VASSAR COLLEGE

The 2018/19 First-Year Handbook

A HANDBOOK FOR THE CLASS OF 2022
To The Class Of 2022

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

No doubt you have already begun reflecting on your own intellectual and personal goals. To be prepared to meet them, you will need to think through, plan, and carry out an academic program grounded in the broad tradition of liberal education. Our responsibility is to assist you in these tasks. Thus, the materials in this book are intended to help you make good use of the time between now and when you arrive on campus on August 27, 2018.

Recognizing that it is difficult to plan and prepare for a complex experience, we have worked carefully to assemble information in this book that will help you begin that process thoughtfully, with originality, and with confidence. You will find in these pages general statements and guidelines about the first year at Vassar and very specific statements about the philosophies and policies of all the academic departments and programs.

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 important 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. Personally, I look forward to working with you and the entire Vassar College Class of 2022.

Christopher Roellke
Dean of the College and Professor of Education
THE VASSAR FIRST YEAR

As you begin your first year of college, please reflect on the values of the community you are about to join, as articulated in the Vassar Five Desires. A Community of Special Character: “Vassar College seeks to sustain a community of special character in which people of diverse views and backgrounds come together to study and live in the proud tradition of a 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 rethik their own and others' assumptions, and to struggle with complex questions that sometimes reveal conflicting truths.” The full statement is printed on the inside cover of this handbook. Please read it and reflect on the goals and expectations it describes.

Vassar has set 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 uniquely 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 curious and 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 conversa- tion 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. Learning goals serve as resources for pre-major advising conversations and support student planning for your comprehensive liberal education.

GENERAL EDUCATION STUDENT LEARNING GOALS

1. Independent Thinking, Creativity, and Intellectual Curiosity: Students will demonstrate independent thinking and intellectual curiosity in their chosen field and across a broad array of disciplines.
   • Conduct original independent research using appropriate sources.
   • Identify issues or for which there are complex, ambiguous, or contradictory answers and create dialogues that lead to innovative solutions.
   • Demonstrate critical and analytical reasoning across a broad array of disciplines.
   • Apply relevant criteria to create, critically analyze, interpret, or reflect ethically on a text, artwork, performance, or other product of human creativity and reasoning.
   • Make valid connections among different disciplines or distinct bodies of knowledge.
   • Demonstrate quantitative reasoning by evaluating arguments framed in quantitative or numerical terms.
   • Demonstrate scientific reasoning by applying inductive and/or deductive analysis to evaluate a hypothesis.
   • Demonstrate the ability to identify, locate, evaluate, and effectively and responsibly use information to reflect your knowledge and participate ethically in communities of learning.
   • Demonstrate the ability to use general or discipline-specific technologies to analyze, and communicate ideas and information.

2. Written and Oral Communication: Students will demonstrate proficiency in writing, speaking, and listening.
   • Construct a clear and persuasive written argument using appropriate style, structure, and voice.
   • Construct a clear and persuasive oral argument using appropriate techniques that address the needs of the audience.
   • Communicate effectively.

4. Engagement in Diversity, Inclusion, and Equity: Students will develop competencies to understand and relate to diversity so as to be fully engaged citizens who promote an equitable and inclusive society.
   • Demonstrate the ability to explain and reflect on important issues within one’s own cultural context and the cultural context of others.
   • Engage with those who differ from oneself in beliefs, behaviors, values, or views.
   • Function effectively and work collaboratively in diverse groups.
   • Build and sustain community by applying knowledge to help others.
   • Demonstrate proficiency speaking, reading, writing, and understanding a language other than English.

New Student Orientation

Classes begin this year on Tuesday, September 4. All new students are expected to arrive at Vassar on Monday, August 31, the first day of New Student Orientation. A detailed schedule for this year’s orientation activities may be found online at: https://www.vassar.edu/orientation. Student resources for pre-major advising conversations and support students will not achieve all of these goals in the same way and to the same extent. Learning goals serve as resources for pre-major advising conversations and support student planning for your comprehensive liberal education.

ACADEMIC, RESIDENTIAL LIFE, AND EXTRACURRICULAR RESOURCES

“Can I take that wonderful-standing 200-level course on Asian-American literature?” “I’m running a fever and can’t get to class.” “Can I drop a class? I just 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 and nonacademic 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 cam- pus because of an illness or family emergency or who is con- sidering taking an extended break should consult the dean from Vassar should consult the dean of first-year students.

Denise A. Walen is the dean of first-year students. Her office, 446 Sibley, is located inside the Office of the Dean of Studies (N-128). Appointments may be made by calling 845-437-5258.

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, which you will complete online. (When you declare a major, most likely in your sophomore year, you will be reassigned to an advisor who teaches in the department or program of your major.) The first meeting for new students with their pre-major advisors is from 2:15-3:30 pm on Tuesday, August 28. This meeting provides an opportunity for you to become acquainted with your pre-major advisor and their other pre-major advisors and other students. New students interested in a particular major and the general information you will receive at this meeting. Faculty advisors will be available outside of their offices during open hours to help you with your academic questions. Faculty advisors will be available outside of their offices during open hours to help you with your academic questions. Faculty advisors will be available outside of their offices during open hours to help you with your academic questions.
under the non-recorded option (NRO), to pre-register for the following semester, or to request any kind of special permission.

At Vassar, there are many people to turn to for academic advice, so you will need to be proactive in making sure you are aware 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 curriculum 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 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 call from the phone located in the Corrado Room (the room with the stained glass window in the Main Library). You can also chat with a librarian virtually 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, the Digital Media Zone, Scholars’ Studio, Matthew’s Bean and extensive network of alumnae/i to assist with your personal and professional development. The CDO houses a variety of resources for students who are preparing for academic Community-Engaged Learning placements, please visit the Office of Community-Engaged Learning in Main N-165, phone 845-437-5280, or visit http://fieldwork.vassar.edu. For the application process, current opportunities and forms, please visit: bit.ly/vassarCDO

Career Development
The Career Development Office (CDO), located in Main S-170, supports members of the Vassar community as they explore their interests, define their career goals, and seek their next opportunity for personal growth and professional development. The CDO houses a variety of resources for locating summer and postgraduate opportunities and making connections between your college experience and the world of work.

Our services and programs focus on the following areas:
• Supporting career exploration and self-assessment (defining your interests, skills, values, and goals)
• Educating about internship and job search documenta- tion and strategies
• Providing resources for locating internships, summer jobs, and postgraduate opportunities
• Creating opportunities for students to engage with alumnae for the purpose of 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. First-year students are encouraged to engage with the Career Development Office early in their time at Vassar. Whether you are thinking about a summer internship, deciding on a major, or simply exploring options to gain experience, you can use the CDO’s staff, resources and extensive network of alumnae/i to help you chart your course.

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

The Dean of Students
The dean of students has the responsibility for coordinating services and activities of the non-academic lives of Vassar students. Specifically, the dean of students oversees the following student service areas: the Counseling Service, the Health Services, Residential Life, and Sexual Assault and Violence Prevention (SAVP).

The dean regularly meets with the directors of the student services that report to her, together they establish the goals and priorities of each office. The dean oversees the student conduct system and, along with the dean of first-year students, co-chairs the New Student Orientation Committee. The dean also serves as an advocate for students and their needs.

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

SSN members may share information about students who appear to be in trouble (e.g., who appear to be at risk to themselves or others, whose academic or social situation is dire, who are experiencing significant personal problems, or whose behavior is alarming other members of the college community). The group then determines how best to support the student or students. Please note that confidential information is not shared by the Counseling Service, Health Service or the Director of Health Education.

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

The Office of Residential Life
The Office of Residential Life coordinates all aspects of the residential experience at Vassar. The Residential Life staff are responsible for community development, student leadership, room assignments, residential furniture arrangements and equipment, health and safety in the halls, and the development and implementation of college policies. The director and associate director can be contacted at the central office in Main C-120 or by telephone at 845-437-5860.

House Fellows
House fellows are faculty members who live in the residential halls. They function as academic advisors and as members of the residential community who offer perspective and counsel. They also serve to broaden and extend the contact between faculty and students in informal and non-academic areas. All first-year students are selected to support the programmatic endeavors of the house fellows in each house.

The 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. The Office of International Students and Scholars is committed to ensuring that all students receive equal opportunity in all aspects of programming. We plan and coordinate a variety of academic, cultural, and social programs to enhance the integration and success of international students and scholars. We offer advice and assistance in visa, immigration, tax, employment, cultural, and general matters. Students and scholars should feel free to stop by to get information about international student life or to schedule a one-on-one consultation with the director of the Office of International Services.

Office of Health Education

The Office of Health Education (OHE) believes that health is a vital part of learning. Students are able to thrive academically and personally depends on their state of mind, body, and spirit.

The office works to provide a campus environment and range of programs that students and faculty are able to make the decisions that sustain and enhance their health, prevent disease and reduce risk behaviors. Staff develops educational programs relevant to student health behaviors and activities such as healthy eating, substance abuse prevention, nutrition, and sexual health awareness, and facilitates connections between student health needs and services provided by the college and the local community.

The OHE also offers support and training to student peer helper groups, including CHOICE (sexual health work with non-major), and The Listening Center (TLC). The office, located in the Metcalf solarium, is open during the academic year and can be reached at 845-437-7769. Students should feel free to stop by to get information about health and wellness topics, meet with a wellness peer educator, or schedule a one-on-one consultation with the director of health education.

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

The Sexual Assault Violence Prevention Office/Sexual Assault Response Team

The Sexual Assault Violence Prevention (SAVP) Office aims to prevent and respond to sexual assault, relationship abuse, stalking, and gender-based harassment through preventions, education, collaboration, outreach, and advocacy.

The SAVP Director and the Sexual Assault Response Team (SART) are committed to supporting students who are survivors of sexual violence. The SAVP office also coordinates prevention education for the campus community throughout the academic year. The SAVP Director and Violence Prevention Educator 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 organization leaders, faculty, and first-year students during orientation.

SART advocates can be reached 24/7 by calling the Campus Response Center at 845-437-7333 and asking to speak with a SART Advocate. The SAVP Director’s office is in Metcalf Room 4 and can be reached at 845-437-7863 or savp@vassar.edu. The College and Community Resource Center (CCRC) is located in Metcalf Room 1-C and can be reached at 845-437-7975 or savp@vassar.edu. For more information, please visit http://savp.vassar.edu.

Health Service

The Student Health Service, located at Baldwin House, provides medical and nursing care by qualified personnel including a physician, physician assistants, nurse practitioners and nurses. Health Service hours are 8:00 am–5:00 pm, Monday through Friday, and 12:00 noon–4:00 pm on Saturday and Sunday.

