major.

Requirements for a concentration include 10 classroom units with one intensive from either departments, and at least 5 units in each. The 11 units include the two introductory courses (GEOG 102 and ANTH 140), at least 4 units at the 300 level (Geog 304 is required), a methods course in both geography and anthropology, and ANTH 201 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 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. By the end of the course students will be able to hold conversations in Italian about daily life and cultural topics. Students with previous language study may enroll in Intermediate Italian I (ITAL 205) after taking an oral and written placement exam. Most English-language courses on Italian culture are open to first-year students. Please check the catalogue for specific offerings.

Students are invited to participate in extracurricular activities organized by the department. These include the Italian Cinema Club movie screenings, game nights, cooking classes, trips to the Metropolitan Opera House and more.

Language instruction and extracurricular activities benefit from the presence of a resident Language Fellow - a graduate student from the University of Bologna who comes to Vassar for a year-long term during which they lead language labs, design cultural activities and work with individual students. This unique dynamic allows students to get first-hand language and cultural experience with current Italian university students.

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.

Italian department students often pursue double majors or correlates. Recent 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 Feminist and Queer Studies.

The department offers many opportunities for student employment, including as language drill instructors and research assistants, allowing 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 Foundations of Data Science (Math 144) in the Fall 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 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, natural and 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. Participating faculty are drawn from disciplines such as: Anthropology, Art, Education, English, Film, French and Francophone Studies, Latin American and Latinx Studies, Music, Psychological Science, and Sociology.

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, psychological engagement with and impact of media consumption, representations of social identity

(e.g., gender, ethnicity, sexuality) in media, and considerations of diversity and equity in media production, content, and reception.

The Program includes a set of core courses that provide students with a strong base in media theory and analysis, beginning with a 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 also 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. All private lessons are Intensive courses. Please note, there is an additional performance fee for private lessons; however, the fee is waived for students who take lessons for credit *and* are on Vassar Financial Aid. 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 such as *Vassar Music Treasures*.

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.

Music Theory Placement: A simple, 2-minute online placement exam is required for all students, to determine the best music theory course to take (MUSI 101 or MUSI 105). This exam ascertains that you can fluently read notes on both bass and treble clefs, which is the

prerequisite for MUSI 105. If you cannot comfortably read both clefs, MUSI 101 is the appropriate course to start with. The exam (and instructions) are located here: <https://moodle.vassar.edu/course/view.php?id=16821>. Please contact Tahirih Motazedian if you have any questions.

Advanced Placement. The Music Department offers its own advanced placement music theory exam during Orientation Week, for those students who have an exceptionally strong background in music theory. This exam determines whether students qualify to skip MUSI 105 and go straight into MUSI 106. This exam expects *outstanding* proficiency in four-part writing and voice-leading, harmonic (roman numeral) analysis, and figured-bass realization. Thoroughly review your skills beforehand, because the exam may be taken only once. Contact Tahirih Motazedian with any questions.

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 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 with any of our 100-level courses. 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 in medieval Europe and the Islamic world. All three courses provide 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.

Philosophy 110 is an introduction to ancient Chinese philosophy, roughly from 500 to 221 BCE, 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.

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 mind and 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.

Logic (Philosophy 125) provides an introduction to philosophy focused on the formal

structure and evaluation of arguments. Students develop an understanding of notions of truth, proof, and validity, and the course explores the importance of these concepts for debates within philosophy, as well as their relevance for disciplines such as computer science, mathematics, and linguistics.

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 technical and non-technical careers in other disciplines. 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 courses. 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 from physics.

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 1 unit 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 the department chair to determine which is best placement for them. Students who have taken IB, A-levels, or another advanced high school physics course should take our placement exam, to be administered 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. Additional placement issues should be addressed by consulting 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 (PHYS 168), Lasers, Technology, and Teleportation (PHYS 152), 20th-Century Revolutions in Physics (PHYS/STS 105), and Relatively Uncertain: A History of Physics, Religion, Good Movies, Bad Physics, and the Media (PHYS/MEDS 280), and Pop Culture (PHYS/ Religion/ STS 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 Cleveland (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.

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, theater, 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. Students with prior knowledge of Russian continue at the level determined by the placement test.

Every semester the department offers a specialized seminar, given entirely in Russian, on a literary or cultural topic. Additionally, some courses taught in English have a supplementary section with readings in Russian.

Every fall, in partnership with the Hermitage Museum, the department conducts a semester-long junior year abroad program in St. Petersburg that gives our students unique access to the cultural treasures of Russia's imperial capital. Currently, the program is on hold, but we offer on a yearly basis a course on masterpieces of the Hermitage taught from St. Petersburg live by the Museum's curators.

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 ("Listopad") 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 that 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 director, Silke von der Emde (vonderemde@vassar.edu).

Sociology

The study of sociology enables students to explore their familiar social environment anew from sociological perspectives and thereby broaden their minds and deepen their understanding of the “social structures” that shape the distribution of economic, political, and cultural power among social groups. The Sociology Department at Vassar offers a wide range of courses designed to nurture “sociological imagination,” critical awareness of social inequalities, and passion for social justice. Topics of our courses include consumerism and capitalism, development and social change, education and schooling, environmental justice and climate change, food, gender/sexuality, globalization, health and illness, law/crime/prison, mass media and popular culture, public policy, race/ethnicity, social class, urban issues, and work within organizational-international contexts. 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, Brian Godfrey (godfrey@vassar.edu) or the administrative assistant, Alison Mateer (almateer@vassar.edu).

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

Women, Feminist, and Queer Studies

Women, Feminist, and Queer Studies is a transdisciplinary program that explores gender and sexuality through queer and feminist methodologies. Using an intersectional framework, students explore gender and sexuality through multiple axes of power, including race, class, ethnicity, disability, and more. We offer a curriculum in which students study the way that gender and sexuality help organize the world (and in turn are organized by culture and society), but also how they constitute a methodological prism through which to transform it.

Through a variety of feminist analytics including transnational feminism, Black feminist thought, decolonial feminism, indigenous feminism, queer studies, and transgender epistemologies, WFQS interrogates the interconnectedness of global forces and local realities. We draw on activist efforts for knowledge-building toward a just society and political coalitions (not just individual solutions), and transformative pedagogical practices for undergraduate students.

We engage these frameworks to analyze human experience in its bodily, political, economic and cultural dimensions. Students learn to use a complex variety of theoretical and empirical research as well as anti-racist queer and feminist praxis to produce critical knowledges that envision possibilities for transformation and change.

First-year students interested in the major are encouraged to take WFQS 130, offered each semester, which serves as a foundation for future study. Beyond the introductory level, regularly offered courses include Introduction to Queer Studies (WFQS 201)—also open to first-year students, Gender in American Popular Media (WFQS 240), Topics in the Construction of Gender (WFQS 241), Making Waves: Topics in Feminist Activism (WFQS 245), Feminist Theory (WFQS 250), and Global Feminism (WFQS 251). A full list of courses can be found in the Vassar Catalogue.

In addition, the WFQS Program offers correlates in both Women's Studies and Queer Studies. For more information, please visit <https://www.vassar.edu/women-feminist-and-queer-studies>, 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 \$105.00 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://storesandreceiveing.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 2023

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, Lioba Gerhardi	437-5258
Dean of Studies, Thomas Porcello	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/
Degree Works	go.vassar.edu/degreeworks
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