

Welcome Class of 2028

# Explore. Engage. Excel.

AN INTRODUCTION TO ACADEMICS AT DARTMOUTH COLLEGE



# Using This Guide



**To fully experience the academic opportunities at Dartmouth, it is important 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. The Undergraduate Deans Office hopes that you will use this guide for the entirety of your first year of study; the advising it offers and the description of courses will remain invaluable.

We encourage you to purposefully engage with your advisors. They will begin to help you explore the curriculum by asking questions such as:

- Why are you interested in that course?
- Why are you not interested in this other course?
- 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 have all the answers to these and other questions. There are tremendous resources at Dartmouth to support and encourage your exploration and discovery. The Undergraduate Deans Office (see column to the right), in conjunction with your faculty advisor, will offer assistance and guidance at every step along the way.

There are questions and prompts designed for you throughout this document. We invite you to fully engage with them: 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.

We know that many transitions bring uncertainty. Transitioning from secondary school to college is no exception. Allow EXPLORE, ENGAGE, EXCEL to serve as your first resource, and know that there are many other resources available to you this summer and when you begin your academic career at Dartmouth. Being honest, realistic, and open about any uncertainty and apprehension you are experiencing will enable you to best access these sources of support and potentially develop strategies before your first term at Dartmouth begins.

Let us now introduce you to YOUR ADVISING NETWORK. As you begin to work with your advising network, 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.

With a warm welcome,  
The Undergraduate Deans Office

## **What exactly is advising?**

Advising is a process by which faculty, staff, and peers empower you to think and reflect deeply about what it is you want out of your Dartmouth experience. 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. Additionally, you are expected to take increasing responsibility for your advising relationships. 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 online advising chats or when reading our advising emails, you begin your own advising experience.

## **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**

### **Undergraduate Deans Office (UDO)**

<https://students.dartmouth.edu/undergraduate-deans/>

- Offer advising and assistance on academic, personal, and social matters throughout your entire time at Dartmouth.
- 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 resources.
- Strive to provide holistic advising through close collaboration with other offices in Student Academic Support Services.

Together, our initiatives are directed toward anchoring students in the intellectual life of the College, supporting meaningful and inclusive interaction across difference, and facilitating engagement and personal development.

## **ADDITIONAL RESOURCES**

- **Student Accessibility Services (SAS)** <https://students.dartmouth.edu/student-accessibility/>
- **Academic Skills Center (ASC)** <https://students.dartmouth.edu/academic-skills/>
- **Health Professions Program (HPP)** <https://www.dartmouth.edu/prehealth/>
- **Center for Professional Development (CPD)** <https://sites.dartmouth.edu/cpd/>



# Accessing Advising

## FACULTY

- Each first-year student is assigned a pre-major faculty advisor, as well as a House Professor and other faculty in your House Community.
- You will meet with your faculty advisor to elect courses and discuss schedules and issues of an academic nature.
- When you declare a major, a major advisor from that academic department will help you shape your course of study within that major.

## PEER ADVISORS

Peer advisors include Senior Academic Mentors (SAMs), Undergraduate Advisors (UGAs), tutors, Orientation Leaders (OLs), Pre-Health Peer Mentors, and others. As with other sources of advising, it will be important for you to evaluate your peer advisors' advice alongside your goals, aspirations, and values, and in the context of the advising you receive from your major advisor, undergraduate dean, and pre-major advisor.

## OTHER FACULTY, ADMINISTRATORS, AND ADVISORS

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

## How do I take full advantage of advising?

You have a role to play in making your advising relationships successful. Academic advising works best when a student takes the initiative to seek guidance and maintains ongoing advising relationships. To make the best possible decisions 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. This guide is designed to provide you with the information you need right now and throughout the summer. If you feel overwhelmed by the process or the choices ahead of you, come back to this guide and—in particular—the timeline to the right.

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

It's time to begin! 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 the 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.

# Course Exploration and Transition to College Timeline

This part of your journey is all about **EXPLORATION**.

## Needs Attention Now

- Explore this guide from cover to cover.
- Begin the worksheet on page 48.
- Read emails from New Student Orientation (NSO) and the Undergraduate Deans Office.

## Mid-Summer

- Deeply explore academic department and program websites – dig around!
- Spend time on the New Student Orientation (NSO) Canvas site with the On Your Own modules.

You are expected to engage in **New Student Orientation** with clarity and purpose.

## Late Summer

- Participate in online advising chats (registration links will arrive by email from the Undergraduate Deans Office).
- Complete the Advising Questionnaire in DartHub when it becomes available on August 21.
- Continue to engage with the New Student Orientation (NSO) Canvas site.
- Watch for information about Dartmouth-generated Placement Exams from New Student Orientation (NSO).
- You are not expected to begin your academic journey at Dartmouth with all your courses chosen. Don't rush the decision-making process. Take your time!

## New Student Orientation

- Engage with academic and curricular programming, which will inform course election.
- You will continue to explore the interests you've discovered in this guide by:
  - Talking with your faculty advisor and undergraduate dean.
  - Participating in academic and curricular programming.
  - Visiting as many academic department and program Open Houses as possible.
- Complete the Advising Questionnaire in DartHub by Thursday, September 12.