Daily clinics for nursing, medical, and gynecological care are maintained on weekdays from 9:00 am–12:00 noon and 1:00 pm–5:00 pm. Appointments can be scheduled during office hours by calling 845-437-5800; for women’s health, call 845-437-5818. After clinic hours, a nurse is present on site until 5:00 pm, and 7:00 pm on weekdays and from 12:00 noon–4:00 pm on weekends. Emergencies and urgent care walk-ins can be seen immediately when the Health Service is open. When the Health Service is closed, students may access the “Night Nurse Triage” line by calling 845-437-5800. A member of the medical staff is on call outside of clinic hours.

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

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

Office for Accessibility and Educational Opportunity

Many Vassar students need accommodations or support services because of a learning disability, ADHD, a chronic medical condition, vision or hearing loss, a mobility impairment, or other considerations. The office is open Monday through Friday, 8:30am–5:00 pm, during the academic year and by appointment during the summer. For more information, please call 845-757-7434 or visit http://aeo.vassar.edu.

For more information, please visit the Office of Health Education Office of International Services website.
Office of Campus Life and Diversity

The Campus Life and Diversity Office strives to enhance the quality of campus life for all students by advancing Vassar’s mission to provide a socially responsible and inclusive educational experience. We support the growth of students, groups, and other offices in creating opportunities and spaces for students, faculty, and staff to share their experiences, celebrate diversity, and pursue social justice education, global citizenship, and intersectional identities as integral components of a liberal arts education for all Vassar students. The Office of Campus Life and Diversity also assists students with the college’s response. The team includes the Episcopal, Roman Catholic, and InterVarsity communities and initiatives on campus, and plays an important role as a college liaison to the mid-Hudson Valley civic communities and initiatives. RSL staff members are available for pastoral care to the center, helping to devise new programs and initiatives in consultation with faculty and other administrative offices, with faculty and other administrative resources to foster inclusive learning and living environments as integral components of a liberal arts education for Vassar students.

The division hosts Conversation Dinners, various campus dialogue, and plans the annual All College Day for various student organizations; and has a robust library of LGBTQ-related books. The WOMEN’S CENTER, located in College Center 213, is a place for lesbian, gay, bisexual, transgender, queer, questioning, and ally students to relax, socialize, and learn. The center hosts discussions, lectures, social events; provides meeting space for various student organizations; and has a robust library of LGBTQ-related books. The WOMEN’S CENTER, located in College Center 235 and offers a community space and programming on various components of gender identity, women’s leadership, empowerment, and health. The Women’s Center Student Advisory Board—which consists of 8 to 10 female-identified student leaders—acts as a think tank to the center, helping to devise new programs and initiatives in consultation with faculty and other administrative offices.

The Office of Religious and Spiritual Life (RSL) provides programming and support for 10 different student religious communities, interfaith groups, campus ministry centers, and First Year student engagement programs. The Campus Life and Diversity team, along with the Associate Dean of the College, works in close collaboration and consultation across offices, with faculty and other administrative resources to foster inclusive learning and living environments as integral components of a liberal arts education for Vassar students. The division hosts Conversation Dinners, various campus dialogues, and plans the annual All College Day in February, which brings students, faculty, administrators, and staff together for discussion and dialogue. We also assist students, groups, and other offices in creating opportunities for participants from different backgrounds and perspectives to engage in dialogue and to foster a diverse campus life and Diversity program (located in Main, N-163) includes the Division of Student Affairs, Mental Health Services, and the Dean of Students Office, which provides support and advocacy services for students of color and offers opportunities for leadership development, infra-cultural and inter-cultural programs, career planning, and alumni mentoring programs. The center, a freestanding building adjacent to the powerhouse Theater, also catalyzes cultural exchanges and transfers their experiences on the ground process. One of the most impactful educational outcomes is that the Office of International Services offers a full range of resources for international students and scholars, including advice and assistance in visa, immigration, tax, employment, and graduate and professional school opportunities. Students can remain connected with the work beyond graduation, and often cite their participation as being central to and even the most important part of their Vassar experience, as well as providing tools to navigate life after Vassar. For more information, visit http://thehaitiproject.org.

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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 not lose sight of 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 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 each student as an intellectual process as well as the effective expression of ideas in both written and oral form. Please see the section on First-Year Writing Seminars in this handbook for the 2018/19 offerings.

Quantitative Course Requirement

Faculty 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

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, and Yiddish.

All three- and four-year students whose first language is English are required before graduation to demonstrate proficiency in a foreign language, and foreign language 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 breadth and depth 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 units in the Arts, 25% of your units in the Natural Science, and 25% of your units outside the division in which you major. For example, a history major must complete at least 17 of the 14 units in courses outside the History Department, 14 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 select a major in the same department in the same semester in your first year. As you consider your course selections for your first two years, you should be sure to include introductory work in any department or program in which you might major. All students must declare a major by the end of their fourth semester; applicants for Junior Abroad must declare by December of their sophomore year.

Pre-Matriculation Credit

Pre-matriculation credit may be awarded for college-level work completed before and after matriculation 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 CEEB/Cambridge Advanced Level exams (A Levels), the French Baccalaureate, the German Abitur, and the Caribbean Advanced Proficiency Examination (CAPE). A maximum of 4.0 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 8.0 units of credit will be awarded for college or university courses taken before enrolling at Vassar.

A total of 8.0 units of pre-matriculation credit of any type will be awarded. This can consist of 8.0 units of transfer credit from college courses taken prior to matriculation, or some combination of transfer credits and exam-based pre-matriculation credits. However, no more than 4.0 units of exam-based pre-matriculation credit can count towards the total of 8.0 units.

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

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 along 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 will be awarded to a student who has taken AP or AP-equivalent coursework as certified by the dean of studies.

In general, the following courses will be accepted for pre-matriculation transfer credit:

1. The International Baccalaureate Program (IB)
2. The French Baccalaureate
3. The German Abitur
4. The Caribbean Advanced Proficiency Examination (CAPE)
5. AP examinations in accepted academic disciplines
6. Credit for academic courses at non-American schools

A maximum of 4.0 units of exam-based pre-matriculation credit can count towards the total of 8.0 units.

Other International Exams

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 that held will receive. Advanced placement advising will be done as part of the academic advising sessions in the academic departments and programs on Thursday, August 30. 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 consult with any appropriate department chair 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 within a strong interdisciplinary framework of professional methods and a balanced course of study in a selected field of concentration leading to the degree of bachelor of arts. In addition to a degree in an academic discipline, they may also earn initial New York State certification at the childhood and adolescent levels. The certification is reciprocal in most other states.

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

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

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

Preparation for Law School
At Vassar, pre-law advising is handled by Mario Roman, Jannette Swanson, and Stacy Bingham in the Career Development Office (CDO) located in Main S-170 (845-437-5263), to schedule an appointment with a Full-time Fellow for Fellowships and Pre-Health Advising, located in Main N-162 (845-437-5263), to schedule an appointment with the director of the Office of International Programs by calling 845-437-5260.

For more information on approved programs as well as a roster of Representatives of Study Abroad, please visit the OIP website at http://jya.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. 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 successful 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 morning, August 30. Careful planning of the first academic year is essential. Students should call the Office for Fellowships and Pre-Health Advising, located in Main N-162 (845-437-5263), to schedule an appointment with a pre-med advisor if they cannot attend the meeting and feel that they need additional information before making a final selection of courses for the first term.

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

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

Vassar College study abroad is based on a home tuition policy and your financial aid "travels" with you. Further information on financing and planning study abroad can be found on the Office of International Programs website http://jya.vassar.edu. You are welcome to stop by the office located in Main N-173 during open drop in hours, or you can make an appointment with the director of the Office of International Programs by calling 845-437-5260.

For more information on approved programs as well as a roster of Representatives of Study Abroad, please visit the OIP website at http://jya.vassar.edu
3. Add Period (through September 11). Once classes begin you can add courses up to a maximum of 5.0 units, to your schedule until Tuesday, September 11. Students need both their instructor's and their advisor's approval to add a class during the add period. Under no circumstances are first-semester first-year students granted permission to exceed 5 units. All students must be registered for the minimum of 3.5 units by September 11.

4. Drop Period (through October 12). Students may drop courses (but not below 3.5 units) with their advisor's approval until Friday, October 12. A copy of your final registration will be available online at Vassar's website via Ask Banner for your viewing after October 12. Students will drop courses by reporting 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 4-4.5 units in their first semester (for two-year enrollment is between 3.5 and 5.0 units). Vassar offers a limited number of half-credit courses, mostly in the departments of music and physical education. You will need to consult the schedule of classes. Select “Quantitative Analysis” from the “Select a Course Type” drop-down menu in the online version of classes to list all such courses. For descriptions of these courses, please consult the relevant section of the catalogue.

3. Foreign Language Proficiency Requirement. This requirement applies to all entering 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 for a waiver of this requirement. (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 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 junior year abroad, you will need to have completed, by the end of your sophomore year, at least a full year at the intermediate level of the appropriate foreign language.

Proficiency can also be demonstrated by passing an exam prepared by Vassar faculty. Proficiency exams in Ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish are given. All students must complete the proficiency exam by Thursday, September 12. All students must complete the exam before course registration. Students who fail the first semester of a "slash" course may not enroll in the second semester of that course. Students who fail the first semester of a "slash" course may not enroll in the second semester of that course.

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. if the student has achieved a 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 (total of at least 5 units but not above 7 units). You will need to have completed, by the end of your sophomore year, at least a full year at the introductory level of the appropriate foreign language. Students who have done literature or language study in their principal fields of interest or expertise, faculty advisors often recommend that students elect courses in the natural sciences have laboratory components; consult the schedule of classes. For descriptions of these courses, please consult the relevant section of the catalogue. You are strongly encouraged to take 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 and "hypothetical" English 105-106); you must successfully complete the second semester to receive credit for the first. Another yearlong course open to first-year students is Art 102-103. Yearlong courses are designated with "Y" in the schedule of classes. The following "slash" classes are year-long sequences; while you must take the first semester to qualify for the second; you do not need to take the second to receive credit for the first: Chemistry 108/109 and Music 105/106. Students who fail the first semester of a "slash" course may not enroll in the second semester without permission from the department chair.

Please note that some yearlong courses are "provisionally graded." This means that, in the words of the catalogue, "the final grade received at the end of the academic year becomes the grade that will be recorded on the student's transcript for both the first and the second semester." Italian 101 and Chinese 101 are normally 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-graded option must take both semesters on this basis. Provisionally graded courses are marked in the schedule of classes with a "FR.

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 work at AP courses that are counted 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. Some AP courses may involve credit that 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-graded option. For an explanation of the non-graded option (NRO), please see "General Academic Regulations and Information" in the Degrees and Courses of Study section of the catalogue. The schedule of classes indicates which courses may be taken NRO. The total number of NRO units may not exceed 5. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. The total number of ungraded units may not exceed 5. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. This ungraded limit does not apply to any units taken in excess of the 34-unit minimum required for graduation.

The non-graded option has been approved by the faculty and may be used only to allow students to take courses which the faculty has designated as ungraded by 1 unit for each year of advanced standing awarded to the student. These students are placed on academic probation at the end of their first year. All NRO elections must be approved by the faculty advisor and filed with the registrar by the end of the first semester. After the end of the fall, October 12, the same date as the drop deadline).

