EXPLORE, ENGAGE, EXCEL

An introduction to academics at Dartmouth College
In order to fully experience the academic opportunities at Dartmouth, you need to know the academic benchmarks that are required of you and how to navigate the curriculum. Explore, Engage, Excel is a critical first step in your journey.

**Exploration will be a recurrent theme throughout this guide and throughout your relationships with advisors and mentors.**

We will keep asking you questions, such as:
- Why are you interested in that course?
- Why are you not interested in this other course?
- Which foreign language looks most interesting to you?
- Where do you see opportunities to explore your creative side?
- What course would allow you to experience a previously unexplored academic discipline?

Don’t worry if you don’t know all the answers to these and other questions. There are tremendous resources here at Dartmouth to support and encourage your exploration and discovery. The offices in Student Academic Support Services (see opposite page), in conjunction with your faculty advisor, will offer assistance and guidance at every step along the way.

Watch for questions and prompts on many of the following pages, and then do what they instruct: ask yourself questions, push yourself to reflect, look at the course offerings with a thoughtful and inquisitive eye, and allow yourself to be energized with possibilities.

This guide is the first of several interactions we will have with you this summer. Watch for advising emails about exploring the curriculum, preparing for your meeting with your faculty advisor, and course election.

We can’t wait to meet you, support your exploration, and watch you grow and learn as a member of the Dartmouth community.

**TO DO LIST:**

1. Grab Post-its, highlighters and a big pad of paper.
2. Find a comfortable place to sit, then take your time and really read this guide!
3. Imagine, be curious, don’t limit yourself, and EXPLORE.

Coming Soon: We will email you about video chats that will offer a chance to discuss the curriculum with undergraduate deans and others.
Advising at Dartmouth

YOUR ADVISING NETWORK will support and encourage you throughout all four years of your academic journey at Dartmouth. As we begin to work together, it is important that you understand what advising can offer, who will form your advising team, and how you can best utilize these important resources.

WHAT EXACTLY IS ADVISING?
Many students arrive with preconceived expectations for their education. The advising process will challenge these expectations and provide guidance as you explore the tremendous opportunities of a liberal arts education at Dartmouth. Your advisors will ask you to revisit and clarify your expectations, especially as you come to understand yourself — and Dartmouth — differently. Throughout the advising process, you will be encouraged to find balance within the choices that honor both your narrow academic interests and broader learning opportunities. We will challenge you to explore and expand your horizons at every stage of your undergraduate education.

First-year advising supports your transition from high school to college, encourages you to explore the opportunities and resources at Dartmouth, and assists you in making informed academic choices. As you read this guide and spend time with us during upcoming video chats or when reading our advising emails, you begin your own advising experience.

HOW DO I TAKE FULL ADVANTAGE OF ADVISING?
You have a role to play in making your advising relationship successful. Academic advising works best when a student takes the initiative to seek guidance and maintains ongoing advising relationships. In order to make the best decisions you can for your academic career, you should be proactive, think critically about the information you receive, and invest time in meeting with your advisors regularly. Your advisors want to help you make sense of all that Dartmouth has to offer, but need your full engagement in the process.

WHO ARE THE ADVISORS?
Dartmouth faculty, administrators, and staff are all involved in advising students — in group settings, during programs and events, and, especially, through one-on-one appointments, open hours, and office hours. Advisors look forward to getting to know you and understanding your aspirations.

Undergraduate Deans — General Advising
• Offer advice and assistance on academic, personal, and social matters throughout your entire time at Dartmouth.
• Possess a broad knowledge of the curriculum.
• Help students elect courses and explore the curriculum, academic requirements, educational goals, summer opportunities, career aspirations, and extra-curricular interests.
• Act as both a sounding board for students’ ideas and a link between students and further resources.

Faculty Advisors
• Each first-year student is assigned a faculty academic advisor.
• You will meet with your faculty advisor throughout your first year to elect courses, and discuss schedules and issues of an academic nature.
• When you declare a major, a major advisor from your academic department will help you shape your course of study within your chosen field.

Peer Advisors:
Deans Office Student Consultants (DOSCs)
• Through interactions with individual students, DOSCs provide informal mentorship and preliminary advising information.
• Students who need further assistance are referred to appropriate offices for more in-depth advice.

Other Faculty, Administrators, and Peers
• Students are encouraged to assume increasing responsibility for cultivating advising relationships during their time at Dartmouth.
• This includes expanding their network of advisors, proactively seeking out desired resources, considering their own needs and goals, and balancing multiple sources of advising.

Remember: When you invest time and energy in developing meaningful advising relationships, you position yourself to make highly informed choices while here, and to develop valuable relationships with advisors that may enrich your life for years to come.
THE IMPORTANCE OF ACADEMIC INTEGRITY

The integrity that you bring to your academic work contributes to your own learning, protects against one person taking unfair advantage over other students, promotes trust among students and with your faculty, and appropriately credits the work of scholars who have paved the way for you. In general, the Academic Honor Principle prohibits: plagiarism; giving or receiving assistance on examinations or quizzes; submitting the same work in more than one course; and unauthorized collaboration.

A student who violates the Academic Honor Principle, regardless of his/her intent, should expect to be suspended from the College for a period of time.

You will be asked as part of the pre-matriculation process to review a document titled Sources and Citation at Dartmouth College, which provides in-depth information about the Academic Honor Principle (http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth). In each of your courses, we encourage you to ask about the Honor Principle if your professor has not already introduced the conversation.

REQUIREMENTS FOR THE BACHELOR’S DEGREE

Students should refer to Organization, Regulations and Courses, known as the ORC, for a full description of all the requirements for the degree. In general, enrolled students take three courses per term for twelve terms. To earn the bachelor’s degree, a student must complete a major, and receive credit for 35 courses, no more than eight of which may be passed with the grade of D. Students are also required to complete the first-year writing requirement, a first-year seminar, a foreign language requirement, distributive requirements that reflect the breadth of a liberal arts education, three world culture courses, three physical education credits, and a swim test.

It is the student’s responsibility to ensure that he or she has met all requirements (DegreeWorks, an individualized online degree audit tool available at all times, assists you in keeping track of your progress towards your degree).

LIBERAL ARTS CURRICULUM

Dartmouth’s liberal arts curriculum lets you explore big ideas and pursue your particular passions. It is about BREADTH: a liberally educated person is one who has been exposed to a wide range of fields and insights. It also features DEPTH: students are required to complete some concentrated course of study in which they will display deep knowledge and mastery. At Dartmouth, your courses will engage you with the culture and compassion of the humanities, the creativity and passion of the arts, and the critical thinking of the sciences and social sciences.

Through a liberal arts curriculum, we hope Dartmouth’s students begin a lifetime quest — an intellectual journey — that prepares them for the challenges and opportunities of the twenty-first century.

FIRST-YEAR WRITING REQUIREMENT

All first-year students are 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 www.dartmouth.edu/~hums1-2.

Through the first-year writing courses, the College offers entering students a valuable opportunity to develop the thinking, research, writing, and presentation abilities that characterize intellectual work in the academy and in educated public discourse.

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.
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 placement process during the summer. They are then given a recommendation for placement in Writing 2-3 or Writing 5. Writing 2-3 is taken in lieu 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.

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. You should keep in mind three scheduling guidelines:

1) Writing 5 (or Writing 2-3) is a prerequisite for enrollment in a First-year Seminar.
2) The First-year Seminar must be taken during the first year, in the term immediately following completion of Writing 5 (or Writing 2-3).
3) A student is not eligible to take part in an off-campus program until the First-year Seminar requirement is fulfilled.

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: http://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies.

FOREIGN LANGUAGE REQUIREMENT (COURSES NUMBERED 1, 2, AND 3)
The foreign language requirement follows from the conviction that mastery of another language unlocks a new world of people, cultures, and ideas. It is thus possible, by careful selection of courses which satisfy requirements in multiple categories, to complete both the Distributive and World Culture Requirements with ten courses. These may also overlap with major requirements. The online course catalog (ORC) helps students to plan, and the termly timetable of courses provides up-to-date information as to which courses satisfy which Distributive and World Culture categories.

A major assures that when you graduate from Dartmouth you will have gained mastery in the method and substance of a single area of academic inquiry. Ideally, the area of major study provides a path for intellectual exploration and the satisfaction of becoming proficient at a high level in your area of interest.

A student must successfully complete a major program, which usually consists of eight to ten courses in the major subject in addition to those courses prerequisite to the major, and other requirements specified by the department or program. Students may also select modified or special majors that involve more than one academic department or program. Students must declare a major by the end of the student's fifth term in residence, or immediately thereafter, depending upon a student's enrollment pattern.

First-year students thinking of a major in biology, chemistry, earth sciences, engineering sciences, mathematics, or physics are encouraged to elect Math 3 or the sequence of Math 1 and Math 2, starting in the fall.

PHYSICAL EDUCATION
All students are required to satisfactorily complete three terms of physical education by graduation. To receive credit for these courses/activities, students must register in advance on Banner-Student. The three credits may be fulfilled by participation in varsity and club sports. These courses are in addition to the 35 credits you need

DISTRIBUTIVE REQUIREMENT (“Dist”)
Dartmouth’s requirement of Distributive courses allows you to explore broadly several fields and gain new perspectives. Both the Distributive Requirement and the World Culture Requirement allow for discovery and encourage exposure to hidden interests.

Each student must take courses in each of the following areas:

1) Art: creation, performance, history, or criticism (one course) (ART)
2) Literature: the history, criticism, or theory of texts (one course) (LIT)
3) Systems and traditions of thought, meaning, and value (one course) (TMV)
4) International or comparative study (one course) (INT)
5) Social analysis (two courses) (SOC)
6) Quantitative and deductive science (one course) (QDS)
7) Natural and physical science (two courses); without/with laboratory (SCI/SLA)*
8) Technology or applied science (one course); without/with laboratory (TAS/TLA)*

* At least one of the courses taken in categories 7 or 8 must have a laboratory, experimental, or field component.

WORLD CULTURE REQUIREMENT (“WCult”)
As with “Distributives,” the World Culture Requirement supports the belief that a liberally educated person is one who has been exposed to a wide range of fields and insights.

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

1) Western cultures (W)
2) Non Western cultures (NW)
3) Culture and identity (CI)

All undergraduate courses other than Writing 2, 3, and 5 and language courses used to fulfill the foreign language requirement may potentially satisfy a Distributive Requirement. Such a course may also satisfy one of the World Culture Requirements. For example, a course in 19th-century British fiction might satisfy both the literature requirement under the Distributive category and the western cultures requirement under World Culture.

It is thus possible, by careful selection of courses...
to graduate. Students must also complete a 50-yard swim requirement. More information is available at www.dartmouthrecreation.com.

FIRST-YEAR RESIDENCY REQUIREMENT
All first-year students are required to be in residence for all three terms of the first year, after which they may choose to leave terms or apply for off-campus programs as part of their enrollment pattern (D-Plan).

FIRST-YEAR VEHICLE POLICY
First-year students are not allowed to bring a motor vehicle to campus or its environs. This long-standing regulation applies to motorcycles and motorbikes as well and is strictly enforced. The only exceptions are for emergency, medical, or special family situations. In those instances, the student should call or email the Undergraduate Deans Office with the request, reasons, and dates the vehicle is needed.

ENROLLMENT PATTERN: THE "D-PLAN"
Dartmouth's academic calendar consists of four terms that roughly correspond with the seasons. A year-round academic calendar challenges you to define personal educational goals and provides considerable opportunity to shape your educational program. Credit for 35 courses is a requirement for the bachelor's degree. Students normally take 3 courses each term, are enrolled for a total of 12 terms, and take 3 leave terms.

Students are required to be in residence in Hanover in the fall, winter, and spring of their first and senior years. In addition, members of the sophomore class are required to be in residence the summer term between their sophomore spring and junior fall. Other than these required residence terms, students will need to construct an enrollment pattern that takes into account intended major or minor subjects, off-campus study, exchange programs, internships, extracurricular activities, and preferred spacing of vacations. International students need to consider their particular visa status requirements when constructing their D-Plan and should consult with the Office of Visa and Immigration Services to ensure that their D-Plan conforms to immigration regulations. You can find more information on the D-Plan in the ORC at www.dartmouth.edu/~reg/catalog.

GRADE REPORTS
In most courses letter grades are assigned on a 4.0 scale, with an A equal to a 4.0, indicating excellence and E equal to 0 or failure (there is no grade of F at Dartmouth). Grades reported on the official transcript include the median grade given in the class as well as the class enrollment. Students who make particularly favorable impressions on faculty may receive a citation for meritorious performance.

At midterm, instructors can submit midterm reports for students who are earning less than a C- in their courses or experiencing other academic difficulty. Since not all instructors submit midterm reports, students are always advised to consult with instructors if they have questions about their standing in their courses.

For the first-year fall term only, parents also receive a copy of the grade report so that they may be better informed of their student's academic adjustment to college life and provide support or assistance as necessary. Thereafter, the Undergraduate Deans Office considers its relationship with students to be confidential. This implies the need for good communication between students and parents about grades and other important matters.

STUDENT RECORDS POLICY
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Please find more information in the FERPA section of the Student Handbook (online).

Academic Opportunities

OFF CAMPUS ACADEMIC PROGRAMS
(603) 646-1202
www.dartmouth.edu/~ocp

Off campus programs are an important extension of the regular Dartmouth curriculum, offering undergraduate students safe, rigorous, learning experiences that promote disciplinary scholarship, foreign language acquisition, cross-cultural competence, and reflection in a global context. A distinguishing feature of Dartmouth’s program model is strong involvement by departments and interested faculty that leads to the development of meaningful relationships between students and faculty directors/mentors. Consistently, over fifty percent of Dartmouth undergraduate students participate in one or more Foreign Study or Language Study Abroad programs before they graduate. Students returning to campus after participating in a program often speak of experiences that were rich — academically and culturally — as well as life changing.

At present, the College offers more than forty different faculty-led off campus programs and fifteen exchange programs. For more information on foreign and domestic study programs, please visit the Guarini Institute website at www.dartmouth.edu/~ocp.

LANGUAGE STUDY ABROAD (LSA)
Dartmouth College requires proficiency in a foreign language and offers unique opportunities for language study (see Foreign Language Requirement on page 5). Dartmouth’s LSA and Advanced Language Study Abroad Programs (LSA+) have been developed in response to the College’s commitment to understanding, and communicating with, people of other cultures. To this end, Dartmouth maintains programs in a number of countries. Students live with local families on most LSA and LSA+ programs. Life with local families gives students a personal context through which they gain access to the culture as a whole. Studying the language, literature, and civilization gives them an intellectual grasp of historical and contemporary cultural patterns. You and your faculty advisor will be making some preliminary decisions during New Student Orientation about whether to continue the foreign language that you studied in high school or to begin studying a new language. We have briefly outlined below the ways Dartmouth students to complete their foreign
Take advantage of the varied experiences of your mentors. Ask them what they would do differently if they went to college today.

The principle objective is an in-depth experience of the country's language, literature, and civilization. The language department offers advanced study of the programs (FSP). Foreign study programs in the foreign language departments have foreign study in addition to LSA and LSA+ offerings. Most cultural understanding through supervised study in new areas of significant intellectual discovery and designed to expand the Dartmouth curriculum into Rome, Italy; Tokyo, Japan; St. Petersburg, Russia; (Portuguese); Beijing, China; Toulouse, France; language study abroad experience. Dartmouth's signed for students who have satisfied the language programs (LSA+) in French, German, Italian and Spanish. A student may choose to satisfy the language requirement through a combination of preparatory courses at Dartmouth and one term of language study abroad. A majority of students elect to take advantage of Dartmouth's language programs in foreign countries where they study with Dartmouth faculty and local instructors while living with local families. Students enroll in three courses while participating in the program and study language, civilization, and literature during the term. Since enrollments in most programs are limited, not everyone who applies will necessarily have the opportunity to participate.

In addition to the LSA programs, many departments also offer Advanced Language Study Abroad programs (LSA+). The LSA+ is a program designed for students who have satisfied the language requirement and are prepared for a more advanced language study abroad experience. Dartmouth's LSA+ programs are offered in Salvador, Brazil (Portuguese); Beijing, China; Toulouse, France; Rome, Italy; Tokyo, Japan; St. Petersburg, Russia; Cuzco, Peru; and Santander, Spain.

FOREIGN AND DOMESTIC STUDY

The foreign and domestic study programs are designed to expand the Dartmouth curriculum into new areas of significant intellectual discovery and cultural understanding through supervised study and residence in localities unlike Hanover.

In addition to LSA and LSA+ offerings, most foreign language departments have foreign study programs (FSP). Foreign study programs in the language department offer advanced study of the country's language, literature, and civilization. The principle objective is an in-depth experience of the life and culture of the country through substantive courses as well as through social interactions with the local people. Various departments maintain foreign study programs in Africa, Argentina, the Caribbean, China, Costa Rica, Czech Republic, France, Germany, Ghana, Greece, India, Ireland, Italy, Morocco, New Mexico, New Zealand, Southern Africa, Spain, and the United Kingdom. While most of these programs are affiliated with a foreign university, some, such as the biological sciences program, involve travel and extensive fieldwork.

The College also offers a wide array of Foreign and Domestic Study Programs that are conducted primarily in the English language. These programs are designed to take advantage of resources unique to the host country or off campus location in the United States. Like their language-based counterparts, these programs offer students opportunities to study other cultures and disciplines in depth as well as to gain new perspectives on our society.

EXCHANGE PROGRAMS

Dartmouth has several formal exchange programs in which students attend another institution with course credit being transferred back to Dartmouth. The Twelve College Exchange network includes Amherst, Bowdoin, Connecticut (including the Eugene O'Neill National Theatre Institute), Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and the Williams Mystic Seaport Program in American Maritime Studies. Exchange programs also exist with the University of California at San Diego; Morehouse College and Spelman College in Atlanta, Georgia; McGill University in Montreal, Canada; a selected German university through the Federation of German American Clubs; Hebrew University of Jerusalem, Israel; Keio University in Tokyo, Japan; Kanda University (KUIS) in Makuhari, Chiba, Japan; Kibber College at Oxford University; University of Copenhagen in Copenhagen, Denmark; Chulalongkorn University in Bangkok, Thailand; Bocconi University in Milan, Italy; The Chinese University of Hong Kong (CUHK) in Hong Kong SAR, China; Yonsei University in Seoul, South Korea; Waseda University in Tokyo, Japan; and the Consortium for Advanced Studies Abroad Agreement in Cuba.

Dartmouth College encourages interested students to participate in Dartmouth-sponsored study away programs. Details of the sponsored programs, such as Foreign Study Programs (FSPs) and Language Study Abroad (LSAs), are available on the Guarini Institute website: http://www.dartmouth.edu/~ocp.

TRANSFER TERMS

Students may transfer up to four credits to Dartmouth by participating in a sponsored Exchange program, or by independently arranging a Transfer Term through a non-Dartmouth sponsored program.

Students apply for Exchange programs through the Off-Campus Programs office. Then students who are accepted apply to have their courses approved in the same manner as they would for Transfer Terms. Students apply for Non-Dartmouth Sponsored Programs, or Transfer Terms through the Registrar's Office by submitting their application for specific upcoming term.

Dartmouth students are permitted to apply the maximum of four equivalent credits from non-Dartmouth sponsored programs to their Dartmouth degree. This limit includes any credit transferred to Dartmouth for college coursework completed prior to enrollment as a first-year student. Please see the Transfer Terms (Non-Dartmouth Study Away) section on the Registrar's website for more information: www.dartmouth.edu/~reg/enrollment/studyaway/.

CO-CURRICULAR OPPORTUNITIES

Students are encouraged to take advantage of Dartmouth's rich variety of co-curricular opportunities, many of which can be found within the robust and interconnected Dartmouth Centers Forum (www.dartmouth.edu/~centersforum/about/). Engaging in these opportunities can provide a sense of community and continuity, and allow you to integrate your learning inside and outside of the classroom. Start with the Centers Forum website (above), and explore the websites of the centers and offices below:

• Center for Gender and Student Engagement
• Collis Center for Student Involvement
• John Sloan Dickey Center for International Understanding
• Hood Museum of Art
• Hopkins Center for the Arts
• Institute for Writing and Rhetoric
• Office of Pluralism and Leadership (OPAL)
• Nelson A. Rockefeller Center for Public Policy and the Social Sciences
• Tucker Foundation
Recommended Courses for First-Year Students

This section provides a brief introduction to Dartmouth’s academic departments and recommended courses for first-year students.

The following pages include descriptions for selected fall-term courses listed under each academic department. The 2015-2016 version of the course catalog, Organization, Regulations and Courses (ORC), will be available online in early September.

The designations F (fall), W (winter), S (spring) and X (summer) indicate the term in which the course is offered. Distributive and World Culture codes assigned to each course (see page 5 for more information) are indicated after the course descriptions. Please remember: introductory language courses do not fulfill Distributive or World Culture Requirements.

Credits on Entrance
As you begin to explore the course offerings provided, we highly recommend that you contemplate the choice of courses that offer an introduction to new intellectual challenges instead of repeating previously mastered course material. Information about credit on entrance, placement, and exemption can be found at the following website; please make sure you explore all the tabs for definitions, types of credit, and departmental guidelines: www.dartmouth.edu/~reg/enrollment/prematriculation_credit.html. [When you see an asterisk (*) in the course listings on the following pages, go to the website above to find answers to your credit on entrance, placement, and exemption questions.]