## Course Election

- All students elect courses on Friday, September 13 during NSO.
- Your Undergraduate Dean will email essential and timely information.
- You will meet with your Faculty Advisor as part of course election.
- The Undergraduate Deans will also be available for course election advising.

## Course Change Period

- On September 14 and 15 you will be able to make changes to your course election.

## Classes Begin

Monday, September 16

- Remember: Part of your academic journey is leaving the path. You are not expected to have all the answers – engage with the QUESTIONS.

## Your To Do List

1. Grab whatever you need to take notes and to support your exploration.
2. Find a comfortable place where you can concentrate, then take your time to read this guide.
3. Imagine, be curious, don't limit yourself, and EXPLORE.
4. Utilize the worksheet on pages 48-49 to organize your thoughts and discoveries.

# Accessing Advising

## Undergraduate Dean

Each student is assigned an undergraduate dean. Each of the deans has academic and student development expertise, and they can advise students on transitioning to college, academic advising, personal issues, and College policies. They provide information about College resources and make referrals as needed. Their main mission is to support students in their engagement with the curriculum and in their overall educational experience at Dartmouth.

## Faculty Advisors

Pre-major faculty advisors serve as academic advisors who will help the student in electing courses for the first year and serve as a resource for answering questions about many aspects of academic life at Dartmouth. They may not teach in your intended areas of study, which is by design. We expect students to create numerous advising relationships as they explore their options. Your faculty advisor will offer the perspectives and the insights that come with their knowledge of academia and of Dartmouth College.

## Other Advising Resources

You have a community of advisors available to you at Dartmouth who will help you navigate your college experience. Some advisors are very specialized, e.g. Health Professions Program, Dickey Center for International Education, Undergraduate Advising and Research, and many more. These advisors are deeply specialized in their programs or opportunities. Students are expected to engage with these resources broadly.

## Your Advising Network at Dartmouth. Who does what?

### Major Advisor

You will declare a major in your sophomore year. Before declaring, you are encouraged to develop specific advising relationships with faculty in your intended major. They provide guidance on the area of study you have selected and will act as guides as you explore the different ways you can structure your major.

### Peer Advisors

Senior Academic Mentors (SAMs), Undergraduate Advisors (UGAs) and Orientation Leaders (OLs) are some of the amazing upper-level students who have in-class experiences and perspectives to share about the academic journey. These sources of information and advice are useful and valued, though students should seek multiple perspectives and are encouraged to beware of relying solely on information from peers.

## WHAT IS MY ROLE AS A STUDENT WITH REGARDS TO ADVISING?

You should schedule regular appointments with your advisors and arrive prepared with questions.

You should respond to your advisor's communications in a timely manner and be willing to meet in person.

You should clarify personal values and goals and provide your advisor with up-to-date information regarding your interests and abilities.

You should understand that no advisor has all the answers. You are expected to find and use multiple resources to maximize your undergraduate experience (Faculty Advisors, Undergraduate Deans, other faculty, UGAs, Orientation Leaders, other upper-level students, etc.).

## WHAT IS THE ROLE OF MY FACULTY ADVISOR?

To provide a safe, respectful and private space for you to ask questions, and discuss interests and ideas for exploration.

To encourage and guide you as you develop and set educational goals.

To assist you in understanding the purpose and goals of a liberal arts education.

To help you distinguish between anecdotal information and reliable advice.

To refer you to appropriate resources when necessary.

To be accessible, responsive and proactive. They will let you know how to reach them easily and will be responsive to communications from you.

## WHAT IS THE ROLE OF THE UNDERGRADUATE DEAN?

To offer advising and assistance on academic, personal, and social matters throughout your entire time at Dartmouth.

To help students elect courses and explore the curriculum, academic requirements, educational goals, summer opportunities, career aspirations, and extra-curricular interests.

To act as both a sounding board for your ideas and a link between students and resources.

To provide holistic advising through close collaboration with other offices in Student Academic Support Services.

Many students schedule individual appointments with their undergraduate deans to consult about various academic, personal, and social issues.

# Advising Topics by Term

## Fall Term - Checklist

### September

How is Dartmouth College different from your high school experience? What attracted you to Dartmouth in the first place?

What are three specific "goals" for your first term at Dartmouth (something different than "all A's!")?

How do you define "success" on your own terms? Be sure to write these goals down and put them in a place where you will see them often.

### October

Winter Term course election is about to occur. Are you considering taking a class in a new academic department? This is a good time to review how classes are going and how you are doing.

### November

Are you thinking about applying to study abroad in the coming year? This is a good time to review FSP/LSA/DSP/Exchange possibilities.

It is time to start thinking about your D-Plan. You will not be required to submit your D-Plan until the Spring Term, but this is a good time to start thinking about the future.

## Winter Term - Checklist

### January

Review the three specific "goals" you set for your first term at Dartmouth. Redefine "success" on your own terms and consider setting new goals for Winter Term.

How do you feel about your Fall Term academic performance and experiences? Are there changes you can make right now? Are there resources you should utilize this term?

