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Introductory Material

The First-Year Advising Program

Dartmouth pairs each incoming first-year student with a member of the faculty who will serve as that student’s faculty advisor during his or her first year. Members of the faculty serve as advisors if they are in residence (either teaching or on an “R” term) fall and winter terms of the academic year. Generally, faculty advisors have between four and six advisees. Pairings are made as much as possible to accommodate the students’ stated areas of interest, though because about half of the entering class state an interest in the sciences, we match by interest only in the most general terms.

The aim of the faculty advising program is to give first-year students a resource to navigate Dartmouth College. There are three times during the year when it is a good time to meet with your advisees: prior to the start of fall term, during the fall term to plan winter classes, and then during the winter term to choose spring classes and discuss the D-Plan. It is possible that as the year wears on, some of your advisees will not want or feel the need to meet with you. It is also possible that some students will want to come see you, or communicate with you by blitz, more frequently. We encourage you to accommodate the (reasonable) needs of your advisees.

Your role as a faculty advisor is to offer your perspective and expertise to your advisees. You are not expected to know the course catalogue, or all the requirements of the College, though we do hope you will be familiar with the general curriculum requirements and Distributive and World Culture Requirements. We also hope that, if and when an advisee asks you a question that you do not know, you will try to find out the answer by contacting the Undergraduate Deans Office, the relevant departmental administrator, the Office of Pre-Major Advising, looking on the web site, etc. Often simply modeling this process for and with an advisee can be one of the most helpful and instructive things you can do. In this sense, advising is like teaching.

Students are told that as their faculty advisor you are but one of their many resources. They are told that you do not, and cannot, know the entire course catalogue, all the regulations of the College, and all answers. Some will take advantage of what you can offer; others will not. In all cases it is helpful to ask that your advisees prepare for their meetings with you. Doing so by blitz, with concrete instructions to complete the “Advising Questionnaire” online beforehand, will facilitate your meetings with them.

At the beginning of the year, first-year students are still very much in “high school” mode and may think of you much as they might think of their guidance counselor. Often they want basic answers to basic questions. The best thing you can do is help them plan their schedule, make sure they understand how the Timetable of Classes works, make sure that they are in the right math (or whichever) class. As the year progresses and they become acclimated to Dartmouth and to college life, they may be interested in a broader discussion of their longer-term goals, their changing expectations, or the role of the academic enterprise. The discussion might turn to possible majors, whether or not to study abroad, developing career interests, balancing the advisee’s needs with those of his or her family, balancing classes and extracurricular activities, and so-forth. We hope as a faculty advisor you can adapt to the evolving needs of your first-year advisees. Often the best thing you can do as an advisor is ask appropriate and probing questions. The question “why” is often a good starter.
Changes and Important Information 2015-16

**IMPORTANT:** The timing of class registration is different this year!

- Students can choose their classes on Monday, September 14 (8am-6pm). This year, one day and one day only, Tuesday, September 15, is now reserved for first-year students to adjust their schedule. Drop/Add for all other students begins at 8AM on Wednesday September 16, the first day of classes.
- As a reminder, students simply elect their three top choices constituting their ideal schedule. They will be placed into classes (or not) according to availability and the priority system. Students can then add courses that have room in it during the drop/add period through BannerStudent.
- **Important:** Students cannot type in the class they want to elect. They must click through and select the course, otherwise the election won’t “stick”.
- **Important:** This election process will not work when using the Chrome Internet browser. Firefox, Safari, etc. will work well.
- Writing courses (Writing 5, but not Writing 2-3) are elected at the same time as the rest of their courses. (Students in Writing 2-3 are still pre-enrolled.) A student chooses only ONE writing choice as part of their overall “ideal” schedule. If they do not get into their first choice, they can then add from remaining availability, just as with any other course. (See above)
- It is likely that students who do not get their ideal first set of choices will want to communicate with their advisors again after receiving their schedule and before courses start. We ask that you be available by email on Tuesday to any student who did not get their three courses.
- PLEASE REMIND students that they need to check their registration results after 8pm on Monday, September 14, to see whether or not they got their first choices. They should be prepared to go into BannerStudent during the course change period to select alternative courses.
- For detailed information and instructions on the course election process, please refer to the [Course Election Reference Guides](#) the Registrar’s web site.

Small, but significant changes

- The department previously known as “Linguistics and Cognitive Science” has become two separate departments, Linguistics (LING) and Cognitive Science (COGS).
- The interdisciplinary program formerly known as “Mathematics and Social Sciences” has been renamed Quantitative Social Science (QSS, page 84). The Registrar will now list the courses for this program under the new designation, QSS.
- The interdisciplinary program formerly known as “Women’s and Gender Studies” has been renamed Women’s, Gender and Sexuality Studies (WGSS, page 92). The Registrar will now list the courses for this program under the new designation, WGSS.
- PLEASE NOTE that the Mathematics Department is not offering any Honors course this year (MATH 12, 14).
**IMPORTANT: No Course Credit for Advanced Placement Tests**

- Starting with the Class of 2018, Dartmouth College will NO LONGER count Advanced Placement towards the 35 credits a student will need to graduate. Advance Placement tests will ONLY allow a student to be placed in an appropriately advanced course or fulfill a language requirement. You will notice this right away when you look at a student’s placement record. One column might designate that a student has scored sufficiently well enough to use the course as a prerequisite (this will still be seen as a “CR” and referred to as a “credit,” often followed by a suggested placement in a course, or “PLC.”), but there will be no Dartmouth course credit awarded (that is, the record will have a credit “0” for that entry). You may want to discuss with your advisees the implications this change might have for course selection and withdrawing from a course.

**Change in the Number of Four-course Terms Allowed**

- Only under the most exceptional of circumstances should a first-term student (one might reasonably argue that this is true for first-year students, in general) take four courses in one term. However, for planning purposes, you might want to know that the number of times that a student is allowed to take a four course term has been increased from three times to FOUR TIMES in their career before they incur additional tuition expenses.

**IMPORTANT: Student information Availability**

- The Registrar would gradually like to ease faculty into using their degree-auditing tool, DegreeWorks, to keep track of student information and student progress. Some “First-Year Advising” information will still be available for advisors in BannerStudent; however, DegreeWorks will be the primary source of credits on entrance, exemptions and placement for advisors and students. Fortunately, accessing DegreeWorks is easy if you follow the links provided by the Registrar for faculty: http://www.dartmouth.edu/~reg/guides/degreeworks/accessdw.html. Once there, you should be able to see all of the relevant information about your students’ placement and writing course selection.

**Writing 2-3 and Writing 5 Reminders**

- No incoming student is exempt from the writing requirements.
- If a student is scheduled to take Writing 2-3 in the fall term (a two term course taught in the fall and winter terms), they went through a placement process over the summer, received a recommendation to take this course, and chose to accept that placement. They will already be pre-registered for a particular section of Writing 2 when they arrive on campus.
- If a student is scheduled to take Writing 5 in the fall term, they will enter one Writing 5 choice at the same time they enter their other fall term classes. The student’s placement record will indicate which term they are assigned to take Writing 5.
- Because of the change in registration processes, whereby students now enter one Writing 5 choice, it is likely that many students will not get into their first choice on account of the small size of these classes, and the rigorously enforced enrollment limit of 16.
• The Institute for Writing and Rhetoric has set up a “switch site” (http://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies/writing-5-switch-page) designed to allow students who want to “switch” with another student to help identify a “switch match.”

• The biggest problem with the advising process will most likely be students who did not get their first choice of writing course and find their options are now limited. Available spaces in Writing 5 are filled on a first come, first served basis. No waiting lists will be maintained. No enrollment over the limit of 16 students per course is allowed.

• The Humanities 1-2 sequence will fulfill the first-year writing requirement in place of Writing 5 and a First-Year Seminar. For details, see: http://www.dartmouth.edu/~hums1-2/.

Undergraduate Deans Office

• As a reminder, incoming students are assigned an undergraduate dean. Undergraduate deans (official title, “Assistant Deans of Undergraduate Students”) are assigned in teams of two to assist students based on their class year and generally work with their assigned students through to graduation. Any student is of course able to meet with any undergraduate dean. The undergraduate deans now working with the first-year class are: Francine A’Ness (for East Wheelock), Natalie Hoyt, Brian Reed, and Lisa Thum.

• These offices are located on the 2nd floor of Baker Library in the Student Academic Support Center, Carson Hall, Suite 125 (603-646-2243). They welcome your inquiries.

Pre-Health Advising

• The offices of the Health Professions Program (HPP), coordinated by Dr. Timothy Lahey, MD, Andy Welch (Associate Director) and Sarah Berger (Pre-Health Advisor). Have moved to Parker House (see page 37). Any student interested in pursuing a curriculum that will prepare them for medical/dental/veterinary school or other graduate schools in the health professions should contact the Health Professions Program Administrative Coordinator Annette Hamilton by e-mail or by calling 646-3377.
# Timelines and Schedules

## Advising Timeline—Yearly Schedule

**Fall Term**

| Before Sept 14 | Blitz your advisees to tell them during what half-hour block you have scheduled their meeting on Sept 14 |
| Sept 13 | 6 PM | Placement results available on BannerStudent |
| Sept 14 | 8:30-10 AM | Advisor Briefing (I) – Berry Instructional Center (61 Carson Hall) |
| | 10:30-12 PM | Advisor Briefing (II) – Berry Instructional Center (61 Carson Hall) Advising |
| | 12-5 PM | Sessions – first meetings (see page 10 for things to cover in Meeting 1) |
| | 6 PM | Deadline for course election. Results should be available by 8:00 PM |
| Sept 15 | 8am-4pm | Course change for first-year and new transfer students ONLY |
| Sept 16 | Start of fall classes |
| Sept 16-22 | First week of schedule adjustment for all students (Add/Drop) |
| ca. Oct 27 | Blitz advisees to set up winter term advising sessions |
| Oct 28-Nov 5 | Meet with advisees individually (see p. 12 for things to cover in Meeting 2) Winter term course election period |
| Nov 5 | 4 PM | Course election deadline for winter term classes |
| Nov 13-19 | Winter term course change period |

*NOTE: You will be informed by Blitz over the course of the year the precise deadlines for enrollments and when you should be writing or meeting with your advisees.*
### Winter Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>Start of winter classes</td>
</tr>
<tr>
<td>Jan 7</td>
<td>Deadline to apply for 15X off-campus programs</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Deadline to apply for 15F, 16W, and 16S off-campus programs</td>
</tr>
<tr>
<td>ca. Feb 9</td>
<td>Blitz advisees to set up spring term advising sessions</td>
</tr>
<tr>
<td>Feb 10-18</td>
<td>Meet with advisees individually (see p. 13 for things to cover in Meeting 3) Spring term course election period</td>
</tr>
<tr>
<td>Feb 18</td>
<td>4 PM Course election deadline for spring term classes</td>
</tr>
<tr>
<td>Feb 26-March 10</td>
<td>Spring term course change period</td>
</tr>
</tbody>
</table>

### Spring Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 28</td>
<td>Start of spring classes</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Deadline for registering D-Plan with Registrar</td>
</tr>
</tbody>
</table>
Meeting 1: Course Selection for the Fall Term

Pre-meeting blitz

- Blitz your advisees to tell them during what half-hour block you have scheduled their meeting on 9/14. You can ask your advisees to do the following in preparation:
  - Instruct them to fill out the “Advising Questionnaire” form online before their appointment with you.
  - Encourage students to take any and all placement tests for subjects in which they might have proficiency. Better to do so and score abominably than not and find oneself wasting time and money in a class a student didn’t need to take. Placement tests are offered online and on campus before and during orientation. The full placement exam schedule can be found online at: http://www.dartmouth.edu/~orientation/placement/placementschedule.html.

Things to Cover

- Review of first-year requirements
- Residency Requirement (three-terms of residence)
- Writing Requirement: Writing 5, or its two-term equivalent Writing 2-3, followed by a First-Year Seminar. The Humanities 1-2 sequence, if both completed, can fulfill the First-Year Writing Requirement in place of Writing 5 and a First-Year Seminar (For more information see General Academic Requirements for Graduation, p. 14)
- Review and explain Distributive Requirements (For more information see Distributive and World Culture Requirements, p. 16)
- Discussion of Language Requirement, options and plans (See The Language Requirement p. 43)
- A student must have completed the Language Requirement by the end of the seventh term.
- Ask your advisee what his or her plans are for fulfilling the Language Requirement. It is a good idea that the student:
  1. know which language they want to study to complete the requirement.
  2. know how many terms they will need to complete the requirement.
  3. know whether they want to incorporate off-campus-study into their D-Plan.

The Language Requirement need not be started in a student’s first term at Dartmouth. However, it is a good idea that the courses be taken consecutively, and should be coordinated with potential plans for an LSA or LSA+, which is often done in the sophomore year.

Discussion of Schedule and Course Election

- Students who have been placed into Writing 2-3 will already be enrolled in a section by their advising meeting, and they will choose their other two courses around the time slot of their Writing 2-3 course.
- Students placed into fall term Writing 5 will elect one Writing 5 section at the same time as their other two fall term courses online through course election in BannerStudent.
- Students no longer select alternate schedules.
• Check enrollment sizes and caps for all courses in which your advisee is interested. This is important in order to: 1) have a notion of the likelihood of your advisee getting in to his/her desired courses, and 2) plan a balance of courses, so that your advisee isn’t taking only large lectures.

• Students should plan for alternate scenarios in case they do not get into their preferred Writing 5 section or fall term courses during initial course election. In that case, they will need to choose another section of Writing 5, or an alternate course from among those with space available starting at 8 am, September 15.

• Use the Faculty Advising Phonebank to call representative faculty regarding courses about which you may have questions.

Remind students that they are not locked into their initial selections for the first two weeks. They can drop or add any class freely until Sept. 22. They can add a course with the permission of instructor until Sept. 29. They can drop a fourth course without penalty until Oct. 23. A fourth course dropped AFTER Oct. 23 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until Oct. 28.

If a class seems inappropriate they can consider other alternatives. The choice of their schedule is ultimately their own.
Meeting 2: Course Selection for the Winter Term

Pre-Meeting Blitz

- Blitz your advisees to let them know that you will be available for a meeting.
- Instruct them to fill out the “Advising Questionnaire” online before their appointment with you.
- Remind advisees that they (probably) have to register their choice for either a Writing 5 section or First-Year Seminar online through course election in BannerStudent as well. (This will not apply to those students continuing in the Writing 2-3 sequence [with Writing 3].)

Things to Cover

- Suitability of fall term courses
- Course Election for winter term
- Plans for the Language Requirement. The LSA application deadline for most programs taking place in 2015-2016 is February 1, 2016 (programs taking place in 15X have a January 7, 2016 deadline).
- Your advisee should have a clear plan about how s/he is going to fulfill the Language Requirement.
- Encourage your advisee to think of fulfilling Distributive Requirements as a mechanism of exploration.
- Reference letters: Discuss the fact that every student is going to have to ask members of the faculty for reference letters at some point (perhaps as early as winter term, when applying for off-campus programs or summer internships). Have they had any one-on-one conversations with their professors? Are they using office hours?
- Remind students that they are not locked into their initial selections for the first two weeks of winter term. They can drop or add any class freely until Jan. 10. They can add a course with the permission of instructor until Jan. 17. They can drop a fourth course without penalty until Feb. 15. A fourth course dropped AFTER Feb. 15 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until Feb. 23.
Meeting 3: Course Selection for the Spring Term and D-Plan

NOTE: Many of your advisees may at this point not feel the need to meet with you. It is appropriate to make yourself available if they do.

Pre-Meeting Blitz

- Blitz your advisees to let them know that you will be available for a meeting.
- Instruct them to fill out the “Advising Questionnaire” online before their appointment with you.
- Remind those advisees who are scheduled to take their First-Year Seminar in the spring to register their choices online through course election in BannerStudent.
- Remind them that one of the things you will be discussing is their D-Plan, which they will have to register by April 14. Invite them to begin thinking about what term they want to take off and why.

Things to cover

- Course election for spring term, including alternate schedules for capped courses. Students may be reassessing their academic goals. It is appropriate to begin to build course selection on new or developing interests. It may also be appropriate to broach the question of major study.
- Summer plans. Some options and opportunities to inform your advisee about include:
  - Internships (for which, direct them to the Center for Professional Development [formerly Career Services])
  - Summer term (and sophomore year) research opportunities (for which, direct them to the Office of Undergraduate Research)
- D-Plan. Ask your advisee to articulate what his or her current thinking is about his/her D-Plan: When s/he is planning on taking the off term? What his/her goals are for the off term? How s/he might integrate this opportunity with his/her academic goals? What will his/her overall schedule look like if doing an off-campus program?
- First-year students must submit their enrollment pattern (D-Plan) by April 14. Let them know that they are not locked into this schedule.

Encourage students to make use of The Center for Professional Development (formerly Career Services) early on to find an internship. Also, many departments and offices sponsor internships and offer competitive grants to support students during their off-terms. For more information, see: http://www.dartmouth.edu/~ugar/undergrad/other.html

Remind students that they are not locked into their initial selections for the first two weeks of spring term. They can drop or add any class freely until April 3. They can add a course with the permission of instructor until April 10. They can drop a fourth course without penalty until May 6. A fourth course dropped AFTER May 6 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until May 17.
General Academic Requirements for Graduation

First-Year Requirements

First-Year Writing Requirement

For the classes of 2016 and later, every first-year student is required to fulfill Dartmouth’s First-Year Writing Requirement. Most first-year students take Writing 5 (or its two-term equivalent Writing 2-3) and a First-Year Seminar to fulfill this writing requirement. As of Fall 2012, another way of fulfilling the First-Year Writing Requirement is to take Humanities 1-2, a special interdisciplinary two-term course for first-year students offered only in fall and winter terms. For details, see http://www.dartmouth.edu/~hums1-2.

Writing 2-3 or 5
Writing 5 focuses on the writing process, emphasizing careful analysis, thoughtful questions, and strategies for effective argument. Students taking Writing 5 are assigned to take the course either in the fall or winter; this assignment cannot be changed. The online student placement record in BannerStudent indicates which term students are assigned to take Writing 5. Students who scheduled to take Writing 5 in a given term register for a Writing 5 class at the same time as their other courses for that term. Enrollment in Writing 5 is strictly limited to 16 students per section. Open slots are first-come, first-served. No waiting lists are maintained.

Writing 2-3 is a two-term course that provides more intensive guidance through the reading, writing, and research processes, including individual support from teaching assistants and a culminating research project. Students likely to benefit from more support in these areas are asked to complete an online writing placement process during the summer. Students who are placed in Writing 2-3 and accept that placement are pre-enrolled in Writing 2 when they arrive for orientation. Writing 2-3 is limited to 15 students per section to allow for individualized attention. Writing 2-3 is taken in place of Writing 5. Writing 2-3 is offered in fall and winter terms only, and students must complete both terms and a First-Year Seminar in order to satisfy the First-Year Writing Requirement.

Writing 2-3 or 5 courses do not serve in partial satisfaction of the General Education requirements such as distributive requirements or the world culture requirement.

First-Year Seminar
First-Year Seminars are small writing-intensive courses taught on particular topics. They are taught in various departments, but always under the course number “007.” First-Year Seminars offer every first-year student an opportunity to participate in a course structured around intensive writing, independent research, small group discussion, and reading across the disciplines.
First-Year Seminars may serve in partial satisfaction of General Education Requirements such as Distributive requirements or the World Culture Requirement.

The First-Year Seminar must be taken during the first year, in the term immediately following completion of Writing 2-3 or Writing 5.

Students are not eligible to participate in off-campus programs until they have satisfied the First-Year Seminar requirement.

Note that first-year students are allowed to enroll in a second seminar if seats are available after all students assigned to take First-Year Seminar that term have been accommodated.

For more information about the First-Year Writing Requirement and placement and enrollment policies for Writing 2-3, Writing 5 and First-Year Seminar, visit: https://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies.

First-Year Residency Requirement

Although it is not an academic requirement, it is helpful to know that first-year students are required to complete their first three terms in residence at Dartmouth. Students are not eligible for off-campus programs, exchange terms or leave terms until this requirement is completed. In rare instances a first-year student may take a medical or personal withdrawal during the first three terms.

College Requirements

35 Courses
All students are required to earn 35 credits before graduation. The 35 credits can consist of credits earned at Dartmouth, and a maximum of four credits from an exchange term. Typically, Dartmouth students take three classes per term for 12 terms.

Distributive Requirements (see p. 16)
World Culture Requirement (see p. 16)
Language Requirement (see p. 43)

Physical Education Requirement
By graduation students must have completed three terms of physical education and pass a 50-yard swim test. Students who participate in an intercollegiate or club sport may receive credit for that activity during the term in which they participate. A maximum of two credits may be earned in this manner. Satisfactory completion of courses in physical education is based on skill improvement and participation. Please be aware that registration for PE courses is separate from the regular course registration process.

PE courses do not count toward the 35 credits needed to graduate.
Distributive and World Culture Requirements

Distributive Requirements

Each student must take one (or two if so indicated) course(s) in each of the following areas by graduation:

1. Art: creation, performance, history or criticism; (ART)
2. Literature: the history, criticism or theory of texts; (LIT)
3. Systems and Traditions of Thought, Meaning and Value; (TMV)
4. International or Comparative Study; (INT)
5. Social Analysis (two courses); (SOC)
6. Quantitative or Deductive Science; (QDS)
7. Natural and Physical Science (two courses); without/with lab (SCI/SLA)
8. Technology or Applied Science; without/with lab (TAS/TLA)

At least one of the science courses in categories 7 or 8 must have a laboratory, experimental or field component (LAB).

World Culture Requirement

Each student must take at least one course in each of the following cultural areas before graduation:

1. Western Cultures (W)
2. Non-Western Cultures (NW)
3. Culture and Identity (CI)

By careful selection of courses a student can satisfy all requirements with ten courses.

Advising Tips

First-year students should not be overly focused on distributives in their first few terms, as any course they elect will count towards some requirement or other. By the end of the first year, though, a student should give some thought to distributives, as some students will find themselves concentrating in one area.

Encourage students to use distributives to explore subjects they did not study in high school instead of merely continuing in disciplines with which they are already familiar.
Additional Information

All College Distributive Requirements must be met by Dartmouth classes, with the following two caveats:

1. Courses taken as part of the Twelve-College Exchange in a student’s second, third, or fourth year can be applied to the Distributive Requirements.
2. Courses from other institutions taken after matriculation at Dartmouth must be pre-approved by the Committee on Instruction. A student must submit an application to the Registrar’s Office by the published application deadlines.

The Registrar’s Office determines the applicability of transfer credits. A student can transfer up to four credits towards their Dartmouth degree.

Although some courses may be listed in two distributive areas (i.e. SOC/INT), each distributive area must be filled by a unique course. Thus, a student will have to take ten separate courses to fulfill the Distributive Requirements.

A single course can be used to fulfill both a Distributive Requirement and a World Culture Requirement.