On the following pages, you will find information under the departmental headings about credit on entrance you may receive for work that you completed before coming to Dartmouth. The subject of credit on entrance and placement may be confusing, so it is important that you review the helpful web pages accessed through the link above, as you will most likely find the answers to your questions within that information.

Local Placement Exams
Dartmouth offers local placement exams, the primary purpose of which is to ensure that you are taking courses appropriate to your level of preparation. It is strongly recommended that you take them when there is a question of placement or if we lack sufficient information in the form of standardized test scores to evaluate advanced preparation during high school. Please refer to www.dartmouth.edu/~orientation later this summer for local placement exam information, and send questions about the exam schedule to New.Student.Orientation@Dartmouth.edu. [When you see an asterisk (*) in the course listings on the following pages and have questions about local placement exams, visit the Orientation website above for dates, forms of administration, and other information.]

Students requesting local placement exam accommodations on the basis of a disability should contact Student Accessibility Services as soon as possible at Student.Accessibility.Services@Dartmouth.edu.

Keep in mind that the deadline for all requests for credit on entrance and exemption is the end of the first term of study. You will have the opportunity to check the accuracy of the credit on entrance and placement information on your official record during your first term.

African and African American Studies
The African and African American Studies Program (AAAS) at Dartmouth College originated in 1969, making it one of the oldest programs of its kind in the nation. Utilizing innovative avenues of theoretical and empirical investigation, students explore questions and issues that shape the historical, social, political, and cultural dimensions of the African Diaspora within a global context. The multidisciplinary curriculum in AAAS offers a major, modified major, three minors, and an honors program for outstanding students.

The following courses are recommended for first-year students:
10. Introduction to African-American Studies (F)
11. Introduction to African Studies (F)
12. Race and Slavery in US History (F)
13. Black America since the Civil War (W)
14. Pre-colonial African History (W)
15. History of Africa since 1800 (S)
16. Africa and the World (F)
17. The Black Sporting Experience (S)
18. Women, Religion and Social Change in Africa (S)
19. History of North Africa from the Arrival of Islam to the Present (F)
20. Religion and the Civil Rights Movement (S)
21. African and American Religions (F)
22. African and American Religions (S)

Selected Fall Term Courses
10. Introduction to African-American Studies
A multidisciplinary investigation into the lives and cultures of people of African descent in the Americas. Topics may include: the African background, religion and the black church, popular culture, slavery and resistance, morality and literacy, the civil rights movement, black nationalism, theories of race and race relations. Dist: SOC; WCult: CI.

11. Introduction to African Studies
Multidisciplinary in scope, the course will survey critical social change in African cultures and civilizations through a study of history, art, literature, religion, economy, and politics, paying particular attention to the cultural impact of colonial rule on contemporary societies and states. Dist: SOC; WCult: NW.

12. Race and Slavery in US History (Identical to History 16)
This course deals with the African heritage, origins of white racial attitudes toward blacks, the slave system in colonial and ante-bellum America, and free Black society in North America. Specific emphasis will be placed on the Afro-American experience and on the relationship between blacks and whites in early American society. Dist: SOC; WCult: W.

19. Africa and the World (Identical to History 5.08)
This course focuses on links between Africa and other parts of the world, in particular Europe and Asia. Readings, lectures, and discussions will address travel and migration, economics and trade, identity...
formation, empire, and cultural production. Rather than viewing Africa as separate from global processes, the course will address historical phenomena across oceans, deserts, cultures, and languages to demonstrate both the diversity of experiences and the long-term global connections among disparate parts of the world. Dist: INT or SOC; WCult: NW.

52. History of North Africa from the Arrival of Islam to the Present (Identical to History 68)
This course offers an introduction to the history of North Africa from its conversion to Islam to its current, transnational political and social formations. Focusing on religion and conversion, Sufism and mysticism, French and Italian colonialism, trade and economic history, environment, the region’s engagement with the Sahara, literature and culture, and migration, assignments will emphasize major themes in the social, political, economic, and cultural history of the region. Dist: SOC; WCult: NW.

83.05. African Religions of the Americas (Identical to Religion 17)
This class introduces the history and practices of African-derived religious traditions as they have developed in the Caribbean, Latin America, and Black American communities in the United States. These religious systems will be discussed with reference to their mainstream representation (as “voodoo”) and analyzed according to the more complex realities of their practitioners’ everyday lives. Three themes to be explored in each tradition include 1) gender identity; 2) racial identity and resistance; and 3) aesthetics. Dist: TMV or INT; WCult: CI.

Anthropology
Anthropology crosses the disciplinary borders that have divided the humanities and the sciences, and includes investigations into the variety and underlying unity of peoples, societies, and cultures worldwide and across millennia. The common history and interests of our sub-disciplines (social and cultural anthropology, archaeology, biological anthropology, and linguistic anthropology) acknowledge the diverse perspectives that generate research, allowing anthropologists to fashion a multidimensional picture of the human experience.

The following courses are recommended for first-year students:
ANTH 01. Introduction to Anthropology (F)
ANTH 03. Introduction to Cultural Anthropology (S)
ANTH 04. Peoples and Cultures of Native North America (S)
ANTH 05. Introduction to Archaeology (S)
ANTH 06. Introduction to Biological Anthropology (F)
ANTH 09. Introduction to the Study of Language and Culture (W)
ANTH 12.01. Ethnographic Film (S)
ANTH 12.02. Archaeology of the Near East (F)
ANTH 12.04. Your Inner Chimpanzee (S)
ANTH 12.11. Arctic Crossroads: Its People, Cultures, and History (W)
ANTH 14. Death and Dying (S)

ANTH 17. Anthropology of Health and Illness (W)
ANTH 18. Introduction to Research Methods in Cultural Anthropology (F)
ANTH 20. Primate Evolution and Ecology (S)

SELECTED FALL TERM COURSES

01. Introduction to Anthropology
A comprehensive study of humankind, the course will survey and organize the evidence of our biological and cultural evolution. It will explore the unity and diversity of human cultural behavior as exemplified in the widest variations in which this behavior has been manifest. Lectures and readings will describe the dialectic relationship between the material conditions of our existence on the one hand, and on the other, the unique human capacity for creativity both in thought and in action. The focus of this course will be not only to outline the conditions and conditioning of our cultural past and present, but also to indicate possibilities for future evolution of human culture and experience. Dist: SOC, WCult: CI.

06. Introduction to Biological Anthropology
The major themes of biological anthropology will be introduced; these include the evolution of the primates, the evolution of the human species, and the diversification and adaptation of modern human populations. Emphasis will be given to 1) the underlying evolutionary framework, and 2) the complex interaction between human biological and cultural existences and the environment. Dist: SCI.

12.02. Archaeology of the Near East
This course will present students with an introduction to the archaeology of the Near East from the Paleolithic to the Achaemenid Period (12,000 BC - 3,300 BC) and cover major developments in human history, including the move toward sedentism, the origins of agriculture, the establishment of urbanism, the development of writing, and the rise and fall of the world’s first empires. These events and issues will be addressed through the lens of archaeological evidence from Mesopotamia, the Levant, Anatolia, Iran, and Arabia. Dist: INT or SOC; WCult: NW.

18. Introduction to Research Methods in Cultural Anthropology
This course will introduce students to the premier method of empirical research in cultural anthropology: participant observation, and associated informal dialogue and interviewing. We will study techniques for planning and carrying out such research, and for recording, checking validity and reliability, storing, coding, analyzing and writing up of ethnographic data. Students will undertake “mini” research projects, and become familiar with basic ethical issues, informed consent, writing of research proposals, formulating research contracts, and sharing results with cooperating individuals and groups. Prerequisite: Anthropology 1 or 3 or one ethnography/culture area course. Dist: SOC.

Arabic
(See program description under Asian and Middle Eastern Languages and Literatures.)

Art History
The areas of interest represented among the art history faculty are broad, spanning many centuries of European, American, and Asian art. On-site study is available to students who enroll in the Foreign Study Program in Rome, Italy, offered annually in the spring term. The mission of the Department of Art History includes providing courses and training to majors and pre-professionals in the discipline, offering general courses to develop visual literacy and art-historical awareness in the College at large, and promoting overall understanding of the visual arts in the contemporary world. Students majoring in art history are well-prepared for graduate study, and an advanced degree in art history can lead to careers in scholarship and teaching, museum work, commercial art galleries, auction houses, arts administration, and public and private art foundations. In addition, many art history students have followed their undergraduate studies with professional training in law, business, and medicine. Most art history courses carry no prerequisite and are open to first-year students. Questions about specific courses should be directed to the appropriate faculty member.

Explore creative ways to complete the three WCult requirements. There are dozens of ways to complete this requirement!
Recommended Courses for First-Year Students

**ADVANCED PLACEMENT**
No pre-matriculation credit or exemption is given for courses in art history.

**SELECTED FALL TERM COURSE**
**ARTH 1: Bodies and Buildings: Introduction to the History of Art in the Ancient World and the Middle Ages**
This course studies basic problems and new directions in the understanding of art, sculpture, and painting in Europe and the Near East from the earliest times to the end of the Middle Ages. It introduces students to the language of art criticism and method, as well as the relationships of the arts to each other and to their historical contexts. Special attention is given to the human body and visual narrative. Dist: ART; WCult: W.

**Asian and Middle Eastern Languages and Literatures (AMELL)**
The Department of Asian and Middle Eastern Languages and Literatures (AMELL) teaches four of the world’s great old-new cultures; it offers state-of-the-art language training in Arabic, Chinese, Hebrew, and Japanese, and courses and seminars (taught in English) on topics spanning the classical and contemporary literature and culture of each of these areas. There is also a full array of study abroad opportunities. The friendly, personal relationships that develop between the professors and the students often extend beyond the students’ four years on campus. Combining linguistic and area expertise with study in related departments (government, economics, history, etc.), AMELL students go on to careers in business, law, government, academia, and the sciences. Please note that our introductory language courses begin only in the fall term; we recommend starting out during your first year at Dartmouth.

**ARABIC**
Spoken by almost 300 million people in the world today, Arabic is the dominant language in over twenty countries in the Middle East and North Africa and is one of the six official languages of the United Nations. It is also the language of a rich cultural heritage spanning many centuries. In addition to broadening your intellectual horizons and understanding of the Middle East, studying Arabic opens up a surprising array of exciting professional opportunities.

Almost all students of Arabic at Dartmouth arrive on campus with no previous background in the language, and therefore enroll in Arabic 1 during the fall of their first year (followed by Arabic 2 and 3 in the winter and spring). Students with some background in Arabic should contact Professor Jonathan Smolin for placement. Completion of Arabic 3 satisfies the Foreign Language Requirement at Dartmouth.

**SELECTED FALL TERM COURSES**
**ARAB 1: First-Year Courses in Arabic**
This is the introductory course for Arabic. Students first learn the sounds and letters of the Arabic alphabet and then study basic vocabulary and grammar. Students learn how to communicate about a variety of practical topics, from describing university life to talking about family members. Arabic 1 is the fundamental course for further study of the language.

**ARAB 62: The Arabian Nights**
This course takes The Thousand and One Nights as the focal point for a multidisciplinary study. It will cover the genesis of the text from Indian and Mediterranean antecedents, its Arabic recensions, its reception in the West, and influence on world literature. The course will examine leading stories from the corpus of the Nights in translation. Analyses of the stories themselves will draw on the rich body of critical literature dealing with the Nights.

**CHINESE**
The Chinese script is the oldest writing system — 3000+ years! — still in use and the spoken language is the most commonly spoken language worldwide today. Modern Standard Chinese, which we teach at Dartmouth, is on the U.S. Department of State list of “super critical need” languages. Why not start your journey into Chinese language and culture this fall with Chinese 1 (or 4)? If you already know modern Chinese, then take Chinese 51 (Introduction to Classical Chinese) in Winter 2016 and Chinese 52 (Daoist Philosophical Texts) in Spring and learn to read the classics. The Chinese Language House is our own piece of China on campus! Live with a Chinese professor from Beijing Normal University, speak Chinese, eat Chinese style, host Chinese scholars and artists, and more.

**SELECTED FALL TERM COURSES**
**Beginning Chinese 1**
Designed for students with no background in Chinese language. Please remember that fall term is the only time to begin the introductory language sequence in Chinese. Completion of Chinese 1, 2, and 3 (three terms of language study) plus Chinese 10 (Introduction to Chinese Culture, offered in Winter) qualifies a student to participate in our study abroad programs in Beijing.

**Advanced Beginning Chinese 4 (Fall term only)**
Students with some study of the Chinese language usually fit best in this course. Please first take the local placement exam. Chinese 4 is an accelerated first-year course. Satisfactory completion of Chinese 4 (when not taken under the “non-recording option”) satisfies the foreign language requirement. Completion of Chinese 4 prepares students for the 20-level series, which begins in Winter term. Either summer or fall on our Beijing program is an option.

**Advanced Chinese 31 (3rd year level)**
**Advanced Chinese 42 (4th year level)**

**HEBREW**
Hebrew has been one of the world’s most influential languages, through the Bible and other great writings. Miraculously revived, Hebrew is the main language of six million Israelis, with world-renowned literature and cinema. Students new to Hebrew can begin with Hebrew 1 (Modern Hebrew) in the fall term and complete the language requirement with Hebrew 2 in winter and Hebrew 3 in spring. We also offer two courses on the Hebrew of the Bible, suitable for beginners: Hebrew 51 in winter and Hebrew 52 in spring. Students with previous experience should take the local language placement test during New Student Orientation. If you have one year of Hebrew, you can apply for our new exchange program with the Hebrew University of Jerusalem. Interested students should contact Professor Lewis Glinert.

**SELECTED FALL TERM COURSE**
**HEBR 1: First-Year Course in Modern Hebrew**
Offered only in the fall term, this course introduces written and spoken modern Hebrew to students without any background. In addition to the basics of grammar, emphasis is placed on communication and Israeli culture. Conversational drills and compre-

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As you explore this guide, circle seven to ten courses that interest or intrigue you. Keep your mind open and curious!
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 19. Introduction to South Asia
AMES 21. Topics in Korean Studies

**Astronomy**
(See program description under Physics and Astronomy.)

**Biological Sciences**
The Department of Biological Sciences offers a highly flexible major and a wide variety of courses, research opportunities, and experiences for Dartmouth undergraduates. The interests and activities of its diverse faculty include molecular and cellular biology, ecology and evolutionary biology, developmental biology, neurobiology, and computational biology. Biology majors can focus their studies on a wide range of different areas within biology, and the major can include selected courses from other departments. The Department of Biological Sciences offers a Foreign Study Program in tropical ecology that includes an introduction to studies of rain forests, coral reefs, and other tropical environments.

For many students, BIOL 11 (The Science of Life) is the entrance course to the major and the minor. This is a topics-based lecture course with no laboratory that is offered in the fall and winter of the 2015-2016 academic year. The Biology department has established an online self-assessment exam for students to take and use as a guide to determine if they should take BIOL 11 or if they should enter a Foundation course directly. Students should determine their level of preparedness based on the self-assessment exam score. Only those students who are extremely well prepared should elect to enroll directly into a Foundation course. BIOL 11 may be counted toward the Biology major or minor if it is taken as the first Biology major course.

Foundation courses include BIOL 12 (Cell Structure and Function, fall and spring); BIOL 13 (Gene Expression and Inheritance, winter and summer); BIOL 14 (Physiology, fall); BIOL 15 (Genetic Variation and Evolution, winter) and BIOL 16 (Ecology, fall and spring). Each Foundation course has a laboratory component, and students must successfully complete three of the five Foundation courses for the major. A Biology minor must successfully complete two Foundation courses.

To complete the major, students, in consultation with their faculty advisor, focus in an Area of Concentration by taking seven additional courses including two advanced courses numbered 50 and above. A student minoring in Biology must complete four additional courses. Additional prerequisites for the major include CHEM 5 and CHEM 6, and one quantitative course from among COSC 1 or 5, ENGS 20, EARS 17, BIOL 29, MATH 4, and MATH 8 or above. MATH 10 (or equivalent) also satisfies the quantitative requirement. In addition, many graduate and professional schools require CHEM 51-52 for admission so we highly recommend that students consider taking these courses during their four years at Dartmouth.

Although non-majors can (and are encouraged to) enroll in BIOL 11 and Foundation courses, the department also offers courses intended primarily for non-majors: BIOL 2 (Human Biology, fall), and BIOL 6 (Dinosaurs, winter 2017).

**SELECTED FALL TERM COURSES**

**JAPN 1: First-Year Course in Japanese**
Offered only in the fall term, this course introduces written and spoken modern Japanese to students without any background. In addition to the basics of grammar, emphasis is placed on active, functional communication. Conversational drills and comprehensive exercises provide practice in pronunciation and the use of the basic patterns of speech.

**Advanced Japanese 31 (3rd year level)**
**Advanced Japanese 42 (4th year level)**

**Asian and Middle Eastern Studies (AMES)**
Study leading to a degree in AMES is interdisciplin- ary and normally focused on one of the following areas: East Asia, the Middle East, Central Asia, and South/Southeast Asia. Majors and minors work with advisors who specialize in these areas to design a program of study to ensure coherence of language study, disciplinary training, and off-campus experience. The AMES Program sponsors the Dartmouth-in-Fez, Morocco Foreign Study Program; the Dartmouth-in-Hyderabad, India Foreign Study Program, co-sponsored with the Women’s, Gender, and Sexuality Studies Program; and a Foreign Exchange Program in Seoul, Korea.

The following courses are recommended for first-year students:
AMES 4. Introduction to Arabic Culture
AMES 5. Thought and Change in the Middle East and Central Asia
AMES 6. Islam: Tradition and Transformation
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 19. Introduction to South Asia
AMES 21. Topics in Korean Studies

**JAPN 1: First-Year Course in Japanese**

Students new to the language should begin with Japanese 1, which is offered only in the fall term each year. Japanese 1, 2, and 3 constitute the beginning language sequence; in addition to satisfying Dartmouth’s foreign language requirement, this sequence (along with Japanese 10: Introduction to Japanese Culture) also serves as a prerequisite for our summer study-abroad program outside of Tokyo. Students with previous experience should take the local language placement exam during New Student Orientation. They, and any student interested in Japan-related study and opportunities, are encouraged to contact Professor Jim Dorsey.

**Fall 2015 Topic: DNA to Diversity**
How does information encoded in DNA direct the development of a single fertilized egg into a complex adult? In this offering we focus on the development and evolution of complex animal body forms. We explore the kinds of genetic and environmental changes that have produced the astonishing variety of species and life forms that now exist on earth. Dist: SLA.

**12. Cell Structure and Function**
BIOL 12 will provide a foundation in the fundamental mechanisms that govern the structure and function of eukaryotic cells. Topics include membrane transport, energy conversion, signal transduction, protein targeting, cell motility and the cytoskeleton, and the cell cycle. Emphasis will be placed on discussion of the experimental basis for understanding cell function. The laboratory section will provide students with hands-on experience in modern laboratory techniques including microscopy, cell fractionation, and protein purification. Dist: SLA.

**11. The Science of Life**
Biology, like all of science, is a problem-solving endeavor. This course introduces students to a major problem in biology, and considers it from many different perspectives, viewpoints and biological levels of organization. Along the way, students are exposed to many of the major concepts in biology, from molecules to ecosystems. Each offering will address a different major problem. Dist: SCI.

**12. Cell Structure and Function**
BIOL 12 will provide a foundation in the fundamental mechanisms that govern the structure and function of eukaryotic cells. Topics include membrane transport, energy conversion, signal transduction, protein targeting, cell motility and the cytoskeleton, and the cell cycle. Emphasis will be placed on discussion of the experimental basis for understanding cell function. The laboratory section will provide students with hands-on experience in modern laboratory techniques including microscopy, cell fractionation, and protein purification. Dist: SLA.

**14. Physiology**
BIOL 14 introduces students to the complexity of organisms by studying how their different organ systems strive to maintain internal homeostasis in the face of different environmental demands. The adaptive responses of selected organisms
Recommended Courses for First-Year Students

(humans, different animals and plants) to a variety of environmental factors will be studied from the molecular, cell, tissue, organ, and systems level of organization. Some of the topics to be covered include biological control systems (hormones, neurons) and coordinated body functions (circulation, respiration, osmoregulation, digestion). All systems studied will be integrated by analyzing how different organisms adapt to living in extreme environments (deserts, high altitude) or facing environmental demands (navigation, exercise). Dist: SLA.

16. Ecology
This course examines fundamental concepts in the rapidly developing areas of ecology. These topics include the factors that limit the distributions and abundances of organisms, the effects that organisms have on ecosystems, the integration of ecosystems around the globe, and the conservation of species diversity. The class will also explore how the behavior and physiology of individual organisms shape both local and global patterns of distribution and abundance. Laboratories focus on experimental and quantitative analyses of local ecosystems, with an emphasis on field studies. Dist: SLA.

Chemistry
Please note that the Chemistry Department offers key local placement/credit-on-entrance exams only during Orientation. These are only open to students in their first year, so decisions regarding whether or not to take these exams need to be made at the beginning of Orientation. Because the departmental open houses may be held after the test offerings you may wish to consult the Chemistry Department once you arrive on campus, if you have questions related to the exams.