It is time to finalize your applications for study abroad. The deadline to apply is February 1.

### February

Spring Term class election will be occurring in a few weeks. This is a good time to review how classes are going and how you feel you are doing.

Have you discussed your D-Plan and all the possibilities for leave terms? What are the campus resources that you can utilize when discussing these plans?

### March

Assess the goals you made in September and again in January. Were you successful? If not, how can you change your approach to learning and life at Dartmouth?

## Spring Term - Checklist

### Early Spring

What have you learned about yourself the past two terms? What new goals do you want to achieve and what new experiences do you want to have?

### April

How does your D-Plan fit into your academic goals? What resources can you connect with to help explore options that you may have not considered?

What classes have you enjoyed and why? What classes (if any) did you not enjoy and why? Do your interests align with your future major plans?

Have you considered opportunities to engage in academic research? What are the resources that can help with getting research opportunities and experiences? Are there myths about research that you may be holding on to?

### May

It's time to plan for Fall Term course election and the classes that you plan to take. One of these classes should explore a possible major.

What are your goals for Sophomore year? This can be a good time to talk about how to be intentional about connecting with faculty in your intended major.

**Scan QR code for more information about your advising network.**





# Academic Curriculum and Opportunities



## Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

Dartmouth's current curriculum was established by the faculty out of the desire to reflect contemporary changes in the many areas of human knowledge and to prepare students for citizenship in a complex world. In the Recommended Courses for First-Year Students section of this guide, we have included descriptions of those courses most frequently taken by first-year students in the fall term.

A complete inventory of course offerings and academic regulations may be found in the **College bulletin entitled Organization, Regulations, and Courses (ORC)**. It is published each fall and is available online at <https://dartmouth.smartcatalogiq.com/en/current/orc>. First-year students elect fall term courses during New Student Orientation. To assist in electing courses, students meet with a faculty advisor; undergraduate deans, department and program chairs, and individual professors are also available for consultation. Important academic and curricular information in the following sections will guide you as you make your preliminary plans.

## Academic Curriculum

### The Important of Academic Integrity

The integrity that you bring to your academic work contributes to your own learning, promotes trust among students and faculty, and appropriately credits the work of previous scholars. In general, the Academic Honor Policy prohibits: plagiarism; giving or receiving assistance on examinations or quizzes; submitting the same work in more than one course; and unauthorized collaboration. Violations of the

Academic Honor Policy are taken seriously and may result in suspension from Dartmouth.

As part of the pre-arrival process you will review a document titled Sources and Citations at Dartmouth College, which provides in-depth information about the Academic Honor Policy (<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>).

In each of your courses, we encourage you to review the course syllabus and engage with the instructor to fully understand their expectations

regarding academic integrity, collaboration, consultation of sources.

### Requirements for the Bachelor's Degree

Students should refer to the Organization, Regulations and Courses catalog, known as the ORC/Catalog, 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 completes a major, and receives credit for 35 courses, with no more than a combined total of eight grades of D, CT (credit), NC (no-credit), NR (not-recorded) and E.

Students are also required to complete the first-year writing requirement, a first-year seminar, a language requirement, distributive requirements that reflect the breadth of a liberal arts education, three world culture courses, and the Wellness Education program. It is the student's responsibility to ensure that they meet all requirements. DartWorks Degree Audit, an individualized online degree audit tool, assists students in keeping track of their progress towards a 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 display deep knowledge and mastery. At Dartmouth, you will engage with culture, creativity, compassion, and critical thinking as you explore the many courses available to you.

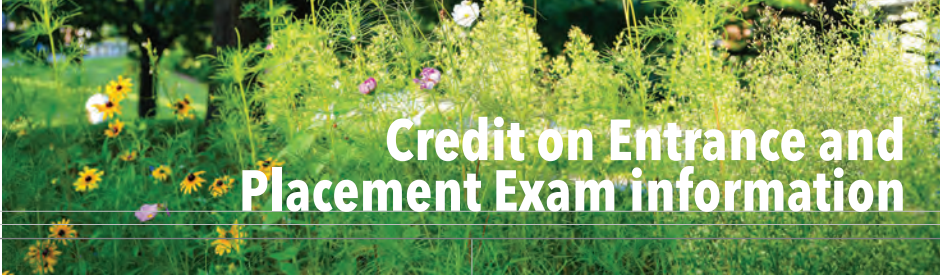
Through a liberal arts curriculum, we hope Dartmouth's students begin a lifetime quest—an intellectual journey—that prepares them for the challenges and opportunities of the twenty-first century.

### First-Year Writing Requirement

All first-year students are required to fulfill Dartmouth's First-Year Writing requirement. Through the first-year writing courses, the College offers entering students a valuable opportunity to develop the thinking and writing abilities that characterize intellectual work in the academy and in educated public discourse.

The first-year writing requirement at Dartmouth is satisfied by taking Writing 5 or its approved equivalents. Approved equivalents include Writing 2-3 and Humanities 1.