Departmental requirements for individual majors are separate from College requirements and courses that count towards a major can be used to fulfill either Distributive Requirements and/or World Culture Requirements.

A student must take at least one “lab” course, though this can be fulfilled through either an SLA or a TLA.

A student must earn a D or better in a course for it to go towards fulfilling a Distributive or World Culture Requirement.

If a student elects to “NRO” a course, the student cannot get distributive or world culture credit if s/he earns an NR (=pass). If the student receives a grade in the course (i.e., earns the grade or above of their selected “cut off”) the course can be applied to Distributive Requirement.

The “Timetable” is the best and easiest place to scan for distributives. The Timetable also allows one to view all courses offered in a given term that would fulfill a certain Distributive Requirement, by checking the “General Education Requirement” tab on the Timetable. This is at: http://oraclewww.dartmouth.edu/dart/groucho/timetable.main

A number of departments offer courses that are primarily designed for non-majors to fulfill certain requirements (see Science Courses for the Non-Major, p. 34).
Answers to Commonly Asked Questions

Exemption (EX) vs. Placement (PLC) in the Placement Record

An exemption (EX) means the student is exempt from the course listed. A placement (PLC) means that the student is placed into the course listed. A student is not required to take a course s/he is placed into (except for the Writing 2-3 or 5, or the First-Year Seminar).

Pre-Matriculation Credits

For the classes of 2018 and later, the College is no longer awarding pre-matriculation credit.

PE Requirement (in light of participation in varsity and club sports)

Students are required to complete 3 PE credits for graduation. These are in addition to the 35 academic course credits needed to graduate. Students who participate in an intercollegiate or club sport may receive credit for that activity during the term in which they participate. A maximum of two credits can be earned in this manner. See p. 15 for more information.

Exchange Credits

There are two ways to get credit for courses taken at other institutions:
1. Participating in one of the Twelve-College Exchange programs administered through the Off-Campus Programs office
2. Acquiring prior approval from the Registrar’s Office for a course taken at another institution. A student must receive approval from the Registrar’s Office by the first day of the preceding term. Thus, if a student wants to request credit for a course they would take in the summer, they must begin the process during the winter term.

Language Placement Exams

A student who missed the language placement exam should contact the relevant department to see what his/her options are. Some departments will do placement exams later in the year. The full pre-orientation/ orientation placement exam schedule can be found online at:

Term Course Loads

Dartmouth students typically take three classes per term for 12 terms. However, students are allowed up to three two-course terms, and up to FOUR four-course terms.
Course Placement and Registration Information

How do new students register for courses at Dartmouth?

- They meet with their advisor to discuss course requirements and choices on the Friday prior to the start of the term and elect their preferred courses using BannerStudent by 6 p.m.
- They may view the results of the election processing on their BannerStudent schedule Friday after 8 p.m.
- They may make changes online if desired during add/drop, beginning the following Saturday morning at 8 a.m. Registrar's Office staff is available until noon to provide assistance. (No upper-class students may add/drop at this time.)

For entering students, course registration includes a course election period of one day and this year, a course change period of a single day, open to entering students ONLY. All students may add and drop courses beginning at 8am on Wednesday, September 16, through midnight on Tuesday, September 22.

**NOTE:** The Chrome web browser is not compatible with certain Banner functions, so please use a different browser.

The Timetable contains the most up-to-date course information. Students and advisors use the Timetable with the ORC to determine which courses to elect. Faculty and students also have access to DegreeWorks, an online personalized Degree Audit to assist in knowing which courses and degree requirements students have fulfilled as they progress through their academic career.

Permissions may be required to gain entry into a course and are granted by the instructor or his/her proxy electronically using BannerStudent. If a student is seeking a permission to enroll in a course, s/he will need to contact the faculty or department/program administrator to issue the permission. After the permission has been applied, an email will be sent to the student indicating that s/he can now add this course to his or her schedule using BannerStudent. The permission will remain active until the end of Add/Drop.

**NOTE:** Faculty grant permission only – students register.

The Registrar’s Office has provided comprehensive information about course election for entering students on their website, including dates/times and detailed guides at:
http://www.dartmouth.edu/~reg/guides/csel/csel_student_entering.html
Integrated Academic Support (IAS) Program

Writing 2-3, Math 1-2, and Chemistry 2

For first-year Dartmouth students who will benefit by taking two terms of entry-level college calculus or writing, or a course that prepares them for taking the Chemistry 5-6 sequence, the College offers Math 1-2, Writing 2-3, and Chemistry 2 respectively.

These courses provide smaller sections, more opportunity to work with your professors, and upper-class or graduate student Teaching Assistants in individual and group study tutorials.

First-year students will be invited by the respective academic departments to enroll in one or more of the IAS courses. If you have questions about Math 1-2 or Chemistry 2, contact Carl P. Thum, Ph.D., Director: Carl.Thum@Dartmouth.edu; if you have questions about Writing 2-3, contact Christiane Donahue: Christiane.Donahue@Dartmouth.edu.

IAS Program web site: http://www.dartmouth.edu/~acskills/integratedacademicsupport.html
The D-Plan: What it is and how it works

The D-Plan refers simply to a student’s enrollment pattern – which term(s) s/he will be on campus, which term(s) s/he will be doing an off-campus program (i.e., registered for classes but not in Hanover), and which term(s) will be off.

A student is required to be on campus fall, winter, and spring of the first year, their sophomore summer, and fall, winter and spring of their senior year. Typically a student will be “off” (i.e., not registered) for one term during their sophomore or junior year. A student may also be off-campus but registered, either participating in one of Dartmouth’s LSAs or FSPs, or doing one of the Twelve-College Exchanges.

First-year students must register a plan with the Registrar’s Office in the spring of the first year (April 14, 2016 for the Class of 2019). D-Plans can be changed as a student’s plans change, though a student is strongly encouraged to register changes two terms in advance of when those changes would come into effect. Students do not always get their first choice because of space constraints on campus (particularly fall term), and thus students are asked to submit first, second, and third choices.

A typical residence pattern may look like the following:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year</strong></td>
<td>On Campus</td>
<td>On Campus</td>
<td>On Campus</td>
<td>Leave</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>LSA</td>
<td>On Campus</td>
<td>On Campus</td>
<td>On Campus</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>Off (Internship)</td>
<td>On Campus</td>
<td>On Campus</td>
<td>Leave</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>On Campus</td>
<td>On Campus</td>
<td>On Campus</td>
<td></td>
</tr>
</tbody>
</table>

The “off-term” represents one of Dartmouth’s unique opportunities, and students should be encouraged to begin thinking about how they might make use of it during their first year. They should be encouraged to use the Center for Professional Development (formerly Career Services) to explore some of the thousands of internships available to them. They may be unaware that various offices here at Dartmouth also sponsor internships and offer competitive grants to support students during their off terms, including the Office of Undergraduate Research, the Dickey Center, the Ethics Institute, Outdoor Programs, the Rockefeller Center, and the Tucker Foundation. For a list of these opportunities, see http://www.dartmouth.edu/~ugar/undergrad/.

During advising sessions (especially during the winter term), students should be invited to think about when they want to be off campus, and what they might want to do during that time. Advisors should discuss this explicitly with their advisees during the winter term meeting in advance of spring course election.
The Non-Recording Option (NRO)

Students have the ability to elect to “NRO” a course. This means that they select a letter grade that they would accept as a minimum acceptable grade.

If a student should earn less than this grade but higher than an “E”, then “NR” will appear on his/her transcript and the grade will not be factored into his/her GPA.

If a student should achieve his/her minimum grade or higher, that grade will appear on his/her transcript and will be factored into the GPA.

If a student should fail the course, an “E” will appear on the transcript and be factored into the GPA.

A student may have up to three “NR” grades on a transcript, but only one per term. If a student elects to NRO a course, but then receives a letter grade, that student has not used up one of the three available to him/ her. (Note that some students will use this as a way to protect the GPA – this is not what was intended by this provision.)

Some classes are off-limits for the Non-Recording Option. These are listed online each term under a link entitled “Non-Recording Option and Credit/No Credit Courses” on the Timetable of Class Meetings web page: http://oracle-www.dartmouth.edu/dart/groucho/timetable.main.

A course in which a student receives an NR cannot be applied to the Language Requirement, Distributive or World Culture Requirements, or the major requirements.

The NR is irrevocable. A student who discovers that a course for which they received an “NR” would help towards, say, a major cannot have the NR replaced with the earned grade.

If a student earns a “D” and receives an “NR” on their transcript, the D will not be counted in the GPA but it will be counted towards calculations for Academic Actions, etc.

For more information on the NRO option see the ORC.
Accessing Information about Your Advisees

- Go to http://www.dartmouth.edu/bannerstudent
- Log on using your NetID and password.
- Click on “Dartmouth Faculty Main Menu”
- Click on “First-Year Advising”
- You will see a pull-down menu listing your advisees. Select one of your advisees.
- You should see a picture of your advisee, contact information, placement records, and the responses to questions that the advisee him or herself entered. It is useful to print these out.
- You can also get to the Timetable and descriptions of Writing 5 and First-Year Seminar sections.
- Advisors can also access ANY student record through the degree-auditing tool, DegreeWorks. For more information on how you can access DegreeWorks, you can go to the link on the Registrar’s website, http://www.dartmouth.edu/~reg/guides/degreeworks/index.html.
First-Year Advising

Student ID: 15560A

select Term: Fall Term 2014

Interest: Sciences - general

Address: 300 Mid Fayerweather

E-mail:

UCB Name: Stacey R. Wells

UCB HUB: Hiram Box 3456

UCB Phone: 046-1832

Hometown: Springfield, VT

Advising Questionnaire

Interested in pre-engineering:

Yes

Interested in pre-health:

Yes

Interested in LSA/ISP for sophomore year:

Yes

Courses interested in for this term:

AMC 104 History of Art
CHEM 100 Honors 1st Yr General Chem
MATH 101 Calculus AB/Ap Rlacement
NURS 104 Wounded Individual Instruction: Flute, Cello, Clarinet, Bassoon, Saxophone
PSY 103 Introductory Psychology

Courses interested in during time at Dartmouth:

ASTR 115 Stars & the Milky Way
BISC 27 Animal Behavior
BIS 108 Indian Buddhism
ENVS 220 Conservation of Biodiversity
HIST 201 Modern American Thought & Culture
SCY 201 Women, Work and Family
NURS 001 Performance Assessment
PSYC 024 Abnormal Psychology

What are your principal academic interests at this time?

Language Information

A. Is English your native language? If not, which?

B. What languages have you studied, and if so, how and how much?

C. Are you considering participating in one of the study-abroad programs associated with the language?

D. Are you considering participating in a language program at Dartmouth?

Language Information

A. English is my native language.

B. I studied French in high school.

C. I would like to take French to complete the Language Requirement.

D. Yes, but I am also considering other foreign study that is not associated with the language.

What do you think your advisor should know about you?

What are some of the things you hope your advisor will be able to help you with?

What are your favorite ways to spend time?

Playing the saxophone and listening to jazz and the blues. Meditation, vegetarian cooking, astronomy, writing in my journal, and watching “The Itchy and Scratchy Show.”

Placement Record

See “How to Read the Placement Record” on the following pages.
A course number of 000 indicates that the credit is unspecified. An unspecified credit is not equivalent to a specific Dartmouth course, and will not have implications for placement.

CR for ECON I means Lisa can take a high-level Economics course for which ECON I is a prerequisite. **No course credit is granted for a CR.**

Lisa has “CR” for MATH 3 and 8, and if she wants to continue in Math, she may take MATH 11 (PLC).

5 “CRs” may have implications for placement, but DO NOT count towards the 35 credits required for graduation.

Based on the fact that Lisa studied 3 years of French in high school, she is placed into FREN 2.

This entry can be ignored. **“SU” means it is superseded by the exemption and placement above.**

Prematriculation placement test scores.

Credit on entrance grade code definitions:

CR Credit on entrance; carries no course credit, and does not count towards graduation requirements. Serves as a prerequisite for higher-level courses.

EX Exemption; carries no course credit, and serves as a prerequisite for higher-level courses.

PLC Placement; a grade of PLC indicates that this is the course(s) a department/program suggests a student may take.

SU Superseded; indicates a credit/exemption that where another test score ranks the student more credit on entrance or placement.
Reading the Placement Record

The First Column

Standardized Tests

ACT  American College Test

AP  Advance Placement
    College Board Advanced Placement
    Scored out of a maximum of 5

IB  International Baccalaureate
    Scored out of a maximum 7. A score of 6 or 7 results in an exemption credit.

SAT I  SAT Verbal, SAT Writing (new) or SAT Math
    Scored out of 800

SAT II  SAT Subject Test
    These are what used to be known as the Achievement Tests.
    Scored out of 800

Languages

HS  High School Language Background
    This indicates number of years of study in high school. This is often used in
determining placement into a language without a local placement test of a
standardized test score.

INTL  Indicates that a student’s native language is something other than English and means
the student is exempt from the Language Requirement.

LP  Local Placement Test, taken either online over the summer (as in the
    Writing placement test) or at Dartmouth during Orientation.

ALEVEL  British A-Levels

TR  Pre-matriculation Transfer Credit (from other institutions)
    These are never assigned prior to matriculation and shouldn’t be an issue during
the first advising meeting in the fall.

DEPT  A departmental decision on placement that does not fit into one of the
categories above.
Grade Codes

SU          Superseded by
This indicates that another designation elsewhere on the record indicates correct placement. You can ignore this.

EX          Exempt from
This indicates that the student is exempt from the class listed. This is sometimes paired with another PLC designation, indicating the course(s) into which the student should be placed.
Example: A student who is EX from Spanish 1 will be PLC (placed) into Spanish 2.
An exemption does not give a student a course credit.

CR          Credit on Entrance
The grade of CR indicates that the student may take a higher-level course for which the “CR” course is a prerequisite. No course credit is granted for a CR.
Any question relating to how a CR or an EX plays into fulfilling major requirements should be addressed to the department in question.

PLC         Placed into
A student PLC’ed into Writing 2-3 or Writing 5 must enroll in that course. For all other “PLC” designations, this is the recommendation for a student if they choose to pursue study in that area. A PLC does not indicate that a student must take that course. A student is PLC’ed into (not out of) a course.
See p. 14 for more information on writing placement procedures.
Math Placement and Sequencing

Math placement is one of the most vexing advising issues with entering students.

Students who do not want to continue with math at Dartmouth should know that there is no specific “math requirement;” there is, however, the QDS (Quantitative or Deductive Science) Distributive, which, it should be noted, can be filled by a number of non-math courses. *(Science Courses for the Non-Major, p. 34)*

Students who want to take a math course to fulfill their QDS requirement but do not want to pursue math or do not need Math 3 or above for other requirements (for instance, pre-health or chemistry requirements) should consider Math 5 (Exploring Mathematics), Math 6 (Intro to Finite Mathematics) or Math 10 (Introductory Statistics)

Many will have placement through credits on entrance or testing and will be placed into one of the following:

- **Math 3:** Intro to Calculus
- **Math 1-2:** Covers in two terms what Math 3 covers in one term, and is supported by the Integrated Academic Support Program (IAS) in the Academic Skills Center. If a student successfully completes the Math 1-2 sequence they can continue into Math 8 in the spring.
- **Math 8:** Calculus of Functions of One and Several Variables.
- **Math 11:** Multivariable Calculus, designed specifically for first-year students who place out of Math 3 and 8, and is offered only in the fall. Note that if a student is placed into 11 or 12 but does not want to take Math in the fall, s/he will most likely take Math 8. Such a student should talk with Professor Scott Pauls.

The typical sequence is: **Math 3, Math 8, Math 13 (14)**

Note that:

- **Math 4:** Applications of Calculus to Medicine and Biology, is designed for students interested in the life sciences or fulfilling pre-health requirements. (Many health profession schools require two calculus courses and this serves as a second course after Math 3.) It cannot serve as a prerequisite for any other math courses and has Math 3 (or its equivalent) as a prerequisite.
- **Math 13:** Calculus of Vector-Valued Functions is the course that follows Math 8, and covers much of the same material as Math 11 but is not interchangeable with Math 11.
Math 17: An Introduction to Mathematics Beyond Calculus is designed for first-year students with an exemption credit for Math 3 and 8 who are particularly motivated and interested in math. The aim is to introduce a potential math major to interesting questions in the discipline of mathematics before the student undergoes the rigors of the major. After taking 17, a student would likely take Math 13/14 or 11/12 if they have not already done so.

While it is possible to take Math 17 without credit for Math 3 and 8, it is likely in the student’s best interest to take calculus in their first year and then take Math 17 in their second year. A student who wishes to take Math 17 without credit for Math 3 and 8 should consult directly with the instructor of that course in 2015-16.

“Exemption” (EX) in a placement record should occur only for students whose placement is being determined by British A-levels. “EX” actually indicates a “recommended placement.” In this case, a student should consult directly with Professor Scott Pauls about placement if the student wants to take math.

Professor of Mathematics Scott Pauls (6-1047) serves as the department’s First-Year Advisor, and is available for consultation. A phone call is the best way to get immediate advice.

Typical Introductory Sequencing of Classes

The appropriate course for a first-year student is dependent upon his or her math placement (if any). Characteristic sequences are as follows:

<table>
<thead>
<tr>
<th>Placement</th>
<th>Track</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Integrated Academic Support</td>
<td>Math 1 (by invitation)</td>
<td>Math 2</td>
<td>Math 8</td>
</tr>
<tr>
<td>None or Math 3</td>
<td>Standard calculus sequence I</td>
<td>Math 3</td>
<td>Math 8</td>
<td>Math 13</td>
</tr>
<tr>
<td>None or Math 3</td>
<td>Standard calculus sequence II (delayed one term)</td>
<td>No math</td>
<td>Math 3</td>
<td>Math 8</td>
</tr>
<tr>
<td>None or Math 3 [+]</td>
<td>Pre-health or life-sciences major, terminal sequence</td>
<td>Math 3 (or place out)</td>
<td>Math 4</td>
<td></td>
</tr>
<tr>
<td>Math 8</td>
<td>Advanced Placement sequence</td>
<td>Math 8</td>
<td>Math 13</td>
<td>Math 22 (or other)</td>
</tr>
<tr>
<td>Math 11</td>
<td>Accelerated calculus sequence</td>
<td>Math 11</td>
<td>Math 24</td>
<td></td>
</tr>
<tr>
<td>Math 11 [+ ]</td>
<td>Math 13 (by department placement)</td>
<td>Math 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science Sequencing

Placement in the appropriate section and the correct sequencing of math and science courses is critical for first-year students.

Below is information on the sequence of the introductory curriculum in math, chemistry, physics, engineering, computer science, biological sciences and pre-health.

If questions arise it is appropriate to contact or to have the student make an appointment with the appropriate departmental advisor or contact.

Biological Sciences: Tom Jack (646-3367)
Chemistry: Dale Mierke (646-1154)
Computer Science: Prasad Jayanti (646-1292)
Engineering Sciences: Erland Schulson (646-2888)
Math: Scott Pauls (646-1047)
Physics and Astronomy: James LaBelle (646-2973), Kristina Lynch (646-9311; formal undergraduate advisor), Robyn Milan (646-3969; placement exam)
Pre-Health: Sarah Berger (Health Professions Program, 646-3916)

Traditional Sequencing for Biological Sciences

- Most can begin the study of Biology with Biology 11 or one of the “foundation courses” (numbered 12-16). To help students in making the choice of which course to enter first, the department has assembled a Biology Placement/Advisory Test that is accessible online.

NOTE: Prerequisites for the Biological Sciences Majors include: Chemistry 5 and 6, plus one quantitative course from among Biology 29, Computer Science 1 or 5, Engineering Science 20, Earth Science 17, Math 4 or 8, or above. A potential major should begin these in the first year.

Traditional Sequencing for Chemistry

- Chemistry 5-6-51-52 or 5-6-57-58 (traditional)
- Chemistry 2-5-6-51-52 or 2-5-6-57-58 (IAS – Integrated Academic Support supports Chemistry 2)
- Chemistry 10-51-52 or 10-57-58 (Honors)

NOTE: Chemistry 2, an invitation-only course, is supported by the IAS Program. A student invited to take Chemistry 2 must successfully complete the course in order to take Chemistry 5.

Chemistry 10 is the honors section of Chemistry 5 for first-year students with a strong background in chemistry and mathematics. In one term, the course covers selected general
chemistry topics important for higher level chemistry courses. Mathematics preparation equivalent to Math 3 is required.

Successful completion of Chemistry 10 results in credit for both Chemistry 5 and Chemistry 10.

Prerequisites for the Chemistry Major vary depending on the track, but at a minimum include: Chemistry 5-6 (or 2-5-6, or 10), Math 3 and 8 (or equivalent), and Physics 13-14 (or 3-4, or 15-16).

**Traditional Sequencing for Computer Science**

- Computer Science 1 is the department's entry-level course. The second course in the sequence is Computer Science 10.

**NOTE:** Students may receive exemption credit for Computer Science 1 through the Computer Science AP exam or the local placement exam.

**Traditional Sequencing for Engineering Sciences in the First-Year**

- Math 3-8-13, Physics 13-14, Engineering 20 (With no advanced placement)
- Math 8-13/14, Physics 13-14, Engineering 20 or 21 (With AP exemption credit for Math 3)

**NOTES:** First year should include at least Math 3-8 and Physics 13-14. (In which case, Math 13, Engineering 20 and 21 can be taken in the second year.)

A student who has exemption credit for Math 3 will help him/herself out by also doing Math 13 and/or either Engineering 20 or 21 in the first year.

Students interested in computer science as well as engineering should take Computer Science 1 instead of Engineering 20.

Students interested in pre-health or chemical/biochemical engineering may be advised to take Chemistry 5-6 in the first year instead of physics, or take Physics 13-14 in the second year.

**Traditional Sequencing for Math**

- Math 3-8-13
- Math 11

**NOTES:** Math 3 (or 1 if a student is doing the 1-2 IAS sequence) is the prerequisite for all chemistry and physics courses that are part of the pre-health requirements.

Math 11 is designed specifically for first-year students who placed out of 3 and 8 (and covers the same materials as would be covered through Math 13).

See Math Placement and Sequencing (p. 26) for more information on Math classes.
Traditional Sequencing for Physics

- Physics 13-14-19 (19 required for Physics Major taken either in the spring of a student's first year or sophomore fall)
- Physics 15-16 (accelerated equivalent to Physics 13-14-19)
- Physics 3-4 (terminal – often for pre-health track and non-physical science majors)

NOTES: Prerequisites for the Physics Major include Math 3, 8, 13, and 23, and Physics 13 and 14 (or 15 and 16).

Physics 13-14 is available fall-winter or winter-spring. Math 8 is a co-requisite for Physics 13, so the fall-winter offering minimally requires placement into Math 8, and the winter-spring offering requires taking Math 3 in the Fall Term (for those without placement into Math 8).

Physics 15-16 is available fall-winter only. It is for students who took calculus-based classical mechanics in high school. It requires a placement exam given on-line during Orientation.