Although official grade reports are issued only at the completion of each semester, students 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 grade, including any student with one E, 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 a withdrawal from the college as well. First-year students who at the end of their first year have a grade point average below 1.5 are not eligible to return for 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. The decision of the committee is made by the committee for making satisfactory progress towards the degree.)
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 the critical reading and persuasive writing at Vassar, and helps them make the transition to college-level writing. These courses from across Vassar’s curriculum present students with challenging and controversial topics that are relevant to their lives. 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.

Fall Sections

African Studies 101a Martin Luther King Jr.

(Same as History 101)

This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King who articulated a moral compass of the nation to explore race relations. We engage the complexities of an individual who articulated a moral compass of the nation to explore race relations. We engage the complexities of an individual who

 Anthropology 170a Topics in Anthropology: Language Factions, Language Fictions

This course seeks to study what it means (and has meant) for a variety of non-native speakers to write in English; from the politics of using "the language of the colonizers," to personal journeys of self-transformation and loss of identity, to the discovery new aspects of one's personality in another linguistic and cultural context. Readings include stories, essays, speeches and autobiographies in which authors reflect on what it means to write in English. The course also explores aspects of second language acquisition, language and identity, as well as academic essays on the relationship between language and personal identity. In addition to studying the stylistic conventions of academic writing in English, assignments give students the opportunity to reflect on their own experience with language and identity.
experiences as English learners and/or their experience working and/or interacting with those students.
The course is intended for students who are learning English as a second language. This course combines perspectives from literary (autobiography, biography, and other forms of life-writing) with research from the field of applied linguistics that explores the relationship between language and identity.

We will study literary, philosophical, and cinematic texts that explore the various faces of evil – from the romantic to the banal, the irrational to the utterly unmotivated. Readings include: The White Devil, Othello, Wuthering Heights, Heart of Darkness, Blood Meridian, In the Penal colony as well as Baudelaire, Nietzsche, Kafka, Bataille, and Arendt.

ENGL 101.01 English 1a: A Classic?
Why are some works of literature called classics? Which works are truly classic? How do we know 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 status of classic? Can a work be modern or even contemporary classics? Through reading and discussion of poetry and prose works often thought of as classics, this class will investigate these and other questions.


ENGL 101.02 TR 10:30-11:45 pm Robert DeMaria

English 1a Troubling Girlhood
From early-American witch trials to contemporary stories detailing the "dangers" of high school life or illuminating the power of teenage romantic love when it becomes entangled with political activism, this course explores narratives focused on the public and private lives of young women. The aim of the course is to write through and through "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 will consider how varying, sometimes length and shift the meaning of "girlhood" in the US. Students enrolled in this course will develop an academic research paper and learn to participate in and lead a college classroom discussion.

ENGL 101.03 TR 10:30-12:45 pm Eve Dunbar

English 1a Sounds American: Pop Music, Identity & Imagination
This course is about the pop musical imagination, or what new realities, a catchy sound design, or a brilliant artist compels us to envision. We’ll approach this question thematically (rather than historically) and engage in a number of small and large assignments: music and poetry; essays and memoirs; cultural and academic monographs; music videos and cultural theory—that brings the vast terrain that is the American soundscape into focus.

Our considerations will draw from the perspective of the listener, the fan, the critic, from the Jazz Age to the present. In this working and much in-depth research, we will interrogate what it means to engage with music in the present day. How have portable devices or streaming services altered our relationship to music? How does pop music provide a surface upon which we debate questions of political identity, authenticity, and self-determination? What visions of independence or freedom do we engage when we engage with popular music seriously, or with caution? Possible readings include Hari Kunzru’s White Teeth, Rebecca Dubrow’s history of portable stereo, Patty Smith’s punk memoir of seventies-New York, as well as various ads.

ENGL 101.04 TR 1:00-2:15 pm Hua Hsu

English 1a What is a Classic?
This course does not serve as a prerequisite for upper-level courses in English, but topics from other scientific areas may also be explored.

ENGL 101.05 MR 1:00-2:15 pm Michael Joyce

English 1a The Essay Form
The high-school essay taught in the Dorton Vafacmca course is designed to make the academic essay a flexible, biographical, five-paragraph costume armor. This is an exaggeration, of course, but to write in more imaginative ways let us examine the course’s instructors’ taken or written by students of the past hundred years or so: George Orwell writing about shooting an elephant, James Baldwin on his father’s death and race riots, Jorge Luis Borges on his “modest blindness,” Susan Sontag looking at photographs, Joan Didion bidding goodbye to New York, Adrienne Rich recalling the strands that make up her identity. Also, Geoff Dyer on sex and hotels, Lisa Robinson’s “Deep Throat” essay, holding and的发展, the lyric essay, Jenny Boully on the body, Eliot Weinberger on what he heard about Iraq, and David Foster Wallace on any literary or cultural text of any age to any genre. We will study some classic and two longer essays (about eight pages in length).

ENGL 101.06 TR 10:30-11:45 am Amrita Kumar

English 1a Allegories of the Self
This course offers students intensive practice in close read and interpretive writing and conversation through the examination of allegorical materials. We will read selected works in their contemporary cultural and historical contexts, this course explores significant differences as well as possible continuities between past and present interpretations and representations of such basic concepts and institutions as gender, family, marriage, and marital duties. The “rhetoric”, as well as the way to discuss passages from the Bible and selected texts (representing diverse dramatic, epic, and lyric genres) by Euripides, Aristophanes, Ovid, Petrarch, Boccaccio, Chaucer, Shakespeare, Shelley, Emily Bronte, and others. In addition, we will look at various adaptations (musical, theatrical, film arts) of Romeo and Juliet as well as film versions.

ENGL 101.08 TR 10:30-12:45 pm Zoltan Markus

English 1a The Instruction of Citizenship
Emma Lazarus’s celebrated poem, “The New Colossus,” identifies the Statue of Liberty as “the New Colossus” welcoming the world’s "wretched” and “tempest-tost.” However, the popular definition of the United States as a “nation of immigrants” is not the same as the one we get from reading the Declaration of Independence and the Constitution. This course examines how literature by first- and second-generation Americans brings to light conditions that either bind or divide us as contemporary citizens. In this course, we will also interrogate citizenship as a model of political inclusion. Some guiding questions for us: What do gain or lose with assimilation? How is “cultural citizenship” different from formal, legal citizenship? How does immigrant writing respond to or disrupt abstract notions of American citizenship? What is at stake in the language we use to describe diverse and unparalleled experiences of race, class, and others? What might popular culture teach us about citizenship?

ENGL 101.09 TR 12:00-1:15 pm Himat Perez
English 101a The Ends of Black Autobiography

Autobiographical writing has been seen as a preeminent mode of African American expression. It was one of the first intellectual gestures that the formerly enslaved used to make their claim to dignity, while at the same time it was used to hide, violate, and maintain white supremacy. Myths and lies encode itself—then, as now, the unspoken or unspeakable. We'll investigate a rogue's gallery of 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 appropriating a certain version of black life to its reading audience, it is important to ascertain the nature of the cultural work that these texts (seek to) accomplish. Among the featured authors in this course are Frederick Douglass, Harriet Jacobs, W.E.B. Du Bois, Zora Neale Hurston, Richard Wright, James Baldwin, Gloria Naylor, Barack Obama, Jasmyn Ward, Chris Rock, Oprah Winfrey, and MK Asante.

ENGL 101.10 MW 10:30-11:45 am Tyrone Simpson

English 101a Jane Eyres

Charlotte Bronte's Jane Eyre tells the story of a heated romance between a “poor, obscure, plain” governess and a “poor, obscure, plain” governess. Some say that Bronte wrote this story as a psychological study of the deformed, and some as an expression of the Salvationist’s passion for “the passion to insinuate themselves into literary modernity. In these assignments, students consider such issues as the relationship between characters and their environment, why certain detectives (i.e., Sherlock Holmes and Philip Marlowe) have maintained their appeal over different historical periods, and how popular film genres can challenge or confirm cultural narratives. This course is taught in English: all works are read in translation.

ENGL 101.13 TR 12:00-1:15 pm David Means

English 101a The Fiction of Faith

Some of the more controversial novels of the past century have depicted striking attitudes of religious belief. A faith in God is central to the plot of most of these novels, and we'll also examine some of the ways in which belief in God has been questioned. We'll also explore the perspectives of women and children in these novels, as well as the politics of slavery and national identity. This course will explore characters caught in the dreamscape of violence and apocalyptic visions that is perhaps unique to American history and culture, from slavery to opiate addiction to school shootings. We'll examine the concept—coined by rock critic Greil Marcus—of “old West 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, and Eugene O'Neill, stories by Edgar Allan Poe, Joyce Carol Oates, Herman Melville, Flannery O’Connor, and Denis Johnson. Longer works may include novels by William Faulkner, Gail Jones, William Vollmann, Hunter Thompson, and the graphic artist, Lynda Barry.

ENGL 101.11 TR 12:00-1:15 pm David Means

English 101a Beneath the Apocalyptic Landscape

This course will explore characters caught in the dreamscape of violence and apocalyptic visions that is perhaps unique to American history and culture, from slavery to opiate addiction to school shootings. We’ll examine the concept—coined by rock critic Greil Marcus—of “old West 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, and Eugene O’Neill, stories by Edgar Allan Poe, Joyce Carol Oates, Herman Melville, Flannery O’Connor, and Denis Johnson. Longer works may include novels by William Faulkner, Gail Jones, William Vollmann, Hunter Thompson, and the graphic artist, Lynda Barry.

ENGL 101.13 TR 12:00-1:15 pm David Means

English 101a Narrative Deception: Some Truths About Lies

Narratives told by someone who can't be trusted invite the reader to explore the ambiguous border between truths and lies. An author's perceptions may differ from those of the readers who read the narrative. This course will explore characters caught in the dreamscape of violence and apocalyptic visions that is perhaps unique to American history and culture, from slavery to opiate addiction to school shootings. We’ll examine the concept—coined by rock critic Greil Marcus—of “old West 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, and Eugene O’Neill, stories by Edgar Allan Poe, Joyce Carol Oates, Herman Melville, Flannery O’Connor, and Denis Johnson. Longer works may include novels by William Faulkner, Gail Jones, William Vollmann, Hunter Thompson, and the graphic artist, Lynda Barry.

ENGL 101.11 MW 10:30-11:20 am Susan Zlotnick

French and Francophone Studies 170-01 Perspectives in French and Francophone Cultures: Meeting Places

(Same as Women’s Studies 170)

Beginning with the 19th century, this first-year writing seminar examines the role of gender in stories about people who meet in public urban places, such as bars, streets or cafés. Public urban places are associated with a specifically modern consciousness, characterized by the embracing of more fluid identities, fewer constraints, and a greater sense of the ephemeral. We use each text to practice writing about literature while exploring the critical concepts of gender, place and modernity in a French studies context. The course is taught in English: all works are read in translation.