Writing 5 introduces Dartmouth students to critical writing and treats writing not primarily as an instrument for communication but as a practice of thinking, by means of which ideas are discovered, examined, compared, evaluated,



# Credit on Entrance and Placement Exam information

refined, and promoted. Each section of Writing 5 organizes its writing assignments around challenging readings chosen by the instructor. The texts for the class also include student writing.

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. Writing 2-3 is taken in place of Writing 5. Writing 2-3 is offered in fall and winter terms only.

## First-Year Seminar Requirement

The First-Year seminar requirement is satisfied by taking a First-Year Seminar or Humanities 2. 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 with a specific disciplinary or interdisciplinary focus.

You should keep in mind three scheduling guidelines:

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

For more information about the First-Year Writing and First-Year Seminar requirements and placement and enrollment policies for Writing 2-3, Writing 5, and First-Year Seminar, visit the Writing Program website: <https://writing.dartmouth.edu>

## Language Requirement

All students must satisfy the Language Requirement with coursework taken at Dartmouth. For more information, please see the Language Requirement webpage at <https://dartgo.org/lang-req>. This information can also be found in the Language Requirement Chart on page 46.

## Distributive Requirement

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

- one in Arts (ART)
- one in Literature (LIT)
- one in Systems and Traditions of Thought, Meaning, and Value (TMV)

## Credit on Entrance Website

Make sure you view all the tabs at this website for definitions, types of credit, and departmental guidelines: [http://www.dartmouth.edu/reg/enrollment/prematriculation\\_credit.html](http://www.dartmouth.edu/reg/enrollment/prematriculation_credit.html). [When you see an asterisk (\*) in the Recommended Courses Section of this guide, go to the website above to find answers to your credit on entrance, placement, and exemption questions.]

## Dartmouth-Generated Placement Exams

The primary purpose of Dartmouth-generated placement exams 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. Refer to <https://www.dartmouth.edu/orientation/> in early late July for information about Dartmouth-generated placement exams, which will be accessed through Canvas.

[When you see an asterisk (\*) in the listings of Recommended Courses in this guide and have questions about Dartmouth-generated placement exams, visit the New Student Orientation Canvas site after July 29 for dates, forms of administration, and other information.]

If you have been approved for testing accommodations by Student Accessibility Services (SAS) and would like to utilize them for placement exams, please alert the SAS advisor with whom you first met in a timely fashion so that your advisor can notify the appropriate department(s). If you still need to apply for disability accommodations, please do so right away. Email [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu) with any questions.

In late July, you will receive information from New Student Orientation about Dartmouth-generated placement exams, which will be accessed through Canvas.

- one in International or Comparative Study (INT)
- two in Social Analysis (SOC)
- one in Quantitative and Deductive Sciences (QDS)
- two in the Natural Sciences; without/with laboratory (SCI/SLA)\*
- one in Technology or Applied Science; without/with laboratory (TAS/TLA)\*

\* One of the courses taken in either SCI/SLA or TAS/TLA must have a laboratory, experimental, or field component. Courses with a laboratory, experimental, or field component are designated with an SLA or TLA distributive.

Introductory language, first-year writing, first-year seminars, and independent study courses do not fulfill Distributive or World Culture Requirements.

## World Culture Requirement

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

A single course may fulfill both a Distributive and World culture requirement. For example, a course in 19th-century British fiction might satisfy both the literature requirement under the Distributive

category and the western culture requirement under World Culture.

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/Catalog) helps students to plan, and the termly Timetable of Class Meetings provides up-to-date information as to which courses are being offered and which satisfy Distributive and World Culture categories. Distributive and World Culture Requirements cannot be fulfilled with pre-matriculation credit. Courses satisfying Distributive and World Culture Requirements must be passed with a regular letter grade.

## Major

A major assures that when you graduate from Dartmouth you will have acquired greater depth of knowledge in the methods and substance of an 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 declare modified

# Academic Curriculum and Opportunities

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 (D-Plan).

First-year students thinking of majoring in biology, chemistry, earth sciences, engineering sciences, mathematics, or physics are encouraged to elect Math 3 or the sequence of Math 1 and Math 3, starting in their first term.

## Wellness Education Requirement ("WE")

As part of its commitment to developing the breadth of a student's experience, Dartmouth is committed to offering a variety of opportunities in support of physical and mental wellbeing. Students are required to take three credits in Wellness Education (WE) or Physical Education (PE). These courses are offered in a variety of ways, from full term courses to drop-in courses (12 sessions equals 1 credit) as well as mini-courses and workshops worth partial credit that you may mix and match to make up 3 total credits. For more information, see <https://dartgo.org/we-credit>

## 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 leave/off terms or apply for off-campus programs as part of their enrollment pattern (D-Plan). Shortly after the start of the spring term every first-year student must submit their enrollment pattern (D-Plan) for the remaining nine terms. The pattern must be within a period of four academic years (within fifteen terms after matriculation) and designed to meet degree requirements. After the first year, students may substitute an Off-Campus Program term (O) for one or more of the remaining nine terms.

## 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 of Arts degree. Students normally take three courses each term, are enrolled for a total of 12 terms, and take three leave/off terms.