Physics 3 is available summer or fall and Physics 4 winter or spring. Pre-health and non-physical science majors often take these courses after the first year, sometimes starting with the sophomore summer.

Traditional Sequencing for Pre-Health

See Required Courses for Medical, Dental and Veterinary Schools, p. 39

The courses below are offered in the following sequences:

- Biology 11 is offered fall, winter and spring. Every student should have a conversation with a first-year or pre-health advisor or a biology faculty member as to the desirability of taking Biology 11 before enrolling in the foundation courses.
- Chemistry 5-6: Chemistry 5 is offered in the fall or winter. Chemistry 6 is offered in the spring or fall.
- Chemistry 2-5-6: a fall-winter-spring (or fall-winter-fall) sequence. Placement into Chemistry 2 is by invitation only, and will be noted on a student’s placement record. A student invited to take Chemistry 2 must successfully complete the course in order to then take Chemistry 5.
- Chemistry 10: offered fall only, and only to first-year students.
- Chemistry 51-52: offered fall-winter, and spring-summer.
- Chemistry 57-58: offered fall-winter.
- Math 3: offered fall and winter. It (or placing out of it) is a prerequisite for most science sequences.
- Math 8: offered fall, winter, and spring.
- Math 11: offered fall term only (intended for first-year students)
- Math 13: offered fall, winter, and spring.
- Physics 3-4: can be taken fall-winter, fall-spring, summer-winter, or summer-spring.
- Physics 13-14: offered fall-winter, or winter-spring
General Principles

- Math 3 and the general chemistry sequence (Chemistry 5-6 or 2-5-6) should be completed by the end of the first year, particularly for pre-health students who want to keep open the option of applying to medical or other health-professions schools during the junior year. Thus, a student with placement into Chemistry 2 who wishes to complete this sequence in the first year must take the 2-5-6 sequence.

- Students can begin the study of Biology with Biology 2 (non-majors course), Biology 11 or one of the “foundation courses” (numbered 12-16). A student considering a Biology Major should consider taking Biology 11 and/or a biology foundation course during the first year.

- The biology foundation courses (Biology 12-16) can be taken in any order.

- Math 3 (or Math 1-2) is the prerequisite for both the physics sequence (Physics 3-4, or 13-14), and for the general chemistry sequence (Chemistry 2-5-6 or 5-6).

- Students should be cautioned against taking two lab courses in the fall of the first year.
Science Courses for the Non-Major

Listed below are courses that departments design for non-majors and should be used by students looking to explore a subject and fulfill requirements. They (mostly) have no prerequisites and are themselves not prerequisite for more advanced courses in departments.

Many introductory courses (Religion 1, Geography 1, Psychology 1, etc.) can fulfill this same function. The difference is that these are designed as entrees into a major and are often prerequisites for the major. The courses listed below are specifically designed for the non-major, although some may fulfill prerequisites for upper-level major courses.

<table>
<thead>
<tr>
<th>Course†</th>
<th>Title</th>
<th>Distributive Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 1</td>
<td>Exploring the Solar System</td>
<td>SLA</td>
</tr>
<tr>
<td>ASTR 2</td>
<td>Exploring the Universe (without lab)</td>
<td>SCI</td>
</tr>
<tr>
<td>ASTR 3</td>
<td>Exploring the Universe (with lab)</td>
<td>SLA</td>
</tr>
<tr>
<td>BIO 2</td>
<td>Human Biology</td>
<td>SCI</td>
</tr>
<tr>
<td>BIO 4</td>
<td>Genes and Society</td>
<td>SCI</td>
</tr>
<tr>
<td>BIO 5</td>
<td>Philosophy of Biology</td>
<td>SCI</td>
</tr>
<tr>
<td>BIO 6</td>
<td>Dinosaurs</td>
<td>SCI</td>
</tr>
<tr>
<td>COSC 2</td>
<td>Programming for Interactive Audio-Visual Arts</td>
<td>TLA</td>
</tr>
<tr>
<td>COSC 3</td>
<td>Computational Thinking</td>
<td>TLA</td>
</tr>
<tr>
<td>COSC 4</td>
<td>Concepts in Computing</td>
<td>TAS</td>
</tr>
<tr>
<td>EARS 1</td>
<td>How the Earth Works</td>
<td>SLA</td>
</tr>
<tr>
<td>EARS 2</td>
<td>Evolution of Earth and Life</td>
<td>SCI</td>
</tr>
<tr>
<td>EARS 3</td>
<td>Elementary Oceanography</td>
<td>SCI</td>
</tr>
<tr>
<td>EARS 5</td>
<td>Natural Disasters and Catastrophes</td>
<td>SCI</td>
</tr>
<tr>
<td>EARS 6</td>
<td>Environmental Change</td>
<td>SCI</td>
</tr>
<tr>
<td>ENGS 1</td>
<td>Everyday Technology</td>
<td>TLA</td>
</tr>
<tr>
<td>ENGS 2</td>
<td>Integrated Design</td>
<td>TAS</td>
</tr>
<tr>
<td>ENGS 5</td>
<td>Healthcare and Biotechnology in the 21st Century</td>
<td>TAS</td>
</tr>
<tr>
<td>ENGS 6</td>
<td>Technology and Biosecurity</td>
<td>TAS</td>
</tr>
<tr>
<td>ENGS 12</td>
<td>Design Thinking</td>
<td>TAS</td>
</tr>
<tr>
<td>ENGS 13</td>
<td>Virtual Medicine and Cybercare</td>
<td>TAS</td>
</tr>
<tr>
<td>MATH 5</td>
<td>Topics vary by term, see ORC</td>
<td>QDS</td>
</tr>
<tr>
<td>PHYS 1</td>
<td>Understanding the Universe (with lab)</td>
<td>SLA</td>
</tr>
<tr>
<td>PHYS 2</td>
<td>Understanding the Universe (without lab)</td>
<td>SCI</td>
</tr>
<tr>
<td>PHYS 5</td>
<td>Physics for Future Leaders</td>
<td>TAS</td>
</tr>
</tbody>
</table>

NOTES:

- **The QDS requirement** can be filled also with Linguistics 1, Linguistics 15, and other courses in linguistics, Philosophy 6, the 10-level courses in government, economics, psychology, sociology, and mathematics and social sciences 15.

† The courses marked in **bold** are available in the Fall of 2015.
- **The TAS requirement** can be filled by Music 3, Philosophy 26, Mathematics and Social Sciences 36, and a number of engineering “major” courses that have few or no prerequisites including Engineering 31, Engineering 21, and Engineering 51.
- **The SCI and SLA requirements** can be filled by Anthropology 6, Geography 3 and 5, and certain other courses in geography, and psychological and brain sciences.
Health Professions Program
(Medicine, Dentistry, Veterinary, Public Health & Other Health Professions)

Advising Tips

The single most important advising tip for first-year students is to tell them that they should seek the advice of a Health Professions Program Pre-health Advisor to plan their path through and after Dartmouth. Misinformation often occurs through anecdotes from fellow students and the Pre-health advisors are dedicated to having expert and up-to-date information about the complex academic and extracurricular path to a health profession. The Health Professions Program (HPP) offers walk-in office hours many days per week with Sarah Berger (and soon, others) in Parker House.

The map to the right indicates where Parker House is located, in between the back of Baker Berry and the Moore psychology building.

Walk-In Hours are posted on the NSS/HPP web site (http://www.dartmouth.edu/~nss). Appointments can also be scheduled with the advisors.

Pre-Health Advisors

Faculty Director: Timothy Lahey, MD, MMSc
Timothy.Lahey@Dartmouth.edu

HPP Associate Director Andy Welch
Phone: 646-9280; e-mail: Andrew.G.Welch@Dartmouth.edu

HPP Pre-Health Advisor: Sarah Berger
Phone: 646-3916; e-mail: Sarah.Berger@dartmouth.edu

HPP Administrative Coordinator: Annette Hamilton
Phone: 646-3377; e-mail: Annette.Hamilton@dartmouth.edu
Important documents

Necessary information for all students considering a career in the health professions is available from the Nathan Smith Society and Health Professions Program Web site (http://www.dartmouth.edu/~nss), including documents such as “Advice for Entering Students” and “The Road to Medical School Application.” These documents have a considerable amount of information useful to first-year advisors and their advisees. (When this website changes Fall 2015 we will update you.)

Pre-health strategy

- Dartmouth does not have a single, set pre-health curriculum, but does provide a wide array of routes students can take to fulfill requirements of many health-related graduation programs.
- Over 80% of Dartmouth students from Dartmouth and around the country are applying to medical school AS or AFTER they graduate. This creates “gap years” which allow for more time to complete courses successfully, prepare for their MCAT, and otherwise strengthens applications.
- Students arrive with many different backgrounds and levels of preparation, and are all moving at different paces.
- Students from any undergraduate major can be accepted into medical school. The constraints introduced by engagement with Language Study Abroad or Foreign Study Programs require careful planning.
- Students should work with the HPP advisors to make a four-year schedule for the required science courses needed to apply to graduate degrees in the health sciences. The advisors always recommend working with faculty within their major to discuss and plan their majors. Constructing alternate D-Plans is strongly encouraged.

Pre-health requirements

- It is a significant undertaking to fulfill the pre-health prerequisites, and there are then limits to their flexibility. Pre-med applicants, for example, must complete 13-14 pre-requisite courses, depending on AP or other exemption credits, not including preliminary courses that might assist them with their success (i.e.: BIOL 2, BIOL 11; CHEM 2) or supplemental courses to prepare for the current MCAT format which now includes psychology, statistics and other behavior sciences.
- While AP credits are no longer offered at Dartmouth, based on prior experiences and (in some cases) a qualifying exam, students may be granted an exemption allowing them to enroll in advanced courses. These exemption “credits” satisfy med/dental/vet school matriculation requirements, but not the 35 course graduation requirement for Dartmouth College. Many students do also choose a science major, and in any case, all students have to master certain categories of material in the sciences (see next section).
- Students without a strong background in the sciences, including biology, should consider taking Biology 2 in the fall of their first year to begin this mastery and adjust to the demands of a college science curriculum. Students without a background in chemistry can take Chemistry 2 in fall instead, or in sophomore year.
- If an advisee is struggling in the required science courses (see next section), encourage them to seek the advice of one of the HPP advisors. You can also encourage them to
make use of the supports offered by individual courses and by the Academic Skills Center (http://www.dartmouth.edu/~acskills/). The latter can provide tutoring and study groups and also offer one-on-one appointments with Carl Thum, Dartmouth’s academic skills advisor. HPP is currently collaborating with the ASC to provide, at least once a term, a workshop on studying strategies for the sciences.

Timing of medical school applications

- Going directly to medical school after graduation means applying at the end of one’s junior year. Only about 20% of Dartmouth applicants apply at this juncture—and this number may even be decreasing with changes in the MCAT requiring more coursework before the exam. Yet, many incoming students expect they will apply to medical school in their junior year simply because they don’t yet know the challenges involved, or they assume this approach is the norm, or simply because they have not thought more than four years ahead yet.
- A student who wants to keep open the option of attending medical school immediately following graduation is advised to complete general chemistry sequence in their first year, and to complete the organic chemistry sequence in their second year. That means many students who may need a little more time before jumping into the general chemistry sequence might not think to consider taking that time. For students with a solid exposure to math/science, staring with general chemistry does give them more flexibility in constructing a D-plan. It is possible to delay the organic chemistry sequence until junior year, but that may limit a student’s ability to enroll in other courses that are either required for med/dental/vet school admission (e.g. Biochemistry) and/or ones that may be helpful in preparing for the MCAT by the end of junior year.
- Students should complete all recommended courses in biology, chemistry, physics, psychology & sociology - see following section) before attempting the MCAT, which they should take by no later than early summer following their junior year, if they plan to go directly to medical school. Alternately they should take the MCAT by spring or early summer of their senior year if they apply upon graduation or beyond.
- Med school applications occur in early SUMMER. All students should be encouraged to consult with an HPP advisor when devising their curricular plan.

Miscellaneous other hints

- First-year students who do not have exemption credit for Math 3 should at least be encouraged to take a math course in their first term as it is a prerequisite for Chemistry 5, if they wish to take general chemistry the first year. If they indicate a lack of math preparation, they can take Math 1 in Fall, and Math 2 in Winter. If a student is starting with a more biology oriented path but needs a little foundation, they could start with Biology 2 or 11 in the Fall, Math 3 in the Winter, and Biology 12 in the Spring.
- In planning for their “pre-health” science requirements, HPP generally discourages students from taking two courses with labs, especially in their first year, until they have demonstrated the ability to handle the coursework. The majority of students rarely, if ever, “double up” on lab courses, during their four years.
Low grades, and NRO

- Students should NOT use the NRO (non-recording option) in a course required for med/vet/dental school admission and should be very cautious about using it in any natural science course. Use of an NRO or course withdrawals should be discussed in advance with one of the HPP advisors.
- It should be noted that students CAN recover from a lower grade or more in their first year as they adapt. It is not uncommon for students to need to learn new study and learning strategies if they can be encouraged to re-assess and shift course. Support of faculty, Pre-Health Advisors, Academic Skills Center, DOSC and Pre-Health Peer Mentors, have all helped students discover new ways of learning, and becoming successful even after an initial bump.

Required courses for medical, dental, or veterinary schools

The points below summarize general requirements for entry to graduate health programs or for preparation for the required entry examinations. Individual program requirements vary.

- **Writing/English:** Most schools require two terms. Writing 5 and a First-Year Seminar satisfy this requirement.
  - Students are encouraged to take additional courses that stress critical analysis of writing and literature, as this competency is stressed on the MCAT exam, is an important skill as a health professional, and, for life.
- **Math and statistics:** Most schools require two terms; 20% require them. This typically is comprised of one term of Calculus and one term of Statistics.
  - Calculus credit can be fulfilled through exemption “credit,” or Math 3 whereas statistics credit can be fulfilled through exemption “credit,” or a Math 10 (Sociology 10, Economics 10, and Psychology 10 are equivalent courses for this purpose). Biology 29 (Biostatistics, has lab) is also a good option for biologically relevant applications. Even if a student can exempt from both a calc and a stats course they should take at least one college level math course.
  - A student with Math 3 exemption credit who has been placed into Math 8 or 11 is NOT required to take the class (and should only take such a course because they WANT to, or because it is important for a specific major goal). The Math 3 exemption credit they are given in this instance is sufficient to fulfill the calculus requirement and a statistics class is then recommended as the second math class.
  - Math 3 (or Math 1-2) must be completed prior to enrolling in Chemistry
  - Although in certain cases, with permission Math 3 or Math 2, may be taken concurrently with Chemistry 5, although it is not recommended for a first term.
- **Biology:** Most schools require at least two terms with an associated laboratory.
  - At Dartmouth, students wishing to satisfy this requirement should first consider whether or not to take Biology 2 (Human Biology) or Biology 11 ('The Science of Life'). BIOL 2 is an excellent course for students who need a stronger exposure to Biology (though they shouldn’t be fooled that the 2 =easy), and many students considering pre-health can benefit from taking the course just to help clarify their interest in healthcare as it is taught with many medical references. BIOL 11 is a non-lab course focusing on problem solving in Biology and prepares students to
take the required laboratory-based courses. Based on a self-administered on-line evaluative exam and other factors, every student should have a conversation with a first-year or pre-health advisor or a biology faculty member as to the desirability of taking BIOL 2 or BIOL 11 before enrolling in the foundation courses. BIOL 2 is only taught in the Fall, there is a BIOL 11 section every term.

- The foundation courses to choose from are the 5 laboratory-based courses (Biology 12, 13, 14, 15, & 16) that will satisfy this minimum requirement with many students choosing Biology 12 (‘Cell Biology’), Biology 13 (‘Genetics’), and Biology 14 (‘Physiology’). Many students choose all three courses because of how material is parsed out in topic specific courses at Dartmouth. For better preparation in their science background, for preparation for the MCAT, and for a future graduate program in a medical profession knowledge of all three areas is extremely beneficial. However not all students can fit all three into their schedule (though many do). BIOL 2 is a useful alternative to BIOL 14 in that case as they can get a solid exposure to physiology concepts. Along with many first year students in BIOL 2 one can also find Juniors and Seniors in the course for that purpose.

- All students should take Biology 12 (Cell Biology’). Biology 13 (‘Genetics’) is the “usual” second lab course taken by a pre-health student, with BIOL 14 (Physiology), the most common third. However, for the purpose of fulfilling “pre-requisites, Biology 15 (‘Genetic Variation & Evolution’) or Biology 16 (‘Ecology’) are certainly acceptable depending on the students other interests and major choices.

- Biology 12 is a pre-requisite for several upper level Biology courses, including Biology 40 (‘Biochemistry’). Strong consideration should be given to taking more than just the foundation courses both for MCAT success and for success in the graduate curriculum. Other courses in Biology might be chosen from among BIOL 24, 27 (lab), 30 (lab), 34 (lab), 35, 36, 37, 40, 42, 46 (lab), 48, 66, 67, 69, 74, 76 or 78, among others.

- Students who are uncertain about their interest in a health career or feel they have weak backgrounds in Biology (and science) prior to matriculation at Dartmouth or who are hesitant about college science courses in general could consider Biology 2 (‘Human Biology’) as their entry course in the fall of their first year. While this course is not constructed to provide all the skill sets typically used in the foundation courses, it does cover most of the topics of Biology 11.

- The laboratory-based courses, Biology 12, 13, 14, 15, and 16 can be taken in any order.

- Most vet schools also require Biology 46 (microbiology), and often another course with biochemistry emphasis (e.g. Biology 66, Biology 69 or Biology 78) beyond Biochemistry.

- **General Chemistry:** Two (2) terms of general chemistry are required.
  
  - This typically entails Chemistry 5-6, or Chemistry 10, which carries two terms of general chemistry credit.
  
  - A student with exemption credit for Chemistry 5 could begin with Chemistry 6, although not everyone wishes to do so.
  
  - If a student has been invited into Chemistry 2, s/he must complete Chemistry 2 prior to enrolling in Chemistry 5. Chemistry 2 emphasizes the quantitative and analytical aspects of general chemistry. Invitation to enroll is based on your pre-matriculation mathematics and science foundation. Other students who are NOT
invited can still request to be included in CHEM 2.

- **Organic Chemistry**: Two (2) terms of organic chemistry are required.
  - This is typically satisfied by taking Chemistry 51-52 or Chemistry 57-58.
  - If a student chooses to delay general chemistry until sophomore year and plans to enter medical school in the fall after graduation (applying at the end of junior year), they could be locked into scheduling six consecutive enrolled terms without an off-term. If delaying general chemistry until sophomore year is the best option, a student can shift his/her timeline and plan to apply at the end of senior year.

- **Physics**: Two terms of general physics are required.
  - This requirement is typically satisfied by taking Physics 3-4; Physics 13-14; or Physics 15-16.
  - Physics 3-4 is the terminal physics track and is sufficient for most students preparing for the health professions. Physics 13-14 is general introductory physics, taken by students considering a major in Chemistry, Physics or Engineering. Physics 15-16 is the honors version of 13-14.

- **Biochemistry**: One course is required.
  - Biology 40 (no lab) or Chemistry 41 (with lab) would meet this requirement. And either will prepare them well for the MCAT exam.

- **Psychology and Sociology**: The MCAT includes a section termed the Psychological, Social and Biological Foundations of Behavior. Few medical schools require students to take these courses.
  - To achieve these competencies within the Dartmouth curriculum, students can enroll in Psychology 1 and either Sociology 1 or Sociology 2 (with SOC 1 being a stronger match for MCAT preparation). One of the health related Sociology courses would also add to their competency (i.e., 27, 34). These are the current recommendations of these departments, though other courses in Psychology & Sociology could suffice.

**Helpful resources**

- **The Health Professions Program Offices**: We offer walk-in hours during the week and also appointments at other times. The offices contain a collection of print material relevant to many health careers and the application processes. The administrative coordinator manages the credentials aspect of applying to health professions schools, as well as assisting with scheduling and other aspects of interface with students.

- **The Nathan Smith Society**: Major student organization and an important campus resource for pre-health students, coordinated by Pre-Health Advising. All first-year students interested in pre-health should join the NSS listserv, the Health Professions which can be done through the web site, in order to be kept abreast of developments in the pre-health experience at Dartmouth.

- **Web page**: A host of information is available at the NSS web page: [http://www.dartmouth.edu/~nss/](http://www.dartmouth.edu/~nss/) (new websites will be developing in the upcoming months)

- **The Center for Professional Development (formerly Career Services)**: Along with the Health
Professions Program, CPD can help with off-term internship & job opportunities and is the source for general support in contemplating careers, looking at strengths and interests, resume writing etc.

- **Academic Skills Center:** Given the rigorous nature of the science classes at Dartmouth, consider helping students form an early alliance with the Academic Skills center, especially if they are struggling at all. Any student committed to pre-health who want to improve their study skills whether or not they are struggling with some of the courses should be directed to the Academic Skills Center ([http://www.dartmouth.edu/~acskills/](http://www.dartmouth.edu/~acskills/)). Struggling does not necessarily mean that a student should abandon the goal of going into a health profession, but it may mean that they need to acquire new study strategies and discipline required to excel in some of the large science classes. We encourage students to recognize that learning is a constantly evolving process, and that learning in new ways in College is not only to be expected, but is a dynamic and approachable challenge.

- **RWIT:** Students should be encouraged to use the Student Center for Research, Writing, and Information Technology (RWIT) to develop their writing and verbal skills. The MCAT exam requires excellent skills in this area, and the centralized medical school application (AMCAS) evaluates these skills as part of the application process.
The Language Requirement

The Rules

- Students must complete their Foreign Language Requirement by the end of their seventh term in residence. (“Residence” includes study abroad on a Dartmouth program, LSA, LSA+ or FSP.)
- The Language Requirement can be fulfilled by:
  1. Placing out (either through a placement test or individual evaluation done by the appropriate department).
  2. Completing the requirement through Dartmouth coursework. This involves completion of study through level 3 (i.e. Spanish 3, Greek 3, Chinese 3). This can be done either on campus or through one of the LSA programs. Some languages (Greek, Latin, Portuguese) can be done in two terms.
- Courses used to fulfill the Language Requirement cannot also be used to fulfill Distributive Requirements.
- A student cannot use the NRO for a language course being used for the fulfillment of the Language Requirement.
- Placement tests are offered at the beginning of the year in: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian, and Spanish.
- Students proficient in a language not taught at Dartmouth (such as Navajo or Swedish) may be able to obtain an exemption from the Language Requirement. They should email Linguistics Professor David A. Peterson to discuss a possible evaluation. Please note that although Dartmouth does not teach Korean, there is a Korean language test administered through DAMELL. Students should contact DAMELL with questions about a language exemption for Korean.