Chemistry majors and non-majors alike have outstanding opportunities at Dartmouth. The department is characterized by excellent teaching and close faculty-student relations in nationally competitive research projects. A Ph.D. program and the presence of postdoctoral research associates help to ensure a stimulating scientific atmosphere supported by modern research instruments that are accessible to undergraduates. Research in the general fields of inorganic, organic, physical, theoretical, materials, structural biology, and biological chemistry is supported by modern instrumentation, computers, and a first-rate library including computer-assisted literature searches. All majors are welcome to attend the departmental colloquium which features speakers from other universities and from industry. Undergraduate research students attend the research seminars of their faculty mentor’s research group. Graduate courses allow undergraduates to pursue specific interests in advanced topics as these develop. Chemistry faculty members are dedicated educators and the department ranks at or near the top in undergraduate ratings of teaching quality at Dartmouth. The department believes it has one of the best undergraduate programs in chemistry available at any college or university.

The Department of Chemistry offers three parallel introductory sequences which are prerequisite to more advanced courses in chemistry. The normal sequence consists of Chemistry 5 and 6 (General Chemistry). Chemistry 10 is a limited enrollment honors course for those first-year students with a strong background and interest in chemistry, who may have interest in majoring in the sciences, and who have adequate mathematics preparation (credit-on-entrance for, or exemption from, Mathematics 3). Chemistry 10 is offered during the fall term, is only open to first-year students, and is the prerequisite equivalent to Chemistry 5 and 6; upon successful completion of Chemistry 10 students receive one credit-on-entrance for Chemistry 5, and one course credit for Chemistry 10. Eligibility for entrance into Chemistry 10 is discussed below. Students who plan to take general chemistry in their first year at Dartmouth and who have a credit-on-entrance for, or exemption from, Mathematics 3 are strongly urged to take Chemistry 5 in the fall term. Students without a Math 3 credit-on-entrance or exemption must take this prerequisite mathematics course in the fall prior to taking Chemistry 5 in the winter.

5-6. General Chemistry (F, W, 6 S)
10. Honors First-Year General Chemistry (F)
Although there are many options for first-year students, it is important to have an early start, at least in planning, for those who wish to major in Chemistry or Biological Chemistry. Students who wish to keep open the option of majoring in Chemistry are strongly encouraged to take Chemistry 5-6 or Chemistry 10 in their first year. None of the major programs precludes off-campus activities such as Language Study Abroad. Students interested in a combined program of chemistry and engineering should plan their programs in consultation with both the curriculum advisor of the Thayer School and one of the members of the Undergraduate Advising Committee of the Department of Chemistry at the start of the first year. Students contemplating a major in the physical sciences, but undecided between physics and chemistry, should note that the election of Mathematics 3 and 8, Chemistry 5-6 (or Chemistry 10), and Physics 13 and 14 will serve well as preparation for further study in either field.

CREDIT ON ENTRANCE AND ADVANCED PLACEMENT
Students with a score of 5 on the CEEB Advanced Placement Examination will receive a credit-on-entrance for Chemistry 5. These students will be invited to take the Chemistry 6 credit test during Orientation. Students who have been given a credit-on-entrance for Chemistry 5 may not enroll in Chemistry 5 without permission of the Chemistry Department. The training described in the CEEB Advanced Placement Program Syllabus is a satisfactory guide to the type of work that may be expected to lead to Advanced Placement at Dartmouth.

Students who have a credit-on-entrance for Chemistry 5 and either a credit-on-entrance for, or an exemption from Mathematics 3 are eligible to enroll in either Chemistry 6 or Chemistry 10 (subject to enrollment limits) in the fall term.

CREDIT ON ENTRANCE BY SPECIAL EXAMINATION
Students with a good background in chemistry, but who were unable to take the CEEB Advanced Placement Examination (for example, students who took the International Baccalaureate or British A-Level examinations), or who achieved a score lower than 5 on the CEEB Advanced Placement Examination, are encouraged to take the Chemistry 5 credit exam at the beginning of Orientation week. Please note that the Chemistry 5 test is offered only on this one occasion. Those students who pass this test will receive a credit-on-entrance for Chemistry 5 and be invited to take the Chemistry 6 credit test which is scheduled later in Orientation week. Students who pass the Chemistry 6 credit test will receive a credit-on-entrance for Chemistry 6. Students are strongly encouraged to prepare for these tests by reviewing their high school chemistry material and consulting the chemistry testing website, www.dartmouth.edu/~prep/chemistry/.

ELIGIBILITY FOR ENROLLMENT IN CHEMISTRY 10
There are two ways for first-year students to be eligible for enrollment in Chemistry 10. 1) First-year students with credit-on-entrance for Chemistry 5, either by scoring a 5 on the CEEB Advanced Placement Examination, or by passing the Chemistry 5 credit test offered at the beginning of Orientation week, and who also have credit-on-entrance for, or exemption from, Mathematics 3 are eligible to enroll; 2) First-year students with credit-on-entrance for, or exemption from, Mathematics 3, but who do not have credit-on-entrance for Chemistry 5 can become eligible for enrollment in Chemistry 10 by satisfactory performance on a Chemistry 10 placement examination offered at the beginning of Orientation week(*). Please note that enrollment is limited. All students who are admitted to the course will also receive credit-on-entrance for Chemistry 5 upon satisfactory completion of Chemistry 10.

TRANSFER CREDIT
Students who wish to receive credits-on-entrance for Dartmouth chemistry courses for college chemistry courses taken prior to matriculation at Dartmouth should see the chair of the Department of Chemistry early in the fall term.

SELECTED FALL TERM COURSES
5-6. General Chemistry
An introduction to the fundamental principles of chemistry, including chemical stoichiometry; the properties of gases, liquids, and solids; solutions; chemical equilibria; atomic and molecular structure; an introduction to thermodynamics; reaction kinetics; and a discussion of the chemical properties of selected elements. The laboratory work emphasizes physical-chemical measurements, quantitative analysis, and synthesis. Prerequisite for Chemistry 5: Mathematics 3 or Mathematics 1 and 2. Prerequisite for Chemistry 6: Mathematics 3 (or Mathematics 1 and 2) and Chemistry 5. Dist: SLA.
The following courses are recommended for first-year students:
1. Antiquity Today: An Introduction to Classical Studies (W)
2. The Tragedy and Comedy of Greece and Rome (S)
3. The Heroic Vision: Epics of Greece and Rome (F)
4. Introduction to Classical Archaeology (F)
5. The Golden Age and Beyond (S)
6. From Disaster to Triumph: Greek Archaeology from the Destruction of Mycenae to the Persian Wars (W)
7. Later Roman Imperial Archaeology: The Golden Age and Beyond (S)
8. Greek History: Archaic and Classical Greece (F)
9. History of the Roman Empire: Roman Principate to Christian Empire (W)
10. Greek Prehistoric Archaeology: The Emergence of Civilization in the Aegean (F)
11. From Disaster to Triumph: Greek Archaeology from the Destruction of Mycenae to the Persian Wars (W)

GREEK
Greek 1 and 3 introduce students to the grammar and syntax of classical Greek and provide an introduction to the study of Greek literature. Successful completion of Greek 3 satisfies the College language requirement. Greek 1-3, Intensive Greek, is a double course offered winter term.

A third one-term course (Greek 10) devoted entirely to the reading of a significant, original Greek text, strengthens students' analytical and reading skills and qualifies them for intermediate and advanced courses in Greek (20-30).

The following courses are recommended for first-year students:
1. Introductory Greek (F)
2. Intensive Greek [double course] (W)
3. Readings in Greek Prose and Poetry (S)
4. Homer (S)
5. Intellectual Enquiry in Classical Athens (W)

PLACEMENT IN GREEK COURSES
Students who have studied either Ancient or Modern Greek in high school should consult with the chair of the Classics Department during Orientation concerning their placement in Greek courses. Those who can submit evidence of their prior achievement may also be considered by the department for exemption from the College language requirement.

LATIN
Latin 1 and 3 introduce students to Latin grammar, syntax, and the study of Latin literature. Successful completion of Latin 3 satisfies the College language requirement. Two intermediate courses (Latin 10; Latin 15) strengthen reading skills and develop familiarity with the variety of literary, historical, and philosophical texts written in Latin; students may take either or both before proceeding to the more advanced offerings (Latin 20-30).

The following courses are recommended for first-year students:
1. Introductory Latin (F, W)
2. Readings in Latin Prose and Poetry (S)
3. Literature and the Romans (F)
4. Literature of the Republic (F)
5. The Augustan Age (W)
6. Literature of the Later Empire and the Middle Ages (S)

PLACEMENT IN LATIN COURSES
Entering students are encouraged to take the Classics Department's Latin local placement exam to determine accurate Latin placement. Placement in Latin courses is determined on the basis of scores on the SAT II Latin Subject Test as follows: score of 0-570 will be placed into Latin 1; score of 580-670 will be placed into Latin 3; and score of 680 and above, and/or a score of 5 on the AP Test will be exempt from Latin 3 and placed into Latin 10 or 15. Students who have studied Latin but have not taken the SAT II Subject Test must take the department local placement exam.

SELECTED FALL TERM COURSES
CLASSICAL STUDIES
5. The Heroic Vision: Epics of Greece and Rome
Homer's Iliad and Odyssey, Vergil's Aeneid, and Ovid's Metamorphoses are among the best known and most influential works to survive from the ancient world. Yet as products of societies vastly different from our own, they remain challengingly unfamiliar. This course offers the chance to study these four epics in their entirety, together with the Argonautica of Apollonius of Rhodes and extensive selections from Laevarestis' De Rerum Natura. Emphasis will be placed on the historical and cultural contexts in which the poems were produced and on how each poet uses the works of his predecessors to define his own place in the epic tradition. Open to all classes. Dist: LIT; WCult: W.

6. Introduction to Classical Archaeology
This course will familiarize students with the basic methods and principles of Classical archaeology through a survey of the principal types of sites and artifacts characteristic of Greek-Roman antiquity. Students will gain a good overview of the approaches useful in the interpretation of a wide variety of material evidence as well as of problems inherent in such evidence. At the same time, through the study of a number of major sites in roughly chronological sequence, students will acquire an appreciation of the development of material culture in the Mediterranean world from prehistory to the collapse of the Roman Empire. The course thus serves both as an introduction to Greek and Roman civilization and to the particular goals of the discipline of archaeology. Dist: INT or ART; WCult: W.
Recommended Courses for First-Year Students

14. Greek History: Archaic and Classical Greece (Identical to HIST 94.3)
This course is designed to survey the major events in the history of ancient Greece from c.1600 B.C. (the emergence of palatial culture in the Mycenaean World) to 404 B.C. (the end of the Peloponnesian War). During this period, the Greeks formed individual communities and developed unique political structures, spread their culture, language, and religion throughout the Mediterranean, invented democracy (at Athens), and enshrined these values in their art and literature. This course will cover the physical setting of and the archeological legacy to the classical city-state, its economy, its civic and religious institutions, the waging of war between cities, the occurrence and ancient analysis of conflict within the city, and the public and private lives of its citizens and less well-known classes, such as women, children, slaves, etc.
Open to all classes. Dist: SOC; WCult: W.

20. Greek Prehistoric Archaeology: The Emergence of Civilization in the Aegean
This course traces the cultural evolution of humanity in the Aegean basin from the era of hunting and gathering (Paleo- and Mesolithic) through the early village farming stage (Neolithic) and the formative period of Aegean civilization (Early Bronze Age) into the age of the great palatial cultures of Minoan Crete and Mycenaean Greece. The emphasis in the early part of the course will be on the different economic bases of early life in the Aegean and on regional variation within it. In the latter half of the course, study of the palaces, fortified citadels, and royal tombs at such sites as Knossos, Mycenae, Tiryns, and Troy will lead to discussions of the Greek myths about Atlantis, King Minos’ sea empire, and the Trojan War, and their basis in historical fact. May be taken in partial fulfillment of the major in Art History.
Open to all classes. Dist: SOC; WCult: W.

GREEK
1. Introductory Greek
An introduction to Greek as a spoken and written language. Never serves in partial satisfaction of the Distributive Requirement.

LATIN
1. Introductory Latin
An introduction to Latin as a spoken and written language.

15. Literature and the Romans
This course introduces some new ways of thinking about reading and writing in the Roman world. Beginning with the physical history of ancient books and publication methods, we will proceed to examine typical tricks and strategies of Roman writers to inform, move, or amuse their readers. Readings are a mixture of poetry (e.g. Catullus, Vergil’s Elegies, short poems of Martial) and prose (e.g. Cicero’s personal letters, biographical notices), supported by a structured vocabulary program and review of key grammatical concepts. Dist: LIT; WCult: W.

22. Literature of the Republic
In this class we will read Cicero’s speech on behalf of Aulus Cluentius (Pro Cluentio) as an example of Roman legal argument. In his speech Cicero provides a witty reprise of the previous trials involving the litigants and a summary of the judicial system and the mechanisms that monitored it. Analyzing Cicero’s arguments, students will come away familiar with an important Ciceronian speech, the principles of Latin rhetorical speech, and the relationship between Roman law and courtroom oratory.
Dist: LIT; WCult: W.

Cognitive Science
Cognitive science is the study of cognition from an interdisciplinary perspective. The core component disciplines of cognitive science are philosophy, psychology, neuroscience, linguistics, and computer science. Cognitive scientists may focus on particular cognitive faculties, such as language or memory, on specific cognitive phenomena, such as empathy, or on understanding the fundamentals of cognition quite broadly, for example in information-theoretic terms. What sets cognitive science apart from its core areas is its commitment to cross-disciplinary methodology. Students wishing to pursue work in cognitive science take a defined group of core courses and then a series of electives selected from courses taught in a variety of departments.

COGS 11. Philosophy and Cognitive Science (S)
COSC 01. Introduction to Programming and Computation (F)
LING 01. Introductory Linguistics (F)
PSYC 28. Cognition (S)

SELECTED FALL TERM COURSES
LING 01. Introductory Linguistics
An introduction to the scientific description of human language. The course teaches methods of analyzing languages’ sound systems (phonology), word structure (morphology), sentence patterns (syntax), and systems of meaning (semantics and pragmatics). Some important implications of Linguistics for the study of human cognition and cultural behavior will be discussed. Dist: QDS.

COSC 01. Introduction to Programming and Computation
CS 1 will teach you to design, write, and analyze code to solve computational problems from a range of disciplines. You’ll also learn to think about problems the way a computer scientist thinks – a skill that is valuable in any field. The course is suitable for students with no previous background in Computer Science, and no knowledge of mathematics beyond high-school algebra.

Comparative Literature
Comparative Literature is a challenging interdisciplinary program that gathers the best faculty from across campus in promoting the study of literatures in different languages as well as the relationship between literature and other spheres of human activity. It also embraces broader inquiry into the relationship between literature and other disciplines and practices, such as the visual and performing arts, philosophy, history, the social sciences, religion, sciences and mathematics. The program provides students with ample opportunity to study literature and culture from a wide array of critical perspectives. Among these are rhetoric and poetics, translation and reception, film theory and media studies, colonial and postcolonial studies, theories of ethnic and national identities, gender and queer theory, and psychoanalysis. Comparative Literature majors are expected to develop competence in at least one language other than their native language, and to work with original texts in more than one language. Students devise and pursue a rigorous program of study tailored to their particular interests and intellectual strengths in close consultation with one or more faculty mentors.

The following courses are recommended for first-year students:
1. Read the World (F)
7. Literature of the Colonial Encounter (W)
7. Haunting Memories: The Holocaust and its
The following courses are recommended for first-year students:

1. Introduction to Programming and Computation (F, W, S)
2. Problem Solving via Object-Oriented Programming (F, W, S)
3. 2D Digital Modeling (F, S)
5. Discrete Mathematics in Computer Science (F, W)
6. Software Design and Implementation (W, S)
7. Computer Architecture (S)

ADVANCED PLACEMENT
A student who receives a 4 or 5 on the Computer Science Advanced Placement examination receives placement into CS 10 and CS 30. A student may instead take a departmental computer science exam (*) to determine if he or she will receive placement into CS 10 and CS 30.

TRANSFER CREDIT
The Department of Computer Science does not give Transfer Credit for courses taken at other institutions before matriculation at Dartmouth. Students who feel that they know the material in CS 1 can place out of CS 1 by taking the local placement exam as described above. Students who feel that they know the material in a higher-level computer science course should see the computer science undergraduate advisor during Orientation to arrange to take an examination on the material.

SELECTED FALL TERM COURSES

1. Introduction to Programming and Computation
   This course introduces computational concepts that are fundamental to computer science and are useful for the sciences, social sciences, engineering, and digital arts. Students will write their own interactive programs to analyze data, process text, draw graphics, manipulate images, and simulate physical systems. Problem decomposition, program efficiency, and good programming style are emphasized throughout the course. No prior programming experience is assumed. Dist: TLA.

10. Problem Solving via Object-Oriented Programming
   Motivated by problems that arise in a variety of disciplines, this course examines concepts and develops skills in solving computational problems. Topics covered include abstraction (how to hide details), modularity (how to decompose problems), data structures (how to efficiently organize data), and algorithms (procedures for solving problems). Laboratory assignments are implemented using object-oriented programming techniques. Prerequisite: Computer Science 1, Engineering Sciences 20, or placement through the Advanced Placement exam or the local placement exam. Dist: TLA.
Recommended Courses for First-Year Students

22. 3D Digital Modeling
This projects-based lab course teaches the principles and practices of 3D modeling. Lectures focus on principles of modeling, materials, shading, and lighting. Students create a fully rigged character model while learning their way around a state-of-the-art 3D animation program. Assignments are given weekly. Students are graded on the successful completion of the projects, along with a midterm examination. Work will be evaluated on a set of technical and aesthetic criteria. Dist: TLA.

30. Discrete Mathematics in Computer Science
This course integrates discrete mathematics with algorithms and data structures, using computer science applications to motivate the mathematics. It covers logic and proof techniques, induction, set theory, counting, asymptotics, discrete probability, graphs, and trees. Prerequisite: Computer Science 1, Engineering Sciences 20, or placement through the Advanced Placement exam or the local placement exam. Dist: QDS.

Earth Sciences
Earth Science is a field-based, interdisciplinary science that uses the principles of chemistry, physics, biology and mathematics to 1) understand the origins and evolution of natural features such as mountains, rocks, lakes, air, oceans, weather, flora, and fauna; 2) understand the scientific basis of important environmental issues such as surface and groundwater contamination, global climate change, and the interactions of life, including its origins, with earth processes; and 3) assess, find, and extract natural resources such as groundwater, petroleum, and ores.

The core of the Earth Sciences degree is our off-campus field program, the Stretch, usually taken during the fall term of the junior year. The Stretch is composed of a series of segments, each taught by a different professor in a different location. Topics covered include geologic structures and landforms, hydrologic river and lake processes, volcanism, geochemistry of environmentally fragile ecosystems, glacial processes, and the geological origins of western North America. These segments currently take place in the Canadian Rockies, Wyoming, Montana, Utah, Nevada, California, and Arizona.

There are two majors in earth sciences: one in environmental earth sciences and one in earth sciences. The prerequisites for the two majors are the same, but the courses recommended for the majors differ slightly. Students interested in modified majors, minors, or in interdisciplinary studies such as geophysics, geochemistry, oceanography, or environmental sciences, can shape their course of study according to their interests, and are encouraged to consult the Earth Sciences chair or undergraduate advisor.

Prerequisites for the earth sciences or environmental earth sciences major include one of the introductory courses (Earth Sciences 1-9 exclusive of 7), Chemistry 5 (or 8 and 9 or 10), and any one of the following taken at Dartmouth: Math 3, 8, 9, 11, 12, 13, 14, 23, or 46. Earth Sciences 40, offered during the summer term, is a prerequisite for the off-campus field program in earth sciences, which is required for the major.

SELECTED FALL TERM COURSES
1. How the Earth Works
This course explores what went into making our planet — from the big bang to the subsequent formation and evolution of Earth. We investigate how earthquakes, volcanic eruptions, and global climate change are byproducts of our planet’s ceaseless activity, and see that these natural forces are essential for creating the conditions necessary for life in all its diversity. We will learn how to decode Earth’s dynamic history by reading the record preserved in rocks, oceans, and glaciers. We will also see that life is not only at the mercy of our planet’s natural forces, but since its inception has been an agent of change as well, altering the Earth’s land, water, and air faster than many geologic processes. Dist: S.L.A.

6. Environmental Change
This course investigates the science of natural and human induced environmental change on a global scale. The Earth has never existed in a pristine balanced state, and an understanding of pre-industrial changes in the Earth’s environment provides important information that we can use to interpret current environmental change. Topics that will be discussed include: the evolution of the atmosphere, global temperature variation, sea level change, atmospheric trace gases and global warming, stratospheric ozone, acid rain and tropospheric ozone, human migration and landscape development, and global catastrophes. Dist: SCI.

18. Environmental Geology
This course takes an interdisciplinary approach toward understanding the Earth’s present and past environments as systems controlled by natural processes and impacted by human actions. Environmental issues, such as global climate change, acid rain, ozone depletion, and water resources and pollution, are discussed in this context. In the process of developing this understanding, students will gain skills in collecting, interpreting, and reporting scientific data. This course does not emphasize environmental policies, but instead the scientific knowledge and arguments behind them. However, case studies will allow students to gain appreciation of the complexity of scientific, social, cultural, and political interactions surrounding local and global environmental issues and sustainability. Dist: TLA.