FILM 180.01 TR 10:30-11:45 am Alexander Kupfer

(Film screenings are M 3:10-6:10 pm, with an alternate screening on Sunday 12:30-3:30 pm)

German Studies 182a Lost in Translation (Same as College Course 182)

Eviva Hoffman, who emigrated from Poland to Canada at age thirteen, narrates the transition from Polish to English as “a dispossession of one’s self.” For her, adapting to a new language and culture requires a balancing act: “how do we work within the culture without forgetting the culture of our past? How does one strike an elastic balance between rigidity and self-effacement?” This course seeks to study what it means (for immigrants and for a variety of reasons) to speak English: from the politics of using “the language of the colonizers,” to personal journeys of self-transformation and loss of identity, to the discovery new aspects of one’s personality in another linguistic and cultural context. Readings include stories, essays, and autobiographies in which authors reflect on what it means to write in English. Thoreau, Buddhism and Richard Rodriguez are among the authors we’ll study, including the privilege of the non-native speaker, as well as academic essays on the relationship between language and personal identity. In addition to studying the stylistic conventions of academic writing in English, assignments give students the opportunity to reflect on their own experiences as English learners and/or their experience with the role of the English language in their lives. The course is intended for students who are learning English as a second language. This course combines perspectives from literary writing (Autobiography, biography, and other forms of life writing) with research from the field of applied linguistics that explores the ways that language relates to identity and community. We will use the research of applied linguists to analyze the perspectives and experiences presented in the life writing of the course.

GERM 182.01 MW 1:30-2:45 pm Karin Maxey

Greek and Roman Studies 102a Cleopatra

A famous historian once wrote, “The true history of Antony and Cleopatra will probably never be known, it is barred too deeply beneath the version of the victors.” This course examines Cleopatra’s story from a modern perspective, with a focus on the Hellenistic monarch, last of a dynasty founded by a companion of Alexander the Great, and a goddess incarnate. Playwrights, one of the world’s oldest societies. However, the ways in which Cleopatra has been depicted over the centuries since her death are equally intriguing, and the course considers versions of Cleopatra from the Romans to the Chaucer, Boccaccio, Shakespeare, Gauthier, Shaw, and film and television to explore how different authors and societies have created their own image of this bewitching figure.

GRST 102.01 MW 1:30-2:45 pm Bert Lott

History 101a Martin Luther King Jr.

(Same as Africana Studies 101)

This course examines the life and work of Martin Luther King Jr. We immediately rethink the image of King who liberals and conservatives constructed as a descent of better race relations. We engage the complexities of an individual who articulated a moral compass of the nation to explore racial justice in post World War II America. This course gives special attention to King’s role in the US government as it called for a reordering of American society, an end to the war in Vietnam, and supported sanitation workers striking in Memphis. We will also consider the legacy of King’s vision of American democracy and the battle for a “purer race” and a “better way of life.” This course surveys American history and culture, from slavery to opiate addiction to school shootings. We'll examine the concept—coined by rock critic Greil Marcus—of “old West 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, and Eugene O’Neill, stories by Edgar Allan Poe, Joyce Carol Oates, Herman Melville, Flannery O’Connor, and Denis Johnson. Longer works may include novels by William Faulkner, Gail Jones, William Vollmann, Hunter Thompson, and the graphic artist, Lynda Barry.

ENGL 101.01 TR 9:00–10:15 am James Merrell

History 160a Rediscovering U.S. History

This is not your parents’—or your high school teacher’s—American history course. No textbooks: instead we reckoned the history through a series of memoirs, novels, newspaper articles, letters, speeches, photographs, and films composed by a colorful, diverse cast of characters—famous and forgotten, slaves and masters, work- ers 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 anti-colonial rebellion that Americans won (1776) to another that they lost (Vietnam), the course chal- lenges the reader to form their own histories and perhaps also a few about America’s present and future.

HIST 160.01 TR 9:00-10:15 am Quincy Mills

History 222 The British Empire

(Same as Africana Studies 222)

This course explores the British Empire as an experiment in civilization for the political domination of the “savage” and the “black.” By looking at the worlds of the English and the African, this course aims to explore the various ways in which British imperialism was practiced. The course will focus on the various ways in which the British Empire was constructed and maintained, and on the various ways in which the British Empire was resist.
History 174a The Emergence of the Modern Middle East

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

HIST 174A TR 12:00-1:15 pm Joshua Schreier

Italian 175a The Italian Renaissance in English Translation

In this course we examine the notion of selfhood as it first appears in the writings of early humanists (XIV century), Renaissance authors (XVI century) and works of contempory visual and performing artists. Aesthetic, and gender issues are investigated through the reading of literary and theatrical masterpieces and their influence on visual arts like Botticelli, Raphael, and others. We read in English translation excerpts from Petrarch (Canzoniere and Letters), Boccaccio (Decameron), poems and letters by women humanists (Isotta Noguera, Cassandra Fedele, Laura Cereta), Machiavelli (The Prince), Castiglione (The Book of the Courtier), Gaspata Stampa and Veronica Franco (Poems). In order to foster the student's self-awareness and creativity, journaling, experiential practices, and a creative project, based on the course content, are included.

ITAL 175.01 WF 1:30-2:45 pm Eugenio Giusti

Jewish Studies 180a Interrogating Religious Extremism

(Same as Religion 180)

Where is the center in religion? And what defines the fringes, borders, and extremes? The aim of this course is to investigate the concept and category of religious "extremism" and how it relates to the equally fraught idea of "mainstream" and how it relates to the equally fraught idea of "mainstream" religious "religionism" and the questions we consider easy to state, but may be difficult to answer: What does it mean to allocate representation in government proportionally? Is it possible to quantify an individual's political power? Are there any voting systems that are truly fair? Although little mathematical background is required, the tools we develop will be powerful and allow us access to deep ideas.

MATH 131.01 MW 1:30-2:45 pm Jan Cameron

Poems 184a Star Wars: Resistance, Rebellion, and Death in a Galaxy Far, Far Away

In a 19 September 1944 article for the French resistance newspaper, Combat, Albert Camus wrote, "Revolution is not the same as liberation; liberation, and to accept an order that would bring men to their knees. Revolution is the act of renouncing all day, which继而 yields, at first, a sense of disbelief and then, as the conflict continues, a sense of foreboding, that there may be something that is different from it? What is the difference between "extremism" and "mainstream"? After investigating these categories, we identify the rhetoric of contemporary Jewish, Christian and Muslim groups that depart from what we have identified as "mainstream" bodies of tradition in significant ways and seek to understand the complex theological and social agendas behind them. We also investigate how these groups portray themselves and construct their identity as either the more centered groups by simultaneously laying claim in tradition and radicalism from it.

JWST 180.01 MW 12:00-1:15 pm Agnes Veto

Latin American and Latinx Studies 180a Dynamic Development

How do we do justice to the complex social, cultural, and economic landscape of Latin America, the Caribbean, and Latinx/US. Do we read and write about a range of genres, from testimonio, film, and fiction to social science. The goal is to approach a vocabulary from which the varied lives and struggles of Latinas and Caribbean women, the transnational politics of gender, key moments in the Latinx past ranges widely, and includes both journalism and musical writing. Over the course of the semester we examine more and more complex kinds of music, beginning with songs of all kinds, and ending with works of greater scope (operas, symphonies, concertos, and more). The goal is both to challenge ourselves as writers, and to find ways to write about the almost maddening variety of Latinx musical expression.

MUSI 180.01 TR 3:10-4:25 pm Brian Mann

Psychological Science 108a Living Rhythms

Human activity is rhythmic. We engage in cycles of eating, loving, working, resting, walking, talking, learning, and sleeping. We multitask, nesting and switching cycles within cycles. Our activity entrains to cycles of the sun, moon, weather, natural and cultural seasons, and human-made devices. In this course, students explore and write about the psychology of rhythmic activity by means of participation, observation, interview, and literature review.

PSYC 108.01 MW 10:30-11:45 am Carolyn Palmer

Religion 180a Interrogating Religious Extremism

(Same as Jewish Studies 180)

Where is the center in religion? And what defines the fringes, borders, and extremes? The aim of this course is to investigate the concept and category of religious "extremism" and how it relates to the equally fraught idea of "mainstream religionism"; to what extent does it draw on its and yet differ from it? What is the difference between "extremism" and "mainstream"? After investigating these categories, we identify the rhetoric of contemporary Jewish, Christian and Muslim groups that depart from what we have identified as "mainstream" bodies of tradition in significant ways and seek to understand the complex theological and social agendas behind them. We also investigate how these groups portray themselves and construct their identity as either the more centered groups by simultaneously laying claim in tradition and radicalism from it.

REL 180.01 MW 12:00-1:15 pm Agnes Veto

Religion 181a Imagining China

(Same as Asian Studies 181)

In this seminar we examine from a broad comparative perspective how and why China has become a cosmopolitan, imperially, monastically, textually, mythologically, architecturally, constitutionally—taking into account voices from within and without China, past and present. As we shift from some of the earliest imaginations from within ancient China toward more modern imaginings, colonial representations of China become a priority as we analyze the making of the formation of the Chinese nation-state. One of our class objectives is to better understand what impact acts of imagination had and continue to have in China today.

REL 181.01 MW 9:00-10:15 am Michael Walsh

Religion 189a Religion, Community, and Organizing

(Same as Africana Studies 189)

In American life religion often portrays itself as a divisive force. Yet historically, religious actors, communities, spaces, and movements have contributed to broad-based collective movements for civil and human rights. This course explores the ways in which religions have supplied resources that help communities organize and develop visions of collective life.

REL 189.01 TR 1:30-2:45 pm Jonathon Kahn

Russian Studies 171a 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 Oleshko.

RUSS 171.01 TR 12:00-1:15 pm Charles Arndt

Women's Studies 160a Bodies and Texts

This course is an introduction to issues in feminism with a focus on the female body and its representations. We read and write about a variety of texts, consider historical objects as well literary documents, and analyze visual materials from art, fashion, advertising, and film from the nineteenth century to the present. Particular focus is given to women's bodies and texts in visual, material, and literary culture. We make use of Vassar resources such as the Rare Book Collection, the Costume Shop and the Frances Lehman Loeb Art Center.

WMS 160.01 TR 12:00-1:15 pm Leslie Dunn

Women's Studies 170a Perspectives in French and Francophone Cultures: Meeting Places

(Same as French and Francophone Studies 170)

Beginning with the 19th century, this first-year writing seminar examines the role of gender in stories about people who meet in public urban places, such as bars, streets or cafes. Public urban places are associated with a specifically modern consciousness, characterized by the embracing of "modernity" through the experience of "thereness." In this course, we use each text to practice writing about literature while exploring the critical concepts of gender, place and modernity. This early course is taught in English; all works are read in translation.