Advising Tips for Languages

- A student should have a clear plan about how s/he is going to fulfill the Language Requirement, even if s/he is not going to study that language in the first or second term on campus.
- A first-year student who has placed out of some but not all of a language sequence should be advised to complete the needed courses as soon as possible. The longer s/he waits to pick it up the rustier s/he will be and the more difficulty s/he will have. Putting it off will frequently result in problems later on.
- A student should consider early on whether or not s/he wants to do foreign study, and when. A student should avoid taking the last prerequisite more than two terms before going on the LSA (+).
- Encourage students to consider foreign study (LSA or LSA+) associated with the language with which s/he will fulfill the requirement. A student need not major in the language, and these programs are often some of the most important a student will participate in while at Dartmouth.
- Students must earn a B- or better in the 1-2 sequences to go on the LSAs to Germany, France, Spain and Italy.
Information on Specific Languages

NOTE: Placement tests were offered online prior to Orientation for French, Italian, and Spanish, and during Orientation Week for: Arabic, Chinese, Hebrew, Japanese, Korean, German, Latin, Russian, advanced French, and advanced Spanish. If your advisee missed an Orientation Week placement test s/he should contact the department directly. For information on specific language courses and sequencing, please refer to the appropriate department’s entry in Courses and Courses of Study. Placement exam information is posted online at: http://www.dartmouth.edu/~orientation/placement/placementschedule.html

French (p. 67)
- Placement without taking the placement test is based on AP scores and years of high school instruction.
- Placement procedures are listed in the “Explore ENGAGE Excel” booklet posted online at: http://www.dartmouth.edu/~upperde/incoming-students/

German (p. 69)
- The department of German Studies offers a placement test during Orientation. It does not normally recognize the SAT, but an AP score of 4 or 5 exempts a student from the Language Requirement, and a score of 5 brings exemption credit for German 10.00. Placement is always tempered by common sense, and students are encouraged to consult with someone in the department.

Greek (p. 56)
- The Classics department does not offer a placement exam for Greek. Any student who has had instruction in Ancient Greek and wishes to be placed in the appropriate level course should make an appointment with Professor Hakan Tell (Hakan.P.Tell@Dartmouth.edu).
- The Language Requirement can be fulfilled with Greek in two terms by taking Greek 1 and Greek 3. Students should be advised that the pace of instruction is correspondingly rigorous.

Italian (p. 67)
- The Italian placement test was offered online prior to Orientation. Students who did not take the test and are seeking advanced placement in Italian should inquire at 315 Dartmouth Hall (French and Italian department office).

Japanese (p. 49)
- The Japanese placement test is offered on campus during Orientation.

Korean (p. 49)
- A Korean placement test if offered on campus during Orientation.

Latin (p. 56)
- The Classics department offers a placement test in Latin during Orientation. Students who do not take the Latin placement test during Orientation will be directed to a particular course on the basis of how many years, and when, they studied Latin in high school.
• The Language Requirement can be fulfilled with Latin in two terms by taking Latin 1 and Latin 3. Students should be advised that the pace of instruction is correspondingly rigorous.

Portuguese (p. 88)
• The Language Requirement can be fulfilled with Portuguese in two terms: Portuguese 1 and 3, offered winter and spring terms. There is no Portuguese 2. The sequence must be begun in winter term.

Russian (p. 86)
• Placement is not granted for secondary school courses in Russian. Students must take the placement test offered on campus during Orientation.

Spanish (p. 88)
• An on-line placement test was administered prior to Orientation. Students who have not taken SAT II, AP, British A level or IB exam scores must take the department placement exam if they wish to continue with their Spanish studies at Dartmouth. If a student missed the placement exam, s/he should inquire with the department about a make-up exam.
• Information regarding SAT II, AP, IB scores, and British A exams is available in the “Placement Information and Exams” section of the Spanish & Portuguese department web site: http://spanport.dartmouth.edu/undergraduate/placement-information-exams
• Students who have lived or studied abroad for more than 6 months should contact Professor Elizabeth Polli for further placement information.
Courses of Study

African and African American Studies (AAAS)

Basic Structure of the Program

- AAAS is an interdisciplinary program that draws on English, history, religion, anthropology, theater, art history, film, government, sociology, comparative literature, music, LALACS, geography, environmental studies, and women’s and gender studies.
- AAAS offers a major and a minor in three areas: African Diaspora Studies, African Studies, and African American Studies.
- The major requires studies across subcategories, and also requires study in both the humanities and the social sciences.
- Courses are not sequenced, and the numbering of AAAS courses represents sub-fields: 10s are introductory and survey courses, 20s and 30s are courses on African America, 40s and 50s are courses on Africa, 60s are courses on the Diaspora, and 80s are special topics courses across these sub-fields.

Information for the First-Year Student Who Would Like to Explore or Pursue Studies in AAAS

- The introductory courses for the discipline are:
  - AAAS 10: Introduction to African American Studies
  - AAAS 11: Introduction to African Studies
  - AAAS 12: Race and Slavery in US History
  - AAAS 13: Black America since the Civil War
  - AAAS 14: Pre-Colonial African History
  - AAAS 15: History of Africa since 1800
  - AAAS 18.03: Introduction to African Religions
  - AAAS 19: Africa and the World
- Be flexible in what you want to take because AAAS is a small program and course offerings may be irregular.
- Students majoring in AAAS who want to go on an off-campus program can spend a term on the new AAAS FSP in Ghana (first offered in Fall 2015 and offered biennially thereafter) or can enroll in the Environmental Studies program FSP in southern Africa (offered annually in the fall term). For information and application, see the Off-Campus Programs office at 44 North College St.

Program home page: http://aaas.dartmouth.edu/
Anthropology

Basic Structure of the Department

- The Anthropology department offers a Major and a Minor in Anthropology and a Minor in the Anthropology of Global Health. Anthropology can also be part of a modified major. Courses generally represent one of four sub-disciplines within the field: archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology.

- **Archaeology** is the scientific study of past human behavior and societies from material remains of the earliest human ancestors to recent times.

- **Biological Anthropology** is the study of human biological variation and evolution. Biological anthropologists seek to document and explain the patterning of biological variation among contemporary human populations, trace the evolution of our lineage through time in the fossil record, and provide a comparative perspective on human uniqueness by placing our species in the context of other living primates.

- **Sociocultural Anthropology** addresses broad questions about what it means to be human in contemporary societies and cultures, as well as those of the recent past. Sociocultural anthropologists systematically explore topics such as technology and material culture, social organization, economies, political and legal systems, language, ideologies and religions, health and illness, and social change.

- **Linguistic Anthropology** is the study of the relationship between language, culture, and social life. Linguistic anthropologists explore how language is formed, structured, and used to create meaning – how language shapes communication, forms social identity and group membership, organizes large-scale cultural beliefs and ideologies, and develops a common cultural representation of natural and social worlds.

- A major consists of ten courses, including an introductory course (ANTH 1 or 3) and a culminating seminar (70-series courses). Students must take one introductory course and complete one course each in archaeology and biological anthropology and one sociocultural anthropology course as part of the major. Other courses to complete the major may be selected by the individual student.

- A modified major consists of 11 courses, 7 of which must be in the department, including the introductory and culminating seminar requirements. The requirements of sub-disciplinary breadth are waived for a modified major.

- Students who have declared a regular or modified anthropology major can complete the Honors Program in Anthropology. The Honors Program requires that students take an additional course (ANTH 88) and that their proposal for Honors work is approved by a vote of the faculty, usually in the Fall or Winter term of the senior year.

- The minor in Global Health consists of 6 courses, 4 of which must be in the Anthropology Department; an introductory course (ANTH 1 or 3) is required for the minor.

- Anthropology and the Linguistics program jointly sponsor a Foreign Study Program in New Zealand in the winter term. Prerequisites include TWO courses in anthropology, or for linguistics students LING 1 (Introduction to Linguistics, offered in the fall and spring terms), and one other linguistics course in the 20s. Visit the Off-Campus Programs office at 44 North College St. For more information.
Courses for the Student with Little or No Background Who Wants to Explore Anthropology:

The Anthropology department offers an array of introductory courses, including:

- ANTH 1: Introduction to Anthropology
- ANTH 3: Introduction to Cultural Anthropology
- ANTH 4: Peoples and Cultures of Native North America
- ANTH 5: Reconstructing the Past: Introduction to Archaeology
- ANTH 6: Introduction to Biological Anthropology
- ANTH 8: The Rise and Fall of Prehistoric Civilizations
- ANTH 12.01: Ethnographic Film
- ANTH 12.04: Your Inner Chimpanzee
- ANTH 12.11: Arctic Crossroads: Its Peoples, Cultures, and History
- ANTH 12.13: Moving House in Prehistory: The Archaeology of Migration
- ANTH 14: Death and Dying
- ANTH 15: Political Anthropology
- ANTH 17: The Anthropology of Health and Illness
- ANTH 19: Islam: Tradition and Transformation
- ANTH 20: Primate Evolution and Ecology
- ANTH 21: The Aztecs
- ANTH 49: Environment, Culture, and Sustainability
- ANTH 55: Anthropology of Global Health

Information for the First-Year Student Who Plans on Pursuing Studies in Anthropology

Any of the courses listed above are suitable for first-year students interested in further study of anthropology. The courses listed above cover the four sub-fields in anthropology. Consult the ORC for other courses.

Department home page: http://anthropology.dartmouth.edu/

Art History

Basic Structure of the Department and Important Information about Choosing Courses

- The Art History department offers one major and one minor.
- Courses in art history fall into one of four broad categories: Pre-Modern (ancient and medieval art to 1400); Early-Modern Europe (1400-1850); Asia and the Middle East; and Modern and Contemporary (1850 to the present).
- The numbering system for art history courses does not represent sequencing, but rather sub-fields (e.g., all numbers in the 30s cover medieval art; all numbers in the 60s cover Asian art).
• Students interested in exploring art history are encouraged to enroll in a course whose subject area intrigues them. The department recommends beginning with an introductory/survey course (1, 2, or 4).
• The Art History department conducts a Foreign Study Program in the spring term based in Rome, Italy. The program is open to all students, and the prerequisites are Italian 1 (or its equivalent) and ARTH 1. In addition, ARTH 2 is highly recommended. The program consists of two art history courses (ARTH 10 and 11), which may be counted toward the major, and a course in the language and culture of Rome (ARTH 12). Interested students should contact the department as soon as possible in their academic careers.

Courses for the Student with Little or No Background Who Wants to Explore Art History

The introductory survey courses in art history (ARTH 1, 2, and 4 - see below) constitute the best resource for students with a preliminary interest in art history. In addition, the Art History department offers two First-Year Seminars each year, in art historical topics of special interest.

Advice for the First-Year Student Who Plans on Pursuing Studies in Art History

• Since a prerequisite for the Art History Major is any two of the following THREE introductory courses, it is advised to be aware of their scheduling:
  • ARTH 1: Introduction to the History of Art I (to 1500) is offered in fall 2015.
  • ARTH 2: Introduction to the History of Art II (1500 to the present) is offered in winter 2016.
  • ARTH 4: History of Architecture is offered in spring 2016.

Department home page: http://www.dartmouth.edu/~arthistory

Asian and Middle Eastern Languages and Literatures (DAMELL)

Basic Structure of the Department

• DAMELL offers courses in Arabic, Chinese, Hebrew and Japanese languages, literatures and cultures.
• DAMELL offers majors and minors in Arabic, Chinese, Hebrew, and Japanese; the East Asian track (which requires the study of Japanese and Chinese), or any two of the languages offered in the department. These language/literature areas may also be modified with coursework in other departments for a DAMELL modified major.
• The introductory language sequences for all AMELL languages are numbered 1 (offered fall), 2 (offered winter) and 3 (offered spring). A student who wants to begin a language must begin in the fall. Students with background who wish to continue studying an AMELL language or would like to have their Foreign Language Requirement waived, should take the appropriate placement exam, both written and oral. (Placement exam schedule: http://www.dartmouth.edu/~orientation/placement/placementsschedule.html)
• The department sponsors a Foreign Study Program for Chinese in Beijing (summer), a Language Study Abroad (LSA+) for Chinese in Beijing (every fall), and a Language Study
Abroad (LSA+) for Japanese on the outskirts of Tokyo (every summer). Students of Hebrew may study on the exchange program with the Hebrew University of Jerusalem. An LSA+ for students of Arabic is runs in Morocco each summer. Dartmouth also offers Exchange Programs in Japan at Keio University in Tokyo (fall, spring, or full year), at Kanda University of International Studies on the outskirts of Tokyo (fall, spring or full year), and at Waseda University in Tokyo (full year only). A Korea Exchange Program at Yonsei University in Seoul, Korea (fall) is available through the Asian and Middle Eastern Studies Program.

• If a student wants to participate in an FSP or an LSA+, s/he should begin planning early. Introductory language sequences in AMELL can only be started in the fall quarter, and the other prerequisites for DAMELL’s off-campus study programs are only offered once a year. Contact the department administrator for details.

Courses for the Student with Little or No Background Who Wants to Explore the Literatures and Cultures of Asia and the Middle East

• Any of the first year language courses, with their sequences beginning in the fall term. Students are strongly encouraged to begin language work their first year at Dartmouth.
• ARAB 10, CHIN 10, JAPN 10, HEBR 10, and AMES 11 are general introductions to the designated cultures, require no language background, and satisfy the CI requirement.
• Courses numbered 61, 62, and 63 are literature-in-translation courses that introduce students to various topics and themes in Arabic, Chinese, Japanese, and Hebrew literatures and cultures. They are taught entirely in English and do not have prerequisites.

Advice for the First-Year Student Who Plans on Pursuing Studies in DAMELL

• Students are encouraged to begin the language study as early as possible. A student who wants to begin a language can only begin in the fall.
• Prerequisites are as follows:
  o Prerequisite for the Arabic LSA+: ARAB 3 (spring) and ARAB 10 (winter).
  o Prerequisite for the China FSP: CHIN 3 (the third term of first-year) or CHIN 4 (fall only, equivalent of 1-2-3) and CHIN 10 (spring).
  o Prerequisite for the Japan LSA+: JAPN 3 and 10 (both offered in spring only)
  o Prerequisite for the majors: ARAB 23 (or 25, summer only), HEBR 3, CHIN 23 (offered on FSP and LSA+, and on campus), JAPN 23 (only offered on LSA+).

Other Information

Any questions about the department can be addressed to Mr. Gerard Bohlen (department administrator) or Professor James Dorsey (department chair).

Department home page: [http://www.dartmouth.edu/~damell](http://www.dartmouth.edu/~damell)
Asian and Middle Eastern Studies (AMES)

Basic Structure of the Program

- AMES is an interdisciplinary program that draws on faculty and courses from a variety of disciplines (anthropology, sociology, linguistics, government, history, art history, music, theater, AMELL, and others) as well as sponsoring its own courses.

- AMES shares an affinity with AMELL (Asian and Middle Eastern Languages and Literatures) but concentrates more on area studies and less on languages (six of ten courses for the major, and all six for the minor, must be non-language courses). Members of the DAMELL faculty are part of the AMES faculty, and all AMELL courses other than first-year language courses can count towards study in AMES.

- Within AMES are three principal areas of concentration: East Asia (mainly China, Japan, and Korea), South and Southeast Asia, and the Middle East. Students can also pursue a Central Asia or interregional focus.

- AMES majors and minors are required to take at least one interregional course as part of their program of study. Students may choose from one of several iterations of AMES 40 or another pre-approved course of an interregional nature. Contact the AMES chair for the current list of possible substitutes for AMES 40.

- The AMES Program sponsors an interdisciplinary Foreign Study Program in Fez, Morocco, in the spring term. Prerequisites for the program are listed on the AMES website.

- In partnership with the Women’s and Gender Studies program, AMES offers an interdisciplinary Foreign Study Program in Hyderabad, India, in the winter term. The prerequisite is completion of at least one pre-approved AMES or WGSS course with a grade of B or higher. The AMES and WGSS web sites provide current lists of approved prerequisites.

- AMES sponsors a Foreign Exchange Program with Yonsei University in Seoul, Korea, during the fall term. Information regarding this program can be found on the AMES website.

- Applications are due Feb. 1 for programs in 2016-17 Visit the Off-Campus Programs office for more information and applications.

Courses for the Student with Little or No Background Who Wants to Explore Asian and Middle Eastern Studies

- Courses that have an AMES designation only, and most of the courses from other departments and programs that are cross-listed with AMES, constitute broad and comprehensive introductions to various aspects of Asia and the Middle East, and might be the best place for a student with no background to begin. These courses include:

  - AMES 4: Introduction to Arab Culture
  - AMES 5: Thought and Change in the Middle East and Central Asia
  - AMES 6: Islam: An Anthropological Approach
  - AMES 8: Introduction to Islam
• AMES 9: Hinduism
• AMES 10: The Religions of China
• AMES 11: Introduction to Korean Culture
• AMES 12: Introduction to Chinese Culture
• AMES 13: Introduction to Japanese Culture
• AMES 15: Modern Islam
• AMES 17: Introduction to Hebraic and Israeli Culture
• AMES 18: History and Culture of Indonesia

Information for the First-Year Student who Plans on Pursuing Studies in AMES

A first-year student who plans to major or minor in AMES should identify as soon as possible an appropriate faculty advisor within his or her chosen area of concentration (East Asia, Middle East, or South and Southeast Asia), and work closely with the advisor to develop a coherent major program. Both the AMES chair and the program administrator can aid in identifying such an advisor.

Other Information about Courses and the Program

Any questions about the program, appropriate courses, or whether certain courses in particular departments can count towards AMES study can be addressed to Jonathan Smolin (chair) or Ann Fenton (administrator). Courses from other departments or programs that have been approved for credit toward the AMES Major are listed on the AMES web site (see below).

Program home page: http://www.dartmouth.edu/~asia

Biological Sciences

Basic Structure of the Department

• Biological Sciences has one single major and one single minor. The major can be modified.
• Within the major there are various areas of concentration a student can choose such as ecology, genetics, or human biology (the ORC lists more than ten possible areas, along with possible faculty mentors in those areas).
• There are multiple entry points into the Biology major. For many students, BIOL11 is an appropriate starting point. BIOL 11 is offered fall, winter, and spring terms with no prerequisites. BIOL 11 is designed to introduce students to the study of biology at the college level. Different offerings of BIOL 11 focus on different topics, and students should choose the offering that is most interesting to them. BIOL 11 does not have a laboratory component.
• The foundation courses are numbered 12-16: BIOL 12 (Cell Structure and Function), BIOL 13 (Gene Expression and Inheritance), BIOL 14 (Physiology), BIOL 15 (Genetic Variation and Evolution) and BIOL 16 (Ecology). The major requires three of these five courses. Many students will take their first foundation course after taking BIOL 11. However,
students with sufficient preparation in math and science may choose to enroll directly in a foundation course without first taking BIOL 11.

- To aid students in deciding which Biology course provides the best starting point, we offer the Biology Placement/Advisory test, which is available to all members of the class of 2019 via Canvas. The result of the Biology Placement/Advisory Test is advisory, not binding; thus, the score does not appear on Students’ placement records in BannerStudent. If you are interested in studying Biology at Dartmouth, we strongly suggest that you take the Biology Placement/Advisory Test to help you decide which Biology course is most appropriate for you to begin studying biology at Dartmouth.

- The Biological Sciences department offers an FSP to Central America and the Caribbean in the winter term. The application deadline is February 1, 2016 for the winter 2017 program. Students who may want to participate in this FSP during their junior year should take BIOL 16 as soon as possible.

Courses for the Student with Little or No Background Who Wants to Explore Biological Sciences

- Courses numbered 2-7 are non-major courses, have no lab, and do not count towards a Biology Major or Minor. However, BIOL 2 (Human Biology) may be an appropriate entry point for students with weak science preparation; such students may consider taking BIOL 2 prior to BIOL 11.

Information for the First-Year Student Interested in Pursuing Studies in Biological Sciences

- The Biology Major requires CHEM 5-6 (or equivalent) and one quantitative course from among BIOL 29, COSC 1, COSC 5, ENGS 20, EARS 17, MATH 4, MATH 8 (or above) or MATH 10 (or equivalent). Some upper-level biology courses such as BIOL 40 (Biochemistry) also require CHEM 51-52 (or equivalent). Therefore, students who are serious about pursuing a Biology Major are advised to begin their math and chemistry requirements early in their college careers.

- Details about the Biology Major or Minor are available on the Biology Department website and on the Registrar’s website.

Other Information About Courses and Course Sequences

- BIOL 11-16 are large classes often with 50 to 80 students. Students must realize that regular class attendance, steady work, and developed study skills are critical to success in these classes.

- The foundation courses (BIOL 12-16) involve problem-solving skills, including the use of high-school algebra to solve word problems about quantitative aspects of biology.

- The foundation courses are not sequenced and can be taken in any order (i.e. 12 does not have to be taken prior to 13).

- The foundation courses demand the mastery of large amounts of information. Students concerned about the transition to college may be advised to wait until they have developed their study skills before they enroll.
- Intermediate-level courses (numbered 20-49) can be taken once students have taken the appropriate foundation course as a prerequisite. Students may enroll in appropriate intermediate-level courses prior to completing all of their foundation courses.

Information for Pre-Health Students

- Please refer to Pre-Health Advising on p. 37.

Department home page: http://biology.dartmouth.edu/

Chemistry

Basic Structure of the Department

- Chemistry offers four majors, a modified major, and a minor. Chemistry also joins with the Physics and Engineering departments to offer a Materials Science Minor.
- The “Plan A” Major is for students who may wish to do graduate work in chemistry or a closely allied science. It is also suitable for students wishing to apply to medical school.
- The “Plan B” Major is less structured and is suitable for students planning to engage in chemically related careers such as medicine, environmental science, life science, industrial science, or professions for which the study of chemistry may prove desirable (law, teaching, business).
- The Biophysical Chemistry Major is a relatively structured course of study for students interested in biophysical chemistry and chemical methods for studying life processes. It provides a strong background for graduate work in biophysical chemistry, structural biology, biochemistry, and biomedical science, and is suitable for premedical students.
- The Biological Chemistry Major is designed for students interested in applications of chemistry to fundamental biological processes, similar to the biophysical chemistry option, but without as much emphasis on the physical chemical underpinnings. In addition to being suitable for premedical students, it provides the framework for further graduate study in all areas of biological chemistry and biomedicine.
- The modified major resembles the Plan B Major but includes study in a related discipline.
- The Chemistry Minor provides basic knowledge of the field.
- The Materials Science Minor is an interdisciplinary course of study incorporating courses in chemistry, physics and engineering.