Economics
Economics is the study of how societies organize themselves to produce and distribute goods and services — from bread to iPads, from housing to health care. The world is constantly confronted with important public policy issues that are essentially economic in character. Economic analysis provides a coherent and principled framework for examining and understanding the tradeoffs involved in attempting to solve important social problems. Individuals who are not familiar with economics are at a serious disadvantage in the public debate over questions concerning government spending and social insurance, international trade policy, corporate governance and the stock market, and a host of other issues.

The following courses are recommended for first-year students:
10. Introduction to Statistical Methods (F, W, S)
21. Microeconomics (F, W, S)
22. Macroeconomics (F, W, S)

ADVANCED PLACEMENT
Students will receive placement out of Economics 1 (Microeconomics) if they score 5 on the Microeconomics CEEB Advanced Placement Exam, or higher on the Higher Level International Baccalaureate exam, or an A in British A-Level Economics.

For students who receive placement out of Economics 1 via the AP or IB exams, we recommend that you proceed to Economics 21 or 22 or a field course (e.g. Economics 26) for which you have the prerequisites. Students with such placement who do not feel fully confident in their microeconomics background are still welcome to take Economics 1. Students who received placement out of Math 10 via the AP exam are also exempt from taking Economics 10.

TRANSFER CREDIT
Economics 1 is taken by a majority of students graduating from Dartmouth, usually in their first or sophomore year. This course is designed by the department to satisfy the College’s distributive requirement and to serve as a prerequisite to more advanced work in economics. Students should be aware that similar courses at other institutions may not achieve this dual purpose, thus placing the student at a disadvantage. Nevertheless, the department has adopted the following policy on transfer credit and exemption:

A. Courses of content equivalent to that of Dartmouth economics offerings taken at accredited four-year colleges/universities, which satisfy those institutions’ degree requirements, may, upon petition by the student:
1) be transferred with credit if taken after graduation from high school and completed with a grade of C or better, or
2) exempt the student from the Dartmouth equivalent if taken before graduating from high school and completed with a grade of C or better.
B. Transfer credit for post-high school economics courses will be deducted from the limit of three transfer credits accepted for the economics major.
SELECTED FALL TERM COURSES

1. The Price System: Analysis, Problems, and Policies
Emphasis will be placed on problems and policies of current interest as they relate to resource use and the distribution of income and output. Students will receive an introduction to the theory of supply and demand in both product and factor markets in order to examine selected topics drawn from such areas as industrial organization and antitrust policy, labor economics, international trade, economic development, agriculture, urban problems, poverty and discrimination, public sector economics, and environmental problems. Dist: SOC.

10. Introduction to Statistical Methods
This course introduces the student to the basic concepts and methods of statistics. It covers descriptive statistics and inference (estimation and hypothesis testing) for a single variable and for two variables. The probability theory required for these topics will be developed. Dist: QDS.

21. Microeconomics
This course is a study of the pricing and allocation process in the private economy. Topics include the theories of demand and production, and the determination of prices and quantities for commodities and factors of production in competitive and noncompetitive markets. Applications of the theory and its implications for empirical analysis are also considered. Dist: SOC.

22. Macroeconomics
This course is concerned with the behavior of the economy as a whole, particularly fluctuations in economic activity. General equilibrium models are developed to analyze the determinants of GNP, unemployment, the rate of inflation, and the growth of output. The micro foundations of macro aggregates are developed, with special emphasis on the role of expectations. The analytic tools are used to evaluate monetary and fiscal policies and to understand current macroeconomic controversies. Dist: SOC.

Education
For over one hundred years, the Department of Education has been an integral part of Dartmouth’s liberal arts tradition. In both courses and research, students explore learning, development, and education at multiple levels of analysis — from neurons to classrooms to communities. An interdisciplinary approach allows students to build a multifaceted and deep understanding of the complexities of the developing child, processes of learning, and the art and science of education; an understanding based on critical analyses of theory, practice, policy, and empirical data.

Most of our classes are open to all students, although we recommend taking EDUC 01 to start (see http://educ.dartmouth.edu/undergraduate/courses). The department offers both a minor in Education and a teacher education program that leads to certification. Students may choose either option or both. The minor is designed to help students explore how children grow, think, reason, learn a variety of skills and knowledge, and conceptualize their social and emotional worlds. The teacher education program offers students the opportunity to become certified as public school teachers at the elementary (K–8) level.

The following courses are recommended for first-year students:
1. The Learning Brain: Introduction to Child Development and Education (F, S)
15. History and Theory of Human Development and Learning (F)
16. Educational Psychology (F)
20. Contemporary Issues in Education (W)
29. Policy and Politics in American Education (W)
50. The Reading Brain (S)
56. STEM and Education (W)
57. Social, Emotional, and Moral Development (S)
62. Adolescent Development and Education (S)
64. Development in the Exceptional Child (W)

SELECTED FALL TERM COURSES

1. The Learning Brain: Introduction to Child Development and Education
Education, development, and learning are inextricably intertwined. We will explore how the science of learning and development connects with education from preschool to high school. Survey topics include school structure, teaching, assessment, motivation, memory, higher-level thinking, math, reading, science, and social and emotional development. For each topic, we will consider research from multiple perspectives, including neuroscience, developmental psychology, and education, in order to build a complex, interdisciplinary understanding of the typically developing learning brain. Dist: SOC.

15. History and Theory of Human Development and Learning
In this course we will learn about the major theories that have influenced the study of human development throughout history. Readings and discussions will provide an in-depth historical lens onto the major conceptual approaches to the study of human development and learning including Freud, Piaget, Vygotsky, Behaviorism, Information Processing, Nativism, and Mind, Brain and Education. The course aims to explain the historical origins of current trends in the study of human development, learning and education. Dist: SOC.

16. Educational Psychology
In this course we will explore the multitude of ways that people learn, the effects of different types of teaching strategies on learning, and the impact of individual differences on learning. We will also explore assessment, creativity and problem solving, as well as cultural and motivational influences on learning across diverse educational situations. Underlying the course will be an account of the way the human mind works, changes, and adapts in different settings. This includes the home, the school,
Recommended Courses for First-Year Students

the university, and any context in which explicit or implicit education takes place. Dist: SOC.

Engineering Sciences
Engineers design devices, processes, machines, and systems that meet human needs and help solve human problems, with due regard for the environment, for ethics, and for economics. The engineering sciences department is dedicated to educating well-rounded engineers in the context of a Dartmouth liberal arts education. We also regard engineering thinking as a valuable part of a liberal arts education, and provide a variety of ways for all students to increase their understanding of technology and society, and of the engineering approach to problem solving.

The engineering sciences major, followed by the Thayer School's Bachelor of Engineering (B.E.) program, is the normal route taken into the engineering profession. The major is also excellent preparation for medicine, law, business, or other careers requiring abilities in quantitative analysis, design, and problem solving. The major may be modified with other sciences or with studio art, economics, or public policy. The Engineering Physics major provides a balanced approach to both subjects for students interested in applied physics or more fundamental aspects of engineering science. The Biomedical Engineering Sciences major provides a broad engineering sciences foundation for students who seek to apply to medical school after Dartmouth. The new minor in Human Centered Design combines courses in engineering, computer science, and social sciences. More information about all these programs is available at the Thayer School website, Bachelor of Arts (A.B.) | Thayer School of Engineering at Dartmouth.

The engineering sciences department offers a number of courses that serve in satisfaction of the TAS distributive requirement and/or are complementary to studies in other disciplines. For a list of these and other courses, consult the Thayer School website, Undergraduate Courses | Thayer School of Engineering at Dartmouth.

Most students who intend to study engineering begin by taking courses in mathematics and physics in the first year. One of the introductory courses Engs 20 or 21 may be taken in the spring term (CS 1 and 10 may be taken instead of Engs 20). However, there are many routes into the major and paths through the major, and prospective students should consult with an engineering professor to work out a course of study appropriate to their interests and preparation.

The Bachelor of Engineering degree requires up to an additional year of study beyond the Bachelor of Arts (A.B.). Financial aid for the additional terms is available from Thayer School.

Some students with advanced standing are able to complete the A.B. and B.E. together in as few as 12 terms. More information and sample programs are available at the Thayer School website, B.E. Degree Requirements | Thayer School of Engineering at Dartmouth.

English
English is one of the most popular majors at Dartmouth. The standard English major comprises eleven courses: some of the courses must satisfy distribution requirements within the major. The culminating experience for the major is an advanced seminar or an honors thesis. (Honors students take a 12-course major.)

The English department offers a range of classes, from lecture courses to seminars. Courses on British, American, African-American, and Asian-American literatures, postcolonial literatures, new media, and literary history and theory are offered on a regular basis. Courses in all fields are also regularly offered with a focus on “special topics” that change from year to year. All English department courses pay close attention to the language and structure of texts, to the development of critical vocabulary and theoretical models, and to the cultural circumstances of textual production.

The following courses are recommended for first-year students: The Literary Histories: English 1, 2, and 3, each covering a distinct period of literary history, and English 5: Reading with Attitude. These are outstanding opportunities for broad grounding in the field and an excellent introduction to the major in English.

The department offers a concentration in creative writing; for details on requirements, see the ORC.

For a complete listing of English department course offerings in fall term, please consult the department website at http://english.dartmouth.edu/.

The department encourages first-year students to talk to individual professors about courses they would like to take.

TRANSFER CREDIT
Transfer Credit is not normally granted for English courses taken at other colleges and universities before matriculation at Dartmouth.

English 1: Literary History I: Literature up to the mid-Seventeenth Century
This course will provide an overview of English literature from the Anglo-Saxon period through the Middle Ages and into the seventeenth century. Dist: LIT; WCult: W. Course Group I.

English 5: Reading with Attitude: Introduction to Literary Methods
This course introduces students to various methods for reading literature critically, including close reading, literary theory, practical criticism, and creative writing. By providing an overview of literary interpretation and analysis, this course enables students to look beyond the obvious, to challenge cliched or surface formulations, to, in short, read with attitude. Dist: LIT; WCult: W.

Environmental Studies
Environmental Studies offers interdisciplinary courses that are of interest to students regardless of their major field of study. Our classes examine the biophysical and social issues behind important environmental problems such as global change, air pollution, loss of biodiversity, international environmental policy, and energy resources. Learning about the complexity of these problems is complemented by exploring possible solutions to these problems. Classes are offered on a diversity of topics such as ecological economics, environmental writing, environmental health, biogeochemistry of natural and human-disturbed ecosystems, and ecological agriculture. Students may major in environmental studies or may use environmental studies to modify other majors or complete a minor in either environmental studies, sustainability, or environmental science. A foreign study program is offered in Southern Africa. The program has prerequisites and interested students should inquire by the beginning of the sophomore year, or earlier.

CREDIT ON ENTRANCE AND ADVANCED PLACEMENT
Students who have scored a 4 or 5 on the Environmental Science CEEB Advanced Placement

Consider the different ways to complete the language requirement: continue a language started in high school, start something new, or study abroad.
In addition, there is a growing body of interna-
private and public property, a law of contracts that
law of property that establishes a system of
their myriad regulations. However, these statutes
cultural. Today, the primary sources of this balanc-
natural resources. The success of environmental
Environmental law aims to protect and enhance the
co-evolution of society and the environment looks like? The
institutions between environmental and social processes from the perspective of sustainability. This course
causes and effects are often far apart in time and space. This course examines interactions between environmental and social processes from the perspective of sustainability. This course explores: the historical roots of unsustainability and the underlying mental models contributing to this state of affairs; the idea that resilience is the key to a sustainable relationship between society and environment; how institutions and power dynamics influence sustainability; and possible actions to facilitate transitions to sustainability while being mindful of paradigms and ethics. Dist: SOC.

17. Marine Policy
People use the oceans for transportation, recreation, food, mineral wealth, waste disposal, military defense, and many other important things. This course explores the most significant human-ocean interactions known today from two perspectives: science and policy. From the scientific literature, students will learn about issues ranging from the physical effects of sea level rise to the biological impacts of pollution events like the recent BP oil spill to the economic repercussions of overfishing. For each of the problems that are revealed by science, we will also critically evaluate relevant policy solutions to understand how institutional design can (or can’t) enhance human interactions with the oceans. Dist: SOC.

60. Environmental Law
Environmental law aims to protect and enhance the environment, reduce the risk to human health from pollution, and achieve sustainable development of natural resources. The success of environmental law depends upon balancing the three components of sustainability: ecological, economic, and social/cultural. Today, the primary sources of this balancing act are federal, state, and local ordinances and their myriad regulations. However, these statutes and regulations overlay a common, judge-made, law of property that establishes a system of private and public property, a law of contracts that governs transactions, and a tort law that provides remedies for intentional and unintentional harms.

In addition, there is a growing body of interna-
tional environmental law with both similarities and differences to U.S. environmental law. The major objectives of this course are to survey today’s major environmental laws, explore their history, determine how well they balance ecological, economic, and social sustainability and, finally, to discuss how to improve environmental law to better deal with biodiversity loss, human population growth, energy needs, and climate change in the future. [Note: Most appropriate for first-year students who have taken AP Environmental Science and have strong writing skills.] Dist: SOC.

Film and Media Studies
The Department of Film and Media Studies has established a notable reputation for scholarship and production across various moving picture media. We offer a range of courses in the history and criticism of film, television and digital media as well as in screenwriting, filmmaking, videomaking, new media production (including computer games), and animation.

The following 2015-16 courses are open to first-year students: All of the courses we teach except FS 32, 34, 38, 40 and 50. Prerequisite courses especially recommended for first-year students interested in majoring in Film include:

1: Introduction to Film (F)
3: Introduction to Digital Arts and Culture (S)
20: Film History I (Silent to Sound) (F)

SELECTED FALL TERM COURSES

1. Introduction to Film
Examines all the processes which go into the creation of a film from its inception to distribution, focusing on in-depth analysis of different kinds of films and the key technical and critical concepts used in understanding them. Experts (writers, directors, cinematographers, distributors) may talk on areas of expertise. Prerequisite to the major in Film and Media Studies. Dist: ART; WCal: W.

3. Introduction to Digital Arts and Culture
Digital technology is a key component of culture. Looking at popular media, science fiction, computer games, and artists’ projects, students will learn important approaches to digital culture including the history of the computer as a medium; the conceptual history of interactivity; the development of film, design, animation, and hypermedia; the history of artificial reality; and how visions of the future may change our sense of identity and what constitutes our physical bodies.

20. Film History I (Silent to Sound)
Detailed history of film from its origins to early sound films. Among the major topics will be: the rise of the feature film; the rise of the studio and star system; the tradition of silent comedy; European movements and their influence (German Expressionism, Russian Constructivism, and French Impressionism); the coming of sound. Prerequisite to the major in Film and Media Studies. Dist: ART; WCal: W.

French and Italian
The Department of French and Italian receives international recognition for its innovative and successful methods of teaching the language, culture, and literature of France and Italy. Although it is one of the larger departments at Dartmouth, it is committed to maintaining close, friendly relationships with students throughout their careers.

While some of the department's students are language majors, many of them are in related fields of government, international studies, economics, or the arts and sciences. Each student shares the excitement that comes from being part of a program that is personally designed to meet his or her needs, talents, and career goals.

FRENCH
A series of three one-term elementary courses (French 1, 2, and 3) furnishes basic training in language and literature sufficient to satisfy the language requirement and to prepare for the intermediate courses, French 8 (Exploring French Culture and Language) and French 10 (Introduction to French Literature). College credit is not granted for secondary school training corresponding to that given in elementary French courses at Dartmouth.

COURSE PLACEMENT AND EXEMPTION
Entering first-year students who plan to continue in French should take the SAT II French Subject Test before arriving at Dartmouth. This score will be used for course placement as follows:

1. A student who receives a score of 0-530 and has completed two years or less of French in high school will be placed in French 1.
2. A student who receives a score of 540-600 or has completed three years or more of French in high school will be placed in French 2.
3. A student who receives a score of 610-710 will be placed in French 3.
4. A student who receives a score of 720 or higher will be exempt from French 3 and will have satisfied the language requirement.

NOTE: Foreign Study Programs in France
There are three levels of programs in French: LSA in Lyon, LSA+ in Toulouse, and FSP in Paris. The prerequisites for the LSA are French 1 and 2 or the equivalent, for the LSA+ are French 1, 2, 3 or the equivalent, and French 1, 2, 3, 8, and 10 for the FSP.
Recommended Courses for First-Year Students

a) A student who is placed in French 2 and plans to apply for a Language Study Abroad (LSA) program must take French 2 within six months of departure as students are not eligible to leave campus their first year. Students who place into French 2 are thus encouraged to take French 2 and 3 on campus and apply for the LSA+ program.

b) The LSA program consists of French 3, 5, and 6. Therefore, a student who completes French 3 on campus cannot attend an LSA program, but may attend the advanced Language Study Abroad (LSA+) program.

c) Students who place into French 3 should consider applying for the LSA+ program for their second year, or take French 3, 8, and 10 during their first year and apply for the FSP program for their second year.

d) Students who place out of French can apply for the LSA+ but they should audit a French class in the fall of their second year. It is recommended that students who place out of French 3 take French 8 and 10 and apply for the FSP program.

TRANSFER CREDIT
Transfer credit is not granted for French courses taken at other colleges and universities before matriculation at Dartmouth. The chair may authorize exceptions for upper-level French courses for students transferring from another school after their first year. Transfer credit is never granted for French 1, 2, or 3.

ITALIAN
A series of three one-term intensive courses (Italian 1, 2, and 3) furnishes basic training in language and literature sufficient to satisfy the language requirement and to prepare for the intermediate courses, Italian 8 (Exploring Italian Culture and Language) and Italian 10 (Introduction to Italian Literature: Masterworks and Great Issues).

College credit is not granted for secondary school training corresponding to that given in elementary Italian courses at Dartmouth.

Students interested in seeking Advanced Placement in Italian should inquire at the Department of French and Italian, 315 Dartmouth Hall, during Orientation (*) and before course election.

COURSE PLACEMENT AND EXEMPTION
Students who score 5 on the CEEB Advanced Placement examination will have satisfied the language requirement in Italian. SAT II Italian Subject Test scores are also used for placement as follows:
1. A student who receives a score of 720 or higher on the SAT II French Subject test will also have satisfied the language requirement in French.
2. A student who receives a score of 610-710 will be placed in Italian 1.
3. A student who receives a score of 540-600 will be placed in Italian 2.
4. A student who receives a score of 460-530 will be placed in Italian 3.
5. A student who receives a score of 360-450 will be exempt from Italian 3 and will have satisfied the language requirement.

TRANSFER CREDIT
Transfer credit is not granted for Italian courses taken at other colleges and universities before matriculation at Dartmouth. The chair of Italian may authorize exceptions for upper-level Italian courses. Transfer credit is never granted for Italian 1, 2, or 3.

SELECTED FALL TERM COURSES

FRENCH
1. Introductory French I (F, W, S)
2. Introductory French II (F, W, S)
3. Intermediate French (F, W, S)

Given on-campus as the final course in the required sequence and off-campus as part of the LSA curriculum, this course is designed to develop reading, writing, and speaking skills, with emphasis on expansion of vocabulary and reinforcement of grammatical structures. Some discussion of texts and films of literary or cultural interest. Frequent oral and written assignments and tests, both on campus and off, plus daily drills off campus. Open to first-year students by qualifying test, and to others who have passed French 2.

8. Exploring French Culture and Language (W, S)
Practice in the active use of the language combined with an introduction to major aspects of French society. Each week students will write papers and participate in discussions based on books, articles, and films emphasizing social and historical concepts. Prerequisite: French 3, or equivalent preparation. Dist: SOC; WCult: W.

10. Introduction to French Literature: Masterworks and Great Issues (F, W, S)
These courses, offered each term by various members of the department, deal in major figures, themes, or issues of modern French literature, and of those earlier periods which have particular
As you explore possible majors, consider the many minors available. Look at department websites for details!

relevance to today’s world. Techniques of critical reading and interpretation are studied as an approach to these topics, which reflect the interests of the teaching staff. Dist: LIT; WCult: W.

Note: Students are not required to take French 8 before taking French 10. If a student has a particular interest in the subject of a French 10, s/he may take that course before 8. Both must be taken for the FSP, the minor, and the major.

ITALIAN
1. Introductory Italian I (F, W, S)
2. Introductory Italian II (F, W, S)
An introduction to Italian as a spoken and written language, with emphasis on practical conversation.

3. Introductory Italian III (F, W, S)
This course is designed to reinforce and refine spoken and written language skills through a review of grammar, exposure to a broad spectrum of language ranging from colloquial to literary styles, and the use of samples of Italian language from multiple sources such as advertising, comics, television and literature. Frequent compositions, quizzes, plus linguistic and thematic analysis of texts. Open to first-year students by qualifying test, and to others who have passed Italian 2.

Geography
Geographers study the material and symbolic transformation of the earth in relation to both human and natural processes. In keeping with contemporary global cultural, political, economic and environmental shifts in culture, the boundaries of the geographic discipline are dynamic. Central topics of study include, for example, international development, globalization, climate change, immigration and new spatial technologies. Theories of space, scale, location, place, region, mobility and displacement allow geographers to critically analyze change in both human and physical environments.