WMST 170.01 TR 1:30pm-2:45pm Kathleen Hart

Spring Sections

Anthropology 170c Topics in Anthropology: Bones, Bodies, and Forensic Cases

The accidental discovery of an isolated human bone or entire human body occurs more frequently than most people think. How these discoveries are dealt with is often a decision that involves local law enforcement, medical officials, archaeologists, and physical anthropologists. This course examines several cases, following them from initial discovery to final conclusion. What clues do bones and bodied provide? What do we know about our own or near these individuals? How do we piece together a narrative? Who decides
In this first-year seminar course we explore the possibilities of reconfiguring the actions of humans in the Anthropocene so as to lead to justice in environmental arenas and ultimately to a flowering of a new Era once called ‘the Ecocite’ by cultural historian Thomas Berry.

This course is a survey of the major literary achievements of women authors in Russia and the Soviet Union. Women writers have made tremendous contributions to the Russian literary canon and continue to shape the trajectory of Russian literature to this day. The readings for this course cover major literary genres, including prose, poetry, memoir and drama from the nineteenth century to the present. Lectures and discussions explore questions of gender, genre and the socio-historical evolution of the female subject within the Russian literary canon.

Founded in 1969 out of student protest and political upheaval, the Africana Studies Program continues its commitment to rigorous and engaged understanding of human experience and the culture and society of Africana. The Africana Studies Program offers a wide 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 sequence (minor) in Africana Studies, and correlates in African and Arabic studies.

Africana Studies

Departments of Instruction and Multidisciplinary Programs

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DEPARTMENTS OF INSTRUCTION AND MULTIDISCIPLINARY PROGRAMS

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Africana Studies

Africana Studies

Anthropology

Anthropology is the study of humanity, in all its complexity, throughout the world. It offers detailed accounts of human origins, evolution, history, politics, expressive and material culture, performance, and the arts in all areas of the globe. Anthropologists examine the cultural, natural, and intellectual aspects of human experience from the perspective of social and biological evolution. Anthropologists' work is informed by the study of biology, psychology, and the social sciences, including economics, politics, and religion. Anthropologists explore the diversity of human thought, behavior, and experience, and the ways in which different societies organize their social, economic, and political lives. Anthropologists' work is characterized by its interdisciplinary approach, combining insights from the social sciences, humanities, and natural sciences.

Anthropology

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 urban communities; and to integrate studio art with education certification. The program also offers a correlate sequence in Native American Studies that enables students to examine Indigenous cultures, political histories, and literatures in a primarily Native American context.

American Studies
Asian Studies

The Program in Asian Studies introduces you to a multidisciplinary and global approach to the 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 subdiscipline of Asian studies. This course, suited to students with at least two of the other subdisciplines and two cultural sequences in Asian studies. Majors can choose one discipline and focus while also learning about other Asian societies. The program has 19 faculty members who teach a broad range of courses. Of particular interest to first-year students are: Religions of Asia (Religion/Asian Studies 152); Encounters in Modern East Asia (History/Asian Studies 122); Introduction to Chinese and Japanese Literature (Chinese-Japanese 120); Early Chinese Philosophy (Philosophy 110); and Analyzing Politics in the World (Political Science 150, when taught by Asian Studies faculty member). Each of these courses can be counted as part of the requirement for an Asian studies major or correlate. Students interested in the Asian studies major or junior year abroad in an Asian country should begin study in their first year if possible. Vassar offers classroom instruction in Arabic, Chinese, and Japanese, with Hindi, Korean, and Turkish available through the Self-Instructional Language Program. The Asian studies correlate sequence encourages, but does not require, language study.

For more information, please visit http://asianstudies.vassar.edu or email Professor Fubing Su, director of Asian Studies, at fsu@vassar.edu.

Astronomy

(see Physics and Astronomy)

Biochemistry

(also see Biology and Chemistry)

Biochemistry is an interdepartmental program of the Biology and Chemistry Departments that provides a broad and deep foundation in biology and chemistry as a basis for studying the molecular aspects of biological phenomena. The program progresses through introductory courses in biochemistry, chemistry, mathematics, and physics to advanced courses in biology and chemistry, integrative courses in biochemistry, and a capstone laboratory research experience in the senior year.

Students should feel free to contact the program director Dr. Eric Eberhardt (eberhardt@vassar.edu) or any of the 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:

- Introductory Biology 105 or 106 (for information about placing out of BIOC 125 with AP or IB credit, see the section on “Biology” below);
- General Chemistry 108 or Chemistry 125 (for information on whether you should take the full year CHEM 108/125 course or should take the accelerated one semester CHEN 125 course, see the section on “Chemistry” below);
- Math 121, 128/127 or 220 (for information about which of these courses might be the appropriate entry point for you, see the section on “Mathematics” below).

For more information, please visit the Biochemistry Program’s website (http://biochemistry.vassar.edu) or email the program director Eric Eberhardt (eberhardt@vassar.edu).

Chemistry

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

There are three chemistry courses that can be taken during the first year, all of which combine lecture and laboratory work. The course a student elects will depend on his or her background in chemistry. Chemistry 108/109, General Chemistry, is open to all students regardless of their background in chemistry. This course covers the fundamental concepts of chemistry and begins to build an understanding of the physical world from the perspective of atomic theory. Chemistry 122/125 is a prerequisite for many chemistry majors and provides an introduction to a number of topics that are fundamental to all chemistry courses. Chemistry 125 includes chemical reactions, stoichiometry, atomic and molecular structure, and general chemical physics, emphasizing the fundamental aspects of atomic and molecular interactions. Students majoring in chemistry or pre-medical students must take Chemistry 125 and complete all laboratory work in this course during their first year. Students considering medical careers should consult the section on “Preparation for Medical School” in this handbook for more details.

For more information, please visit the Chemistry Department website (chemistry.vassar.edu) or contact the Chemistry Department chair, Dr. Brian Zadunaisky (bzadunaisky@vassar.edu).

Students planning to major in biology or biochemistry are also advised to take Chemistry 108/125 during their first year. Chemistry 108/125 is the only year-long course that is required for election of 200-level biology courses. If you are considering majoring in chemistry, you should elect Chemistry 108/125 during your first year and elect physics during either the first or sophomore year. Students who plan to graduate in less than four years or graduate with a degree certified by the American Chemical Society should consult with a department advisor early in their first year.

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

Art

Creativity has long been measured by the work of art and architecture. The subject is vast. The Introduction to the History of Art (Art 105 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 LuEsth Art Center. The course furnishes many points of entry into the entire spectrum of human accomplishment. Art history is, by its nature, transcultural—drawing on pure history, language, religion, linguistics, science, and philosophy. Over the years Vassar students from every major have found it to be vital to its 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 classes in drawing, painting, sculpture, photography, printmaking, animation, and video are available to studio majors, correlates, and nonmajors. The yearlong introductory course, Drawing I (Art 102-103), is open to first-year students. This studio course affords students with a range of drawing experience from beginners to those with extensive drawing experience, is the pre- or corequisite for the intermediate studio courses (Art 102-108) also open to first-year students. Studio courses meet four hours per week for one unit of credit. As part of their instruction, all students receive individual criticism. Intermediate and advanced studio classes are available, and a few are offered, with prerequisites that are listed in the catalog. Note that there is a lab fee for all studio courses; see the catalog for details. Students enrolled in studio courses who are receiving financial aid may apply to the Office of Financial Aid for a stipend to offset this fee.

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

Chemistry

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

The Department of Chinese and Japanese is committed to helping students prepare as early as possible for their post-graduation endeavors ranging from graduate studies to careers in both public and private sectors that require Chinese or Japanese linguistic and/or literary and cultural competencies. The department offers two majors: Chinese and Japanese. In addition, it offers a correlative sequence in Chinese, a correlative sequence in Japanese, and a correlative sequence in Chinese, Japanese, and Cultural Studies. The department provides five 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 and are not available online. 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 Chinese or Japanese: Introduction to Chinese and Japanese Literature (Chinese-Japanese 120), or, with special permission from the department head, Chinese and Japanese language 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 without interruption through courses in their sophomore and junior years. Students may accelerate their major or double major in Chinese or Japanese by taking three language 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 without interruption through courses in their sophomore and junior years. Students may accelerate their major or double major in Chinese or Japanese by taking three language courses at the 200 level.

For more information about these and about the major, please consult the college or visit http://cscps.vassar.edu. You may also call the department office at (845) 437-7368.

College Course

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

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

Computer Science

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

Computer Science 101, the entry-level course in computer science, introduces computing concepts through structural recursion and functional programming. A student who already has this background may be able to go directly into Computer Science 202 or 145 after consulting with the department head. Prospective students are strongly advised to complete Computer Science 101, 102, and 145 within their first three semesters. After completing Computer Science 101, a student may take Computer Science 102 and Computer Science 145 in either order or simultaneously. Prospective majors should plan to complete the course sequence following the end of sophomore year: Math 221, 241, 242, and 341. By the end of these courses, students may have prerequisites in mathematics.

Students who want to include a foundation in computer science in their undergraduate program are advised to take Computer Science 101 and 102 and/or 145. This foundation is strongly recommended for science majors who may also opt to take Computer Science 250, Modeling, Simulation, and Analysis.

For students who want to complement other majors with substantial exposure to computer science, the department offers several courses that have an essential role in the exposure to computer science courses with various emphases. Vassar’s Computer Science Department offers several courses in areas relevant to these students. For more information, please visit the department website or contact the department head. Students planning to continue the study of the tracks within their major that includes a sequence of relevant computer science courses.

Dance

Dance is an elective academic course of study with two full-time faculty, one visiting and two part-time faculty, a resident lighting designer/technical director, and three adjunct artists/accompanists. Located in Kenyon Hall, the Dance Department’s facilities include four dance studios and the Frances Daly Ferguson Dance Theater, which seats 242. All the dance floors are designed specifically to serve the needs of the dance programs taking care to incorporate levels of intermediate classical ballet technique including pointe and adagio when suitable, beginner to intermediate jazz, and intermediate Graham technique and repertory. In addition to the technique courses, the department offers courses in choreography, improvisation, and movement analysis. These courses are offered each year, and first-year students interested in careers in the dance industry are strongly encouraged to take one. Students who have had dance training and wish to continue training may do so in any of the courses, and they are encouraged to pursue independent study with a member of the faculty.

Drama

Drama majors study all aspects of theater. 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 101 (Introduction to Drama) and Drama 103 (Introduction to Stagecraft), and the possibility of auditioning and/or participating in Drama 200 (Production).

First-year students planning to continue the study
Earth Science and Society

The Earth Science and Society major combines departmental coursework from Earth Science and Geography to provide a focus on the relationships between Earth processes and human societies. The major is similar to a physical geography major at other colleges and universities. From Earth Science, students gain an understanding of natural processes that govern resources such as water, fossil fuels, and soil, and also examine the impacts of human activities such as flooding, landslides, and earthquakes. From Geography, students learn about the spatial distribution of physical and human phenomena and how human societies are shaped by, and also change, the natural world.