Courses for the Student with Little or No Background Who Wants to Explore Chemistry

- **Chemistry 5: General Chemistry I** (offered fall and winter). Prerequisites: If a student has been placed into CHEM 2 (see below), successful completion of CHEM 2 is required before taking CHEM 5. MATH 3 (or MATH 1 and 2) is also a prerequisite for CHEM 5. A first-year student placed into MATH 3 must delay CHEM 5 until the winter term. A student placed into the MATH 1-2 sequence, will also be placed into CHEM 2, which they will need to successfully complete before taking CHEM 5. CHEM 5 is followed by CHEM 6 (General Chemistry II), which is taught in the spring and fall terms.
• **Chemistry 2: Quantitative Reasoning in Chemistry** (offered fall term). CHEM 2 is an invitation-only course focused on developing a strong quantitative basis for understanding chemical relationships, as well as developing the skills needed to solve chemistry problems. Much of the course will be devoted to the mathematical manipulations and functional relationships that are integral to chemical concepts and essential for success in subsequent chemistry courses. In-class experiments will introduce the analysis, interpretation and presentation of chemical data. Invitations to take CHEM 2 will be based on students’ pre-matriculation mathematics and science records. Students placed into CHEM 2 must successfully complete the course in order to move on to CHEM 5. CHEM 2 is supported by the Integrated Academic Support Program. (See [http://www.dartmouth.edu/~acskills/](http://www.dartmouth.edu/~acskills/)).

• **Chemistry 10: Honors First-Year General Chemistry** (offered fall term). This is a course designed for the first-year student who comes from high school with a strong background in chemistry and math. Placement into CHEM 10 is determined by a placement test during Orientation. MATH 3 or the equivalent is a prerequisite. In one term, CHEM 10 covers selected general chemistry topics important for higher-level chemistry courses. Students receive credit for both CHEM 5 and CHEM 10 upon satisfactory completion of CHEM 10.

**For Students who are Contemplating a Chemistry Major**

**Plan A, Biophysical Chemistry, and Biological Chemistry Major**

- In the first two years, a student who elects junior fall as an off-term must complete:
  - Two general chemistry courses, either CHEM 5-6 or CHEM 10. Students placed into CHEM 2 must complete it before taking CHEM 5. A potential major is strongly encouraged to begin general chemistry in the first year.
  - Two organic chemistry courses, either CHEM 51-52 or 57-58.
  - Two introductory physics courses, preferably PHYS 13-14 (Introductory Physics I-II). If scheduling 13-14 is difficult, the PHYS 3-4 sequence (General Physics I-II, a terminal physics track) can be taken, but is a much less desirable option.
  - The math prerequisites, MATH 3 (Introduction to Calculus), and MATGH 8 (Calculus of One and Several Variables). A student may place out of one or both of these.
- For the Biophysical Chemistry Major, BIOL 12 (Cell Structure and Function) and 13 (Gene Expression and Inheritance) are also recommended.
- For the Biological Chemistry Major, BIOL 12 and BIOL 13 are required.
- For the Plan A Major, MATH 13 (Calculus of Vector Valued Functions) is also required.
- A major must have completed the organic chemistry sequence (51-52 or 57-58) by the end of their sophomore year. The 51-52 sequence can be taken either fall-winter, spring-summer, or fall-summer. (Thus the sequence can be finished during sophomore summer.) The 57-58 sequence is winter-spring. This requires early planning on the part of the student, in particular if the student wants to participate in an off-campus program.
Plan A Chemistry Majors

- The flexibility of the Plan B major allows a student the option of completing PHYS 13 (or PHYS 3 AND 4) until the junior year if enrollment in CHEM 75 is deferred until senior winter.
- Refer to Science Sequencing on p. 30.

For Students Contemplating a Pre-Health Curriculum

- Please refer to Pre-Health Advising on p. 37.

Department home page: [http://chemistry.dartmouth.edu/](http://chemistry.dartmouth.edu/)

Classics

Basic Structure of the Department

- The Classics department offers courses in the languages, literature, history, and material culture (archaeology) of ancient Greece and Rome.
- Study of the Classics can be an ideal undergraduate liberal arts program for individuals preparing for careers in a wide variety of professions as well as for those students interested in going to graduate school in Classics.
- Rubrics for classics courses are Classical Studies (CLST), Ancient Greek (GRK) and Latin (LAT). CLST rubrics indicate courses for which no language preparation is required.
- The Classics department sponsors two Foreign Study Programs (FSP), one in Greece and one in Italy (principally in Rome). The Greek FSP operates every other year in the spring (2017, and then 2019), the Roman FSP every other year in the fall (2017, and then 2019).

Information for Students Who Want to Explore the Study of Classics

- Students who have no prior coursework in the study of ancient Greece or Rome are encouraged to take an introductory course under any of the Classics Department’s three rubrics: GRK 1 (Introductory Ancient Greek), LAT 1 (Introductory Latin), or CLST 1-6. GRK 1 and LAT 1 are designed specifically for students who have not studied an ancient language. CLST 1 (Antiquity Today) introduces students to the full array of subject matter and methodologies currently used in the study of Classics. CLST 2 focuses on ancient Greek tragedy and comedy, CLST 3 on Greek and Roman philosophy, CLST 4 on Greek and Roman mythology, and CLST 5 on Greek and Roman epic. CLST 6 introduces students to the methodologies used in studying the material culture of ancient Greece and Rome. First-year students with a particular interest in Greek or Roman history or archaeology can choose to take any of the CLST courses offered on those subjects (CLST 14 or 15 on Greek history, CLST 17 or 18 on Roman history, CLST 20-22 on Greek archaeology, CLST 24-26 on Roman archaeology). As indicated above, CLST courses do not require knowledge of either Ancient Greek or Latin and do not have any required pre-requisites.
- Students who have studied Greek or Latin in high school are strongly encouraged to continue their exploration of these languages at Dartmouth. Both Greek and Latin courses are numbered 1-3-10 (or 15) in a three-term introductory and intermediate sequence.
(There are no GRK 2 or LAT 2 courses. LAT 15 is a version of LAT 10 designed specifically for incoming first-year students.) An alternative to the two-term Greek sequence is GRK 1-3, Intensive Greek, which introduces students to the fundamentals of Greek grammar in an intensive mode. A student can fulfill the College’s Language Requirement in two terms by taking the 1-3 sequence in either language. GRK 1, LAT 1, and LAT 15 are offered in the fall term. GRK 3, GRK 1-3 (Intensive Greek), LAT 1, and LAT 3 are offered in the winter term. GRK 10, LAT 3, and LAT 10 are offered in the spring term. Hence a student may begin the study of Greek or Latin in either fall or winter, but not in spring or summer. The Classics Department also offers a substantial number of upper-level courses in Ancient Greek or Latin. In exceptional cases, an incoming first-year student may be placed directly into an upper-level Greek or Latin course. (See below for information about placement.)

The department offers majors and minors in four areas: Classical Languages and Literature, Ancient History, Classical Archaeology, and Classical Studies. Classical Languages and Literature studies the languages (Greek and Latin) and literature of ancient Greece and Rome, from their beginnings in the 8th century BCE down to the end of the Roman Empire and the rise of the vernacular languages and literatures of Europe. Ancient History focuses on the historical analysis of ancient Greece and Rome, incorporating the study of language, literature, and material culture. This major requires study of at least one ancient language (either Greek or Latin). Classical Archaeology focuses on the material culture, art, and architecture of the ancient Mediterranean world. This major requires study of at least one ancient language (either Greek or Latin) and participation in at least one of the department’s two Foreign Study Programs. Classical Studies draws on all three of the preceding subject areas, but does not require the study of an ancient language (although language study is strongly encouraged). It is ideal for those students interested in area studies or those for whom another unrelated major precludes fulfilling the required advanced work in Greek and Latin.

Ancient Languages: Placement Tests

- The Classics Department offers an online placement test in Latin for matriculating first-year students only. Students who have some prior experience with Latin should take our placement test, unless they already have a placement based on an SAT II score of 680 or above. The department does not offer a placement exam for Greek. Any student who has had instruction in Ancient Greek and wishes to be placed in the appropriate level course should make an appointment with Professor Hakan Tell (Hakan.P.Tell@Dartmouth.edu).

Department home page: [http://www.dartmouth.edu/~classics](http://www.dartmouth.edu/~classics)

Cognitive Science

Basic Structure of the Program

- The Cognitive Science Major brings together courses from computer science, linguistics, psychology, philosophy, and education to explore the mind/brain from the perspective of issues in information processing
Course requirements include required introductory courses in core areas of cognitive science as well as developing an area of expertise by careful choice of electives. Independent research is encouraged.

Courses for the Student with Little or No Background Who Wants to Explore Cognitive Science

- COGS 2: Cognition (=PSYC 28); PSYC 1 or COSC 1 is prerequisite
- COGS 11.01: Philosophy and Cognitive Science (=PHIL 10)
- PHIL 26: Philosophy and Computers
- PSYC 40: Introduction to Computational Neuroscience

Information for the First-Year Student Who Plans on Pursuing Studies in Cognitive Science

- COGS 2 (Cognition, =PSYC 28) is a prerequisite for the major.
- PSYC 10 (Experimental Design, Methodology and Data Analysis Procedures), or an appropriate substitute, is also a prerequisite for the major.
- COSC 1 (Introduction to Programming and Computation) is a core course in the major curriculum.
- COGS11.01/PHIL 10 is highly recommended for the major.
- LING 1 (Introduction to Linguistics) is a core course in the major curriculum.

Because this is a smaller program, courses are offered with less frequency and thus students must plan ahead carefully. Exceptions may be allowed, particularly to accommodate conflicts necessitated by the D-Plan.

Program home page: [http://cognitive-science.dartmouth.edu](http://cognitive-science.dartmouth.edu)

### Comparative Literature

#### Basic Structure of the Program

Students pursuing a major in Comparative Literature follow one of two tracks:

- Comparative study of literature and culture in two languages.
- Comparative study of literature and culture in one language (normally not English) and one other non-literary discipline (e.g. Music, film, art, history, geography, physics, etc.)
- An honors major in Comparative Literature requires completion of a thesis in addition to the regular major courses.

#### Advice for the First-Year Student Who Plans on Pursuing Comparative Literature

- COLT 10, the introductory and prerequisite course, is offered most terms and can be taken concurrently with other courses. Topics vary by term. It is recommended that a student complete WRIT 5 before taking COLT 10.
- Begin work on foreign language(s). Reading and writing proficiency in at least one foreign language is essential for study in comparative literature, and is recommended for those interested in going on to graduate school.

- Consult the program web site for interesting course offerings open to undergraduates.

Program home page: http://complit.dartmouth.edu/

**Computer Science**

**Basic Structure of the Department**

- The department offers a Computer Science Major and Minor, a Minor in Digital Arts, a Major modified with Engineering, a Major modified with Digital Arts, and the ability to modify another major with computer science.

- **The Computer Science Major** is designed for students who want a comprehensive background in computer science. Rather than just teaching you the systems and programming languages of today, a Computer Science Major allows you to be able to learn what you need to know for graduate studies or a professional career.

- A Computer Science Major consists of two prerequisites, nine major courses, and a culminating experience. Prerequisite courses are COSC 1 and COSC 10. Of the 9 major courses, 2 must be in the areas of theory and algorithms, 2 must be in the areas of systems and hardware, 2 must be in applied computer science, and three are electives. The culminating experience is either a thesis (COSC 97 or 99) or COSC 98.

- **The Computer Science Minor** is designed for students who want to complement a different major with a significant background in computer science. A Computer Science Minor consists of 2 prerequisites and 5 upper-level courses. Both of the prerequisites are required, but the upper-level courses are any 5 electives, as long as they are drawn from 2 different areas and approved by the department’s undergraduate advisor.

- **The Digital Arts Minor** is designed for students who want to bring their talents and skills into the digital arts realm; it teaches the principles, aesthetics, and practice of digital art, modeling, and animation. A Digital Arts Minor consists of 1 prerequisite and 5 upper-level courses. Three of the upper-level courses are required, but there are choices for the prerequisite and the remaining 2 upper-level courses.

- **The Computer Science Major modified with Engineering** is offered for students who want a background in computer science with a focus on the design of computer systems. This major consists of 7 prerequisites, 10 major courses, and a culminating experience. Six of the prerequisites and 2 of the major courses are required, but there are choices for the remaining courses.

- Computer science can be part of a modified major, including but not limited to economics, neuroscience, music, philosophy, psychology, and many others.

**Courses for the Student with Little or No Background Who Wants to Explore Computer Science**

- COSC 1 (Introduction to Programming and Computation) is the header course for the major. There are no prerequisites for the course, and it is available to everyone. No prior
programming experience required or even assumed. In fact, most students who take COSC 1 have never written a computer program before taking the course.

**Other Information About Courses and Considerations**

- A student who plans on majoring in computer science should, by the end of sophomore year, have taken at least COSC 1 (Introduction to Programming and Computation), and preferably also COSC 10 (Problem Solving via Object-Oriented Programming).
- A student planning on majoring in computer science is also advised to take by the end of sophomore summer at least two of the following: COSC 30 (Discrete Mathematics in Computer Science), COSC 31 (Algorithms), COSC 50 (Software Design and Implementation), and COSC 51 (Computer Architecture).
- Students may substitute for COSC 1 any of the following: ENGS 20; placement from the Computer Science Advanced Placement exam; placement from the local placement exam.
- The earlier a student starts taking computer science courses, the more flexibility there will be later on.

Department home page: [http://web.cs.dartmouth.edu/](http://web.cs.dartmouth.edu/)

## Earth Sciences

### Basic Structure of the Department

- The Earth Sciences department is a national leader in the percentage of students who go on to successful academic careers in the field. A significant number of our students alternatively forge careers in environmental consulting or in the traditional energy and minerals industries. The Earth Sciences major is also a great ‘liberal science’ for students planning to pursue careers in health, finance, law, or secondary science education.
- The Earth Sciences department offers two tracks, Earth Sciences and Environmental Earth Sciences, with a major and minor in each track. The Earth Sciences track focuses on the traditional geological sciences. The Environmental Earth Sciences track focuses on the application of the Earth sciences to environmental challenges, and incorporates flexibility for interdisciplinary study with related departments.
- Students begin the study of Earth sciences at Dartmouth by choosing within either of two sets of courses: introductory level courses (EARS 1-9) or courses in collection and analysis of Earth science data (EARS 10-19). Introductory level courses provide an overview of a broad suite of themes within the Earth sciences, whereas data analysis courses explore a particular sub-discipline of the Earth sciences with attention to the analysis of geological data.
- Majors typically participate in the department’s off-campus studies program (the Stretch) during the fall of the junior year. The off-campus program is a core requirement of both majors and commonly part of both minors. It is designed as a departure from textbook and classroom instruction and provides hands-on experience in the study of the Earth. Prerequisites for the program include ONE of EARS 1-9 (excluding EARS 7; EARS 1 is preferable), and EARS 40.
Information for the First-Year Student Who Plans on Majoring in Earth Sciences or Environmental Earth Sciences

- The Earth Sciences curriculum is structured into sets of courses sharing key concepts, skills, and competencies that reflect, in part, ongoing efforts within the broader Earth science community to define the core ideas and supporting concepts that define the Earth sciences (see http://www.earthscienceliteracy.org/). The major requirements require students to take at least one course from each set. By the end of the sophomore year, a student electing to pursue an Earth Sciences major has typically taken at least one course from each of the first two sets of courses (EARS 1-9 exclusive of EARS 7; EARS 10-19) and the supporting prerequisites for the major (CHEM 5 and any one of the following math courses taken at Dartmouth: MATH 3, 8, 9, 11, 12, 13, 14, 23, or 46). Students take EARS 40 during the summer after their sophomore year. Additional major requirements are satisfied by participating in the field program (EARS 45, 46, 47) and completing other, higher-level courses during the junior and senior years.
- Students who have questions may contact the undergraduate advisor, Leslie Sonder (Leslie.J.Sonder@Dartmouth.EDU).

Department home page: http://earthsciences.dartmouth.edu/

Economics

Basic Structure of the Department

- Economics offers a single major, a modified major, and a minor.
- Students choose two of six different fields within the major: development economics, industrial organization, money and finance, labor economics, public economics, international economics. For descriptions of these fields of study, see the Economics department brochure, which can be picked up at the department office or downloaded from the department web site (http://economics.dartmouth.edu/).
- ECON 1: The Price System is the entrée into the discipline and is thus a prerequisite for the major, and for most other courses in the department. Several sections are taught every term. ECON 1 teaches the fundamentals of economic logic and thinking. A good indicator of whether someone will excel in ECON 1 (and thus the study of economics generally) is someone who likes applying math to real world problems.
- ECON 1 classes are capped at 45 students. Students who did not get in to the class during registration should contact Karen Pelletier (Karen.M.Pelletier@Dartmouth.EDU) to get on the waiting list, as there may still be a possibility of getting into the class.
- A student interested in taking an economics class while at Dartmouth, but who has no plans to major in the subject, should consider taking ECON 2: Introduction to Economic Policy Issues. ECON 2 is designed for non-majors, and thus does not count towards the major, nor does it serve as a prerequisite or substitute for ECON 1. Students with exemption credit for ECON 1 may not enroll in ECON 2, but students who enroll in ECON 2 are not precluded from subsequently enrolling in ECON 1.
Information for the First-Year Student Who Plans on Pursuing Studies in Economics

- The prerequisites for the major are ECON 1, MATH 3, and ECON 10. A student should try to take ECON 1 (The Price System) and ECON 10 (Introduction to Statistical Methods) by the end of their first year, but there is no need to panic if that is not accomplished.
- MATH 3 (Intro to Calculus) is a prerequisite for ECON 10.
- Due to the large overlap of material covered, no student may receive credit for more than one of the courses ECON 10, GOVT 10, MATH 10, PSYC 10, or SOCY 10.

Questions about Advanced Placement

- Students can place out of ECON 1 if they 1) scored a 5 on the AP test for microeconomics, 2) scored an A on their British A-Levels, or 3) scored a 6 or 7 on the IB for higher economics.
- These students may take any economics class for which ECON 1 is the only prerequisite.
- **NOTE:** The department does not offer any placement for an exceptional score on the AP test for macroeconomics.

Department home page: [http://economics.dartmouth.edu/](http://economics.dartmouth.edu/)

Education

Basic Structure of the Department

- A student CANNOT major in education.
- The Education department offers ONE minor, the Education Minor, which is designed to help students to build and use an integrated, multilevel understanding of learning and development. The minor explores how children and adolescents grow, acquire and use language, think, learn a variety of skills and knowledge, and how they conceptualize their social and emotional worlds, and builds an understanding of the purpose of education, goals, means and resolutions of critical questions about education, and methods for measuring success or failure.
- The Education department is focused on exploring the complex connections among human development, learning, and teaching. One of our main goals is to begin bridging the gaps among developmental and educational research, practice, and policy. We believe that the process of education should be informed by findings from scientific research and that scientific research about development and learning should be informed by educators.
- EDUC 1 (The Learning Brain) is the best overall introduction to the ways in which understandings of the mind and brain are applied to the field of education. The course is a requirement for the Education Minor and for teacher certification, and recommended for all those interested in the field of education.
- The Education department offers a variety of research opportunities focused on how children learn and develop. Students can get involved in education research as both research assistants and participants by contacting professors or labs.
The Teacher Education Program: The department offers a teacher certification program in which a student can earn a teaching license in the State of New Hampshire. Students earn an elementary teaching certificate in conjunction with any major.

Please contact Education Department Administrator Sandy White (646-3462, Sandra.White@Dartmouth.edu) with any questions about these requirements.

Information for the First-Year Student Interested in Pursuing Studies in Education

- EDUC 1: The Learning Brain, is the best overall introduction to the department, and is highly recommended for anyone interested in the education curriculum.
- For more information please see the Education Department web site and contact Department Administrator Sandy White (646-3462, Sandra.White@dartmouth.edu).

Department home page: http://educ.dartmouth.edu/

Engineering Sciences

Basic Structure of the Department

- The Engineering Sciences Major is taught by faculty in the Thayer School of Engineering. However, engineering students are not differentiated at the College from non-engineering students, and all students are working towards the Bachelor of Arts degree.
- The department offers a Major and a Minor in Engineering Sciences, a Major in Engineering Physics (with the department of Physics and Astronomy), a Major in Biomedical Engineering, modified majors with biology, brain sciences, chemistry, environmental sciences, computer science, economics, earth sciences, public policy and studio art, and a Minor in Materials Science (in conjunction with the Chemistry and Physics departments).
- An AB in Engineering Sciences is a four-year liberal arts degree. To enter the engineering profession requires the BE (Bachelor of Engineering) degree, which usually takes an additional year of study beyond the Engineering Sciences Major. However, that time can be shortened with careful choice of electives, and some students satisfy the requirements for both the AB and BE degrees in four years.
- The department encourages non-engineering students to take engineering classes. Most engineering courses satisfy either the TAS or the TLA Distributive Requirement.
- All courses in engineering sciences below 20 are designed for non-majors. ENGS 21, for majors, has MATH 3 as a prerequisite, and has been deemed appropriate for non-majors as well. That said, a first-year student should not take ENGS 21 in the fall term, but should wait for the spring term offering.

Information for the First-Year Student Who Plans on Pursuing Engineering

- Common to all majors are prerequisites in math (3, 8, 13), physics (13, 14), chemistry (5), and computer science (COSC 1 and COSC 10 or ENGS 20).
- Prospective students should complete the math and physics prerequisites in the first year. It is recommended that students with AP exemption credit for MATH 3 take PHYS 13-14
and MATH 8 or 11/12 in the fall and winter terms. However, if planning a major modified with chemistry or biology, physics may be postponed to the second year so that CHEM 5 and 6 may be taken in the first year.

- It is not necessary, although desirable, to complete all the prerequisite courses before beginning the major courses. Some students may be able to take a major course in the spring of the first year.

Other Information

- Many students complete an Engineering Sciences Major along with a second major or minor. Students also participate in one of the many off-campus programs. The major itself has a core of required engineering courses designed to build broad competence in engineering problem solving, followed by courses in particular engineering disciplines. Any student thinking of majoring in engineering sciences is encouraged to plan a course schedule in consultation with a member of the engineering faculty. Questions about the major and its requirements may be directed to Professor Erland Schulson, chair of the department.

Department home page: [http://engineering.dartmouth.edu/academics/undergraduate](http://engineering.dartmouth.edu/academics/undergraduate)

English

Basic Structure of the Department

- The Major in English requires the successful completion of eleven major courses:
  1. The courses must satisfy the following distribution requirements according to the Course Groups, listed below: at least 2 courses from Group I; at least 2 courses from Group II; at least 1 course from Group III; at least 1 course from Group IV.
  2. Two courses must be selected from the Literary Histories (ENGL 1, 2, 3). Each of these courses may be used to satisfy one of the Course Group requirements.
  3. One course must be a Junior Colloquium (ENGL 61-65). This course may also satisfy one of the Course Group requirements.
  4. One course must be a Senior Seminar (71-75). This course can also be used to satisfy any of the Course Group requirements.
  5. One course must be designated as satisfying the Culminating Experience requirement. This may be a Senior Seminar or, in the case of students seeking a degree with Honors, the first term of ENGL 98. The Culminating Experience course must be taken and completed after the sophomore-junior summer term.