Geography is both a natural science and a social science as it examines people and their environment, and serves as a bridge between the physical and cultural worlds. Human geography (a social science) is concerned especially with the political, economic, social, and cultural processes and resource practices that shape particular places and are shaped by them. Physical geography (a natural science) focuses on the earth systems that create the natural environment, such as weather, soils, biogeography, and earth sculpting processes.

CREDIT ON ENTRANCE AND EXEMPTIONS
Students who have scored a 5 on the Human Geography CEEB Advanced Placement Examination, a 7 on the Higher-Level International Baccalaureate Geography, or an A on the Higher Level Geography A-Level Exam will receive credit on entrance for Geography 1. Students with an AP exam score of 4 will receive an exemption from Geography 1 as a prerequisite to the major.

The following courses are recommended for first-year students:
1. Introduction to Human Geography (F, S)
2. Global Health and Society (W, S)
3. The Natural Environment (S)
4. New England Landscapes and Environments (W)
5. Global Climate Change (S)
6. Introduction to International Development (F, W)
9. Climate Change and the Future of Agriculture (W)
12. Wilderness, Culture and Environmental Conservation (F)
15. Food and Power (S)
20. Economic Geography and Globalization (F)
22. Urban Geography (W)
24. American Landscapes & Culture (W)
26. Immigration, Race & Ethnicity (S)
31. Forest Geography (F)
50. Geographical Information Systems (F, S)

SELECTED FALL TERM COURSES
1. Introduction to Human Geography
The purpose of this course is to provide an understanding of how human societies organize their geographic space and why certain patterns emerge in the resulting human landscape. Principles of location, place, territoriality and geopolitics, migration, gender, economic change, and power are used to examine the geographic distribution of human activity. Geographic comparisons are drawn between North and South, and on global, regional, and local issues. Dist: SOC or INT; WCult: CI.

6. Introduction to International Development (Identical to International Studies 16)
Why are some countries rich and others so persistently poor? What can and should be done about this global inequity and by whom? We address these development questions from the perspective of critical human geography. Focusing on the regions of Latin America, Africa and Asia, we examine how development meanings and practices have varied over time and place, and how they have been influenced by the colonial history, contemporary globalization, and international aid organizations. Dist: SOC or INT; WCult: NW.

12. Wilderness, Culture and Environmental Conservation
The purpose of this course is to describe and examine the manifold ways that environmental alterations have occurred — over both geologic and historical timescales. Considerable research over the past several decades has shown that anthropogenic disturbance has significantly modified natural processes frequently leading to degraded conditions. The goal of the course is first to establish that shifts in climate, vegetation, and landscapes are “natural” and have occurred over geologic time and that the timing and magnitude of these shifts provides the necessary background to evaluate the type, magnitude, and frequency of anthropogenic disturbance. The second, and major theme is to present and examine the types of human-induced changes in biotic, atmospheric, and terrestrial conditions (e.g. logging, grazing, urbanization), and to evaluate the social and management issues resulting from these anthropogenic disturbances. Lastly, the third part of the course will focus on the human dimensions of global change by exploring the social aspects of environmental change. In the last part of the class, we will focus on how global environmental changes generate impacts at the local scale, and how small-scale transformations propagate into large-scale global environmental issues. Dist: SOC.

20. Economic Geography and Globalization
The new global economy has become integrated across national boundaries, profoundly altering the fortunes of countries, regions, and cities. This course addresses questions that stem from these changes: for example, why do industries locate where they do? What is the impact of foreign investment on local and regional economies? Why are rates of international migration increasing? What can workers and communities do after disinvestment and deindustrialization has occurred? Particular attention is devoted to the United States and the effects on minorities and labor of differential regional economic expansion, renewal, and decline. Dist: SOC.

31. Forest Geography
Forests undergo great changes, both locally and globally. They are home to plants and animals in relation to both climatic and cultural/economic
Recommended Courses for First-Year Students

constraints. We examine such global issues by focusing on local forest ecology, native and imported plants and animals, agro forestry, and other topics of mutual concern. At least half of class meetings will be outside following study plots, mapping plant and soil patterns, “reading” forest histories, and observing animal signs and behaviors. Dist: SLA.

50. Geographical Information Systems
Geographical information systems (GIS) are computer-based systems that process and answer questions about spatial data relative to concerns of a geographic nature. This course focuses on the basic principles of GIS, including data capture and manipulation, methods of spatial interpolation, and GIS trends and applications. The course is not intended to train students to be GIS operators; rather, to explain the fundamentals of this rapidly growing technology. Dist: SLA.

German
The Department of German Studies introduces students to the language, literature, cinema, art, music, culture, and philosophy of Germany, Austria, and Switzerland. Its off-campus programs take place in the fascinating city of Berlin, and its students often win internships and prestigious fellowships there and elsewhere in the German-speaking world. Its students also often go on to highly successful careers in business, law, medicine, education, and engineering.

The Department welcomes students of all levels of proficiency, including those who have never learned German. Its elementary courses (German 1, 2, and 3) offer intensive training in hearing, speaking, reading, and writing the language. Intermediate courses (German 10.00, 10.01, 10.02, and 10.03) explore German culture while reinforcing grammar and expanding vocabulary. Courses taught in English (German 13 and 42-47) and advanced seminars (German 61-84) address a variety of specific literary and other topics. Completing German 3 satisfies Dartmouth’s foreign language requirement and signifies a level of fluency adequate for an intermediate course. Students with Advanced Placement may be eligible for intermediate courses or advanced seminars.

CREDIT ON ENTRANCE AND ADVANCED PLACEMENT
Students who score 5 on the CEEB Advanced Placement examination in German are exempted from Dartmouth’s foreign language requirement and receive credit for German 10.00. Students who score 4 on this test are exempted from the requirement. Those who have studied the language but not taken the Advanced Placement examination in German or who score less than 4 on it should take the departmental placement exam online (*).

TRANSFER CREDIT
Transfer credit is not granted for German courses taken at other colleges and/or universities before matriculation at Dartmouth. The departmental chair may authorize exceptions.

SELECTED FALL TERM COURSES
1. Introductory German (W, S)
2. Introductory German (W, S)
Introduces German as a written and spoken language as well as salient issues of everyday and cultural life in German-speaking countries.

3. Intermediate German (F, S)
Completes study of basic grammar, with emphasis on the expansion of vocabulary and development of conversational skills, as well as on the reading and discussion of texts of historical, literary, and general cultural interest.

10.01. Intermediate German Language and Culture: To Be Young and German
Investigates youth cultures in the German-speaking world, analyzing different ideas of youth and their political and cultural impact in four distinct units: fairy tales and nation building in the early nineteenth century; sexual awakening in the early twentieth century; authoritarian regimes of the mid- and late twentieth century; and youth rebellion in post-war and post-unification Germany. Dist: SOC; W/Cul: CI.

Government
Political science is a highly diverse field united around a core interest. Political scientists study power, especially power used for public purposes: how it is created, organized, distributed, justified, used, resisted, and sometimes destroyed. American political science is traditionally divided into four subfields: American politics, comparative politics, international relations, and political theory and public law. Students may choose to focus on one of these subfields or may select courses according to some other intellectual plan.

The prerequisite to the major is one course in statistics and the methods of social science — either Government 10, Economics 10 or Math 10. A standard government major comprises at least 10 courses (beyond the prerequisite) chosen to constitute an intellectually coherent program. These courses should include two introductory courses, six additional courses at any level, an advanced seminar or the honors program as the senior culminating experience, and an additional advanced seminar. The minor in government consists of two introductory courses, four upper-level courses (Government 10 may count as one of the upper-level courses), and one advanced seminar, chosen to constitute an intellectually coherent program.

The department offers the following introductory courses:
3. The American Political System (F, W, S)
4. Politics of the World (F, W)
5. International Politics (F, W, S)
6. Political Ideas (F, W, S)

SELECTED FALL TERM COURSES
3. The American Political System
An examination of the American political process as manifested in voting behavior, parties and their nominating conventions, interest groups, the Presidency, Congress, and the Judiciary. Special emphasis is placed on providing the student with a theoretical framework for evaluating the system including discussions of decision-making, bargaining, and democratic control. Dist: SOC; W/Cul: NW.

4. Politics of the World
This course examines democracy and dictatorship, revolutions and social movements, political development, and the nature of political regimes and institutions around the world. Students learn how political decisions are reached, how actors are mobilized, and whether and how authority can be exercised without being abused in a wide variety of political settings. Dist: SOC or INT.

5. International Politics
This course introduces the systematic analysis of international society, the factors that motivate foreign policies, and instruments used in the conduct of international relations. Particular attention is given to power and economic relations; to cultural differences that may inhibit mutual understanding or lead to conflict; to nationalism and other ideologies; to the requisites and limits of cooperation; and to the historical structuring and functioning of international institutions. Dist: SOC or INT.

6. Political Ideas
The course is designed to introduce students to political philosophy. It opens with the classic contrast between Plato and Machiavelli concerning the problems of justice and power. The course then examines several basic positions in the development of modern political philosophy — liberalism, socialism, and conservatism. Among the individual thinkers considered as representative of these positions are Locke, J. S. Mill, Rousseau, Marx, and Burke. Dist: TMV.

10. Quantitative Political Analysis (F,W,S)
This course will provide students with useful tools for undertaking empirical research in political science and will help them to become informed consumers of quantitative political analysis. The course will first consider the general theoretical concepts underlying empirical research, including the nature of causality, the structure and content of theories, and the formulation and testing of competing hypotheses. The course will then employ these concepts to develop several quantitative approaches to political analysis. Students will be introduced to two statistical methods frequently used by political scientists: contingency tables and linear regression. By learning to systematically analyze political data, students will gain the ability to better conduct and evaluate empirical research in both its quantitative and qualitative forms. Dist: QDS.

Greek
(See program description under Classics.)
Have you noticed all the different courses that can fulfill the INT, SOC or TMV distributive (“Dist”) requirements?

Hebrew
(See program description under Asian and Middle Eastern Languages and Literatures.)

History
The Department of History offers a major, a minor, a modified major, and an honors program for outstanding students. These four approaches share a common aim: to provide a general background to the history of humanity throughout the world.

With its inherently strong sense of time, change, variety, and complexity, the discipline of history offers a constant antidote to cultural myopia and to the parochialisms of nation, class, and epoch. In a rapidly changing world, a historical awareness is more valuable than ever, for only by knowing of the past can we be free to be vigorously and genuinely contemporary.

Most courses fall into one of four areas: 1) United States and Canada, 2) Europe, 3) AALAC (Africa, Asia, Latin America, and the Caribbean), or 4) international. The numbering system for history courses does not represent sequencing but rather designates subfields (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 1-6.

A student is advised to begin studying in history with a course he or she finds interesting. The introductory surveys (History 1-6 as above) are encouraged as good entry points. Topics courses may demand greater amounts of reading and research, as well as more advanced writing proficiency and intellectual sophistication.

The history department sponsors a Foreign Study Program to London in the fall. Prerequisites include completion of two history courses. Students are also required to submit a proposal for an independent field project on a topic of British, European, American, or world history that makes use of London’s research opportunities. Participants are usually juniors.

ADVANCED CREDIT
Only transfer students may receive credit for courses taken at other colleges or universities prior to matriculation at Dartmouth.

SELECTED FALL TERM COURSES
While we have listed below the introductory courses in history, there are also many upper-level history courses that are open to all students with few or no prerequisites. Consult the ORC or visit the department’s website for a complete list of departmental offerings.

3. Europe in Medieval and Early Modern Times
Emphasizing the analysis of primary sources, this course examines the foundation of Western European civilization from the fall of the Roman Empire to 1715. Topics include the origins of European nation states, the intellectual and cultural achievements of the Middle Ages and Renaissance, the rise of constitutionalism and absolutism, the economic and technological roots of Europe’s global dominance, as well as the social, political, and religious crises that divided the continent. Lectures and small discussion groups.

5.2. Introduction to the Modern Middle East
This course introduces students to the politico-cultural and social cosmos of the Ottoman Empire from the 1400s until its disintegration in 1918. It focuses on the intricate, conflict-ridden and sometimes violent encounters among the categories of religion, sexuality, and social status. Drawing on scholarly discussions, primary and secondary sources, legal texts, and case studies, this course examines the anxieties, contradictions, and conflicts that defined the societal margins of the Ottoman Empire.

5.3. The History of China since 1800
This survey course traces China’s social, political, and cultural development from the relative peace and prosperity of the high Qing period, through the devastating wars and imperialist incursions of the nineteenth century, to the efforts, both vain and fruitful, to build an independent and powerful new nation.

5.8. Africa and the World (Identical to African and African American Studies 19)
This course focuses on links between Africa and other parts of the world, in particular Europe and Asia. Readings, lectures, and discussions will address travel and migration, economies and trade, identity formation, empire, and cultural production. Rather than viewing Africa as separate from global processes, the course will address historical phenomena across oceans, deserts, cultures, and languages to demonstrate both the diversity of experiences and the long-term global connections among disparate parts of the world.

Humanities 1 and 2
Humanities 1 and 2 is an interdisciplinary and intellectually rigorous two-credit sequence especially designed for first-year students and taught in Fall and Winter. Professors from several different humanities departments lecture on texts from many historical periods, national traditions, and literary genres. These professors also lead students in small and intense discussion sections and regularly meet with them for individual writing conferences.

Humanities 1 and 2 lays an excellent academic foundation for further study in many departments and programs at Dartmouth. Completing both Humanities 1 and Humanities 2 satisfies the first-year writing requirement, taking the place of Writing 5 plus a First-year Seminar.

Students interested in taking Humanities 1 and 2 must apply for acceptance into these courses by submitting an essay to its faculty director by August 1. For further information, including that director’s name and email address, please see www.dartmouth.edu/~hums1-2/.

SELECTED FALL TERM COURSE
1. Dialogues with the Classics
An introduction to Greek and Roman “great books” and their remarkable influence on Western Literature. Readings have recently included texts by Homer, Sophocles, Euripides, Plato, Catullus, Virgil, Dante, Shakespeare, Racine, Molière, Pope, Flaubert, Mann, Woolf, Faulkner, Nabokov, Borges, Munro, and Christa Wolf.

International Studies
The Dickey Center offers an interdisciplinary minor in international studies that allows Dartmouth students, regardless of major, to become educated in the cross-cutting global forces that shape the vital issues of our day. These issues — environmental change, global health crises, global inequality, terrorism and violence — transcend boundaries by their very nature, and as such cannot be understood from a single disciplinary perspective. At the same time, a strong disciplinary grounding is essential for providing a rigorous training and relevant bodies of knowledge to ascertain facts and understand values. The international studies minor aims to make students cognizant of the interplay between local and global processes, human and environmental interactions, and places, identities and culture, and to prepare them to live productive, responsible lives in an interconnected and rapidly changing world.

Please visit the Dickey Center’s website for more information about the minor and a complete listing of courses: http://dickey.dartmouth.edu/teaching-learning/international-studies-minor.

The six-course sequence for the minor includes four multidisciplinary courses, one advanced language course, and one elective course of international scope. None of the international studies courses
have prerequisite requirements and all are open to first-year students for enrollment.

Courses offered in International Studies include:
15. Violence & Security (F, S)
16. Introduction to International Development (F, W)
17. Cultures, Places, & Identities (F, S)
18. Global Health & Society (W, S)

Italian
(See program description under French and Italian.)

Japanese
(See program description under Asian and Middle Eastern Languages and Literatures.)

Jewish Studies
The Jewish Studies Program serves to provide a focal point for the various courses in Jewish religion, literature, history, society and culture that are given at Dartmouth as well as to sponsor special course offerings and a variety of academic activities related to the discipline. The program currently offers a minor.

The following courses are recommended for first-year students:
7. (First-year Seminar) Archaeologists, Artists and Adventures: The Rediscovery of the Holy Land (W)
21. Jewish American Literature (S)
22.01. Jews in American Culture: Jews and Hollywood (W)
24. The Hebrew of the Bible (W)
27.04. Writing at the Extreme: Jewish and Japanese Responses to Crisis and Catastrophe (S)
40.01 Politics of Israel and Palestine (F)
40. The Media as Battlefield (S)
40. A Jewish State Vs. Palestinian Identity (S)
68.1. Israeli Society: Structure, Institutions, Identities and Dynamics (F)
68.2. Sociology of the Israeli-Palestinian Conflict (F)
68.3. Israeli Society: Structure, Institutions, Identities and Dynamics (Identical to SOCY 49.12)

Although Hebrew is not required for the Jewish Studies minor, we strongly encourage students to consider studying Modern and/or Biblical Hebrew, which are offered through AMELL.

SELECTED FALL TERM COURSES
40.01 Politics of Israel and Palestine (Identical to GOVT 40.09)
This course explores the century-old conflict as seen from the political structures and changing narratives of Israelis and Palestinians, including the Zionist movement and the responses of the Palestinian Arab community to it; the formation of the Arab national movement as a whole — and within this, the claims of Palestinians before and after the British Mandate; the founding of the state of Israel and the formation of the post-1948 Palestinian national movement; the aftermath of the 1967 war; the start of the Israeli occupation and the latter’s impact on Israeli institutions, economy, and political parties; and the Palestine Liberation Organization and the founding of Hamas. We will explore contemporary political and economic developments in light of the global forces operating on the region, and consider the plausibility of a two-state solution. Dist: SOC or INT; WCult: NW.

68.1. Israeli Society: Structure, Institutions, Identities and Dynamics (Identical to SOCY 49.12)
The goal of the course is to study the Israeli society from a sociological perspective. The course seeks to analyze structural and institutional aspects of the economy, politics and society that have shaped the Israeli society since its inception. The focus is on the historical dynamic transformations, strongly influenced by the changing relations between different social groups. Dist: SOC; WCult: CI.

68.2. Sociology of the Israeli-Palestinian Conflict (Identical to SOCY 49.15)
The course aims to comprehend Israeli-Palestinian relations from the first moments of Zionist-Palestinian encounter. It presents different approaches to the interpretation of these relations, the beginning of the conflict before the establishment of the Jewish State, and its further developments. The course will enter key debates on military-society relations, Israeli democracy, economic relations, and the failure of the peace process, ending with a discussion of options for the future. Dist: SOC.

Latin
(See program description under Classics.)

Latin American, Latino and Caribbean Studies
LALACS is an interdisciplinary program that offers courses on Latin America, Latinos in the United States, and the Caribbean. This region of the world includes the world’s most — and least — dynamic economies, rich and complex cultures, and communities. By juxtaposing historical realities with their living consequences, the course presents a multi-disciplinary perspective on the nature, dynamics — and future prospects — of the many peoples who inhabit this vast and diverse continent. Dist: SOC; WCult: NW. Hynson.

LACS 20: The Politics of Development: 15F: 2A
In LACS 20 we will consider the political and ethical issues of international development programs in Latin America with a focus on Nicaragua. This course promotes an expanded model of international community-based learning in the context of Nica,
Linguistics

Linguistics is the scientific study of human language. Linguists investigate essential aspects of languages’ sounds and sound systems, their word and sentence structures, meaning, sociocultural contexts for language use, and language change. Students in linguistics take most of their courses in the program.

The following courses are open to first-year students:

1. Introductory Linguistics (F, W, S)
11. World Englishes: The experience of English around the world (F)
17. Sociolinguistics (S)
18. History of the English Language (F)

SELECTED FALLTERM COURSES

1. Introductory Linguistics

An introduction to the scientific description of human language. The course teaches methods of analyzing languages’ sound systems (phonology), word structure (morphology), sentence patterns (syntax), and systems of meaning (semantics and pragmatics). Some important implications of linguistics for the study of human cognition and cultural behavior will be discussed. Dist: QDS.

11. World Englishes: The experience of English around the world

Billions of people can speak and write some form of English. Why is English so widespread? How do “World Englishes” like Singaporean English or Australian English differ from English elsewhere? Is African American Vernacular English a language or a dialect? Why are some forms of English considered prestigious while others are viewed negatively? How are power and identity constructed through language attitudes? The course explores these and many other aspects of English around the world. Pending Faculty Approval.

18. History of the English Language

(Identical to English 18)

The development of English as a spoken and written language as a member of the Indo-European language family, from Old English (Beowulf), Middle English (Chaucer), and Early Modern English (Shakespeare), to contemporary American English. Topics may include some or all of the following: the linguistic and cultural reasons for “language change,” the literary possibilities of the language, and the political significance of class and race. Dist: SOC.

Mathematics

The Department of Mathematics offers a wide variety of courses for interested students. For students who have not had the opportunity to develop the skills in algebra needed for calculus, there is a special sequence; Mathematics 1 and Mathematics 2, which replaces Mathematics 3. Students whose SAT II Math Subject Test scores suggest that this sequence may be appropriate for them will be placed by the department in Mathematics 1. Students who are placed in Mathematics 1 but wish further confirmation that this course is appropriate for them before enrollment may take a Math 1 local placement exam. Students who are not initially placed into Mathematics 1 but are concerned about their algebraic preparation for Mathematics 3 may potentially take Math 1 after consultation with the First-Year Advisor for Mathematics.