First-year students interested in exploring the Earth Science and Society major should take Earth, Environment, and Humanity (Earth Science/Geography 151) and Global Geography: People, Places, and Regions (Geography 102). Students majoring in Earth Science and Society take roughly the same coursework as students majoring in Earth Science; students will study the atmosphere, hydrosphere, biosphere, and rock sphere—that create the environments in which we live, the natural hazards with which societies must contend, and the natural resources upon which we rely. We also work to understand the impacts of human activities on the biosphere using a wide variety of tools to help remediate environmental problems. Courses emphasize field experiences, both in the Hudson Valley and beyond, and many require and employ computer and geographic information software to enhance field and laboratory study. Majoring in Earth Science prepares students for a range of careers, including teaching and education, government research, environmental consulting, natural resource management, public health, journalism, sustainable development, and environmental law, among others.

We offer several courses of particular interest to first-year students. For students seeking an in-depth introduction to major concepts of Earth science, the department recommends Earth, Environment, and Humanity (Earth Science/Geography 151), which fulfills the college’s quantitative analysis requirement and studies the internal and external processes that shape Earth and the rock sphere. Students may also take a number of senior projects, both emphasizing the college’s commitment to interdisciplinary projects and the earth sciences. Graduates of the Earth Science and Society major have gone on to careers in fields such as renewable energy research, natural hazard risk mitigation, environmental health, and science education.

For further information, see http://earthsciencesandgeography.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. Whether 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 models, and strengthen 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 business. Students also note that introductory economics is frequently a prerequisite for courses that are an integral part of multidisciplinary programs of study.

Courses in economics at Vassar begin with an introductory course called Introduction to Economics (ECON 102). This course introduces students to the national economy and to the functional aspects of the economic system. In 2018-19 there will be 10 sections of ECON 102 offered in the fall semester and only a few in the spring semester. Students who wish to take this course in 2018-19 should consider taking the course in the spring semester. Those who wish to continue in economics may then take a 200-level elective in the spring semester as several will be offered having just ECON 102 as a prerequisite and with spaces reserved for first-year students. Such students should also be mindful of the calculus requirement for the economics major and of the calculus prerequisites for ECON 201 and ECON 209.

A typical path through the major sees the student taking ECON 102, MATH 121, MATH 126 and possibly a 200-level elective in their junior year and then ECON 201, ECON 201 and ECON 209 and possibly a 200-level elective in their second year. It is strongly recommended that all students intending to study economics during their junior year take at least ECON 200, ECON 201 and ECON 209 by the end of their second year.

Students whose transcripts indicate that they have taken AP microeconomics or AP macroeconomics may not take ECON 102 to complete the economics major and will be required to complete that course for prerequisite purposes. First-year students who have taken 200, 201, or 209 but may take other courses numbered 200 and above in their second semester provided they have satisfied the prerequisite requirements.

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

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 program, housed in the Education Department, integrates the study 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 and the Department of Human Development are 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 http://education.vassar.edu.

English

The Art of Reading and Writing (English 101) is open only to first-year students, and fulfills the English distribution requirement in English at the college level. In this course students study literature as an art—that is, as the formal and inventive representation of the world. They learn to read and write in a variety of fictions, including fiction writing, 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 writing, and active discussion of the texts.

In addition to English 101, the department offers Texts and Contexts (English 170), which is open to first-year students, sophomores, and others by permission. Those who have taken English 101 in the fall semester and who wish to continue in English are advised to elect English 170 in the second semester. AP students may also seek placement in a second semester course by attending the English AP advising meeting during orientation. First-year students may not select both English 101 and 170 in the same semester, nor take either course twice.

Students who receive a 4 or 5 on the AP examination in English Language and Composition may elect English 101 or 170 in the fall semester. AP students may also seek placement in a 200-level course in the fall semester. They must choose from a list of approved courses, which will be made available at the English AP advising meeting during orientation. First-year students with AP scores of 4 or 5 may also elect, with the permission of the instructor, a 200-level course in the spring. No student scoring lower than 4 will be eligible for placement in English 170 or a 200-level course in their first term.

The department’s 200-level creative writing classes are not open to first-year students, even those with a 4 or 5 on
Environmental Studies

Vassar’s multidisciplinary Program in Environmental Studies involves the natural sciences and social sciences as well as the arts and humanities. Approximately 40 professors from virtually every department on campus participate in the program. Students choose a disciplinary concentration, which can be in any department (from biology to art), and view environmental issues through the perspective of that discipline. They also take multidisciplinary courses on environmental issues offered by the program itself. These courses, often team-taught by professors from two different disciplines, include the introductory seminar, Environmental Perspectives (Environmental Studies 125), as well as special studies courses that analyze significant environmental problems. The special studies courses for 2018/19 include Racism, Waste and Resistance (Environmental Studies 263) and It’s Only Natural: Contemplation in the American Landscape (Environmental Studies 270). The program’s senior seminar includes a practicum involving a group-based, hands-on approach to a regional environmental issue. First-year students considering a major in environmental studies are encouraged to take Essentials of Environmental Sciences (Environmental Studies 124) and/or Environmentalisms in Perspective (Environmental Studies 125). Please look at the program website for a list titled “Courses to Consider” of other environmentally relevant courses.

Vassar’s location in the Hudson River Valley, one of the world’s great watersheds, and its proximity to New York City provides a rich vein of resources. Students considering Environmental Studies will often find sections of the Hudson River Valley are a perfect laboratory for a course in land use and environmental policy. The Department of Environmental Studies offers an interdisciplinary major and minor and integrates coursework across the social sciences, natural sciences, and humanities.

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

French and Francophone Studies

The Department of French and Francophone Studies (FFS) offers a global perspective on the French-speaking world through a combination of language study, critical cultural studies, and visual culture. French provides an ideal springboard to study French and cultural immersion. The FFS curriculum is designed to promote understanding and awareness of the language, literature, and cultures of the French-speaking world. Recent FFS graduates now enjoy careers in wide-ranging fields including teaching, translating, the arts, publishing, law, business, government and nonprofit, and medicine.

For further information, please visit http://enviro.vassar.edu.

Film

The film major emphasizes the study of narrative, documentary, and avant-garde films. The concentration includes a range of courses in international film, American film, film history and theory, film and video production, and screenwriting. Students may elect to take the equivalent of Film 210 and World Cinema after 1945 (Spring Semester: Film 211). An introductory course in filmmaking, Film 245: Foundations, can be taken simultaneously with World Cinema. 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 podiums; a screening room with surround sound and 35mm and advanced digital projectors; a studio equipped with a flexible set and a lighting grid; a room devoted to sound recording containing a whisper booth; 2 editing suites; and a high tech multimedia laboratory. The Department is proud of the breadth of opportunities offered or in participating in junior and senior film as projects as actors or production assistants are welcome to send an email of interest to the department administrative assistant at film@vassar.edu.

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

For further information, please visit http://environmen- talstudies.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 spatial patterns of human and nonhuman activities and processes. This approach allows us to anchor general explanatory frameworks in the real communities and environments in which they play out. How does climate affect food production? How does uneven distribution of power produce conflict on international borders? How do planners design equitable and sustainable cities? Students learn a variety of analytical methods to understand these challenges. Geography majors go on to a variety of careers, such as policy, urban planning, environmental consulting, environmental agencies, community development, law, and many other fields.

Annually, the program participates in the national and international Geographical Association’s Field Studies in Geography Program (FFSGP). Geographers go on to pursue graduate studies in a range of fields, including human geography and human-environmental relations.

For further information, please visit http://earthsciences-and-geography.vassar.edu.

For further information, please visit http://environmen- talstudies.vassar.edu.

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For further information, please visit http://environmen- environmental issues through the persp...
Students take courses in both Geography and Anthropology, and are encouraged to take GEOG 102, Global Geography: Place-Making in the Modern World as well as an introductory (100-level) or intermediate (127) course in either ANTH 120, Human Origins, or ANTH 140, Cultural Anthropology.

For further information, see http://earthscienceand-geography.vassar.edu.

Geography (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 Germany an advantageous language in today's global world, while Germany's history and culture continue to pose significant questions for our contemporary society.

The department's faculty has developed an innovative curriculum that redefines what language study means. In an advantageous language in today's global world, while Germany's history and culture continue to pose significant questions for our contemporary society.

The project that the scholars of the library undertook was developed: the ability to look back at a "dead" language and reteach the skills required to understand, speak, read, and write the Spanish language and to guide the student in the search for an understanding of the literatures and cultures of Spain and Latin America. Normally, all courses in the department are taught in English, for those interested in ancient societies, include lectures and multicultural celebrations (Black History and Cultural Awareness sections of Hispanic Studies 206).

Incoming Vassar history students frequently ask whether a "year 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 course. 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, the department may consider that you are ready for either the 100 or 200 level. AP credit toward the 11 units required for the major. AP credit 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. In 2018-19, there were courses in "Reconstructing Egypt From a New Perspective" (GRST 182); German Film (GERM/FILM 265); and a new course that is cross-listed with Media Studies (MEDS/GERM 287). All these courses are open to first-year students. In addition, a seminar with at least 6 units in each field. The 13 units include at least one 100-level, and one 200-level course taught in the spring). 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 in high school should consult with a member of the department, who may direct them to a higher-level course. Courses in English, for those interested in ancient societies, include the introductory courses, Then and Now: Reinterpreting Oeuvre and Rome (CRST 103), Civilisation in Question (CRST 104), and two First-Year Writing Seminars (CRST 187 and 188). We also offer a wide variety of other courses in translation at all levels. Please consult the course catalogue for the most up-to-date listings; many 200 level courses do not have a prerequisite.

For more information, please visit http://greekroman-studies.vassar.edu or email hispanicstudies@vassar.edu. www.facebook.com/Vassar-Classics-Greek-and-Roman-Studies. 

Greek (See Greek and Roman Studies)

Greek and Roman Studies

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

The story of "classical" scholarship goes back to the Library of Alexandria in the 4th and 5th centuries BCE. The project that the scholars of the library undertook was to collect, copy, and edit as many texts of Greek literature as they could find. The study of the Greeks and Romans still has its core, this act of preservation, that like the Alexandrian scholars and perhaps more self-consciously, we acknowledge that we are also involved in an act of reinterpretation. Classical is both a name for both the knowledge of ancient cultures but also to interpret that knowledge in the context of contemporary culture.

We bring to this project many different skills and many different methods. Again, at the heart of the enterprise are the philological skills that the Alexandrian scholars developed: the ability to look back at a "dead" language and imagine it in its living form so as to read texts as richly as possible. An ancient historian adds to this skill the ability to gather disparate kinds of fragmentary evidence, both literary and extra-literary, and to piece these remains together. Literary scholars not only find evidence in ancient texts. Those who have had two or more years in high school should consult with a member of the department, who may direct them to a higher-level course. Courses in English, for those interested in ancient societies, include the introductory courses, Then and Now: Reinterpreting Oeuvre and Rome (CRST 103), Civilisation in Question (CRST 104), and two First-Year Writing Seminars (CRST 187 and 188). We also offer a wide variety of other courses in translation at all levels. Please consult the course catalogue for the most up-to-date listings; many 200 level courses do not have a prerequisite.