Courses for the Student with Little or No Background Who Wants to Explore or Pursue English

- ENGL 1: Literary History I: Literature up to the Mid-Seventeenth Century
- ENGL 2: Literary History II: Literature from the Mid-Seventeenth through the Nineteenth Century
- ENGL 3: Literary History III: Literature in the Twentieth and Twenty-First Centuries
• These three courses in literary history will study British, American, and Anglophone literature during the periods of the English department’s course groups. Each course will consider various literary genres of these periods, the cultural contexts in which they appeared, and the theoretical frameworks in which they became significant.

• The department has no prerequisites for most literature courses.

Other Information: Concentration on Creative Writing

• Students electing a concentration in creative writing must pass the prerequisite course, ENGL 80, ENGL 81, or ENGL 82 prior to enrolling in any other creative writing course.

Department home page: http://www.dartmouth.edu/~english

Environmental Studies

Basic Structure of the Program

• Environmental Studies is an interdisciplinary program that draws on several disciplines, including biology, economics, geography, government and many others. (Most of its faculty however, is appointed to the Environmental Studies program).

• The program offers an Environmental Studies Major and Minor, an Environmental Science Minor, and a Sustainability Minor. Other majors can be modified with environmental studies.

• The Environmental Studies Major and Minor look at how people interact with the natural environment and how environmental change affects society.

• The Environmental Science Minor focuses on the scientific aspects of how people interact with and interfere with the natural world.

• Environmental Studies sponsors a Foreign Study Program to southern Africa in the fall. It is based out of the University of Pretoria, and includes field trips elsewhere in southern Africa. Prerequisites for the program include ENVS 2 or the equivalent, ENVS 39 or ENVS 65 with permission. An additional prerequisite is one other course from a list of selected offerings in other departments. Please consult the ENVS office or the Off-Campus Programs office for an updated list of those courses.
Courses for the Student with Little or No Background Who Wants to Explore Environmental Studies

- ENVS 2: Introduction to Environmental Science
- ENVS 3: Environment and Society: Towards Sustainability?
- ENVS 11: Humans and Nature in America
- ENVS 17: Marine Policy
- ENVS 19: Encountering Forests

Information for the First-Year Student Who Plans on Pursuing Environmental Studies

- Students are advised to take ENVS 2 or 3 in their first year, and ideally to have taken ENVS 2 and 3 by the end of the second year. But a student does not need to have done so to declare the major.
- Prerequisites for the ENVS Major include MATH 3 or 10; CHEM 5, or PHYS 3, or BIOL 16, or EARS 1; and ECON 1 or ECON 2.

Program home page: [http://envs.dartmouth.edu/](http://envs.dartmouth.edu/)

Film and Media Studies

Basic Structure of the Department

- The Film and Media Studies department offers a major, a modified major and a minor. The department offers a wide range of courses in the theory, history, and criticism of film, television, and new media as well as in film and video production, animation, video game design, and screenwriting.
- FILM 1, FILM 2 and FILM 3 are the department’s introductory courses. Either one can fulfill the prerequisite for the major and minor.
- FILM 20 through 23 are film history courses.
- FILM 30 through 39 are production courses.
- FILM 44, 45 and 46 are television studies courses. Other courses in the 40s focus on topics in film studies (genres, national cinemas, etc.).
- FILM 48, 49 and 51 are digital media courses.

Courses for the Student Who Wants to Explore or Pursue Film and Media Studies

- FILM 1: Introduction to Film: From Script to Screen; FILM 2: Introduction to Television; FILM 3: Introduction to Digital Arts and Culture. One of these is offered fall term. Each fulfills a prerequisite for both the major and the minor.
- FILM 20: Film History 1 (Silent to Sound), offered fall term, is also prerequisite for the major.
- FILM 30, 31, 33, 35 and 36 are introductory production courses. These courses are open to all students, but some require instructor permission to register.
• FILM 41 through 49 are topic-oriented and can usually be taken by students with little or no background.

Department home page: http://www.dartmouth.edu/~film

French and Italian (FRIT)

Basic Structure of the Department

• The French and Italian department offers several courses of study in French and/or Italian language and literature. For advanced study, students may focus on French literature, Italian literature, French studies, Italian studies, and/or Romance languages (possibly in conjunction with Spanish or Portuguese).
• Majors include: French Language and Literature, Italian Language and Literature, Romance Languages and Literature, French Studies, Italian Studies.
• The introductory language sequences for both French and Italian are numbered 1, 2 and 3.
• Students often choose to participate in an LSA in order to complete their Language Requirement. A student does not have to be a major to participate in any of the department’s off-campus programs.
• The department sponsors off-campus programs in French in Lyon (LSA, winter and spring terms), Toulouse (LSA+, winter and spring terms), Paris (FSP, fall, winter and spring terms), and in Italian in Rome (LSA+ in fall, winter and spring).
• If a student wants to participate in an LSA or an LSA+, s/he should begin planning to take the appropriate prerequisite courses during the first year.

Information for the First-Year Student Who Plans on Pursuing Studies in French and/or Italian

• Placement procedures are listed in the “Explore ENGAGE Excel” booklet posted online at: http://www.dartmouth.edu/~upperde/incoming-students/
• Prerequisite for the major in French or French Studies is FREN 8. One may either place out of FREN 3 and take FREN 8 directly, or complete the basic language requirement before doing so.
• Prerequisite for the Italian Major is ITAL 8 (taken on the LSA+) or ITAL 9 (taken on campus). Students must complete the basic Language Requirement (the introductory sequence ITAL 1-2-3) before taking ITAL 8 or ITAL 9.

Questions Relating to Foreign Study

• The Lyon LSA is designed to follow FREN 2, which is the prerequisite for participation in the program. The prerequisite for the Toulouse LSA+ is FREN 3. The Paris FSP prerequisites are FREN 8 and 10, which may be taken in any order.
• The prerequisite for the Rome LSA+ is ITAL 3.
• A student must either complete the prerequisite(s) or have placed out of prerequisite class before participating in a FSP/LSA/LSA+. A student doesn’t have to have the prerequisite completed at the time of application to a program.
• It is often advised that a student complete the last prerequisite course for their chosen FSP or LSA Program within six months of going on the program.

Department home page: http://frandit.dartmouth.edu/

Geography

Basic Structure of the Department

• Geography is the study of the material and symbolic transformation of the Earth in relationship to both human and natural processes. It is a deeply interdisciplinary field, asking questions and using methodologies drawn from both the social and physical sciences.

• Geography at Dartmouth offers courses as Geopolitics and Third World Development, Immigration and Race, Ethnicity, Moral Economies of Development, Food and Power, Global Heath and Society, Global Climate Change, and Urban Geography. The department also offers several lab science and spatial data analysis courses, taking advantage of its state-of-the-art computer cartography and physical science laboratories. Geography faculty members have regional expertise in Africa, Southeast Asia, and North America, and often involve students in their research.

• The department offers a major, a minor, and a modified major.

• Within the major, there are three areas of concentration: physical and human dimensions of global change, critical urban and identity studies, and international development.

• Courses are not sequenced and most do not have prerequisites.

• GEOG 1 and 3 are introductory courses in human and physical geography, respectively. GEOG 2, 6 and courses in the teens (12 –19) and 20s are human geography courses, carrying SOC or INT distributive credit. Physical geography courses include GEOG 5, 8, 9, 31, 33 and 35, and carry either SCI/SLA distributive credit. Courses in the 40s are human geography courses with a regional focus (e.g., Africa, Southeast Asia, New England). Courses in the 50s focus on GIS (Geographic Information Science), which combines computation, mapping, and location analysis.

• Either GEOG 1 or GEOG 3 may serve as the prerequisite for the major or minor.

• Geography runs a Foreign Study Program to Prague, Czech Republic, in the spring term. Prerequisites for the FSP include GEOG 1 or GEOG 3, and one geography course numbered between 12 and 41. A minimum of one methods course (GEOG 11 or the 50-level courses) is strongly encouraged. The application deadline is typically February 1 for the following year’s program. See the Off-Campus Programs office for more information and application.

Courses for the Student with Little or No Background Who Wants to Explore Geography

• Survey courses such as GEOG 1, 3, or 6 or one of the first year seminars (GEOG 7) are encouraged as introductions to the field. Other courses may expect a higher level of reading comprehension, writing proficiency, or background in the topic, but those without prerequisites welcome interested first-year students.
Information for the First-Year Student Who Plans on Majoring in Geography

- Attend the open house in the fall.
- Make an appointment to see Department Chair Susanne Freidberg, or Undergraduate Advisors Richard Wright and Xun Shi to start planning the major around the student's individual interests.

Department home page: http://geography.dartmouth.edu/

German Studies

Basic Structure of the Department

- The department offers two majors, a modified major, and a minor.
- All three majors and the minor enable the student to become proficient in the German language.
- Major “A” is centered on the study of German literature.
- Major “B” is centered on the study of German culture and incorporates courses from other disciplines (such as art history, philosophy, etc.).
- The modified major allows a student to modify the study of German with relevant courses from one other discipline (as opposed to multiple disciplines, as in major “B”).
- GERM 1, 2, and 3 constitute the introductory language sequence (the completion of which fulfills the College’s language requirement).
- GERM 10.00, 10.01, 10.02, and 10.03 are intermediate courses.
- GERM 7 (First-Year Seminar), GERM 13, and GERM 42-47 are taught in English and don’t have German language prerequisites.
- GERM 13 is designed for first-year and other students who want to discover whether they are interested in German Studies.
- The department offers off-campus programs in Berlin, with an FSP in the fall term and an LSA in both the spring and summer terms. The prerequisite for the LSA is GERM 2. Prerequisites for the FSP are normally any two courses above GERM 5 (excluding GERM 7, 13, and 42-47, which are in English translation). See the Off-Campus Programs office for information and an application.

Courses for the Student with Little or No Background Who Wants to Explore German Studies

- Students who want to learn German should begin with the appropriate introductory language course. Those with prior knowledge of it should take the placement test.
- GERM 1 and 2 are both offered in all fall, winter, and spring terms; GERM 3 is offered on campus in the fall and spring, as well as on the Berlin LSA in the spring and the summer.
- GERM 7 (First-Year Seminar), GERM 13, and GERM 42-47 have no German language prerequisite and are all good choices for students who would like to discover their interest in German Studies, an interdisciplinary field.
Information Relating to Foreign Study

- The Berlin LSA is designed to follow GERM 1 and 2. First-year students can already participate in the summer LSA after their first three terms (i.e., during the summer following those terms) as long as they have completed the prerequisite (GERM 2 or equivalent). Students who have taken GERM 3 on campus may go on an “advanced” version of the LSA. The Berlin FSP should follow GERM 3 and additional courses, as explained above.
- Students need not major or minor in German to participate in the Berlin LSA or FSP, and non-majors and non-minors are strongly encouraged to do so.
- A student doesn’t have to have completed the prerequisite classes in order to apply for an LSA or FSP, but must plan to have finished them before leaving for the program.

Department home page: [http://www.dartmouth.edu/~german](http://www.dartmouth.edu/~german)

Global Health Initiative

Basic Structure of the Program

- The Global Health Initiative is a university-wide program dedicated to improving the health of the world’s population through interdisciplinary research, education and service. GHI brings together Dartmouth’s schools and departments and partners around the world to pursue solutions to critical challenges in global health while training the next generation of global health leaders.
- GHI is based at the John Sloan Dickey Center for International Understanding.
- GHI offers a growing portfolio of curricular and co-curricular opportunities for undergraduate students interested in global health.
- GHI offers several internship and fellowship opportunities for students to compliment their academic coursework with hands on experiences in global health. Projects and sites vary from year to year.
- Co-curricular opportunities supported by GHI include two student organizations, the Dartmouth Coalition Global Health & Social Equity (DCGH) and Standpoints, the undergraduate global health magazine.
- GHI runs several programs and events throughout the year to build awareness and foster dialogue on emerging global health issues.
Information for the First-Year Student Who Plans on Pursuing Global Health

- Review the list of courses that have been approved for the Certificate in Global Health and consider how they would complement your intended major/minor or area of interest.
- Consider joining one of the many global health interest student groups on campus.
- Learn about opportunities for off-campus internships or independent fellowships in global health.
- Schedule time to meet with the GHI Student Intern (ghi@dartmouth.edu) or GHI Program Manager Anne Sosin for more details.

Government

Basic Structure of the Department

- The Government department offers one major and one minor. Requirements for both can be found on the department’s web site.
- Most courses offered by the department fall into one of four sub fields:
  - American Politics (30s): This subfield focuses on the study of U.S. political institutions, processes, and behavior. Americanists study elections, Supreme Court decisions, social movements, Congressional politics, interest groups, political parties, federalism, state and local politics, public policy, and related topics. GOVT 3 is the introduction to the subfield.
  - Comparative Politics (40s): This subfield focuses on the study of politics and policy in other countries, often comparing the politics of one nation to that of another nation. In other words, comparativists do for other countries what Americanists do for the United States. Comparativists also study democratization and dictatorship, revolution, political parties, economic development, nationalism, and related topics and themes. GOVT 4 is the introduction to the sub field.
  - International Relations (50s): This subfield focuses on the study of interactions among sovereign states and other actors in the international arena. People who study international relations study diplomacy, trade, war, international law and international organizations (e.g., the UN), and so forth. GOVT 5 is the introduction to the sub field.
  - Political Theory and Public Law (60s): This sub field focuses on the theoretical and philosophical questions raised by the ways human beings wield power and seek justice. Political theorists also study basic questions pertaining to freedom, rights and liberties, legitimacy, the appropriate boundaries of law, and so forth. GOVT 6 is the introduction to the sub field.
- Many courses, and the interests of most faculty members, span subfield divisions. Courses in the 20s are upper-level courses that cross subfields in Government, and which do not belong just in one of the four subfields. Students are invited to identify topics or puzzles of interest to them, and then to chase those topics or puzzles across subfields (and, indeed, across academic departments and programs).
- The Government department sponsors one FSP to London, and one domestic program to Washington, DC. Prerequisites for the London program are GOVT 4 and 5 (or equivalent courses or course work approved by the director). Prerequisites for the DC program are
GOVT 3 or other course work in American politics. Most students who participate in the Government programs have been Government majors.

Information for the First-Year Student Who Plans on Pursuing Studies in Government

- Each of the four introductory courses (GOVT 3, 4, 5, and 6) is associated with one of the four subfields described above. These courses are appropriate for first-year students, and they are offered frequently. Government majors are required to take at least two of the four introductory courses, and the sooner they are taken, the better.
- Prerequisite for the major is GOVT 10, ECON 10, or MATH 10. Another course in statistics and the methods of social science may be substituted for GOVT 10, with permission of the department chair. AP exemption credit for MATH 10 does count as the prerequisite for the major.

Department home page: http://govt.dartmouth.edu/

History

Basic Structure of the Department

- The History department offers a major, a minor and a modified major:
- Most courses fall into one of four geographical areas: 1) US and Canada, 2) Europe, 3) AALAC (Africa, Asia, Latin America, and the Caribbean) or 4) interregional.
- The numbering system for history courses does not represent sequencing, but rather designates sub-fields (e.g., all 40s and 50s-level courses cover European history, all 60s and 70s-level courses cover Latin American, African, and Asian history). Introductory-level courses that presume no prior work in the field are numbered 1-5 and 8-10. HIST 6 is the department's number for experimental courses, and is not necessarily introductory.
- A student is advised to begin studying in history with a course he or she finds interesting. The introductory surveys (HIST 1-5 and 8-10, as above) are encouraged as good entry points. Higher numbered topics courses may demand greater amounts of reading and research, as well as more advanced writing proficiency and intellectual sophistication; some of these, however, are open to first-year students (see ORC listings).
- The History department sponsors a Foreign Study Program to London in the fall. The center of the FSP is an independent research project on a topic of British, European, American or world history that makes use of London’s unparalleled research opportunities. Students submit a proposal for such a project as part of their applications for admission. Prerequisites for the FSP include completion of two European history courses. Participants are usually juniors.
Courses for the Student with Little or No Background Who Wants to Explore History

- HIST 1: Turning Points in American History
- HIST 3: Europe in Medieval and Early Modern Times
- HIST 5.1: Pre-Colonial African History
- HIST 5.2: Introduction to the Modern Middle East
- HIST 5.3: The History of China since 1800
- HIST 5.4: Introduction to Korean Culture
- HIST 5.5: The Emergence of Modern Japan
- HIST 5.8: Africa and the World
- HIST 6.30: Happiness: A History
- HIST 5.9: Colonialism, Nationalism and Revolution in Southeast Asia
- HIST 8.1: Body Parts, Body Wholes: An Introduction to the Comparative History of Medicine
- HIST 8.2: The Making of the Modern World Economy
- HIST 9.1: Empires and Colonies in North America, 1500-1763

Information for the First-Year Student Who Plans to Pursue Studies in History

- Because planning is essential, it is critical that a student establish a relationship with a faculty member who can act as an advisor. Any member of the department can serve as a major advisor and it is best to pursue this relationship as early as possible. Students who are uncertain about whom to approach for advice should contact the department chair (Robert Bonner), or vice chair (Richard Kremer).

Other Information about Courses and Considerations

- Address questions to the chair (Robert Bonner) or vice chair (Richard Kremer).

Department homepage: [http://history.dartmouth.edu](http://history.dartmouth.edu)

Jewish Studies

Basic Structure of the Program

- The Jewish Studies Program offers a minor, and can also be used in conjunction with, or in modification of another major (for instance, History modified with Jewish Studies). Some students have created a Jewish Studies major, which requires faculty approval.
- Jewish studies is an interdisciplinary program that draws on courses in religion, history, art history, German studies, women’s and gender studies, Asian and Middle Eastern languages and literatures, as well as sponsoring its own courses.
- Courses in Jewish Studies are divided into three basic categories – history, religion, and literature. A student who minors in Jewish studies will ultimately take at least one course in each area (six courses total are required for the minor).
Many courses in Jewish Studies are small and are conducted as seminars; others are very large lecture courses. Hebrew is recommended but not required of the minor.

Courses for the Student with Little or No Background Who Wants to Explore Jewish Studies

- JWST 4: Religions of Israel: The Hebrew Bible
- JWST 6: Introduction to Judaism
- JWST 10: History and Culture of the Jews: The Classical Period
- JWST 11: History and Culture of the Jews II: The Modern Period

Information for the First-Year Student who Plans on Pursuing Jewish Studies

- JWST 4 (Religions of Israel: The Hebrew Bible/Old Testament, = REL 4), or JWST 6 (Introduction to Judaism, = REL 6) fulfills the introductory course requirement for the minor.
- Hebrew is recommended. Hebrew is offered through the AMELL curriculum (Department of Asian and Middle Eastern Languages and Literature). The introductory sequence is HEBR 1-2-3, and is offered fall-winter-spring. A student intending to begin Hebrew must thus begin in the fall term.

Program home page: [http://www.dartmouth.edu/~jewish/](http://www.dartmouth.edu/~jewish/)

**Latin American, Latino, and Caribbean Studies (LALACS)**

**Basic Structure of the Program**

- LALACS is an interdisciplinary program that offers courses on Latin America, Latinos in the United States, and the Caribbean. This region includes the world’s most—and least—dynamic economies, rich and complex cultures, and vital transnational relationships. Majoring in LALACS allows you to combine courses in the arts and humanities with courses in the social sciences. You can focus on a particular region or topic.
- A student can major or minor in LACS/LATS or modify another major with LACS/LATS.
- LALACS has associated and/or cross-listed courses with the following departments: anthropology, art history, African and African American studies, English, environmental studies, French and Italian, history, geography, government, Spanish and Portuguese, and theater.
- To major or minor, LALACS requires basic competency in either Spanish or Portuguese (the equivalent of either SPAN 3 or PORT 3). Students are strongly recommended to study a second language (Spanish, Portuguese, or French) and are encouraged to participate in foreign study. See information below about FSP and LSA programs sponsored by the Spanish, Portuguese and French departments.
Information for the First-Year Student Who Plans on Pursuing Studies in LALACS

- The following introductory core-courses are open to first-year students in 2015-2016:
  - LACS 1: Introduction to Latin America and the Caribbean (Fall 2015)
  - LACS 20: The Politics of Development (Fall 2015)
  - LACS 30.09: Mexican Modernism (Spring 2016)
  - LACS 41: Immigration, Race and Ethnicity (Spring 2016)
  - LACS 43: Olmecs, Maya, and Toltecs: Ancient Civilizations of Mesoamerica (Fall 2015)
  - LACS 48: Mexican Modernism (Spring 2015)
  - LACS 50.10: Health and Disease in Latin America (Fall 2015)
  - LACS 50.08: Commodities, Globalization and Development in Latin America (Fall 2015)
  - LACS 59: Caribbean History: 1898 to the present (Winter 2016)

- Interested students should feel free to contact the Chair of the LALACS Program, Professor Deborah Nichols, for further information.

Other Information about Courses and Considerations

- Students should have a clear plan for fulfilling the Language Requirement and/or applying for one of the off-campus programs.
- Students who are fluent in Spanish can apply for the exchange program with the University of Havana in Cuba. The Portuguese FSP and LSA run in the summer. The Spanish FSP to Buenos Aires runs in the spring. The Spanish LSA to Barcelona runs fall, winter, and spring. The Spanish LSA to Buenos Aires runs winter and spring. The French FSP to Paris runs in the fall, winter, and spring. The French LSA to Lyon runs fall, winter, and spring. The French LSA+ to Toulouse runs winter and spring.

Program home page: http://lalacs.dartmouth.edu/

Linguistics

Basic Structure of the Program

- The program offers a Linguistics Major. It is also possible to minor in Linguistics, to modify a Linguistics major with other majors, or to modify another major with Linguistics.
- Solid competence in a foreign language is a prerequisite for the Linguistics Major, but it is possible to begin coursework in the major before fulfilling the prerequisite.
- Linguistics 1 (Introductory Linguistics) is the foundational course for the Linguistics Major.
- Linguistics sponsors an FSP in New Zealand jointly with the Anthropology department during winter term. Prerequisites include LING 1 and one other linguistics course in the 20s. LING 35 (Field Methods) is also strongly recommended. FSP participants take a course on the Maori language and engage in original research on Maori and other Polynesian languages while in New Zealand. See the Off-Campus Programs office for information and application.
Courses for the Student with Little or No Background Who Wants to Explore Linguistics

- LING 1: Introductory Linguistics
- LING 11: Topics in Linguistics (topics vary; for 2015-16: The World's Englishes)
- LING 17: Sociolinguistics
- LING 18: History of the English Language (=ENGL 47)
- EDUC 58: Language Acquisition

Information for the First-Year Student Who Plans on Pursuing Studies in Linguistics

- LING 1 (Introductory Linguistics), offered fall/winter/spring terms, is the best introduction to the field of linguistics, and is a prerequisite for the major.
- Solid competence in a foreign language is also a prerequisite for the major. This requirement may be met by taking two courses in a language beyond the first-year level or in a number of other ways. (Please consult with the program chair.)
- Linguistics majors are also encouraged to study a second language not closely related to the first.