The following courses are recommended for first-year students:

1. Calculus with Algebra (F)
2. Calculus with Algebra and Trigonometry (W)
3. Introduction to Calculus (F, W)
4. Applications of Calculus to Medicine and Biology (S)
7. First-Year Seminar (S)
8. Calculus of Functions of One and Several Variables (F, W, S)
11. Calculus for First-Year Students with Two Terms of AP Credit (F)
12. Calculus Plus (F)
13. Multivariable Calculus (F, W, S)
17. An Introduction to Mathematics Beyond Calculus (W, S)
20. Discrete Probability (F, S)
22. Linear Algebra (F, S)
23. Differential Equations (F, W, S)
24. Linear Algebra

(Credit and Advanced Placement)

Qualified students may receive credit on entrance for one or two terms of calculus (Mathematics 3 and 8) with advanced placement into a higher course. In awarding credit on entrance and advanced placement, the Department of Mathematics bases its decisions on results of the CEEB Advanced Placement examinations and/or a departmental test given at Dartmouth (*). Students with exceptional preparation should contact the mathematics department prior to or during New Student Orientation.

The Mathematics 3 syllabus is similar to that of high school AB calculus. However, the sequel, Mathematics 8, is quite different from the BC calculus course: the first half corresponds to BC topics but the second half covers multivariable calculus. To better place students with BC experience, we offer Mathematics 11, which covers all of multivariable calculus. A student who receives a score of 4 or 5 on the CEEB Advanced Placement examination for Calculus BC receives credit for Mathematics 3 and 8 and is placed into Mathematics 11. In this case, completing Mathematics 11 finishes the calculus sequence. A student who receives a score of 4 or 5 on the CEEB Advanced Placement examination for Calculus AB or for the AB subscore of a BC exam, receives credit for Mathematics 3 and is placed into Mathematics 8. For students who think they may be qualified for Advanced Placement in mathematics, but who did not take either CEEB Advanced Placement examination, or who feel their CEEB scores do not reflect their current qualifications, there is a local departmental advanced placement exam. Students who scored a 3 on the AB exam or the AB Subscore are particularly encouraged to take the local department exam for credit in Mathematics 3. Students who scored a 3 on the BC exam may wish to take the local department exam for credit in Mathematics 8. All students are encouraged to review their calculus before the examination. Students who have advanced credit for Mathematics 3 but do not have additional credit and wish to continue the calculus sequence, typically begin with Mathematics 8.

At the end of this course, the student may elect to take Mathematics 13 (Calculus of Vector Valued Functions) or any other course (e.g., 20, 22) for which Mathematics 8 is the sole prerequisite. Students with advanced credit for Mathematics 3 and who receive credit for Mathematics 8 based on the local placement exam, and wishing to continue with the calculus sequence are placed in Mathematics 11 or 12 in the fall. The most commonly chosen subsequent courses are Mathematics 24 (Honors Linear Algebra) in the winter, Mathematics 22 (Linear Algebra) in the spring, and/or Mathematics 23 (Differential Equations) in the winter or spring. Mathematics 12 and 14 are the honors versions of Mathematics 11 and 13 respectively. Enrollment in each of these courses requires appropriate prerequisite credit (two terms of AP credit in the case of Math 12 and credit for Math 8 for Math 14) and approval or invitation of the department. After completing either of these courses, students typically choose to follow with Math 17 (winter) or Math 24 (winter or spring).

SELECTED FALLTERM COURSES

1. Calculus with Algebra and Trigonometry

Mathematics 1-2 is a two-term sequence. Its purpose is to cover the calculus of Mathematics 3, the standard introduction to calculus, and, at the same time, to develop proficiency in algebra. The sequence is specifically designed for first-year students whose manipulative skill with the techniques of secondary-school algebra is inadequate for Mathematics 3. The objective is to introduce and develop algebraic techniques as they are needed to study the ideas of calculus. The techniques will be taught in class, and the students will be required to practice by solving many drill problems for homework. There will be tutorial-help sessions.

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Recommended Courses for First-Year Students

Mathematics 1 will include the concepts of function and graph and the basic ideas and applications of differential and integral calculus, at least as they pertain to polynomial functions. Dist: QDS. Note: This course is open only to students having the permission of the department.

3. Introduction to Calculus
This course is the basic introduction to calculus. Students planning to specialize in mathematics, computer science, chemistry, physics, or engineering should elect this course in the fall term. Others may elect it in the winter. A study of polynomials and rational functions leads to the introduction of the basic ideas of differential and integral calculus. The course also introduces exponential, logarithmic, and trigonometric functions. The emphasis throughout is on fundamental ideas and problem solving. Mathematics 3 is open to all students who have had intermediate algebra and plane geometry. No knowledge of trigonometry is required. Dist: QDS.

8. Calculus of Functions of One and Several Variables
This course is a sequel to Mathematics 3 and is appropriate for students who have successfully completed an AB calculus curriculum in secondary school. Roughly, the first one-fourth of the course studies first and second order linear differential equations including applications and geometric interpretations. This frames the notion of antiderivatives, which the student has previously acquired, in a more general context. Included in the second quarter of the course are some traditional applications such as volumes of revolutions (shells), and Taylor approximations of functions. The second half of the course studies scalar-valued functions of several variables. It begins with the study of vector geometry, equations of lines and planes, systems of linear equations, matrix algebra and row reduction. The rest of the course is spent studying the calculus of functions of several variables. Topics include limits and continuity, partial derivatives, tangent planes and differentials, directional derivative and gradient vectors, maximum and minimum values including the use of Lagrange multipliers. Prerequisite: Mathematics 3 or equivalent. Dist: QDS.

11. Calculus for First-Year Students with Two Terms of AP Credit
This course is a course in multivariable calculus aimed at students who have successfully completed a BC calculus curriculum in secondary school and earned a 4 or 5 on the CEEB Advanced Placement Calculus BC exam. This course covers all of the material in the second half of Mathematics 8 and that in Mathematics 13. Dist: QDS.

12. Calculus Plus
This version of Mathematics 11 is designed for the students who are curious about the broader role of calculus within Mathematics and the Sciences. Non-routine problems and examples will be discussed, and side topics explored. Some of the more routine calculus skills will be left to students to learn on their own or in groups. Open to students who have placed into Mathematics 11. Dist: QDS.

13. Multivariable Calculus
This course is a sequel to Mathematics 8 and provides an introduction to calculus of vector-valued functions. Topics include differentiation and integration of parametrically defined functions with interpretations of velocity, acceleration, arc length and curvature. Other topics include iterated, double, triple, and surface integrals including change of coordinates. The remainder of the course is devoted to vector fields, line integrals, Green’s theorem, curl and divergence, and Stokes’ theorem. Prerequisite: Mathematics 8 or equivalent. Dist: QDS.

Music
The thirty-five full and part-time faculty in the Department of Music offer a diverse and comprehensive curriculum. Introductory music courses intended for the general student body cover topics from beginning music theory to opera. In addition, specialized courses in the history of Western art music, jazz, American music, music technology, world music, and digital music composition are offered frequently. All qualified students may also receive private instruction for credit in string, brass, woodwind, and percussion instruments; classical or jazz piano; or in voice. For individual instruction in voice and instruments (Music 53 through 58), three terms of instruction count as one full course credit; the enrollment and credit are recorded in the third term. There is at least one first-year seminar taught in the department each year in addition to a number of experimental courses in contemporary composition or improvisational techniques. Introductory music courses are: Music 1-16, 20 and 25. Prerequisites for the major are Music 20 and 25.

The following are recommended first-year courses:
1. Beginning Music Theory (F)
4. Global Sounds (F)
5.1. History of Jazz Before 1965 (F)
5.2. History of Jazz Since 1965 (S)
7. First-Year Seminar: Listening T(w)n/Fo(4)r (W)
8. Programming for Interactive Audio-Visual Art (W)
17.01. Interdisciplinary Studies: Sonic Landscapes (W)
17.02. Interdisciplinary Studies: North Indian Classical Music (W)
20. Introduction to Music Theory (F, W)
21. Melody and Rhythm (prerequisite: Music 20) (F)
25. Introduction to Sonic Arts (F, W)
31. Digital Music Composition (S)
45. Topics in World Music: The Music of Central Asia (F)
50. Performance Laboratories, Sections 1, 2, 3, 4 (F, W, S)
53–58. Studies in Musical Performance (Individual Instruction Program) (F, W, S)

ADVANCED PLACEMENT
Students may be exempt from Music 20 by passing a local placement exam administered by the Department of Music just before the start of classes in the fall term. Students who successfully pass placement tests for Music 20 will not be required to take this course as a prerequisite for the major. Students who have taken music theory in school or who have extensive knowledge of music through performance experience are encouraged to write to the chair of the Department of Music for additional information.

TRANSFER CREDIT
Students who wish to receive Transfer credit for college music courses taken prior to matriculation at Dartmouth should see the chair of the Department of Music early in the fall term.

SELECTED FALL TERM COURSES
4. Global Sounds
A survey of music and music-making whose origins are at least partially in the non-European world. In Spring 2015, the class addressed ways that particular kinds of music are culturally and socially contextualized, co-modified, and transformed as they circulate globally. Examples include Indian
raga, Javanese gamelan, and Gnawa trance music. Course work will include listening, reading, and critical writing assignments. Where possible, visiting musicians will be invited to demonstrate and discuss the music under consideration. No prerequisite. Dist: ART; WCult: NW.

5.01. History of Jazz Before 1965 (Identical to African and African-American Studies 39)
This course examines jazz from its origins to the present, with special attention to pivotal figures in the history of jazz such as Louis Armstrong, Duke Ellington, Count Basie, Charlie Parker, Miles Davis, John Coltrane, and Ornette Coleman. Class work includes listening to, analyzing, and discussing a wide variety of recorded jazz performances, and watching jazz films. Class sessions include performances by visiting artists. Outside of class, students will attend live jazz performances, listen to recordings, and read about the artists who brought this music to life. The goal is to help increase understanding, appreciation, and enjoyment of the great American art form called jazz. No prerequisite. Dist: ART; WCult: W.

20. Introduction to Music Theory
This course begins a sequence in harmony and theory and is intended for those who may consider a music major or minor. Topics include music notation, interval identifications, common practice scales and modes, harmonic function, melodic construction, and formal analysis. In addition, students will have an opportunity to improve skills in rhythm, melodic, harmonic dictation, sight singing, and score reading. Prerequisite: the ability to read music in two or more clefs, or permission of the instructor. Dist: ART; WCult: W.

Are there academic departments that are not represented in your course choices? Why do you think that is the case?

— the core region of the historical Silk Road — and on musical connections between Central Asia and regions to which it has been historically linked by trade and cultural exchange. Course work includes reading and critical writing as well as listening and viewing assignments. No prerequisite. Dist: ART; WCult: NW.

50. Performance Laboratories
Performance Laboratories provide weekly coaching and instruction in diverse forms of music-making, and are open by audition to all Dartmouth students. Class work centers on musical readings, discussion, and informal performance of selected repertoire chosen both for its intrinsic interest and for its relevance to the contents of course syllabi within the music department. Performance laboratories may be taken for credit (three terms equals one credit) or on a not-for-credit basis. Subject to space availability, students may enroll in different laboratories during different terms. Terms of enrollment need not be consecutive. Dist: ART; WCult: W.

Native American Studies
Through the study of culture, literature, history, law, and contemporary issues, Native American Studies courses seek to enrich our understanding of Native Americans. Dartmouth's Native American Studies Program is one of the oldest, and is known as one of the best, in the country. Most courses in the program are open to all students. Courses may be used as a major or minor in Native American Studies.

The following courses are recommended for first-year students:
8. Perspectives in Native American Studies (F, S)
10. (ANTHRO 4) Peoples & Cultures of Native North America (F)
14. (HIST 14) The Invasion of America: American Indian History, Pre-Contact to 1830 (F)
15. (HIST 15) American Indians and American Expansion: 1800 - 1924 (S)
18. (ENVS 18) Native Peoples in a Changing Global Environment (F)
25. Indian Country Today (F) (not offered Fall '15)
32. (ENGL 67) Indian Killers: Murder & Mystery in Native American Literature and Film (F)
35. (ENGL 45) Native American Literature (S)

SELECTED FALL TERM COURSES
8. Perspectives in Native American Studies
The growing field of Native American Studies is inherently interdisciplinary. This course gives an overview of the relevant intellectual and cultural questions of tribal expression, identity, tradition, thought, continuity, and sovereignty. Using readings from the areas of literature, philosophy, visual arts, anthropology, philosophy of history, and cultural and political discourse, we will examine how their discourses are used to promote or inhibit the ongoing project of colonialism in indigenous communities and lives. Dist: SOC; WCult: NW.

14. The Invasion of America: American Indian History, Pre-Contact to 1830
This course surveys the history of the American Indians from contact with Europeans to c. 1830. It provides an overview of the major themes and trends in Indian history, supplemented by case studies from a number of regions and readings that illuminate particular issues. The overall context of the course is the conflict generated by the colonial drive of European nations and the U.S. and their citizens, but the primary focus is the historical experience of Indian peoples and their struggles to retain their cultures and autonomy while adapting to great changes in the conditions of their lives. Dist: SOC; WCult: NW.

Philosophy
Philosophy deals with questions like: What really exists? Does God exist? What can we know? Are there any universal moral standards? Philosophers do not simply try to answer these questions, they examine the questions themselves. Philosophy is the attempt to think clearly and precisely about the basic questions that we confront as individuals and as members of societies. This explains why logic, the study of both formal and informal reasoning, is such a basic part of philosophy. Two different logic courses are open to first-year students: Philosophy 3: Reason and Argument, and Philosophy 6: Logic and Language. Of the other courses open to first-year students, Philosophy 1: Introduction to Philosophical Topics, deals with all of the questions mentioned at the beginning of this paragraph, and Philosophy 8: Introduction to Moral Philosophy, concentrates on the final question, considering the answers that have been offered by the greatest philosophers of the past. Philosophy 9: Topics in Applied Ethics, considers the answers that have been given to this final question and tries to apply them to a particular topic each year; for example, the environment, sex, or war. Please visit the depart-
Recommended Courses for First-Year Students

The following are recommended first-year courses:

1. Introduction to Philosophical Topics (F, W, S)
2. Reason and Argument (F, S)
3. Philosophy and Medicine (S)
4. Logic and Language (W, S)
5. First-Year Seminars in Philosophy (W)
6. Introduction to Moral Philosophy (F)
7. Topics in Applied Ethics (F, S)
8. Philosophy and Cognitive Science (S)

TRANSFER CREDIT

At most two transfer credits may be counted toward the major, but transfer credit cannot be used to satisfy the advanced seminar requirement.

SELECTED FALL TERM COURSES

1.03 Philosophy and Economics
What makes an economic system fair or unfair? What does it mean to be economically rational? How should we evaluate public policy? How do we know when things go better or worse for a person? This course will explore a range of fundamental issues in ethics and political philosophy that have deep implications for economic analysis including distributive justice, well-being, and rationality. It will also examine philosophical perspectives on economic efficiency and social choice theory.

1.06 Classic and Experimental Philosophy
What is God and does she exist? What can we know and what should we believe? Do we have free will? What action is the morally right action? Who or what deserves our care and concern? These fundamental questions about human existence have gripped deep thinkers, from bearded sages to college students, for centuries. Do you have answers to them? We’ll explore these questions and others through readings from traditional philosophical and experimental approaches, lectures, discussion, film, and debate. I can’t promise you’ll leave with the answers, but I invite you to keep an open mind, hone your powers of reason, and shake up your world view!

1.09 Science, Superstition, and Skepticism
Most of us believe that matter is made up of atoms, that smoking causes emphysema, and that the universe is billions of years old. Few believe that Virgos are hot-tempered, that you can see the future through a crystal ball, or that baking soda cures AIDS. We often hear that the difference between such beliefs is that one sort is based on science and the other isn’t. But what makes a method of inquiring into the world distinctively scientific? And what makes us justified in believing on the basis of these methods? This course is an introduction to the philosophical theory of knowledge that focuses on the knowledge that science is purported to offer. Possible topics include competing theories of justification, scientific induction, the nature of explanation, probability, scientific ‘revolutions’, the goals of science, trust in scientific authority, and skepticism.

3. Reason and Argument
An introduction to informal logic with special attention to the analysis of actual arguments as they arise in daily life as well as in legal, scientific, and moral reasoning. Along with the analysis and criticism of arguments, the course will also consider the methods for constructing arguments that are both logically correct and persuasive.

8. Introduction to Moral Philosophy
A study of the main types of ethical theories from Plato to the pragmatists and existentialists. Attention will be paid to the relevance of major historical positions to contemporary issues.

9.01 Reproductive Ethics
An examination of the ethical dimensions of some contemporary controversies. Topics will vary from year to year but may include: business, death, discrimination, the environment, gender, law, media, race, sex, technology, and war. The course may be taken more than once for credit with permission of the instructor.

Physics and Astronomy
The Department of Physics and Astronomy offers a variety of introductory courses for students of different interests.

ASTRONOMY
Astronomy 1, 2, 3, and 4 are intended primarily for students who do not plan to major in a physical science. These courses have no prerequisites and any one of them may be taken independently of the others. Students who wish a more technical introduction to astronomy and astrophysics are encouraged to take Astronomy 15 and/or 25.

Students interested in majoring in astronomy should consult Professor John Thorstensen. A brochure describing the major, including research opportunities for undergraduates, is available from the department office in 105 Wilder.

The following are recommended first-year courses:

1. Exploration of the Solar System (S, X)
2. Exploring the Universe (F, X)
3. Exploring the Universe with Laboratory (F, X)
4. 15. Stars and the Milky Way (S)

Astronomy now has a Foreign Study Program in South Africa, open to both majors and non-majors. Students intending to do the FSP should postpone taking Astronomy 15 until the FSP term. The FSP will be offered in alternate winter terms starting with 2015W.

PHYSICS
Physics 1, 2, and 5 are intended primarily for students who do not plan to major in a physical science. These courses have no prerequisites and any one of them may be taken independently of the others.

There are three sequences of physics courses open to first-year students. Physics 13 and 14 are intended for students oriented toward the physical sciences or engineering. The two courses constitute the regular introduction to the fundamentals of mechanics, electricity and magnetism, and freely use calculus. These courses are offered in the fall (13), winter (13, 14), and spring (14). First-year students who take Physics 13/14 fall-winter may take Physics 19 in the spring term and can then start intermediate physics (40% level) in their second year. Alternatively, students who complete Physics 13/14 in the spring term can take Physics 19 in the fall or spring terms of their second year, and then move on to intermediate physics.

Physics 15 and 16 (fall and winter) are the accelerated track into the physics major. These courses are intended for students who have an extremely strong background in both calculus and classical mechanics from high school. Students must qualify for Physics 15 by taking a local placement exam offered by the department during New Student Orientation. These two courses together cover the material of Physics 13, Physics 14, and Physics 19. Students who complete Physics 15/16 and have sufficient math may move into intermediate physics (40% level).

Physics 3 (F, X) and Physics 4 (W, S) are somewhat less in-depth treatments of the topics covered in Physics 13/14 and 15/16, with the addition of some modern physics. These courses are aimed at students interested in the life sciences or medical school. They do not serve as engineering prerequisites. Relatively few first-year students take these courses.

Students interested in majoring in physics or engineering physics should consult the departmental undergraduate advisor, Professor Kristina Lynch. A brochure describing the major, including research opportunities for undergraduates, is available from the department office in 105 Wilder.

Here is an example of an introductory sequence for a student entering with no math or physics exemptions:

F - Math 3
W - Physics 13, Math 8
S - Physics 14, Math 13
F - Physics 19

Students entering with exemption from Math 3 or 8 may opt to take:

F - Physics 13, Math 8
W - Physics 14, Math 13
S - Physics 19 or 31 (if available)

Students with exemption from Math 3 or 8 and placement into Physics 15 via the departmental local placement exam may opt to take:

F - Physics 15, Math 8 or 13
W - Physics 16, Math 13 or 23
S - Physics 31 (if available) or 40% level
CREDIT ON ENTRANCE AND ADVANCED PLACEMENT
A score of 4 or 5 on CEEB Advanced Placement Examinations in Physics results in Physics 3 exemption for the C-Mechanics exam, and Physics 4 exemption for the C-Electricity exam.

Exemption from Physics 3, 4, 13, or 14 can also be earned by passing a local placement exam given by the department. The exam may be taken by those who have had a substantial physics background in high school.

Students who have a grade of A in A-Level Physics are eligible for exemption from Physics 3 and 4 without taking the local placement exam.

Students are admitted to the honors sequence (Physics 15/16) based on (a) having placement into Math 8 or 9 or higher, and (b) satisfactory performance on a local placement exam administered at the testing center during Orientation.

Students receiving pre-matriculation exemption from Physics 13 and Physics 14 based on the local placement exam may take Physics 19 in the fall or spring of their first year.

TRANSFER CREDIT
Students who wish to receive transfer credit for college physics courses taken prior to matriculation at Dartmouth should see the undergraduate advisor (Prof. Kristina Lynch) of the Department of Physics and Astronomy during Orientation. Such students may be required to pass a proficiency examination in order to obtain credit.