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Hispanic Studies

The curriculum in Hispanic studies has a twofold purpose: to teach students to use and understand the Spanish language and to guide the student in the search for an understanding of the literatures and cultures of Spain and Latin America. Normally, all courses in the department are taught in English, for those interested in ancient societies, include lectures and multicultural celebrations (Black History and Cultural Awareness sections of Hispanic Studies 206).

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In addition to formal course work, the department sponsors a course in advanced translation for intermediate speakers of Spanish (Spanish 206). Successful completion of the introductory sequence, Hispanic Studies 105-106, or of any one semester course at a higher level suffices to meet the college language requirement. Additional guidance about appropriate placement will be available during New Student Orientation.

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For more information, please visit http://hispanicstud-ies.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 primary materials in class discussions, presentations, and papers. All courses stress the examination of both original sources and historical interpretations, and historically informed and international in its approach. We strongly recommend that students begin with a 100-level course. First-year students, whatever their academic background, may wish to take introductory classes that focus on the languages, societies, and cultures that have much to teach us.

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Interdepartmental Courses

Vassar students may train as required for state certification as an emergency medical technician by taking a yearlong EMT Training course (INTD 150-151) for 0.5 units of credit each semester. It is expected that the students who complete the training will serve on the Vassar EMT squad. See the Vassar catalogue for more details.

International Studies

International Studies (IS) is a multidisciplinary program that allows students (in consultation with the program’s director) and the panel of advisors and faculty. The program’s faculty come from various departments and programs, including anthropology, Asian studies, Chinese and Japanese, economics, education, environmental studies, French and Francophones studies, geography, German studies, Hispanic studies, history, International studies, philosophy, political science, sociology, and urban studies.

Although the international studies major is flexible, there are specific requirements for majors to follow to ensure a coherent plan of study. Majors must, for example, complete all work at the advanced level in two disciplines; complete intermediate level work in two social sciences; and complete a thesis by the end of senior year. In addition, IS majors must demonstrate proficiency in a language corresponding to the geographic area selected by the student as his or her area of focus.

IS majors generally spend all or part of their junior year at academic institutions overseas. In the last several years our students have attended universities in Argentina, Belgium, Brazil, Chile, Cameron, China, England, France, Germany, India, Italy, Japan, Jordan, Kenya, Morocco, Madagascar, Malaysia, Russia, Scandinavian, and South Africa.

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

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

For more information, please visit http://internationalstudies.vassar.edu, or contact the program director.

Italian

The Italian Department offers a variety of courses in Italian language, literature, and 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 contributions to humanistic culture. All courses in the department, from introductory language instruction to advanced seminars, are typically taught in Italian. First-year students with no previous study of Italian may take the水平考试 (ITAL 105-106), which is an introduction to the language and culture of Italy through short stories and plays, opera and popular music, and film and popular culture. Students and other student-centered activities integrate vocabulary and vocabulary study to promote practical communication in the classroom and pick up a copy, or explore the History Department website for more information about our faculty, course offerings, Majors Committee, department activities, and the recently established Evalyn Clark Travel Awards for history majors.

History faculty are most willing to advise first-year stu-

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

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

Latin

(See Greek and Roman Studies)

Latin American and Latino/a Studies

The Latin American and Latino/a Studies Program provides a multidisciplinary approach to the study of Latin America and the Latino/a populations of the Americas. The program emphasizes knowledge of global politics, economics, histories, cultures, and nations as theorized, imagined, and practiced throughout Latin America. Participating faculty members are drawn from the following departments: anthropology, economics, education, English, geography, Hispanic studies, history, Latin American, and sociological studies.

A reading knowledge of Spanish or Portuguese is required for majors; deeper knowledge of the relevant language is recommended in Latin American and Latino/a studies and a senior seminar are required, as is a course in history and in Latino/a studies. Majors are expected to elect work above the introductory level in at least three departments and are encouraged to pursue a structured academic experience relevant to the student’s program beyond Vassar during the junior year, either in Latin American or domestic institutions.

In the senior year, majors may choose to write a senior thesis or conduct a senior project under the guidance of two professors.

First-year students interested in the program may take Conceptualizing Latin and Latino/a America (Latin American and Latino/a Studies 105), offered in the spring semester, LALS 105 offers a multidisciplinary exploration of the worlds of Latin America and Latino/a America, drawing on the expertise of LALS faculty to introduce students to the critical questions of Latin American and Latino/a studies. Topics to be treated may include gender and the formation of national identity, the role of revolution, indigenous rebellions and resistance, the politics
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 foundation 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 and in 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 calculus course in high school should enroll in the following depending on their particular background: Calculus IIA: Functions and Integration (Math 141) if they have a 3 or below on the AP examination should elect Math 220. Students who earn a 3 or lower on the AP Statistics examination should enroll in Math 124 and continue statistics studies. Students interested in programs in computer science and in the physical sciences or in graduate studies in math or stats courses:

- Students can fulfill their QA requirement by enrolling in Math 141 or Math 240.
- Any of the following satisfies the pre-medical calculus requirement: Math 121/125/127, Math 126/127, Math 220. The department also offers an Introduction to Statistical Reasoning (Math 141) and Introduction to Statistics (Math 240). Students with a 4 or 5 on the AP statistics exam should take Math 141 or Math 240 after consultation with the department.

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

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 a critical perspective on the media in our everyday lives. The introduction covers media consumption and production. The program’s curriculum includes considerations of the form and aesthetics of media objects, the history of old and new media technologies, the economic and organizational structure of media industries, indigenous and oppositional media forms, and the social implications of and ethical issues associated with various media.

The program includes a set of core courses that provide students with a strong base in media theory and analysis, beginning with Fundamentals of Music (Music 101), History, Theory, or Performance (new!), and culminating in a senior seminar and an individual senior project for all majors. The specific focus of each student’s program will vary depending on their interests and career goals. Media Studies majors work with a faculty advisor and the program director to design a plan of study from a set of approved courses from departments such as Anthropology, Art, Computer Science, English, Film, and Sociology, among others. Depending on the student’s focus, however, the plan of study may be tailored to other departments such as Philosophy, Psychology, Sociology, and Economics.

For more information, please visit http://mediascstudies.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 (Music 101), Introduction to World Music (Music 136), and private lessons including piano, jazz, guitar, organ, harpsichord, and voice. Violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, percussion, classical guitar, jazz guitar, and harp. Students interested in participating 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. Membership in all music programs is on the basis of auditioning on major in music or pursuing a correlate. Music 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 tonal harmony in the 16th and 17th centuries and requires familiarity with the rudiments of music.

Correlate Sequence: Students may elect to pursue a correlate sequence in Music and Culture, Composition, History, Theory, or Performance (new!). Non-Majors: Music 121 (offered both semesters) is a study of musical fundamentals and requires no previous musical training. Music 136 focuses on various topics in music of non-Western cultures; neither may be counted toward the major.

Advanced Placement: An advanced placement test is offered during orientation week for those students who have had previous work in basic harmony and musicianship skills to determine whether they can be excused from Music 105 and/or Music 256. A student may receive college credit if approved by the department.

Auditions for Lessons and Ensembles: An audition is required for all voice and instrumental lessons. Starting Monday, August 27, 2018, audition sign-up sheets for ensembles and voice lessons will be online at http://music.vassar.edu/auditions and all other lesson and audition sign-up sheets will be posted on the board outside Skinner 105. Enrollment is limited in each instrument with preference given to music majors and those students electing credit in music.

Co-requisite Requirements: The Music Department believes that music performance in a liberal arts environment should be studied in the context of some knowledge of music history and theory. Therefore, students taking lessons for credit are required to take at least one music course no later than the third semester of study and, if continuing with lessons beyond that year, by their junior year. First-year students and first semester sophomores are especially encouraged to take at least one of the following: 105, 105/106, 136, or 180.

Scholarships for Lessons: Scholarships for students electing credited lessons are available to those on financial aid for lessons in one instrument each semester. Eligible students should apply for the scholarship at the beginning of each semester. Please visit http://admissions.vassar.edu/financial-aid/

For more information, please visit http://music.vassar.edu.
Neuroscience and Behavior

Neuroscience and behavior is an interdisciplinary program that applies the principles and techniques of biology and psychology to the study of the brain and behavior. Neuroscientists attempt to understand how the interactions between brain, body, and the environment give rise to behavior. They study the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, and evolution.

Detailed study of different behavioral systems and different levels of organization raises many intriguing questions. How do the cells of the brain learn from experience? How do various drugs alter both brain function and behavior? What kinds of environmental and social influences enhance or reduce the likelihood that an animal will eat or mate? How do different animals communicate, whether it be humans using language or spiders vibrating a web?

Students interested in majoring in neuroscience and behavior will want to take introductory courses in biology and psychology in the first year. Please refer to the biology and psychology sections in this handbook for more information about these courses and about placement if you have AP credit. Typically, students begin to take the core courses of the major curriculum in the sophomore year.

For more information about the courses, the faculty, and what to do with a degree in neuroscience and behavior after graduation, please visit our website at http://neuroscienceandbehavior.vassar.edu. 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 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, or are ethics a matter of cultural or personal preference? Philosophy 101 covers ancient Greek thought, with an emphasis on Plato and Aristotle. Philosophy 102 surveys modern philosophy from Descartes to Kant. Both courses provide a solid grounding for further study in philosophy and other disciplines or professions that involve critical thinking. More advanced courses in philosophy allow students to develop their critical powers and philosophical views.

Other recent astronomy graduates are pursuing careers in such diverse fields as physics, government, secondary education, computing, law, engineering, media consulting, journalism, computer science, medicine, music, and drama.

Philosophy 110 is an introduction to ancient Chinese philosophy, roughly from 500 to 221 BC, with a special focus on early Confucianism and Taoism. Topics discussed include human nature, methods of ethical education and self-cultivation, virtues and vices, and the rule of conventions and institutions of human life. This course assumes no background knowledge of philosophy, Chinese culture, or language.

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

Physical Education

The instructional program in the Physical Education Department offers 0.5 units of academic credit for courses in the following physical activities: badminton, basketball, bowling, fencing, flag football, fundamentals of conditioning, gym class, indoor soccer, racquetball, softball, squash, swimming, tennis, triathlon training, volleyball, and weight training. Two courses, Introduction to Athletic Injury Care (Physical Education 200) and Nutrition and Exercise (Physical Education 210), are offered for one unit of academic credit. Students may also earn 0.5 credits for participation on a varsity athletics team with approval from the coach.

More than four out of five units of physical education credit may count toward the degree. One-unit courses are exempt 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.

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. Excluding humanities courses, astronomy courses satisfy major and non-major requirements. A rigorous course selection is available for those interested in physics, astronomy, or engineering (students majoring in Physics with the Thayer School of Engineering at Dartmouth) as well as pre-medical or pre-health advising. Physics 113/114 at Vassar may count for pre-medical credit.