## D-Plan Requirements

- Your D-Plan will consist of twelve enrolled/residence terms and three leave/off terms.
- You may have, at most, seven fall or spring residence terms in total. Therefore, your initial plan will include at least one leave term in the fall or spring of sophomore, junior, or senior year.
- You may, at a later time, choose to take an Off-Campus Program term, in place of one or more of your 12 residence terms, which does not count toward one of the seven allowed fall/

spring residence terms.

- You are expected to be in residence (R) during the summer term that immediately follows your sophomore year. You may substitute another summer term (or Off-Campus summer program) in satisfaction of the sophomore summer residence requirement.
- You are expected to be in residence for at least two terms of your senior year.

## 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). An E grade also does not earn credit towards graduation. 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.

## 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. <https://www.dartmouth.edu/student-handbook/>.

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that permits students to review their education records and creates certain obligations of the College with respect to protected education records. Dartmouth College values the privacy of its students and seeks to preserve the confidentiality of their education records.

The only records the Undergraduate Deans Office keeps on file pertain to a student's admissions materials at the time of application and a student's educational record. To review what materials we maintain, please schedule a time to meet with your undergraduate dean.

## Academic Opportunities

### Academic Study Away Programs

**The Frank J. Guarini Institute for International Education**  
(603) 646-1202  
<https://guarini.dartmouth.edu/>

Study away programs are an important extension of the regular Dartmouth curriculum, offering undergraduate students a rigorous off-campus living and learning experience in diverse global locations and cultural contexts. These experiences promote disciplinary and interdisciplinary scholarship, boost foreign language acquisition, enable interaction with diverse natural environments, and offer opportunities to develop valuable and transferrable intercultural competencies.

There are two main tracks of programs students may choose to apply to: term-length, faculty-directed cohort programs, and direct-enroll exchange programs.

A distinguishing feature of Dartmouth's cohort model is strong faculty involvement that leads to the development of meaningful relationships and mentoring between students and program directors. Students who attend exchange programs live and study similarly to local, matriculated students at one of our many partner institutions.

Typically, over fifty percent of Dartmouth undergraduate students participate in one or more study away programs before they graduate. Students returning to campus after participating in these programs often speak of experiences that were meaningful and transformative and that fostered significant learning and growth in academic, social, and personal ways.

The College offers over seventy programs. For more information on these programs, visit the Frank J. Guarini Institute for International Education website at <https://guarini.dartmouth.edu/>.

## Co-Curricular Opportunities

Students are encouraged to take advantage of Dartmouth's rich variety of co-curricular opportunities.

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.

- House Communities increase student access to faculty in residential spaces and create opportunities for enhanced social ties and shared experiences in the residential system. Every student has a house membership, regardless of where you live. <https://students.dartmouth.edu/residential-life/house-communities/about-house-system>.
- Dartmouth has many Centers and Institutes, including the Dartmouth Center for Social Impact, Hood Museum of Art, Hopkins Center for the Arts, Institute for Writing and Rhetoric, Arthur L. Irving Institute for Energy and Society, John Sloan Dickey Center for International Understanding, Nelson A. Rockefeller Center for Public Policy, and Tucker Center. <https://home.dartmouth.edu/centers-institutes>.
- The Campus Life tab on Dartmouth's homepage describes many other opportunities, including the Collis Center for Student Involvement, Student Wellness Center, Office of Pluralism and Leadership, and the Dartmouth Outing Club. <https://home.dartmouth.edu/campus-life>.



# Recommended Courses for First-Year Students



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

The following pages include descriptions for selected courses that allow you to explore each academic department and program.

### Course Designations

- Courses are offered during different terms. Please visit department websites for information regarding when courses might be offered.
- Distributive and World Culture codes assigned to each course (see page seven for more information) are indicated after the course descriptions. (E.g. Dist: SOC)
- Each academic department numbers courses differently. All courses listed in this guide are recommended for first-year students. Look at the courses that interest you, regardless of the course number.

**Please note:** Course listings are subject to change; you need to be proactive in regularly consulting department and program websites for updated information.

The courses in this section do not represent an exhaustive list; please make sure to explore department and program websites, especially if you know that you are interested in that particular discipline.

**As you immerse yourself in these intriguing course descriptions, please keep the following “big ideas” in mind:**

- You are embarking on a liberal arts education – one that offers a broad understanding of the world with mastery of at least one field; the capacity to think critically and creatively; powerful communication skills; an ease at working in teams; scientific literacy; the ability to engage the arts and humanities; and the development of principled leadership skills.
- Take full advantage of this curriculum, from the very beginning. Let this first exploration of course offerings be the start of the “breadth” of your liberal arts education.
- There is no wrong class – each class that you take will provide an opportunity for growth, exploration, and increased knowledge.
- Expect to be challenged personally, intellectually, and socially. Do reach out for support from the many resources on campus, especially the ones introduced in this guide.
- Your job this summer is to explore, reflect, and envision. We hope that you end this period of reflection with confidence and excitement about your transition to Dartmouth.
- We'll be in touch at several points during the next few months with further instruction, inspiration, and important information. Until then ... we wish you well!