SELECTED FALL TERM COURSES

ASTRONOMY
2. Exploring the Universe
A survey of contemporary knowledge of the nature and the evolution of stars, our Galaxy, other galaxies, dark matter, the expanding universe, and the big bang. Physical processes underlying these phenomena are discussed. Identical to Astronomy 3, but without the observing laboratory. Dist: SCI.

3. Exploring the Universe, with Laboratory
See description above. Students will make observations with radio and optical telescopes. Supplemental course fee required. Dist: SLA.

PHYSICS
3. General Physics I
The fundamental laws and phenomena of mechanics, heat, wave motion, and sound, including relativistic concepts. The sequence Physics 3-4 is designed primarily for students who do not intend to take Physics 19. Prerequisite: Mathematics 3. Dist: SLA.

13. Introductory Physics I
The fundamental laws of mechanics. Reference frames, Harmonic and gravitational motion. Thermodynamics and kinetic theory. Physics 13, 14, and 19 are designed as a three-term sequence for students majoring in a physical science. Supplemental course fee may be required. Prerequisite: Mathematics 3 and 8 (at least concurrently). Dist: SLA.

15. Introductory Physics I, Accelerated Section
Physics 15 and 16 are an alternative sequence to Physics 13, 14, and 19 for students whose substantial background in physics and mathematics enables them to study the material at a greater speed than is possible in regular sections. Classical dynamics of particles and rigid bodies, Special Relativity, Introduction to Quantum Mechanics including wave-particle duality of radiation and matter. The Uncertainty Principle and the Schrodinger equation in one spatial dimension. One laboratory period per week. Supplemental course fee may be required. Prerequisite: Mathematics 8 or 9 concurrently, and achieving a threshold score on the physics departmental placement exam offered during New Student Orientation. Dist: SLA.

Portuguese
(See program description under Spanish and Portuguese.)

Psychological and Brain Sciences
Psychologists are interested in understanding observable behavior and in developing models of the underlying cognitive and physiological processes. Neuroscientists are interested in understanding how the brain functions, drawing from psychology, biology, chemistry, engineering, medicine, and computer science. The Department of Psychological and Brain Sciences offers courses in social interaction, sensation and perception, the physiological basis of behavior, cognitive neuroscience, human and animal learning, cognitive and language processes, social and cognitive development, personality, and the behavior disorders. The Department offers a major and minor in Psychology and a major and minor in Neuroscience.

Psychology I (Introductory Psychology) serves as a broad-based introduction to psychology as the science of behavior. This course is prerequisite for the Psychology major. Psychology 6 (Introduction to Neuroscience) is the prerequisite for the Neuroscience major.

The following courses are recommended for first-year students:
1: Introductory Psychology (F, W, S)
6: Introduction to Neuroscience (F, W)

ADVANCED PLACEMENT
The department does not offer credit for Advanced Placement. Students who believe their preparation in Psychology is particularly strong may take a local placement exam during Orientation to determine if they should be exempted from Psychology 1.

Students who have received Advanced Placement credit for Statistics and who are considering becoming Psychology majors should take the Methods in Psychological Science local placement exam during Orientation, which will be used to determine whether or not the student is exempted from Psychology 10 (Statistical Methods) and placed into Psychology 11 (Laboratory in Psychological Science).

TRANSFER CREDIT
It is possible for entering students to obtain transfer credit for Psychology 1 if they have taken an introductory psychology course at a four-year college or university. In order to qualify for such recognition, a grade of C or better is required. Students who wish to apply for such recognition should submit a syllabus, the title, author, and edition of the text used, and a transcript to the department. Courses taken in secondary schools or two-year colleges will not be considered for credit. The decision to award credit will be based on the materials submitted.

SELECTED FALL TERM COURSES
1. Introductory Psychology
A course designed to serve as a general introduction to the science of human behavior. Emphasis will be placed upon the basic psychological processes of perception, learning, and motivation as they relate to personality, individual differences, social behavior, and the behavior disorders. Dist: SOC.

6. Introduction to the Neurosciences
This course provides students with an introduction to the fundamental principles of neuroscience. The course will include sections on cellular and molecular neuroscience, neurophysiology, neuroanatomy, and cognitive neuroscience. Neuroscience is a broad field that is intrinsically interdisciplinary. As a consequence, the course draws on a variety of disciplines, including biochemistry, biology, physiology, pharmacology, (neuro) anatomy, and psychology. The course will begin with an in-depth analysis of basic functions of single nerve cells. We will then consider increasingly more complex neural circuits, which by the end of the course will lead to an analysis of the brain mechanisms that underlie complex goal-oriented behavior. Dist: SCI.

Public Policy
The Nelson A. Rockefeller Center sponsors an interdisciplinary minor in Public Policy for students of all majors who seek a coherent program of study organized around public policy challenges, such as health, education, the environment, leadership, and law. The minor in Public Policy allows students to build on their coursework taken in departments across campus by exploring various theoretical concepts of governance and socio-economic interaction and applying them to the real world of public policymaking. The Public Policy minor complements any major offered at Dartmouth, whether in the sciences, social sciences, or arts and humanities. Many students build an international dimension into their minor.

The six-course sequence for the minor includes a gateway public policy process course, Public Policy 5: Introduction to Public Policy; a choice of two 40-level public policy tools and methods courses...
Recommended Courses for First-Year Students

from among eight courses offered on a regular basis; and three courses in a particular public policy domain, including a capstone public policy seminar. Incoming students are strongly encouraged to enroll in Public Policy 5 during the Winter 2016 Term and to complete the social science statistical analysis prerequisite (in most cases, Government 10 or an equivalent course) during their first year on campus.

What sets the Public Policy minor coursework apart from the more traditional courses at Dartmouth is the direct connection to the public policy process at the international, federal, state, and local levels pursued in the Public Policy courses. First-year students who complete both Public Policy 5 and the social science statistical analysis prerequisite are eligible to apply for the Rockefeller Center First-Year Fellowship Program. This Program, conducted each summer in Washington, DC, pairs 20 first-year students to serve as interns with Dartmouth Alumni Mentors who work in the public policy realm in Washington, DC. For more information about the Public Policy minor and the First-Year Fellows Program please contact Professor Shalik, the Rockefeller Center’s Associate Director for Curricular and Research Programs, or Jane DaSilva, Public Policy Program Coordinator, via e-mail or at 603-646-2229.

Courses offered in Public Policy for 2015-2016 include:
5. Introduction to Public Policy (W)
26. Health Policy and Clinical Practice (S)
41. Writing and Speaking Public Policy (S)
42. Ethics and Public Policy (S)
43. Social Entrepreneurship (X)
44. Polling, Public Opinion, and Public Policy (S)
45. Introduction to Public Policy Research (F)
52. Leadership in Political Institutions (F)
85. Global Policy Leadership (F)

Quantitative Social Science
The Program in Quantitative Social Science (QSS) offers a structured academic curriculum to undergraduate students seeking to combine an interest in a traditional social science field with strong methodological and technical training. QSS provides a curriculum grounded in computing and quantitative analytical techniques whose primary focus is leveraging these techniques in the pursuit of data analysis in the social sciences.

The Program offers both a minor, and a major where the major is open to all students who have honors standing in the College (overall grade-point average of 3.0). Students pursuing either the minor or the major in QSS will combine a specialization in one of the social sciences with foundational coursework in mathematics, computer science, data analysis, and modeling. If a Dartmouth student is interested in anthropology, economics, education, geography, environmental studies, history, political science, psychology, or sociology as a quantitative social science, QSS is ready-made for the challenge. The strong training of Dartmouth QSS majors has led alumni to a variety of careers and advanced degrees, including university teaching and research, law, business, medicine, and public policy. Interested first-year students are advised to begin a strong curriculum in data analysis and mathematics and to consult with faculty associated with the program.

SELECTED FALL TERM COURSE
15. Introduction to Data Analysis
Methods for transforming raw facts into useful information. The course includes basic techniques for detecting interrelations among events and for assessing trends. Topics include exploratory data analysis, and QSS 15 may be used in some departments in place of an introductory methodology requirement. Prerequisite: Mathematics 3 or its equivalent or permission. Directed toward students with an aptitude for mathematics and statistical reasoning. Recommended for first-year and second-year students wishing to pursuing coursework in QSS or continue in the social, biological, or physical sciences. Dist: QDS.

Religion
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. Please visit the Department website for a complete listing of courses: religion.dartmouth.edu.

The following courses are recommended for first-year students:
1. Patterns of Religious Experience (F, W)
3. Modern Religious and Anti-Religious Thinkers (S)
5. Early Christianity: The New Testament (F)
7. Hindus and Muslims in India (W)
8. Introduction to Islam (F)
10. The Religions of China (S)
17. African Religions of the Americas (F)
18. Indian Buddhism (S)
19. Special Topics in Religion - Introductory Level (F, S)

TRANSFER CREDIT
Since the quality of instruction in religion at colleges and universities varies widely, the Religion Department is hesitant to approve courses for pre-matriculation and/or transfer credit and does so only in rare cases. The Department requires a full syllabus noting required readings and the name of the instructor for any course in religion presented for pre-matriculation credit. Application for credit should be made through the chair of the Department as soon as possible in the fall of the first year. The Religion Department does not normally approve more than one course per student for transfer or pre-matriculation credit.

SELECTED FALL TERM COURSES
1. Patterns of Religious Experience
A comparative study of some of the basic patterns of religion. The course will focus upon such themes as religious experience, myths of creation, stories of religious founders and heroes, the origin and resolution of human suffering, and the structure and meaning of religious community and ritual. Source material for these themes will be taken from the literary and artistic resources of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, and Judaism. Open to all classes. Dist: TMV or INT.

An examination of primitive Christianity as witnessed by the writings of the New Testament. Emphasis will be given to the literary and historical analysis of the Gospels and Epistles and to understanding the pre-Christian and non-Christian religions of the Hellenistic world. Open to all classes. Dist: TMV; WCult: W.

8. Introduction to Islam
This course will provide students with useful tools for reading about, thinking about, or otherwise engaging with Islam and Muslims. It is first a survey of important topics in the study of the religion of Islam, including the Qur’an and the Prophet, the role of Islamic mysticism, Islam and the state, Islamic law, and Islamic theories of family and person. We also discuss Orientalism and the western study of Islam, so that we can understand ourselves as students of the Islamic tradition. Open to all classes. Dist: TMV; WCult: NW.

17. African Religions of the Americas
This class introduces the history and practices of African-derived religious traditions as they have developed in the Caribbean, Latin America, and Black American communities in the United States. These religious systems will be discussed with reference to
their mainstream representation (as “voodoo”) and analyzed according to the more complex realities of their practitioners’ everyday lives. Three themes to be explored in each tradition include 1) gender identity; 2) racial identity and resistance; and 3) aesthetics. Open to all classes. Dist: TMV or INT; WCult: CI.

19.06 Modern Hinduism: Colonial and Nationalist Contexts (Identical to AMES 42.06) The names “Hinduism,” a religion, and “India,” a nation, come from the same word. What’s at stake in mapping one onto the other? We will begin by looking at a basic set of Hindu teachings. We then move on to trace their consolidation as a modern religion in historical context. Working from the period of British colonial rule to the present, we’ll examine the writings of such thinkers as Mahatma Gandhi, Sarvepalli Radhakrishnan, and Swami Vivekananda; consider contemporary case studies; and watch several Bollywood films. Dist: TMV; WCult: NW.

19.14 God and Money This course introduces students to the problems and concerns of the study of religion by examining the interaction between economic and religious discourse and practice. We will explore money as a social phenomenon, a way human communities construct meaning and relationships, deal with power and obligation, and communicate what matters to them. We seek to understand what money is, how it interacts with moral categories like guilt and human value, and how it shapes areas of life such as consumption, work culture, friendship, love, and sex. We also examine perspectives emerging from religious and ethical traditions concerning the presence of money in modern life. In so doing, we grapple with issues of individual and communal meaning, identity, and value judgment, as well as the challenge of defining what counts as religion — concerns that are integral to the discipline of religious studies and central to humanistic inquiry more broadly. Open to all classes. Dist: TMV; WCult: W.

Russian
The study of Russian offers you a passport to the culture of the world’s largest country, Russia covers 11 time zones. Its vast forests are sometimes called “the lungs of Europe and Asia.” Lake Baikal, which contains 20% of the Earth’s fresh water, attracts tourists, scientists, and students alike (among them a number from Dartmouth). Representing the letter ‘R’ among the so-called BRIC nations, Russia has become a major global economy and is regaining its place as a military and political power. Russian gives you entrance to one of the world’s richest artistic traditions, ranging from icon painting to Kandinsky and Chagall, from Chaitovsky to Stravinsky in music, and from pioneering filmmakers like Eisenstein to major directors of the late twentieth century, like Andrei Tarkovsky. Finally, a knowledge of Russian and Russian culture will open doors to careers in diplomatic and other government services, as well as journalism. Since Russian 1 is offered only in the fall term, interested students should start taking the language in the fall of their first year. Three one-term courses (Russian 1, 2, 3) give students basic fluency in the elements of the Russian language. Russian 3 satisfies the College language requirement and gives the student access to the LSA+ in St. Petersburg. It also qualifies students for Russian 27 and 28, which serve as gateway courses for many of the department’s more advanced language courses. Four years of the language are offered, as are many courses in literature and linguistics. Those students who wish to major have two options: a major in language and literature, with an emphasis on one or the other; or a major in area studies, with courses about Russia taken in both the Russian Department and other Dartmouth departments, such as History, Government, Geography, and Economics. Most of the literature courses are taught in English, with the Russian majors doing extra work that draws upon their knowledge of the language. Most majors participate in the department’s summer LSA+ at the University of St. Petersburg, but the program is open to all Dartmouth students with one year of Russian.

The following courses are recommended for first-year students:
1. 2, 3. Introductory Russian (F, W, S)
7. Seap权益 (W)
10. Introduction to Russian Civilization (F)
13. Slavic Folklore: Vampires, Witches and Firebirds (S)
18. Russian Theater (S)
19. Understanding the Russians: The Role of Language and Culture in Communication (F)
31: Transgressive Novels: Masterpieces of Russian Fiction (W)

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Which courses in this guide excite you? Which courses pique your intellectual curiosity?
Recommended Courses for First-Year Students

The curriculum of the Department of Sociology includes courses on social psychology and social change; organizations, and institutions; social movements and political sociology; and class, gender and race inequalities. Sociology offers a standard or modified major, a standard minor, and two specialized minors: Markets, Management and the Economy; and Social Inequality. Requirements for majors and minors are explained in the ORC and on our website: https://sociology.dartmouth.edu.

The following are recommended first-year courses:

1. Introductory Sociology (F, S)
2. Social Problems (W)
10. Quantitative Analysis of Social Data (F, W)
11. Research Methods (W, S)
15. Sociological Classics (F, W)
23. Social Movements (F)
26. Capitalism, Prosperity and Crisis (S)
27. Organizations in Society (F)
30. Deviance and Social Control (W)
31. Youth and Society (W)
32. Social Meanings of Home (F)
34. Health Disparities (S)
35. Sociology of Mental Health (F)
36. Sociology of Family (W)
38. Status and Power (S)
45. Inequality and Social Justice (W)
46. Constructing Black Womanhood (S)
47. Race and Ethnicity (W)

SELECTED FALL TERM COURSE

23. Social Movements

Social movements are collective attempts to promote or resist social change, from the way people live their lives, to how governments govern, to how economic systems distribute rewards. This course examines why and when social movements come about, the organizations and strategies they adopt, and the circumstances in which they are most impactful. We explore these issues by researching individual political movements and engaging larger theoretical explanations for their development.

Dist: SOC; WCult: W.

Spanish and Portuguese

The Department of Spanish and Portuguese is one of the language and literature departments that share Dartmouth Hall, the historic architectural center of the campus and the focal point for the study of foreign languages, literatures, and cultures. The faculty of the department represents a broad range of interests, specializations and perspectives on language learning, literature, and cultural studies. The department offers beginning language through advanced seminars, individual studies, and honors programs, and a varied array of overseas programs.

The majors offered are (a) Hispanic Studies, (b) Romance Studies, (c) Modified Major in Hispanic Studies, and (d) Modified Major in Lusophone Studies.

The minors offered are in Hispanic Studies and Lusophone Studies (Literature and Culture of the Portuguese speaking world).

PORTUGUESE

Two one-term intensive introductory courses (Portuguese 1 and 3) furnish the basic training in language sufficient to satisfy the language requirement and to prepare for intermediate courses (Portuguese 20 on campus or Language Study Abroad Plus in Brazil).

SPANISH

Three one-term introductory courses (Spanish 1, 2, and 3) furnish the basic training in language sufficient to satisfy the language requirement and to prepare for the intermediate courses.

COURSE PLACEMENT

Which class should I take if I wish to continue with my studies in Spanish at Dartmouth College?

If I have taken the SAT II test:

0 – 410: Spanish 1
420 – 590: Spanish 2
600 – 680: Spanish 3
690 or better: Spanish 9

If I have taken AP exams:

AP Language 4 or 5: Spanish 9
AP Literature 4: Spanish 9
AP Literature 5: Spanish 20

Students who scored 5 on the AP Literature exam receive one credit on entrance for Spanish 9.

If I have taken the British A level exams:


If I have taken the IB exam: 6 or 7 on the higher-level IB exam: Spanish 20. Students receive one credit on entrance for Spanish 9.

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. The exam is offered online for incoming first-year students from August 1 – August 29. Upon completing the exam, the course for which you should register will be indicated. All students who place out of Spanish 3 on the local placement exam will be required to take an oral exam on campus during Orientation. There will be a make-up exam on October 19 only for students who missed the August 1 – 29 online exam. For more general information about language classes and the online exam (including password) see the department website. Students who have lived or studied abroad for more than 6 months should contact the Department for further placement information.

If you have studied Portuguese before coming to Dartmouth or have other experience with the language, you must take the Portuguese Placement Test (PPT) to be placed in the appropriate level class. The PPT consists of two parts: one written and one oral. The written part tests knowledge of grammar, reading comprehension, and writing composition. The written exam is followed by an interview that tests oral comprehension. It is offered in the fall and winter during the first week of classes. Students interested in taking the PPT should contact Professor Rodolfo Fracconi or Professor Carlos Minchillo in order to take the test.
SELECTED FALL TERM COURSES

1. Spanish I
Introduction to spoken and written Spanish. Intensive study of introductory grammar and vocabulary with a focus on culture. Oral class activities, readings and compositions. Weekly practice in the virtual language lab includes watching TV series and films and weekly drill sessions. Never serves in partial satisfaction of the Distributive or World Culture Requirements.

2. Spanish II
Continuation of Spanish 1. Further intensive study of grammar and vocabulary with a focus on culture. Oral class activities, readings and compositions. Weekly practice in the virtual language lab includes watching TV series and films and weekly drill sessions. Never serves in partial satisfaction of the Distributive or World Culture Requirements. Open to first-year students by qualifying test and to others who have passed Spanish 1.

3. Spanish III
Continuation of Spanish 2. Spanish 3 provides additional, intensive study of grammar and vocabulary with a focus on literature and culture. Oral class activities, readings and compositions and continued practice in the virtual language laboratory. Weekly drill sessions. Completion of this course on campus or as part of the LSA constitutes fulfillment of the language requirement. Never serves in partial satisfaction of the Distributive or World Culture Requirements. Open to first-year students by qualifying test and to others who have passed Spanish 2.

4. English Composition
A Critical and Cultural Approach
This course focuses on the study of critical and theoretical vocabulary and the reading and analysis of a variety of texts. It serves as a prerequisite for all upper-division courses (30 and above). Prerequisite: Participation in one of the Spanish LSA programs; Spanish 8 or 9; exemption from Spanish 9 based on test scores (see Department website); or permission of instructor. Spanish 20 may be taken in conjunction with 30-level survey courses. It serves as a prerequisite for all Spanish courses 40 and higher. Dist: LIT.

There are no Portuguese language courses offered in the fall term.

Studio Art
The Department of Studio Art 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 are 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 following courses are recommended for first-year students:
15. Drawing I (F, W, S, X)
16. Sculpture I (F, W, S, X)
17. Special Topics (F, S)

SELECTED FALL TERM COURSES

15. Drawing I
In this introductory course, major and non-major students will explore the issues of mark, line, scale, space, light, and composition. Students will develop their own critical ability as well, enabling them to discuss the work presented in class. Although the majority of work will be from the observed form, such as still life and the human figure, non-observational drawing will also be emphasized. Various kinds of charcoal, ink, and pencil will be the primary media used. Supplemental course fee required. Dist: ART.

16. Sculpture I
The emphasis of this course is to make and critique sculpture. Three-dimensional design concepts and various elements of sculpture such as form, space, surface, and time, will be discussed. Students will develop an understanding of different materials and techniques in conjunction with the aesthetics of each medium. This course focuses on an individual approach to creative problem solving, with students developing skills and art terminology to critique their own sculpture and that of others. Supplemental course fee required. Dist: ART.

17. Special Topics: Collage – Bridging the Gap
An exploration of the design and construction of
Recommended Courses for First-Year Students

imagery through the medium of collage. Students will work in mixed media collage materials from a variety of subject matter with a focus on the development of critical abilities and an individual aesthetic. Assignments will make use of collage as a connection between two-dimensional and three-dimensional artwork, addressing collage work in relationship to drawing, painting, relief sculpture, photography, and architecture. Supplemental course fee required. Dist: ART.