Geometry is the study of shape and structure of objects and the properties that are preserved under various transformations. Geometry is one of the oldest branches of mathematics, dating back to the ancient Greeks. It is also one of the most important branches of mathematics, with applications in many fields, including the study of physics, engineering, and computer science.
Political Science
Politics, the pursuit and exercise of power, exists in many settings: in the halls of government, 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 Institutions (POL 101
- 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 Political Science 170, political philosophy). First-year students plan with the department and obtain a copy of the Psychological Science website (psychologyscience.vassar.edu), or contact the Department Chair, David Trumbetti (845-437-7646 or trumbetti@vassar.edu).

Psychological Science
Psychology is the scientific study of behavior and mental processes. It is a discipline that seeks to understand and explain the ways in which people and animals think, feel, and act. Psychology is closely related to many other fields, including neuroscience, biology, computer science, engineering, and various social sciences.

In the Department of Psychological Science at Vassar College, we strive to provide a supportive and challenging environment for students to explore their interests and develop critical thinking skills. We encourage students to engage in research and to contribute to the scientific understanding of human behavior. We are committed to fostering a diverse and inclusive community that values and respects the contributions of all individuals.
First-year students who are interested in STS should consider taking a year-long course including at least one lab course, as well as Introductory Sociology (Sociology 151) and/or Introduction to Economics (Economics 102). For more information, please http://science-technology-sociology.vassar.edu, or contact the Acting Director, David Esteban, daesteban@vassar.edu (until July 1, 2018) or the director, Nancy Pokrywka, npokrywka@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 American Sign Language, Hindi, Irish, Gaelic, Korean, Persian, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

For more information, visit http://silk.vassar.edu or contact the coordinator, Lisa Gerhardt (ligerhardt@vassar.edu).

Sociology
The Department of Sociology offers a diverse curriculum that broadens and deepens students’ understandings of modern society through examination of social issues, social structures and culture, and social justice. Our courses can be understood in terms of six basic themes—social justice, inequality and difference, culture, public policy, globalization, and theory—and highlight distinct perspectives to focus on individuals as members of collective forms and groups including (but not limited to) families, age, class, gender/sexuality, and race/ethnicity/nation. Students who majored in sociology at Vassar have pursued careers in government, research, business, the media, social work, and a variety of nonprofit organizations. Others have gone on to pursue graduate study in law, health care, and sociology as well as in other academic or professional disciplines.

Our Introductory Sociology (Sociology 151) course explores major concepts and various approaches necessary for cultivating a sociological imagination; the theme of each section varies, although Sociology 151 may not be repeated. First-year students are also invited to enroll in our First-Year Writing Seminars (Sociology 46) as well. Mathematically, this course can count toward the major but does not ordi-
narily 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 selective sociological topics in seminar settings. In addition, the department offers independent study or field work under the sponsorship of individual faculty members. In the senior year, students undertake an independent work project in a required, year-long senior thesis, which allows the student to plan and execute an original sociological investigation on a topic of his or her 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 stu-
dents, when and as they want, 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 course descriptions, faculty e-mail addresses, career opportunities, and other resources: http://Sociology.vassar.edu.

Spanish (see Hispanic Studies)

Urban Studies
As most of the world’s population now resides in cities, suburban, and metropolitan areas, virtually nowhere on Earth is immune from urban influences. The Urban Studies Program offers multidisciplinary perspectives on the forms and relationships of cities, global dynamics of urbanization, urban forms 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 comple-
mment 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 206) to understand different ways of understanding and intervening in urban space. Subsequently, those considering majors should enroll in Urban Theory (Urban Studies 202) to study important theoretical debates and to develop research skills. Students may also take intermediate courses such 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); Modern Architecture and Beyond (Urban Studies 271); and other URBS courses. Majors specialize in two disciplinary clusters—such as art, geography, history, political science, and sociology—and go on to take a seminar or to participate in special events in Urban Studies (Urban Studies 303) as juniors or seniors, which can be repeated for credit if the topic has changed. Previous advanced seminars have focused on topics including the City, “Plotting the Invisible City,” “Memory and the City,” and “Musical Urbanism.” A variety of other seminars are offered to advanced students. In addition, majors gain practical as well as theoretical expertise in urban studies through field work (Urban Studies 290).

Enrolling students with previous courses in urban studies may confer with the program on advice on advanced placement, although there is no standard AP test.

For more information, please http://urbanstudies.vassar.edu or email the program director, Tobias Amborn (tamborn@vassar.edu) or the administrative assistant, Alison Mateer (almateer@vassar.edu).

Victorian Studies
The Program in Victorian Studies enables students to com-
prehend the major contributions of a department with inde-
dependent work and, through an interdisciplinary approach, to examine the assumptions, ideas, ideals, institutions, society, and culture of Victorian Britain, which was at the height of its power as a global empire in the nineteenth century.

First-year students considering a possible Victorian Studies major or correlate sequence are encouraged to con-
sult with the coursework coordinator or the director of the program about feasible majors or minors. The intellectual foundation for the major is best laid by taking “Revolution, Evolution, and the Global Nineteenth Century” (Victorian Studies 130) as well as some of the survey courses or 100-level courses in at least three of the departments involved in this interdisciplinary program. A grounding in English literature and history is expected, and potential majors would do well to take English literature courses as well as “British History: James I (1603) to the Great War” (History 151). Students interested in the study of nineteenth-century art should enroll in Art 105-106 in their first year.

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

Women’s Studies

The Women’s Studies Program at Vassar brings together faculty who share the conviction that gender and sexuality are integral to who we are as human beings. As a multidisciplinary field, women’s studies teaches students to think critically about the multiple, intersecting systems of power through which sexual and gendered identities are constructed, and to engage with real-life political and ethical issues from diverse perspectives. The program offers courses that examine the lives and experiences of women in a variety of historical, cultural, and political contexts, as well as courses that explore the intersections of feminist theory, queer theory, and activism.

Students interested in women’s studies are encouraged to take WMST 130. Introduction to Women’s Studies, a team-taught course offered each semester that serves as a foundation for future study. WMST 130 intro-
duces students to multidisciplinary methodologies, fem-

This system allows students to automatically start deducting from your VCash account for purchases at the Computer Store and Vassar College Store, participating local off-campus businesses, as well as any eatery on campus. VCash can be deposited either online at card.vassar.edu using Visa, Mastercard or American Express—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 VCash card carries a Vprint account, credited once per semester with $520 (the equivalent of 605 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 for a list of the participating businesses off-campus, please visit 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 12601
845-452-2041

Key Bank
55 Burnett Boulevard
Poughkeepsie, NY 12603
845-471-6110

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

Ulster Savings Bank
39 Burnett Boulevard
Poughkeepsie, NY 12603
845-451-7144

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

Mailroom Hours and Services
Monday through Friday, 9:00 am–7:00 pm when classes are in session, 9:00 am–4:30 pm during break periods. No retail postage sales available. No acceptance of personal outgoing letters or packages without postage affixed.

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 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 or Receiving 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, #### (#### 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 dorm, so please plan how much to put in each box. You may begin shipping at the end of July. Please use only the name that will appear on your student ID. Perishable packages will be held for one week before disposal. Packages left at the end of the spring semester will be subject to disposal. Please contact Receiving at 845-437-5693 or email receiving@vassar.edu with questions.

Transportation and Automobile Regulations
The Vassar College Transportation Department provides shuttle transportation to JFK, LaGuardia, and Stewart airports at various times during the school year. Weeks prior to the October, 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 for vehicle registration. 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 students are also able to take advantage of Zipcar’s low-cost, sharing program. For more details or to sign up, please go to http://zipcar.com/vassar.

Vassar College Store Hours for Move-in Week, Fall 2018
The Vassar College Store is open Monday through Saturday. Please check the Vassar College Store website at colleges tore.vassar.edu for specific hours.

Important Telephone Numbers
AREA CODE - 845

<table>
<thead>
<tr>
<th>Emergency calls</th>
<th>437-7333</th>
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<tbody>
<tr>
<td>Campus Response Center</td>
<td>437-5221</td>
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<tr>
<td>Security</td>
<td>437-5200</td>
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<td>Accessibility and Educational Opportunity</td>
<td>437-7594</td>
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<td>Admissions</td>
<td>437-7300</td>
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<td>Advisor to International Students</td>
<td>437-5831</td>
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<td>ALANA Center</td>
<td>437-5954</td>
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<td>All Campus Dining Center</td>
<td>437-5830</td>
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<td>Campus Activities</td>
<td>437-5370</td>
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<td>Campus Life and Diversity Office</td>
<td>437-5426</td>
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<td>Career Development</td>
<td>437-5285</td>
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<td>College Store</td>
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<td>Computer Store</td>
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<td>Counseling Service</td>
<td>437-7200</td>
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<td>Dean of the College, Christopher Roellke</td>
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<tr>
<td>Dean of First-Year Students, Denise Waler</td>
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<td>Dean of Students, Adriana di Bartolo</td>
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<td>Dean of Studies, Benjamin Lottto</td>
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<td>Field Work</td>
<td>437-5280</td>
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<td>Financial Aid</td>
<td>437-5120</td>
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<td>Health Education</td>
<td>437-7569</td>
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<td>Health Services</td>
<td>437-5800</td>
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<td>The Learning, Teaching, and Research Center</td>
<td>437-5215</td>
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<td>Learning</td>
<td>437-5170</td>
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<td>Library</td>
<td>437-5693</td>
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<td>Registrar</td>
<td>437-5270</td>
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<td>Religious and Spiritual Life</td>
<td>437-5550</td>
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<td>Residential Life</td>
<td>437-5860</td>
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<td>Student Accounts</td>
<td>437-5245</td>
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<tr>
<td>Student Employment Office</td>
<td>437-5286</td>
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<tr>
<td>Vassar Student Association</td>
<td>437-5381</td>
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<tr>
<td>V-CARD Office</td>
<td>437-3333</td>
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Quick Reference Web Addresses

- Accessibility and Educational Opportunity
- Ask Banner
- Dean of First-Year Students
- Dean of Students
- Catalogue
- CIS Service Desk
- Computing and Information Services
- Counseling Service
- Financial Aid
- Health Services
- Registrar
- Residential Life
- Residential Operations Center (The ROC)
- Student Accounts

asipp@vassar.edu
aisapps.vassar.edu/askbanner/
deansoffreshmenstudents.vassar.edu/deanofstudents.vassar.edu
catalogue.vassar.edu/servicesdesk.vassar.edu/welcome.portal/computing.vassar.edu/
counseling.service.vassar.edu
financialaid.vassar.edu/healthservice.vassar.edu/registrar.vassar.edu/residentiallife.vassar.edu/studentfinanceservices.vassar.edu/vassar.edu/residentiallife.vassar.edu/staffloc.html/studentaccounts.vassar.edu