Program home page: http://linguistics.dartmouth.edu

Mathematics

Basic Structure of the Department

- The Mathematics department offers two distinct majors, three modified majors (with biology, philosophy and complex systems) and nine minors. Of course, any student may construct a modified major with math and any other discipline.
- Within The Major in Mathematics, the student has considerable flexibility. Several structures for the major (pure math, applied math, and math education [for those who intend to teach math at the secondary level]) are described in the ORC. The Major in Mathematical Data Science combines a solid theoretical foundation with application to one or more fields of study. Both Majors can be fine tuned with consultation with the department advisor to majors (Dana Williams 6-2990).
- The Mathematics minors:
  1. Mathematics
  2. Applied Mathematics for Physical and Engineering Sciences
  3. Applied Mathematics for Biological and Social Sciences
  4. Mathematical Biology
  5. Mathematical Logic
  6. Mathematical Physics
  7. Mathematical Finance
  8. Complex Systems
  9. Minor in Statistics
NOTE: First-year students interested in taking mathematics should begin with the course indicated by their placement results (if any), and continue accordingly with the appropriate sequence.

Please refer to Mathematics Placement and Sequencing (p. 26) for more information on specific courses.

Professor of Mathematics Scott Pauls (6-1047) serves as the first-year advisor, and is available for consultation. A phone call is the best way to get immediate advice.

Courses for the Student with Little or No Background Who Wants to Explore Mathematics

- For students who wish to explore mathematics, but who are not likely to take courses that require some mathematics (e.g. Science and/or Engineering courses), a good option includes one of the MATH 5 offerings or MATH 10.
- Students who are likely to take courses that require some mathematics should take a calculus course – most likely MATH 3 or MATH 1-2, depending on their placement.

Information for the First-Year Student who Plans on Pursuing Mathematics

- Students who see themselves as potential math majors, modified majors, minors or who simply plan to pursue mathematics in-depth, are encouraged to contact Professor Dana Williams (646-2990), the advisor to majors, early in their Dartmouth career to discuss plans of study in order to best fit their curricular goals. Most students in this situation are encouraged to finish the calculus sequence and MATH 22/24 as quickly as possible. Beyond those courses, students are encouraged to pick courses based on their interest.

Basic Information about Courses in Math

- MATH 1-2 is a fall-winter sequence for first-year students, by invitation only (as indicated on placement record), and is determined pre-matriculation. It covers over two terms what MATH 3 covers in one. A student who places into 1-2 and wants to enroll must enroll in the fall term of their first year. The sequence is only offered fall-winter and is only available to first-year students. Completing 1-2 makes a student eligible for Math 8.
- MATH 3 (Intro to Calculus), MATH 8 (Calculus of Functions of One and Several Variables), and MATH 13 (Calculus of Vector-Valued Functions), form the basic calculus sequence.
- MATH 3 and 8 comprise material much of which is often covered in a high school curriculum but with the expectations and demands of college-level work.
- MATH 3, 8 and 13 are service courses for other departments (engineering, physics, etc.).
- MATH 5 is targeted for non-majors and fulfills the QDS requirement.
- MATH 10 (Introduction to Statistics) is targeted at non-majors who need basic statistics training.
- MATH 11, offered in the fall, is designed specifically for the first-year student who places out of MATH 3 and 8. MATH 11 includes some material covered in Math 8, and can be viewed as an equivalent for MATH 13 (see below for more information). MATH 12 is the
honors section of MATH 11, and explores the broader role of calculus within mathematics and the sciences.

- MATH 17 is designed for first-year students with exemption credit for Math 3, 8 and often 13, and particularly motivated and interested in mathematics. The aim is to introduce a potential math major to interesting questions in the discipline of mathematics before the student undergoes the rigors of the major. After taking MATH 17, a student would probably continue with MATH 12, 13 or 14 (if they have not already taken one of these) or MATH 22/24, or 23.

- A student should take MATH 22 (Linear Algebra with Applications) or MATH 24 (the honors section of MATH 22) before he or she decides to major in math. MATH 22/24 (and not the calculus sequence) constitutes the introduction to higher-level abstract mathematics characteristic of the discipline.

Department home page: https://math.dartmouth.edu/

Music

Basic Structure of the Department

- The Music department offers a single major, a modified major, and a minor. Courses in music cover four broad areas: music theory, music history and repertoire, performance studies, and composition. There are many courses that have no prerequisite requirements and fulfill the ART or TAS Distributive Requirement, and the W or NW World Culture Requirement.

- Music theory courses range from an introduction to musical notation, solfeggio, and harmony, to advanced tonal analysis and orchestration and to courses in sonic arts.

- Music history and repertoire courses include offerings devoted to Western classical music, American music, jazz and non-Western music.

- Performance and musicianship comprises individual instrument instruction (MUS 53-58), conducting (MUS 52), or participation in MUS 50 (Music Performance Laboratory, which may be taken for credit or not for credit.) MUS 50 offerings include performance laboratories in chamber music, contemporary music, jazz improvisation, and Indonesian gamelan. First-year students are encouraged to enroll in performance laboratories.

- Composition courses include digital music, instrumental composition, and improvisation.

- MUS 1 (Beginning Music Theory) is designed for students who have little or no background in musical studies. If a first-year student comes to Dartmouth with considerable prior experience in music theory, s/he should contact the department to discuss and obtain permission to enroll in upper-level theory courses. MUS 1 is an appropriate predecessor to MUS 20.

- MUS 20 (Introduction to Music Theory) and MUS 25 (Introduction to Sonic Arts) are prerequisites for most theory, composition and sonic arts courses, as well as for the Music Major and for the Foreign Study Program.

- The Music department sponsors a Foreign Study Program in the spring; programs have been led in London and in Vienna. Prerequisites include MUS 20 (Introduction to Music Theory), plus either MUS 21 (Melody and Rhythm) or MUS 22 (Harmony and Rhythm), and one music history course. Also required are two terms of a MUS 50 (Performance Laboratory), or one contract (three terms) of individual instruction (MUS 53-58).
• Students may obtain course credit for individual instruction on an instrument or in voice. Students who wish to do so should contact the relevant instructor to set up an audition during the first week of the term; sign-ups for an audition for voice and piano, see department’s home page. Slots are limited.

Term course offerings are accessible from the department’s home page: http://music.dartmouth.edu/

A full listing of courses as well as major, modified major, and minor requirements are available in the course catalog: http://dartmouth.smartcatalogiq.com/en/2015/orc/Departments-Programs-Undergraduate/Music

Native American Studies (NAS)

Basic Structure of the Program

• Native American Studies is an interdisciplinary program that studies cultures, literature, history, politics and contemporary issues.
• The program offers courses cross-listed with anthropology, history, English, government, and other disciplines, as well as courses for NAS credit only.
• Many courses in NAS are open to all classes with few or no prerequisites.
• NAS offers both a major and a minor, and can be part of a modified major.

Courses for the Student with Little or No Background Who Wants to Explore Native American Studies

• NAS 8: Perspectives in Native American Studies
• NAS 10: Peoples and Cultures of Native North America (=ANTH 4)
• NAS 14: The Invasion of America: American Indian History Pre-Contact to 1830 (=HIST 14)
• NAS 15: American Indian History: 1830 to Present (=HIST 15)
• NAS 25: Indian Country Today
• NAS 35: Native American Literature (=ENGL 32)

Information for the First-Year Student Who Plans to Pursue the Major or Minor

• The prerequisite course for the major or minor is NAS 8. Students should consult the ORC for further course requirements.

Other Information

• Students considering a major or minor in NAS should make an appointment to meet with the chair of NAS, Professor Melanie Benson Taylor (Melanie.B.Taylor@dartmouth.edu). The major and minor are fairly flexible and can accommodate many issues that arise for students who are double majoring or have a complicated D-Plan.
• Students who major or minor in NAS are eligible for funding from the program to support related independent research projects or internship opportunities working on behalf of Native communities and interests.

Program home page: http://native-american.dartmouth.edu/

Philosophy

Basic Structure of the Department

• The department offers a major, modified major and a minor.
• Within the major a student can, in consultation with a major advisor, focus on particular areas within philosophy, such as ethics, law, medicine, art, science, mind and cognition, logic and mathematics, or the history of philosophy.
• The Philosophy department sponsors a Foreign Study Program to Edinburgh, Scotland in the fall.

Courses for the Student with Little or No Background Who Wants to Explore Philosophy

• PHIL 1.02: Existentialist Ethics (fall)
• PHIL 1.03: Philosophy and Economics (fall)
• PHIL 1.05: Reasons, Values, Persons (spring)
• PHIL 1.06: Classic and Experimental Philosophy (fall)
• PHIL 1.07: Life, Death, Relationships, and Meaning (winter)
• PHIL 1.08: Philosophy of Time and Time Travel (spring)
• PHIL 1.09: Science, Superstition, and Skepticism (fall)
• PHIL 1.11: True, Beautiful, Nasty: Philosophy and the Arts (winter)
• PHIL 3: Reason and Argument (fall)
• PHIL 5: Philosophy and Medicine (spring)
• PHIL 6: Logic and Language (winter & spring)
• PHIL 7: Contemporary Moral Issues (winter)
• PHIL 8: Introduction to Moral Philosophy (fall)
• PHIL 9.01: Reproductive Ethics (fall)
• PHIL 9.07: Ethics of Freedom, Paternalism and Intervention (spring)
• PHIL 10: Philosophy and Cognitive Science (spring)
• The following courses have a prerequisite of one philosophy course or permission of the instructor: PHIL 11: Ancient Greek and Roman Philosophy (fall), PHIL 13.01: 17th Century Rationalists (winter), PHIL 16.01: Self-Consciousness in German Idealism (spring), PHIL 26: Philosophy and Computers (spring), PHIL 28.01: Heidegger's Being and Time (spring), PHIL 30: Epistemology and Methodology (spring), PHIL 31.05: Metaphysics: Time, Truth, and Fate (spring), PHIL 34: Language and Thought (fall), PHIL 35: Mind and Psychology (winter), PHIL 36: Metaethics (spring), PHIL 37: Ethical Theory (winter)
Information for the First-Year Student Who Plans on Pursuing Studies in Philosophy

- The study of philosophy is exciting on its own terms and it provides students with critical, analytical abilities to succeed in many fields of professional and academic work, as well as a basis for leading a richer, more contemplative life.

Department home page: http://philosophy.dartmouth.edu/

Physics and Astronomy

Basic Structure of the Department

- The department offers three majors: Physics, Engineering Physics, and Astronomy; and offers minors in Physics, Astronomy, Mathematical Physics (in conjunction with the Mathematics department), and Materials Science (in conjunction with the Engineering Sciences and Chemistry departments).
- The Physics Major offers a solid training in the fundamentals of the discipline.
- The Engineering Physics Major is done in conjunction with Engineering Sciences at Thayer (similar to a modified major).
- Astronomy is a separate major, which includes relevant study in physics.
- The portal to all three of these majors is PHYS 13 (Introductory Physics I) and PHYS 14 (Introductory Physics II). Students entering with placement into MATH 8 or higher can take these courses fall and winter terms respectively, but they are also offered in winter and spring. Students who have had calculus-based classical mechanics in high school and pass the department’s placement test may select the more accelerated sequence, PHYS 15 (Introductory Physics I – Honors) and 16 (Introductory Physics II – Honors), offered in fall and winter terms respectively, which take the place of the PHYS 13-14-19 sequence.

Information for the First-Year Student Who Plans on Pursuing Studies in Physics and/or Astronomy

- Students should begin with PHYS 13 (fall or winter), followed by PHYS 14 (winter or spring) and PHYS 19 (spring or sophomore fall); alternatively PHYS 15 (fall) followed by PHYS 16 (winter). (PHYS 15/16 requires passing the department’s placement test.)
- Students interested in Astronomy should consider taking ASTR 15 (spring). An introductory course in Physics, and MATH 3 are prerequisite.
- A student who takes PHYS 13 and PHYS 14 in their first year can then enroll in PHYS 19 in the spring of their first year, or fall of their sophomore year. On rare occasions, an exceptionally well-prepared student will place out of PHYS 13-14 based on departmental placement examinations and take PHYS 19 in the fall of their first year. A student who completes the accelerated PHYS 15-16 sequence may skip PHYS 19 and proceed directly to intermediate-level courses (PHYS 40-41-43-44).
Other Information about Courses and Considerations

- PHYS 3-4 is a terminal physics track for students who need some knowledge of physics for another course of study (pre-med or non-physical science majors). The PHYS 3-4 sequence is seldom elected by first-year students.
- ASTR 1 (Exploration of the Solar System) is designed for non-majors and fulfills the Science with Lab (SLA) requirement.
- ASTR 2 or 3 (Exploring the Universe) is geared toward the interested non-specialist. ASTR 2 and 3 meet at the same time, but ASTR 3 includes a lab. ASTR 2 fulfills the SCI requirement. ASTR 3 fulfills the SLA requirement. No student may receive credit for both ASTR 2 and 3.

Department home page: [http://physics.dartmouth.edu/](http://physics.dartmouth.edu/)

Psychological and Brain Sciences (PBS)

Basic Structure of the Department

- PBS offers a Major and a Minor in Psychology, and a Major and a Minor in Neuroscience. Neither can be modified with another course of study.
- Psychology is the scientific approach to understanding human behavior and its social and biological underpinnings.
- Neuroscience is the study of the science of the brain and its functions. It is interdisciplinary in nature (drawing on courses from biology, chemistry, and computer science as well).
- Both majors are scientific in their methodology and the nature of their inquiry.
- Courses in PBS are numbered in the following way: PSYC 1 and 6 are introductory level courses with no prerequisites. PSYC 10 introduces students to design, methodology and data analysis procedures, and has either PSYC 1 or 6 as a prerequisite, which may be taken concurrently. PSYC 11 is a methodology course that follows 10. Students with AP Statistics (MATH 10) exemption credit must take the PSYC 11 placement test to be considered for override of the PSYC 10 prerequisite. Courses in the 20s and 40s are introductions to various sub fields within the discipline. Courses in the 50s and above are more specialized topics courses limited to 35 students. Courses numbered in the 60s are laboratory courses, and those numbered in the 80s are senior-level seminars. Both 60s and 80s are culminating courses.

Courses for the Student with Little or No Background Who Wants to Explore Psychology

- PSYC 1 (Introductory Psychology) is definitely the course for someone who wishes to explore the field and get a broad survey of what is has to offer.
Courses for the Student with Little or No Background Who Wants to Neuroscience

- PSYC 6 (Introduction to Neuroscience) is appropriate for the student who is considering a major in neuroscience. Although no disciplinary background is assumed, experience with basic scientific concepts is helpful.

Information for the First-Year Student Who Plans on Pursuing Studies in Psychological and Brain Sciences

- PSYC 1 serves as a prerequisite for the Psychology Major. It is a large lecture course, is team-taught by four members of the PBS faculty, and has computer-corrected multiple-choice evaluation. This is a wide ranging, interesting, and often well-rated class. Over 50% of students will take this at one point in their Dartmouth careers, and it is appropriate for first-year students. It is also offered every fall, winter, and spring.
- PSYC 6 serves as a prerequisite for the Neuroscience Major. It is offered every fall and winter. PSYC 1 or 6 is prerequisite for many upper-level courses in the PBS department.

Department home page: http://pbs.dartmouth.edu/

Public Policy Minor

Basic Structure of the Program

- Coordinated by the Nelson A. Rockefeller Center, the Public Policy Minor is open to students from all majors and provides a coherent program of study in the field of public policy, broadly defined.
- The minor draws on faculty and courses in the social sciences and interdisciplinary programs and aims to provide perspectives on policy questions, knowledge of the policy process, and a critical understanding of policy issues and solutions.
- Students may select a customized policy track or design one of their own choosing. Possible tracks include: domestic economics, education, leadership, environment, health, identity, institutions and organizations, international relations, law, and urban issues.
- The prerequisite for the minor is one course in quantitative or qualitative research methods (such as ECON 10, GOVT 10, PSYC 10, GEOG 11 or 58, or SOCY 10). An additional six courses are required for the minor: one policymaking process course (PBPL 5), two public policy methods courses (ECON 20, PBPL 40-49), two courses in a policy track, and one public policy seminar relevant to the chosen track. (See http://rockefeller.dartmouth.edu/minor/policytracks.html for a list of PBPL and cross-listed courses that comprise the various tracks.)
- An incoming first-year student should begin with PBPL 5, which is designed as a gateway offering for students interested in pursuing studies in public policy. It serves as a prerequisite for many upper-level courses in public policy.
- The Rockefeller Center has established the “First-Year Fellows Program,” which aims to provide students with opportunities to engage in public policy early in their Dartmouth careers. The program is comprised of coursework, extra curricular involvement, and off-
Courses for the Student with Little or No Background Who Wants to Explore Public Policy

- PBPL 5: Introduction to Public Policy

Program web page: http://rockefeller.dartmouth.edu/minor/

Quantitative Social Science‡

Basic Structure of the program

The Program in Quantitative Social Science (QSS) brings together Dartmouth faculty and students who are interested in applying statistical, computational, and mathematical tools to social science questions. QSS offers undergraduates a minor and an honors major, both of which combine technical training with one or more of the social sciences. Through QSS, Dartmouth undergraduates can integrate the power of modern quantitative and computational methods with the substance of a social science. Both the program’s minor and major have research components that integrate the tools taught by the program with social science questions. The questions pursued by students can range from the fields of political science, to history, to sociology, to geography, to economics, and beyond.

Information for first-year students considering QSS

- Consider taking QSS 15, Introduction to Data Analysis, in Fall 2015.
- Students who have credit for QSS 15 might want to consider QSS 17, Data Visualization, also taught in Fall 2015.
- Students seeking a new perspective on text and computation should consider the Winter term course QSS 30.02, Machine Readings: Text Analysis for the Information Age.
- Students looking to minor in QSS need to take COSC 1, Introduction to Programming and Computation, at some point. This is a good course to take in one’s first year at Dartmouth.
- QSS students need to go through MATH 8 (minor) or MATH 13 (major). Learning calculus provides a good foundation for future coursework.

Other considerations

- A student studying QSS need not concentrate his or her courses in a single social science discipline. For the major in QSS, what is required is a coherent grouping of coursework; this can be worked out on an individual basis with the program. The QSS minor is designed to welcome both social science students seeking additional technical training and science and engineering students seeking exposure to social science techniques.

‡ The designation QSS will replace the former designation of MSS on the Registrar’s Course Timetable.
Students thinking about minoring or majoring in QSS are encouraged to make an appointment with the program chair to discuss potential courses of study. To contact QSS, blitz qss@dartmouth.edu

Program home page: http://qss.dartmouth.edu

**Religion**

**Basic Structure of the Department**

- The Religion department offers instruction in most of the world's major religious traditions: Hinduism, Judaism, Buddhism, Islam, Christianity, the religions of the ancient Near East, and religious life in ancient and modern China and in North America, Latin America and the Caribbean.
- The department offers a major and a minor and a modified major.
- Any Religion faculty can advise students, however only the Chair approves DegreeWorks plans.
- Courses numbered 1-19 are introductory courses with no prerequisite and are open to all classes.
- Courses numbered 20.1-20.5 are theory courses.
- Courses numbered 21-79 are intermediate topics courses, many of which have no prerequisite.
- Courses numbered 80-81 are advanced seminars.
- REL 85 is the culminating experience for the major, offered annually in winter term.
- The Religion department sponsors a Foreign Study Program to Edinburgh, Scotland, in the fall term. The prerequisite is completion of two religion courses.

**Courses for the Student with Little or No Background Who Wants to Explore Religion**

- REL 1.xx (Topics in Study of Religion) are great introductory courses for students who want to learn something about several different religions and also about how religions work as cultural systems.
- REL 2-19 are introductory-level courses that focus on specific religions or specific issues in religion (e.g., ethics): all of these assume no prior knowledge and have no prerequisites.

**Information for Students Interested in Pursuing Studies in Religion**

- REL 1 is the introductory course for studies in religion, but students are invited to sample other courses as well; REL 1 is not a prerequisite for taking other courses.
- The Department of Religion offers a rich list of courses on a subject that you will encounter in many other departments. This is because religion is at the core of all cultures and societies. An objective understanding of this subject, therefore, is a crucial component of a liberal-arts education. The Department offers courses on the major religions of the ancient and modern world, as well as courses on religion and ethics, the nature of religious belief and language, myth and ritual, women and religion, and many other topics on the intermediate and advanced seminar levels. The Department also offers a foreign study
program at the University of Edinburgh in Scotland. Many students find that either a major or modified major in religion is an excellent choice for a concentration in the liberal arts.

Department home page: http://religion.dartmouth.edu/

Russian Language and Literature

Basic Structure of the Department

- The Russian department offers a Major and Minor in Russian Language and Literature and a Major and Minor in Russian Area Studies.
- The Russian Language is no harder to learn than German or any of the Romance languages, and the department encourages students to begin Russian 1 as soon as possible. We also offer many literary and cultural studies courses that are taught in English and assume no prior knowledge of the Russian language.
- The Russian language sequence, RUSS 1-2-3 (a prerequisite for both majors, and for the LSA+ in Saint Petersburg) is offered as a fall-winter-spring sequence, so a student who wants to begin Russian must do so in the fall.
- The intermediate language sequence, RUSS 27-28-29, is also offered as a fall-winter-spring sequence.
- The Russian department runs an LSA+ each summer in Saint Petersburg, before which a student must complete or place out of RUSS 3. We also recommend that a student take one or more of the following: RUSS 10, 18, 19, 31, 32, or a course in the History department on Russian history. Applications are due on January 10. (For sophomores: the summer LSA+ will satisfy the summer residence requirement.)

Courses for the Student with Little or No Background Who Wants to Explore Russian Language and Literature

- RUSS 10: Introduction to Russian Civilization
- RUSS 31: Transgressive Novels: Masterpieces of Russian Fiction
- RUSS 36: “The Seer of the Flesh:” Tolstoy’s Art and Thought
- RUSS 38: Fairy Tales

Information for the First-Year Student Who Plans on Pursuing Studies in Russian

- Some language study is necessary to both majors and the minor in Russian, so a student is advised to begin with the appropriate level language courses as soon as possible. The introductory and intermediate language sequences begin only in the fall.
- RUSS 28 is prerequisite for the Russian Language Major. RUSS 3 is prerequisite for the Major in Russian Area Studies, and the Russian Language Minor. The Russian Area Studies Minor has either RUSS 10, 13, 19 or 21 as a prerequisite.
Other Information and Considerations

- It is strongly recommended that students thinking about Russian as a major should make an appointment with the chair, John Kopper, or any professor in the department, to discuss courses of study on an individual basis. This is particularly important because of the constraints that the sequencing of language courses may impose on a student’s schedule.
- The Russian Department is on Facebook. Check them out at “Russian at Dartmouth College.”