### African and African American Studies (AAAS)

The Department of African and African American Studies at Dartmouth College originated as a program in 1969, making it one of the oldest programs of its kind in the nation. Utilizing innovative theoretical and empirical investigations, students explore questions and issues that shape the historical, social, political, and cultural dimensions of African, the African Diasporic, and African American worlds and experiences within a global context. We have core faculty based in AAAS as well as affiliated faculty situated in programs and departments across campus. The multidisciplinary curriculum in AAAS offers a major, minor, and an honors program for outstanding students.

**The following courses are recommended for first-year students (AAAS):**

09. Introduction to AAAS Diaspora Studies
10. Introduction to African American Studies
11. Introduction to African Studies
12. Race and Slavery in US History
14. Pre-Colonial African History
15. History of Africa since 1800
- 18.03 Introduction to African Religions
19. Africa and the World
22. Religion and the Civil Rights Movement
- 22.10 African American Religion and Culture in Jim Crow America
27. Transformative Spiritual Journeys
63. Race Matters: “Race” Made to Matter

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 09. Introduction to AAAS Diaspora Studies

A comparative and historical team-taught course composed of three units: Africa, the Caribbean, and the United States. In addition to literary and social sciences texts, the course will consider music, the visual arts, science, diaspora theory, and research strategies. Topics include the coloniality of modernity; religio-racial self-fashioning; Diaspora identity and identification; African diaspora gender and sexuality; cuisine; pathogenicity, disease and chemical catastrophes. Dist: INT, CI.

#### 10. Introduction to African American Studies

A multidisciplinary investigation into the lives and cultures of people of African descent in the Americas. Topics 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, CI.

#### 12. Race and Slavery in US History

This course deals with the African heritage, origins of white racial attitudes toward blacks, the slave system in colonial and antebellum America, and free Black society in North America. Specific emphasis on the Afro-American experience and

the relationship between blacks and whites in early American society. Dist: SOC, W.

### 19. Africa and the World

Focus 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, cultures, and languages to demonstrate both the diversity of experiences and long-term global connections among disparate parts of the world. Dist: INT or SOC, NW.

### 22.10 African American Religion and Culture in Jim Crow America

Jim Crow segregation in the US compelled many African American men and women to use their bodies—their hands, feet, and voices—to create sacred scenes, sounds, and spaces to articulate their existence in America. This seminar focuses on religious production to explore African American culture in the post-Civil War era. Students will analyze a variety of sources, including music, visual art, film, religious architecture, sermons, food, theater, photography, and news media. Dist: TMV, CI.

### 27. Transformative Spiritual Journeys

Presents African Americans who have created religious and spiritual lives amid the variety of possibilities for religious belonging in the second half of the twentieth century and the early twenty-first century. We will study the writings of theologians, religious laity, spiritual gurus, hip hop philosophers, LGBT clergy, religious minorities, and scholars of religion as foundational for considering contemporary religious authority through popular and/or institutional forms of religious leadership. Themes of spiritual formation and religious belonging as a process—healing, self-making, writing, growing up, renouncing, dreaming, and liberating—characterize the religious journeys of African American writers, thinkers, and leaders whose works we will examine. We will incorporate relevant audiovisual religious media, online exhibits, documentary films, recorded sermons, tv series, performance art, and music. Dist: TMV, CI.

### Anthropology (ANTH)

Anthropology seeks to understand what makes human beings a single species and why that unity finds expression in such culturally diverse ways. Anthropology ranges from scientific inquiry into human biological and cultural evolution to humanistic concerns with people's day to day experiences across time and space. The discipline's four subfields of archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology bring together the



sciences and humanities to ask holistically what it means to be human.

### The following courses are recommended for first-year students (ANTH):

- 01. Introduction to Anthropology
- 03. Introduction to Cultural Anthropology
- 05. Reconstructing the Past: Introduction to Archaeology
- 06. Introduction to Biological Anthropology
- 09. Language and Culture
- 11. Ancient Native Americans
- 13. Who Owns the Past?

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 01. Introduction to Anthropology

This course explores the unity and diversity of humankind by examining our evolution as a single biological species that nonetheless depends for its survival on learned—and therefore varied as well as variable—patterns of cultural adaptation. Lectures and readings address the relationship between the material conditions of our existence, our unique human capacity for creative thought and action, and changes in the size and scale of human societies. Dist: INT or SOC; WCult: CI.

#### 03. Introduction to Cultural Anthropology

Cultural anthropology is the study of human ways of life in the broadest possible comparative perspective. Cultural anthropologists are interested in all types of societies, from hunting and gathering bands to modern industrial states. The aim of cultural anthropology is to document the full range of human cultural adaptations and achievements and to discern in this great diversity the underlying covariations among and changes in human ecology, institutions and ideologies. Dist: INT or SOC; WCult: NW

#### 05. Reconstructing the Past: Introduction to Archaeology

Anthropological archaeology makes a unique contribution to understanding the human past. This course introduces the key concepts, methods and techniques used by modern archaeologists to interpret the past. Students will become better acquainted with archaeological methods through

small projects and the discussion of case studies. Dist: SOC.