Theater
The theater program offers a variety of ways for all Dartmouth students to participate in the study and practice of theater. While the department does offer a theater major and a theater minor, students do not have to be majors or minors to participate. Students from all parts of campus are invited to enroll in theater courses and to participate in the department's busy production program as actors, directors, playwrights, designers, stage managers, and technicians.

In order to provide students with a solid foundation in all aspects of theater study, the department offers a wide range of both classroom and studio-oriented courses. Traditional courses in dramatic literature, theater history and criticism are balanced by offerings in practical aspects of theater production such as performance, directing, design, playwriting, stage management, and theater technology. Students who wish to major or minor in theater are assisted in designing a program that covers both the scholarly and practical aspects of the theater. Non-majors are invited to enroll in theater classes, as well as to participate in all aspects of the production program.

Our Foreign Study Program occurs in the summer, and students may participate as early as the summer after their first year. Students spend ten weeks in London studying at the London Academy of Music and Dramatic Art and attending performances at a variety of London theaters, all of which is paid for by the program. Students receive three Dartmouth credits for the FSP. Prerequisites for the FSP include either Theater 15, 16, or 17 and one course in theater studies. Students from all parts of campus are invited to enroll in theater classes, as well as to participate in all aspects of the production program. Dist: ART.

The following courses are recommended for first-year students:

1. Introduction to Theater (W)
10. Special Topics in Theater (F, W, S)
Human Rights and Performance (F)
The Sound of Silence: A Chekhov Writing Workshop (F)
Sex and Drama: Sexuality Theories/Theatrical Representation (F)
Acting for Musical Theater (W)
Creativity and Collaboration (W)
Violence & Pleasure in British Drama: Renaissance Corpses, Modern Bodies (W)
15. Theater and Society I: Classical and Medieval Performance (F)
16. Theater and Society II:

<table>
<thead>
<tr>
<th>10. Special Topics in Theater: Human Rights and Performance</th>
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<td>11.  Theatre and Society III: 19th and 20th Century Performance (S)</td>
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<td>23.  Topics in African Theater and Performance (W)</td>
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<td>24.  Asian Performance Traditions (S)</td>
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<td>26.  Movement Fundamentals I (F)</td>
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<td>30.  Acting I (F, W, S)</td>
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<td>36.  Speaking Voice for the Stage (S)</td>
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<td>40.  Technical Production (F, W)</td>
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<td>42.  Scene Design I (W)</td>
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<td>44.  Lighting Design I (F)</td>
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<td>48.  Costume Design I (S)</td>
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<td>50.  Playwriting I (F, S)</td>
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<td>54.  Directing I (S)</td>
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SELECTED FALL TERM COURSES

10. Special Topics in Theater: Human Rights and Performance
This course explores performance texts and theater scholarship that engage with the discourse of human rights. The course examines various case studies of state-sanctioned violations of human rights and how theater and performance artists have responded to those violations. In addition to a series of short response essays, each student will develop an independent research project throughout the term. Dist: ART.

15. Theatre and Society I: Classical and Medieval Performance
This course explores selected examples of world performance during the classical and medieval periods in Western Europe and eastern Asia. Plays to be discussed might include those by Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Plautus, Terence, and Zeami. Through the reading and discussion of primary and secondary texts, we seek to situate selected performance texts within their sociopolitical and artistic contexts. Dist: ART or INT; WCult: W.

26. Movement Fundamentals I
An introduction to movement for the stage, this course will animate the interplay between anatomy, movement theories, and performance. Through exploration of physical techniques, improvisation, and movement composition, students will experience a fundamental approach to using the body as a responsive and expressive instrument. Assignments will include readings, written work, class presentations, mid-term exam, and final paper. Instructor permission required. Dist: ART.

30. Acting I
This course is a basic introduction to acting technique for the stage. The course is designed to develop the ability to play dramatic action honestly and believably, using realistic/naturalistic material as well as self-scripted autobiographical writing. Course work includes exercises and improvisations, monologues and scene work. Out-of-class assignments include required readings from acting texts and plays, attendance at local stage productions, rehearsals, and journal writing. Permission to enroll will be given based on an interview with the instructor. Dist: ART.

40. Technical Production
This course is an introduction to the technical aspects of scenic and property production, exploring traditional and modern approaches. Topics include drafting, materials and construction, stage equipment, rigging, and health and safety. The course consists of lectures and production projects. Open to all students with instructor’s permission. Dist: ART.
50. **Playwriting I**
The aim of this course is for each student to write the best one-act play she or he is capable of. This undertaking will involve a number of preliminary exercises, the preparation of a scenario, the development of the material through individual conferences, and finally the reading and discussion of the student's work in seminar sessions. The course is limited in size and requires the permission of the instructor. Students will not be enrolled until after an interview with the instructor. Preregistration is not permitted. Dist: ART.

### Writing and Rhetoric: The Institute for Writing and Rhetoric

The Institute for Writing and Rhetoric at Dartmouth College oversees first-year writing courses (Writing 2-3, Writing 5, and the First-Year Seminars taught in departments and programs throughout the College); upper-level courses in Writing courses in Speech; and student support services through RWIT (The Student Center for Research, Writing, and Information Technology). 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. As of Fall 2012, Humanities 1-2 may be taken as another way of fulfilling the first-year writing requirement. For details, see www.dartmouth.edu/~hums1-2.

### PLACEMENT PROCESS FOR WRITING 2-3 AND WRITING 5

In a separate mailing in early June, details and instructions regarding the online Writing 2-3 Placement Process were sent to invited students. This web-based process has been designed to allow students who might benefit from a two-term writing course to have their writing evaluated and to receive a recommendation about whether to take Writing 2-3 or Writing 5. Students who did not receive an invitation by June 15th to complete the online writing placement process but feel that they would benefit from taking the Writing 2-3 course should contact the Institute for Writing and Rhetoric as soon as possible by email at writing.two.three@dartmouth.edu. 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://dartmouth.edu/writing-speech/curriculum/placement-and-enrollment-policies.

#### TRANSFER CREDIT

Transfer students may request approval of transfer credit for Writing 5, upper-level Writing courses, or Speech courses based on courses taken at other colleges or universities before matriculation at Dartmouth. The deadline for all requests for credit is the end of the first term of study.

### SELECTED FALL TERM COURSES

#### WRITING

2-3. **Composition and Research**

This two-term course in first-year composition proceeds on the assumption that excellence in writing arises from serious intellectual engagement. Writing 2-3 sections are limited to fifteen students. Students engage in intensive study of literary and other works (including their own and each other's writing), with attention to substance, structure, and style. The primary goal of Writing 2 is for students to learn to write clearly and with authority. By submitting themselves to the rigorous process of writing, discussing, and rewriting their papers, students come to identify and then to master the essential properties of the academic argument. In Writing 3 students engage in the more sustained discourse of the research paper. These papers are not restricted to literary criticism but might employ the research protocols of other academic disciplines. Throughout the reading, writing, and research processes, students meet regularly with their tutors and instructors, who provide them with individual assistance.

Writing 2-3 is taken in place of Writing 5 to fulfill the writing requirement. Writing 2-3 does not serve in partial satisfaction of the Distributive Requirement.

#### SPEECH

20. **Public Speaking**

This course covers the theory and practice of public speaking. Building on ancient rhetorical canons while recognizing unique challenges of contemporary public speaking, the course guides students through topic selection, organization, language, and delivery. Working independently and with peer groups, students will be actively involved in every step of the process of public speaking preparation and execution. Assignments include formal speeches (to inform, to persuade, and to pay tribute), brief extemporaneous speeches, speech analyses, and evaluations. No prerequisites. Limited enrollment. Dist: ART.

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Women's, Gender, and Sexuality Studies

The Women's, Gender, and Sexuality Studies Program at Dartmouth College, the first such program in any of the previously all-male Ivy League colleges, offers multidisciplinary and cross-cultural courses on gender and gender-related issues, including a concentration in Sexuality and LGBT Studies. Our program faculty includes over 70 faculty members drawn from the Arts and Humanities, Social Sciences, and Sciences. The Women's, Gender, and Sexuality Studies Program enriches the traditional liberal arts curriculum by celebrating the multiplicity of gender and sexual identity (male, female, gay, lesbian, transgendered, etc.) and by helping students understand how gender and sexuality intersect with other social markers like those of class, race, and ethnicity.

Courses in WGSS are rich and diverse as faculty share their cutting-edge research on topics such as identity formation, power and politics, knowledge formation, gender and the visual arts, family and community, gender and economic development, gender and health, etc. In partnership with the Asian and Middle Eastern Studies Program, we offer an annual Foreign Study Program in Hyderabad, India. Most courses are open to all students and may be taken for elective credit, as part of the Women's, Gender, and Sexuality Studies Major, Minor, Modified Major or to satisfy distributive requirements. For globally minded students, Women's, Gender, and Sexuality Studies works with the Gender Research Institute and the Dickey Center for International Understanding to co-sponsor international internships in gender-focused organizations. Recent experiences have taken students to India, Guatemala, and the Dominican Republic.

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### SELECTED FALL TERM COURSES

#### 10. Sex, Gender, and Society

This course will investigate the roles of women and men in society from an interdisciplinary point of view. We will analyze both the theoretical and practical aspects of gender attribution—how it shapes social roles within diverse cultures, and defines women's and men's personal sense of identity. We will discuss the following questions: What are the actual differences between the sexes in the areas of biology, psychology, and moral development? What is the effect of gender on participation in the work force and politics, on language, and on artistic expression? We will also explore the changing patterns of relationships between the sexes and possibilities for the future. Dist: SOC; WCult: CI.
This worksheet was created to provide you with a space to begin planning your academic journey. The questions were intentionally designed to inspire you to reflect on your goals and start thinking ahead. Use this worksheet as a starting point and refer back to it often!

Bring this worksheet to meetings with your Undergraduate Dean, your Faculty Advisor, other mentors and Deans Office Student Consultants (DOSCs).

**LIST COURSES THAT INTRIGUE YOU FROM THIS GUIDE:**

**WHAT DID YOU DO WELL IN HIGH SCHOOL THAT COULD HELP YOU SUCCEED ACADEMICALLY AT DARTMOUTH?**

**WHAT MAKES YOU UNCERTAIN ABOUT ACADEMIC SUCCESS AT DARTMOUTH?**

**LOCAL PLACEMENT EXAMS YOU PLAN TO TAKE DURING ORIENTATION:**
CONSIDER THESE THINGS WHEN CHOOSING COURSES FOR YOUR FIRST YEAR:

1) Writing Placement: Fall or Winter term (Writing 5 [or 2/3] or Humanities 1/2), and planning for your First-year Seminar in the subsequent term. You will receive your specific placement during New Student Orientation, but be sure to allow space for these courses during your first year.

2) The Language Requirement: When to start? Will you complete it using language course numbers 1-2-3? Are you thinking about finishing your language requirement with a Language Study Abroad program (LSA/LSA+)?

3) Take classes that EXPLORE academic interests (leave room for new, old, and unrealized opportunities of academic connection).

4) Distributive Requirements: We encourage you to choose distributive requirements with purpose and clear goals. We discourage you from choosing a class that just “checks off” a distributive requirement. These requirements are NOT intended to be completed in the first two years or prior to beginning a major.

5) Prerequisite courses: Is the course an important prerequisite for an off-campus program, pre-health requirement, or an important sequence that is only offered this term?

6) Remember: You don’t need to take a course just because you were placed into the course.

BE SURE TO ALSO CONSIDER:
Co-curricular opportunities, organizations and clubs that you are interested in exploring.

POTENTIAL FIRST YEAR COURSES

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THE HEALTH PROFESSIONS PROGRAM (HPP) is a four-year advising program that helps you navigate the rigorous path of academic, experiential, and personal growth while you explore and prepare for a health profession (medical, veterinary, dental, nursing, etc.). HPP combines our robust Pre-Health Advising Program with our Nathan Smith Society student program, and collaborates with the Minority Association of Pre-Health Students (MAPS), peer mentors, Geisel Medical students, alumni, medical professionals, community members, and faculty to offer many opportunities for community events and personal encounters.

Meet with your Pre-Health Advisors as soon as possible after arriving and throughout your first year. Attend the Pre-Health Advising Orientation events and come in during Walk-In Hours or make an appointment to meet with us.

Make sure to visit our primary HPP web site: www.dartmouth.edu/~nss.

Your Pre-Health Advisors will assist you with: learning and study strategies; electing your courses; personalizing your D-Plan; determining your unique timing and choices; supporting self-assessment and self-reflection; and guiding you in the actual health profession school application.

The Pre-Health journey is also experiential. We offer, among many other things: a local shadowing program with area physicians, vets, dentists, nurses, etc.; guidance in finding undergraduate research and internship opportunities; and many workshops that help you learn about the pre-health process and clarify your goals.

FREQUENTLY ASKED QUESTIONS

WHAT IS ESPECIALLY USEFUL TO KNOW TO GET STARTED?

There is not a “one size fits all” path! Everyone arrives with different math and science backgrounds and levels of clarity about their aspiration. Some take a term or two to adjust to the pace of college, review or learn essential foundations, or just explore other interests. Some are ready to dive into a science course first term. All students develop new problem solving skills and ways of thinking.

Strong foundations in algebra and at least some knowledge of calculus upon matriculating is very useful for pre-health prerequisite classes. We advise students with a pre-health aspiration to begin learning or to review this material over the summer even if you have already taken calculus. Get acquainted with, or review, your chemistry and biology concepts. There is great (free) material online at www.khanacademy.org/ or www.shodor.org/unechem/index.html. A summer community college class is another option as are free courses on Coursera.

Prepare to study differently! You can get great tips on study strategies from us, Academic Skills Center, your peers, and from your faculty.

Speak with a Pre-Health Advisor early on! As you can see from the right hand column, there is a lot of coursework on the path to many medical professions, and planning is involved! However, there are different paths to getting there.

DOES MY MAJOR MATTER?

No. There is no “pre-health” major at Dartmouth. You are a Dartmouth liberal arts student. Medical schools care that you develop a love of learning, and depth of knowledge in your area of focus. Humanities, Sciences and Social Sciences majors are all just as likely to be strong candidates for a health profession if they are otherwise qualified and successful in the science prerequisites. With planning, and assistance, it can fit together. You will assess and adjust as you go, with support from HPP.

WHEN DO PEOPLE APPLY TO A HEALTH PROFESSIONS SCHOOL?

Eighty percent of students who apply to a medical, dental, or veterinary school from Dartmouth apply the summer after they graduate or in future years (as alumni/ae). This allows at least four years to take the prerequisite courses, develop as a person, and prepare for the MCAT. The average age of a student entering medical school is currently 24 or older which implies (at least) one year between graduation and medical school. Students find jobs for that “gap year(s)” during their senior year.

WHAT IF I NEED STRATEGIES FOR SUCCESS IN MY PRE-HEALTH CLASSES?

Ask for assistance right away! Your Pre-Health Advisors, undergraduate deans, faculty, and our Academic Skills Center are here to assist! It is quite normal to need to develop effective new studying and learning strategies.

SEE BELOW FOR CURRENT PRE-HEALTH REQUIREMENTS FOR MOST HEALTH PROFESSIONS SCHOOLS (INCLUDING MOST VETERINARY AND DENTAL).

PLEASE NOTE:

Taking two laboratory courses in one term at Dartmouth is very demanding (and not the norm). We strongly discourage students from doubling up on lab classes in their first year.

SUBJECT: English - 2 courses
AT DARTMOUTH: First-year Seminar and Writing 5 (or Writing 2-3) fulfills this requirement.

SUBJECT: Biology - 2 courses with lab
AT DARTMOUTH: Foundation courses include 12, 13, 14, 15, and 16. Most students choose Bio 12, 13, and 14 to be best prepared for a future MCAT and med/dental or vet school. [See next page for course titles] To help students determine if they are sufficiently prepared to enter a foundation course directly, the Biology department has established an online self-assessment exam for students. Either Biology 11 or Biology 2 are a good entry into biol-
ogy at Dartmouth, depending on student's previous background. [Biology: Cell Structure and Function; Biology 13: Gene Expression and Inheritance; and for physiology preparation either Biology 14: Physiology or Biology 2: Human Biology.] To help you figure out your best path through the biology preparation, come speak with Pre-Health Advisors!

**SUBJECT:** Chemistry - 2 courses Gen Chem with lab; and 2 terms Organic Chem with lab

**AT DARTMOUTH:** Calculus (Math 3) is a prerequisite for Gen Chem.

**Gen Chem:** Chem 5 and 6: With a more advanced background (AP, IB) one might exempt out of one or both classes; however one must still take a general chemistry class at the college level.

**Organic Chem:** Chem 51 and 52.

For students who have more advanced knowledge or intend to major in chemistry, the Chem 57 and 58 sequence is typical. Students with little or no chemistry background should strongly consider taking Chem 2 as a starting place.

**SUBJECT:** Biochemistry - 1 course

**AT DARTMOUTH:** Biochemistry 40 (no lab, in the Biology Department) or Biochemistry 41 (with lab, in the Chemistry Department). These courses require Organic Chem as a prerequisite. Biology 40 requires Biology 12 as a prerequisite.

**SUBJECT:** Physics - 2 courses of general physics with lab

**AT DARTMOUTH:** General Physics: Physics 3 and 4 (or Physics 13 and 14 for chem, engineering, or physics majors). These courses have Calculus 3 prerequisite. With a more advanced background (AP, IB) one might exempt out of one or both classes. However one must still take a general physics class at the college level.

**SUBJECT:** Mathematics - 1 term of statistics and 1 term of Calculus

**AT DARTMOUTH:** Calculus: Math 3: Introduction to Calculus is a prerequisite to several courses in Biology, Chemistry or Physics. For purposes of pre-health requirements at this time, the equivalent of Math 3 (via exemption, or Math 1 and 2) is sufficient as long as one math class (which can be statistics) is taken at college.

**Statistics:** Any statistics course numbered 10 in Psychology, Sociology, Economics, Government or Mathematics; Biology 29 (Biostatistics); Math 10; and Social Sciences 15: Intro to Data Analysis.

**OTHER COURSES FOR MCAT PREPARATION:**

There is a psychology and sociology section on MCATs. These are not prerequisites for med school; to prepare while at Dartmouth, however, Psychology 1 will give you much of the psychology material you need and Sociology 1 or a health-related sociology course could give you the material you need. There may be other ways to learn this material. Consult with your Pre-Health Advisors!

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**THE FOLLOWING IS A LIST OF DEPARTMENTS AND OFFICES THAT YOU MAY WISH TO CONTACT IF YOU HAVE QUESTIONS.**

General questions may be directed to the Undergraduate Deans Office at (603) 646-2243 or dean.of.undergraduate.students@dartmouth.edu. For more information about New Student Orientation, please call (603) 646-0089. All numbers below are preceded by the 603 area code and the 646 exchange. If you are on campus, dial “6” before the number.

- Academic Skills Center: 2014
- African and African American Studies: 3256
- Anthropology: 2306
- Art History: 2861
- Asian and Middle Eastern Languages and Literatures (AMELL): 0434
- Asian and Middle Eastern Studies (AMES): 2854
- Astronomy: 2378
- Biology: 2465
- Biology - 2 courses of general physics with lab
- Calculus (Math 3): 2215
- Chemistry: 3456
- Classics: 2501
- Cognitive Science: 3394
- Colby Center for Student Involvement: 0332
- Comparative Literature: 3399
- Computing Services: 2512
- Computer Science: 2643
- Computer Science - 1 term of statistics and 1 term of Calculus
- Dartmouth Dining Services: 2271
- Dartmouth (ID) Card Office: 3724
- Dartmouth Outing Club (DOC): 2429
- Dickey Center: 2023
- DOC First-Year Trips: 3996
- DSGHP (Health Insurance): 9438
- Earth Sciences: 2373
- Economics: 2538
- Education: 3462
- Engineering Sciences: 3677
- English: 2316
- Environmental Studies: 2838
- Film and Media Studies: 3402
- Financial Aid: 2451
- French and Italian: 2400
- Geography: 3378
- German Studies: 2408
- Government: 2544
- Health Professions Program: 3377
- Health Services (Dick's House): 9400
- History: 2545
- Hood Museum of Art: 2808
- Hopkins Center for the Arts: 6868
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New Student Orientation
**SEPTEMBER 9-15**

Fall term classes begin
**SEPTEMBER 16**

Fall term classes end
**NOVEMBER 17**

Fall term examinations
**NOVEMBER 20-25**

Residence halls close at noon
**NOVEMBER 25**

Residence halls open
**JANUARY 2**

Winter term classes begin
**JANUARY 4**

Winter term classes end
**MARCH 8**

Winter term examinations
**MARCH 11-15**

Residence halls close at noon
**MARCH 16**

Residence halls open
**MARCH 26**

Spring term classes begin
**MARCH 28**

First-Year Family Weekend
**MAY 6-8**

Spring term classes end
**MAY 31**

Spring term examinations
**JUNE 2-6**

Residence halls close at noon
**JUNE 8**

**THIS BULLETIN HAS BEEN PREPARED FOR THE BENEFIT OF INCOMING STUDENTS.**

The officers of the College believe that the information contained herein is accurate as of the date of publication (July 2015).

However, Dartmouth College reserves the right to make from time to time such changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate and in the best interests of the Dartmouth community.

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