Department home page: [http://russian.dartmouth.edu/](http://russian.dartmouth.edu/)

Sociology

Basic Structure of the Department

- The department offers one Major in Sociology and three minors: a general Minor in Sociology; a Minor in Markets, Management, and the Economy; and a Minor in Social Inequalities.
- Sociology studies the impact of social structures (e.g., small groups, institutions, organizations, and other forms of interpersonal relations) on human behavior and social change.
- The Minor in Markets, Management, and the Economy focuses on the relationship between the economy and society. It is often paired with an Economics or Government Major.
- The Minor in Social Inequalities focuses on the causes and consequences of racial, ethnic, gender, economic and other forms of inequality.
- SOCY 1 and 2 are introductory level courses. They are appropriate for all students at all levels. Completion of one or the other is a prerequisite to the major, minor, and many upper level courses in the department. SOCY 10, 11, 15 and 16 are theory or methods courses particularly appropriate for students who have taken an introductory level course. Courses numbered in the 20s and above are topics courses, some of which would be appropriate for the interested first-year student (but check the prerequisites).

Courses for the Student with Little or No Background Who Wants to Explore Sociology

- Students are best advised to begin with SOCY 1 (Introduction to Sociology), SOCY 2 (Social Problems), or SOCY 7 (First-Year Seminar).
- Some topics courses are often open to first-year students, including:
  - SOCY 21: Political Sociology
  - SOCY 22: Sociology of International Development
  - SOCY 23: Social Movements
  - SOCY 25: Democracy and Democratization in Developing Countries
  - SOCY 26: Capitalism, Prosperity and Crisis
  - SOCY 27: Organizations in Society
  - SOCY 28: Health Care and Health Care Policy
  - SOCY 30: Deviance and Social Control
Spanish and Portuguese

Basic Structure of the Department

- The department teaches both Spanish and Portuguese languages and literatures.
- The department meets two different needs: 1) language instruction and fulfilling the College's Language Requirement, and 2) a humanities curriculum in Spanish and Portuguese focused on literatures, cultures, theater, film, and the arts.
- The Spanish majors are:
  - Major in Hispanic Studies
  - Major in Romance Studies (includes two of the four principal Romance languages - Spanish, Portuguese, French, and Italian - one as primary, the other as secondary)
  - Modified Major in Hispanic Studies
  - Modified Major in Lusophone Studies
- The minors are:
  - Minor in Hispanic Studies
  - Minor in Lusophone Studies
- Note that there is no Portuguese major.

Courses for the Student with Little or No Background Who Wants to Explore Spanish and Portuguese

- SPAN 1: Beginning Spanish
- PORT 1: Intensive Portuguese I
- Students should begin with the course indicated by their placement results from high school language study, AP scores, and/or the online Spanish placement test offered by the department.

Foreign Study Programs

- Deadline for ALL programs taking place in 2015-2016 is February 1, 2015.
- The Portuguese LSA+ goes to Salvador (Bahia), Brazil every summer. The prerequisite for the LSA+ is PORT 3 or equivalent preparation.
- There are a number of different programs for Spanish. The department sponsors an LSA in Barcelona, Spain (winter, and spring), an LSA in Buenos Aires, Argentina (winter), an LSA+
in Cuzco, Peru (fall) and an LSA+ in Santander, Spain (summer). The Spanish FSP goes to Madrid, Spain in the fall and to Buenos Aires, Argentina in the spring. These are competitive. Prerequisite for the Barcelona and Buenos Aires LSA programs is a minimum grade of B- in SPAN 2 (or equivalent high school preparation). Prerequisite for the Santander, Spain and Cuzco, Peru LSA+ is SPAN 9 or equivalent preparation. Prerequisite for the Buenos Aires and Madrid FSP is one of SPAN 30, 31 or 32.

- A student wanting to go on an LSA should plan on taking SPAN 2 no earlier than two terms before the scheduled LSA. A student who has placed into SPAN 3 and wants to go on the Spanish LSA should not take SPAN 3 on campus. Such students will need to participate in a mandatory drill session the term prior to the scheduled LSA.

Fulfilling the Language Requirement

- SPAN 1-2-3. This takes three terms, can be begun at any term except summer.
- PORT 1-3. This takes two terms, winter and spring. There is no PORT 2, so a student must begin the sequence with PORT 1.

Portuguese: Important Considerations

- A student can fulfill the College Language Requirement with Portuguese in two terms on campus in winter and spring.
- Most courses in Portuguese literature both at Dartmouth and abroad are taught in Portuguese, not English.
- Students interested in Portuguese are encouraged to consult Rodolfo Franconi (Rodolfo.A.Franconi@Dartmouth.edu).
- A student whose native language or heritage language is Portuguese and wants to formally study Portuguese may be required to take a Portuguese departmental placement test prior to enrolling in upper-level courses.

Spanish: Explanation of Sequencing

- SPAN 1-2-3 is the course sequence that satisfies the Language Requirement. A student can complete the language requirement with SPAN 3 on an LSA.
- A typical sequence is to satisfy the language requirement, and then take SPAN 9 or 20, followed by SPAN 30, 31 or 32.
- Following a 30-level course, students may attend an FSP, or take any Spanish literature courses numbered 40 and above.

Department home page: http://spanport.dartmouth.edu/

Studio Art

Basic Structure of the Department

- The Studio Art department provides students the opportunity to participate in a strong studio program within the liberal arts context. Classes are taught by well-established
artists, whose work is exhibited throughout the U.S. and abroad. Students have full use of large, well-equipped studio facilities.

- Course offerings include all levels of: architecture, drawing, painting, photography, printmaking and sculpture. Classes are open to all Dartmouth undergraduates, but limited in size to encourage individual expression and close personal interaction between faculty and students.
- Senior majors are encouraged to focus in one or two areas of concentration for their culminating experience. Many establish themselves in art related careers after graduation. Sculpture I, Drawing I and Special Topics DO NOT have a prerequisite, and no prior knowledge of any of these courses is required.
- The department does not teach woodworking, jewelry making, or pottery. A student can get not-for-credit instruction through the student workshops in the Hopkins Center. (https://hop.dartmouth.edu/Online/)

Courses for the Student with Little or No Background Who Wants to Explore Studio Art

- SART15: Drawing I
- SART 16: Sculpture I
- SART 17 01: Collagé (fall)
- SART 17: TBD (winter)
- SART 17.07: The Passionate Pursuit of Color (spring)

Other Information about Studio Art

- Spaces in SART 15 (Drawing I) are reserved for first-year students, to encourage their enrollment. First-year student spots are also reserved in SART 16 and 17.
- Drawing I is the prerequisite to all other courses in Studio Art except SART 16 (Sculpture I), and SART 17 (Special Topics).
- Studio Art classes are serious, rigorous, and time-consuming. Students should be prepared to devote an additional 10 to 12 hours a week on their work, outside of classroom instruction time.
- Drawing I and Sculpture I are offered every term. Special Topics is offered in fall, winter, and spring in 2015-2016. The special topics vary (see above).
- Studio Art classes are only available during the 10A and 2A hours, which is important to remember when scheduling with other classes.

Department home page http://studioart.dartmouth.edu/

Theater

Basic Structure of the Department

- The department offers a major, minor, and modified major.
- Within the major or minor, students may concentrate in acting, directing, dance, design, technical production, playwriting, stage management, dramaturgy, or theater history, theory, and criticism.
• Theater courses fall into two categories: 1) history/literature/criticism and 2) production/performance.

• The department annually stages about sixteen productions (two main stage productions, a student playwriting festival each summer, a musical every other year, and many student productions) that provide opportunities for students onstage and backstage.

• The department sponsors a Foreign Study Program in London every summer term, in partnership with the London Academy of Music and Dramatic Art, one of the world’s leading theater conservatories. Students on the FSP receive intensive classical theater training at LAMDA, in addition to attending approximately thirty performances in and around London. Please see the Off-Campus Programs office for information (including prerequisites and required courses) and the application.

Information for the First-Year Student Who Plans on Pursuing Studies in Theater

• The Theater Major comprises a balance of history/literature/criticism courses and production/performance courses. Though many Theater courses have no prerequisites and are open to all students (some do require instructor permission), the department encourages first-year students to take at least one of the following courses during their first year, depending on their area of interest:
  o THEA 1: Introduction to Theater
  o THEA 15: Theater and Society I: Classical and Medieval Performance
  o THEA 30: Acting 1
  o THEA 40: Technical Production

Other Information

• The department urges students who interested in theater, either as a course of study or as an extra-curricular activity, are encouraged to get involved in a production. There are hundreds of opportunities each year, onstage and off, with time commitments ranging from one day to more than six weeks. Participation in productions is open to all students, regardless of intended or actual major. Students should monitor the Theater department website and the bulletin board in Shakespeare Alley (the Theater department hallway in the Hop) for information about upcoming auditions and production opportunities, or speak with Department Administrator Maggie Devine-Sullivan, or Academic Assistant Sarah Case, in the Theater Department office.

• It is possible to take up to four dance courses for academic credit. Students may apply the dance courses to an area of concentration for the Theater Major and Minor.

Department home page: http://theater.dartmouth.edu/
Women’s, Gender and Sexuality Studies (WGSS)

Basic Structure of the Program

- WGSS is an interdisciplinary program that draws from humanities, social sciences, and natural sciences.
- WGSS offers a major and a minor. The WGSS major can be modified, and WGSS can also be part of a modified major.
- Most courses are cross-listed with other departments. The program’s core courses are not cross-listed.
- These are: WGSS 10: Sex, Gender and Society, WGSS 15: Roots of Feminism, WGSS 16: Contemporary Issues in Feminism, WGSS 80: Feminist Theory and Methodology
- WGSS 10: Sex, Gender and Society serves as the introduction to the field. It is offered fall, winter and summer terms. Ten places in each section of WGSS 10 are held for first-year students in the fall term.
- WGSS, in conjunction with AMES, offers a Foreign Study Program at the University of Hyderabad, India, each winter term. Students must apply for this program – see the website of the Frank J. Guarini Institute for International Education for a description, instructions, and application forms.

Information for the First-Year Student Who Plans on Pursuing Studies in WGSS

- WGSS 10: Sex, Gender and Society is offered in fall, winter and summer terms, is the recommended introductory course, and is a prerequisite for the major or minor program.
- The other three required core courses in the major or minor are only offered once a year. WGSS 15 is offered in the winter, WGSS 16 is offered in the spring, and WGSS 80 is offered in the fall. Given the D-plan and off-campus study options, a student is encouraged to plan ahead.

Program home page: [http://wgs.dartmouth.edu/](http://wgs.dartmouth.edu/)

The Institute for Writing and Rhetoric

- The Institute for Writing and Rhetoric oversees writing instruction at Dartmouth, and administers Writing 2, 3 and 5, as well as the First-Year Seminars.
- The Institute for Writing and Rhetoric also offers upper-level courses in writing and rhetoric, including public speaking and speechwriting.
- Dartmouth’s first-year writing courses prepare students to engage fully with their intellectual work in every discipline. In order to provide a solid foundation for that work, Dartmouth requires first-year students to take Writing 5 (or its two-term equivalent Writing 2-3) and a First-Year Seminar. Another way of fulfilling the First-year Writing Requirement is to take Humanities 1-2, a special interdisciplinary two-term course.

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§ The designation WGSS will replace the former designation of WGST on the Registrar’s Course Timetable.
first-year students offered only in fall and winter terms. For details, see http://www.dartmouth.edu/~hums1-2/.

- Students who complete the Writing 2-3 placement process and choose to take Writing 2-3 will be preregistered for Writing 2 when they arrive on campus in the fall. Students who take the Writing 2-3 sequence take their First-Year Seminar in the spring term.

- Students taking Writing 5 are assigned to take the course in either the fall or the winter; this assignment cannot be changed. Information about when a student is scheduled to take Writing 5 appears in the online student placement record visible to students and their advisors just prior to fall course registration. Students taking Writing 5 in the fall will register for Writing 5 when they register for their other fall courses. See our website for further information about placement and registration: http://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies

Courses for the Interested First-Year Student

- Writing Courses
  - WRIT 2-3 (fall-winter sequence, based on placement)
  - WRIT 5 (fall or winter, based on placement)
  - First-Year Seminar (department courses numbered 7; winter or spring. WRIT 5 or 2-3 is prerequisite)
  - WRIT 8: Writing with Media (spring)
  - WRIT 41: Writing and Speaking Public Policy (spring, PBPL 5 is prerequisite)

- Speech Courses
  - SPEE 20: Public Speaking (fall, winter, spring)
  - SPEE 25: Persuasive Public Speaking (spring)

Other Information

- The Institute for Writing and Rhetoric offers student support services through RWIT (The Student Center for Research, Writing, and Information Technology, http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit).

Program home page: http://writing-speech.dartmouth.edu
Resources for Academic and Student Support at Dartmouth College

**Academic Skills Center**
224 Baker Library, 646-2014
[http://www.dartmouth.edu/~acskills](http://www.dartmouth.edu/~acskills)
The Academic Skills Center assists students in meeting the academic demands of Dartmouth by teaching effective and efficient learning strategies. The center offers individual meetings, speed-reading courses, peer tutors and study groups. The seven-week Learning at Dartmouth course (fall term only) is specifically designed for first-year students. Please see the ASC web site for streaming videos and useful handouts.

**Student Accessibility Services**
Suite 205 Collis, 646-9900
[http://www.dartmouth.edu/~accessibility](http://www.dartmouth.edu/~accessibility)
Student Accessibility Services coordinates specific services and resources for students with disabilities at Dartmouth College. Students requesting or requiring assistance or accommodations should contact SAS. Accommodations are determined on a case-by-case basis.

**Center for Professional Development**
63 South Main St., 2nd Floor, 646-2215
[http://www.dartmouth.edu/~csrc](http://www.dartmouth.edu/~csrc)
The Center for Professional Development (formerly Career Services) supports Dartmouth students in making informed decisions regarding undergraduate and post-graduate plans by providing resources and opportunities to encourage career exploration and self-assessment. Information about jobs, internships, graduate education, recruiting, and assistance with applications and resumes are available through CPD. They are open Monday-Friday from 9:00AM-5:00 PM. Check their website for drop-in hours.

**Center for Gender & Student Engagement**
6 Choate Rd., 646-3456
[http://www.dartmouth.edu/~cgse/](http://www.dartmouth.edu/~cgse/)
Part of the Office of Pluralism and Leadership, CGS&E programs include awareness campaigns, sexual health programs, the Men’s Project, Pregnancy & Parenting Resources Clearinghouse and the Women of Color Collective.

**Computing Services**
[http://www.dartmouth.edu/~comp](http://www.dartmouth.edu/~comp)

- **Student Computing Help Desk**
  - IT Walk-In Center: 178J Berry Library, 646-2999 ext. 1
- **Computer Sales and Service**
  - 001 McNutt Hall, 646-3249
Counseling and Human Development
Dick Hall’s House, 2nd Floor
7 Rope Ferry Rd.
http://www.dartmouth.edu/~chd/

- Appointments:
  - Counseling: 646-9442
  - Nutrition: 646-9442
  - Women’s Health: 646-9401
  - Infirmary: 646-9440
  - Groups: 646-9442

- Emergency/after hours:
  - Counselor on-Call (academic year): 646-9440
  - Summer term and interim: 646-4000
  - Safety and Security: 646-3333

- Peer Advising/Education:
  - Eating Disorder Peer Advisors: Blitz “EDPA”
  - Students Against the Abuse of Food and Exercise: Blitz “SAFE”

Undergraduate Deans Office
Suite 125 Carson Hall 646-2243
http://www.dartmouth.edu/~upperde

The Undergraduate Deans Office provides support for all enrolled students. The undergraduate dean assigned to a student generally remains with that student for his/her entire undergraduate career, but all of the undergraduate deans are available for consultation and advice. Students may schedule individual appointments to consult about various academic, personal and social issues. Students in academic difficulty are encouraged to meet with their undergraduate deans for assistance in returning to good academic standing. Walk-in hours (15 minute meetings): Weekdays from 1:00-4:00 PM. If a student feels they will need more than 15 minutes, or would like an appointment with a particular undergraduate dean, s/he should call (646-2243) or email (Dean.of.Undergraduate.Students@Dartmouth.edu) to schedule an appointment.

Deans Office Student Consultants (“DOSCs”)
http://www.dartmouth.edu/~upperde/consultants/index.html

The Deans Office Student Consultants are trained by the Office of the Dean of Undergraduate Students and are prepared to field questions relating (but not limited) to major courses and curriculum requirements, D-plan strategies, internship and research opportunities, off-campus programs, time management skills, reading comprehension and study strategies. The purpose of the DOSC program is to provide academic peer advising on an informative but informal level.

Financial Aid
McNutt Hall, 646-3605 or 646-2451
http://www.dartmouth.edu/~finaid

The Financial Aid office provides assistance to students in the form of grants, scholarships, loans and employment, available on the basis of need.
Judicial Affairs
5 Rope Ferry Road, Room 203, 646-3482
http://www.dartmouth.edu/~uja
The Office of Undergraduate Judicial Affairs oversees the College’s disciplinary systems for individual undergraduate students and undergraduate student organizations. The office also promotes the broad integration and understanding of the College’s Standards of Conduct, Dartmouth’s Principles of Community and the Academic Honor Principle into the everyday life of the community.

Library
http://library.dartmouth.edu/
Dartmouth’s library system consists of a number of libraries and support providers with varying hours and services.

The Frank Guarini Institute for International Education - Off-Campus Programs
44 N. College Street, 646-1202
http://ocp-prod.dartmouth.edu/ocp/prod/
Off-Campus Programs administers Dartmouth’s opportunities for students to study off-campus to earn credit towards their degrees. Opportunities include Foreign Study Programs (FSP), Language Study Abroad (LSA), Dartmouth Exchange Programs, and transfer programs with other four-year, degree-granting, academic institutions not affiliated with Dartmouth.

Office of Pluralism and Leadership (OPAL)
Suite 125 Carson Hall, 646-0987
http://www.dartmouth.edu/~opal/
OPAL strives to provide a comprehensive program for cultural enrichment and leadership development to ensure that historically under-represented groups in particular and all Dartmouth students in general will have rich learning experiences outside the classroom.

- OPAL resources include:
  - Office of Black Student Advising
    http://www.dartmouth.edu/obsa/
  - Office of Gender and Sexual Diversity & LGBTQIA Student Support
    http://www.dartmouth.edu/~opal/lgbtqa
  - International Student Programs
    http://www.dartmouth.edu/~opal/international/
  - Office of Latino/a Student Advising
    http://www.dartmouth.edu/~opal/latino/
  - Native American Program (NAP)
    http://www.dartmouth.edu/~nap/
  - Office of Pan Asian Student Advising
    http://www.dartmouth.edu/~opasa/
Office of Visa and Immigration Services
63 South Main Street, Suite 303, 646-3474
http://www.dartmouth.edu/~ovis
The Office of Visa and Immigration Services (formerly the International Office) offers a full range of services and programs, primarily intended to serve over 1050 international students, faculty and scholars who study and work at the College. Visa and Immigrations Services provides the visa support necessary for our non-immigrant international population to join the Dartmouth community. It also assists international individuals in maintaining their legal non-immigrant status once enrolled or working at the College.

Registrar
105 McNutt, 646-2246 (Main Office)
http://www.dartmouth.edu/~reg
The Office of the Registrar provides academic and enrollment services for Dartmouth faculty, students, alumni and staff, and Dartmouth’s various constituents.

The office coordinates activities including but not limited to course registration, enrollment pattern (D-Plan) planning; scheduling classes into classrooms, maintaining records of courses offered and grades awarded, certification of students for graduation, and maintenance, protection and release of academic records. Students go to the Registrar for other individual services such as to file majors, minors, NROs, request transcripts, and seek approval for transfer courses and programs.

The Registrar’s web site is, without a doubt, the most useful web-presence for advising, and can answer 95% of your advisees’ curricular questions. The site includes:

- **Timetable** is the most up-to-date information for the curriculum. It allows searches of courses by term, department, Distributive Requirement, or any combination thereof. It will give you course’s instructor, meeting place, time, Distributive and World Culture designations, enrollment limit (“cap”),
- **On-line ORC** includes the year’s current ORC listings for the “C” (Courses). The curriculum of all departments is listed here.
- **Writing 5 section descriptions**
- **First-Year Seminar descriptions**
- **Median grade information** (always a surprise to students)
- **BannerStudent** is a secure address for active students providing many student academic services including **Degree Audit**, which allows students to see what requirements they have fulfilled, and what they have not.

RWIT (The Student Center for Research, Writing, and Information Technology)
183 Berry Library
http://writing-speech.dartmouth.edu/rwit
RWIT is a free service dedicated to helping students develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through peer-to-peer tutoring, the Writing Assistance program, and Road Show Team, RWIT offers help in the following areas:

- Generating ideas
- Constructing arguments
- Refining drafts
- Developing research strategies
- Writing in all disciplines
- Writing creatively
- Composing multimedia projects
- Constructing résumés and cover letters

**Undergraduate Advising and Research**
Parker House, 646-3690
[http://www.dartmouth.edu/~ugar](http://www.dartmouth.edu/~ugar)
Undergraduate Advising and Research, part of the Office of the Dean of Faculty, oversees programs in which students and faculty interact outside of the classroom, and is comprised of Pre-Major Advising, Scholarship Advising, Undergraduate Research, and the Women in Science Project.

**Pre-Major Advising**
[http://www.dartmouth.edu/~ugar/premajor](http://www.dartmouth.edu/~ugar/premajor)
The mission of the Pre-Major Advising office is to facilitate a productive advising relationship between faculty and students in their first and second years who have not yet declared a major. Pre-Major Advising also oversees the process by which first-year students are matched with a faculty advisor.

**Scholarship Advising**
[http://www.dartmouth.edu/~scholarship/](http://www.dartmouth.edu/~scholarship/)
The Scholarship Advising office supports and assists students applying for national fellowships and scholarships for postgraduate study abroad and research, and for graduate school. Programs include: Rhodes, Marshall, Mitchell, Fulbright, Churchill, DAAD, Gates, and Dartmouth-funded scholarships and fellowships.

**Undergraduate Research**
[http://www.dartmouth.edu/~ugar/undergrad](http://www.dartmouth.edu/~ugar/undergrad)
The Undergraduate Research office coordinates various research programs and opportunities including: Research Grants (funding for independent research with a Dartmouth faculty mentor), the Presidential Scholars Program, the Mellon Mays Undergraduate Fellowship program, and the Senior Fellows program. Information on other research and internship funding programs can be found at:
[http://www.dartmouth.edu/~ugar/undergrad/researchinfo.html](http://www.dartmouth.edu/~ugar/undergrad/researchinfo.html)

**The Women in Science Project**
[http://www.dartmouth.edu/~wisp](http://www.dartmouth.edu/~wisp)
The Women in Science Project (WISP) offers a paid research internship program in which students are matched with a faculty mentor for a two-term, part-time research opportunity. Although it primarily targets first-year women, the internship program is now open to sophomore women interested in Computer Science, Chemistry, Engineering and Physics. Applications and interviews are held during fall term.