#### 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 the underlying evolutionary framework, and the complex interaction between human biological and cultural existences and the environment. Dist: SCI.

#### 09. Language and Culture

This course will introduce students to the study of human language as a species-specific endowment of humankind. In this investigation we will examine such issues as: 1) the relationship between language use (e.g. metaphorical creativity) and cultural values, 2) the relationships between language diversity and ethnic, political, economic stratification, 3) language use and the communicating of individual identity, thoughts, and intentions in face-to-face interaction, 4) the cultural patterning of speech behavior, and 5) whether or not the structure of specific languages affects the characteristics of culture, cognition, and thought in specific ways. Dist: SOC.

#### 11. (Identical to NAIS 11) Ancient Native Americans

This course provides an introduction to the ancient societies of North America. The course examines the populating of the Americas and related controversies. We then concentrate on the subsequent development of diverse pre-Columbian societies that included hunter-gatherer bands in the Great Basin, the Arctic, and the sub-Arctic; Northwest Coast chiefdoms; farmers of the Southwest, such as Chaco Canyon and the desert Hohokam; and the mound-builders of the Eastern Woodlands. Dist: SOC; WCult: NW

#### 13. Who Owns the Past?

Modern archaeology grew out of antiquarianism, imperialism, and the attempts of early collectors and scholars to look to the past for aesthetics, to construct identities, and to satisfy their curiosities. This course examines how these legacies



# Recommended Courses for First-Year Students

influence contemporary archaeology, museum practices, and policies to manage cultural heritage. The central question will be explored utilizing the perspectives of the relevant actors: archaeologists, collectors, museums, developers, descendant communities, national and local governments, and the tourism industry. Dist: SOC, CI.

## Arabic

(See program description under Middle Eastern Studies.)

## Art History (ARTH)

Art History opens your eyes. It teaches you to look deeply and searchingly. It explores the visual cultures of diverse peoples, places, and times. Emphasizing critical, historical, and writing skills, as well as creativity and innovation, Art History offers a bridge between traditional, language-based fields in the humanities and the creative worlds of art, architecture, and performance. The study of Art History will change the way you look not only at paintings and sculptures, but also advertisements, digital media, and any other visual object. Art History is more than the History of Art. It's a way to look at the world. In all of our courses (except those designed especially for our senior majors), professors do not assume any prior knowledge of art history. While you are invited to explore our department with any class that you wish to take, there are three courses designed especially for first-year students, outlined below.

## ADVANCED PLACEMENT

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

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 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 architecture, 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.

### ARTH 2. Introduction to the History of Art: Renaissance to Modern

A survey of art and architecture from 1500 to the present. The course introduces the student to the basic terminology of the arts, the language of stylistic criticism, and the relationship of the arts to each other and to their historical background. ARTH 1 is not prerequisite to ARTH 2. Priority for enrollment is given to first- and second-year students. Dist: ART; WCult: W.

### ARTH 4. Introduction to World Architecture

A comparative study of several architectural styles past and present, Western and Non-Western. Consideration will be given to a variety of building types ranging from the monumental to the residential. Dist: ART; WCult: W.

### Asian Societies, Cultures, and Languages (ASCL)

Asian cultures have long and productive traditions in science and technology, arts and literature, political philosophy, business and economics, religious beliefs and practices—traditions that have become dominant forces in the contemporary world. A basic knowledge of Asia is vital to Dartmouth students because Asia figures prominently in issues related to international law and human rights, the environment and climate change, economic development and migration, media and the arts, and technological innovation. ASCL provides courses that present students with a range of methodologies used by Asia specialists from various disciplines. ASCL offers a flexible major that allows students to focus their study on a specific country or region of Asia. Students can also adopt a discipline specific approach to Asia and focus on Asian literatures, languages, religions, histories, or visual cultures.

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

CHIN 1. First Year Courses in Chinese

JAPN 1. First Year Courses in Japanese

ASCL 1.01 Urban Asia

ASCL 10.01 Introduction to Chinese Culture

ASCL 10.02 Introduction to Korean Culture

ASCL 10.03 Introduction to Japanese Culture

### CHIN 1. First Year Course in Chinese

An introduction to spoken and written Modern Standard Chinese. Conversational drill and comprehension exercises in classroom and laboratory provide practice in pronunciation

and the use of the basic patterns of speech.

Intensive reading is conducted for textbook lessons. Grammar is explained, and written exercises given. Traditional characters are learned in Chinese 1 and 2; simplified characters are introduced in Chinese 3. Classes are conducted increasingly in Chinese. Mandatory student-run drill sessions meet Monday to Thursday for fifty minutes each day for all beginning Chinese language classes. Students who plan to use these courses to fulfill the language requirement may not take it under the Non-Recording Option.

### JAPN 1. First Year Courses in Japanese

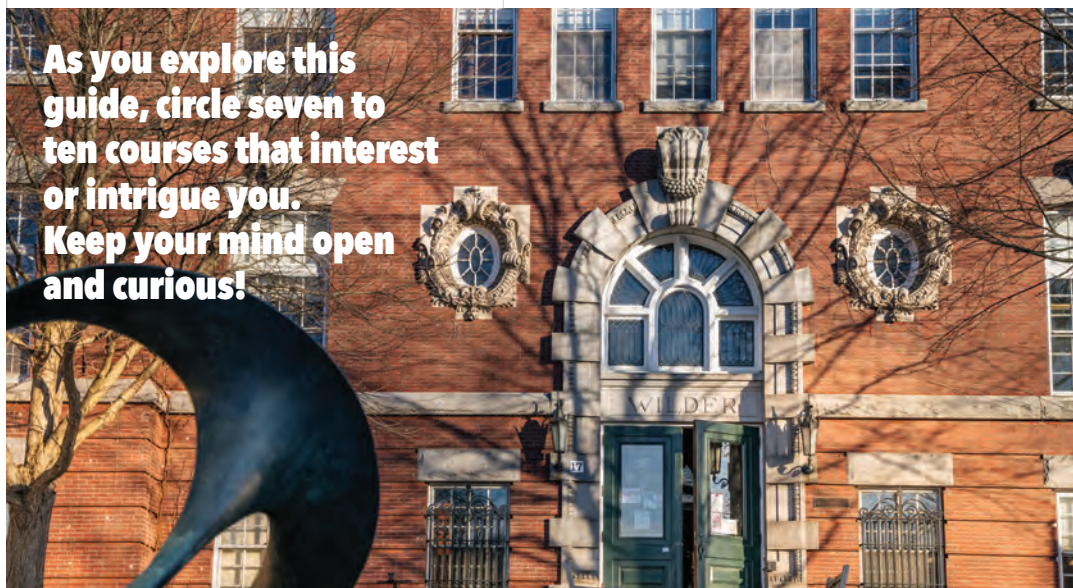
An introduction to written and spoken modern Japanese. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading comprehension, and listening comprehension. Conversational drill and comprehensive exercises in classroom and laboratory provide practice in pronunciation and the use of the basic patterns of speech. Classes are conducted in Japanese. Reading in simple materials is extensive. Mandatory student-run drill sessions meet four times a week for fifty minutes for all beginning Japanese language classes.

### ASCL 01.01 Urban Asia

The primary purpose of this course is to introduce students to multiple disciplinary approaches to Asia's urban environments and their dynamic relations to other parts of the world. The course features instructors from several Dartmouth departments and programs presenting a diversity of theoretical perspectives and empirical studies drawn from cities across East, South, and Southeast Asia. Dist: INT or SOC; WCult: NW.

### ASCL 10.01 Introduction to Chinese Culture

The aim of this course is to provide students with a basic knowledge and appreciation of Chinese





culture. We will examine the evolution of Chinese culture and identity from the earliest Chinese dynasties, dating back more than 3500 years, to the present day. Through readings of literary texts in translation, students will be introduced to topics in language, history, literature and art, philosophy and social and political institutions. The course is open to students of all classes. It is required for participation in the LSA and FSP, for the major, and the minor. Dist: LIT; WCult: CI.

#### **ASCL 10.02 Introduction to Korean Culture**

This course provides an introduction to Korean culture and history, examining Korea's visual and textual expressions from the pre-modern age to the twentieth century. What are the origins of Korean national and cultural identities? How have Korean claims of cultural distinctiveness been manifested and modified over time? Tracing answers to these questions simultaneously helps us to consider how and why Korea has entered America's consciousness. As Korea matters to the US not simply as a fact but as a project, this course avoids portraying Korea through any generalized statements or uncritical categories. Rather, students are encouraged to explore novel perspectives on Korea and thereby unravel their own prejudices and agendas. No prior acquaintance with the Korean language is required. Dist: SOC; WCult: CI.

#### **ASCL 10.03 Introduction to Japanese Culture**

Japanese cultural history through a broad survey of literature, art, social and political institutions, and popular culture. Modern conceptions of Japan and formations of Japanese identity have evolved under the pressures created by radical swings between periods of wholesale appropriation of foreign cultural forms and periods of extreme isolation. The course will trace the evolution of Japanese culture by examining the ways in which cultural archetypes are distinguished in Japan. Taught in English. Open to all classes. Required for the LSA, major and minor. Dist: LIT; WCult: CI.

#### **Astronomy**

(See program description under Physics and Astronomy.)

#### **Biological Sciences (BIOL)**

The Department of Biological Sciences offers a highly flexible major and a wide variety of courses, research opportunities, and experiences for Dartmouth undergraduates. The research interests of the 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 (FSP) in tropical ecology that includes an introduction to studies of rain forests, coral reefs, and other tropical environments. For more information, please visit: <https://biology.dartmouth.edu/>

For many students, BIOL 11 (The Science of Life) is the entrance course to the major and the minor. This topics-based course with no laboratory is offered in the fall, winter and spring of the 2024-2025 academic year. BIOL 11 may be counted toward the Biology major or minor if it is taken during the first year or as the first Biology major course. The Biology department has established an online self-assessment exam (available in Canvas) for students to use as a guide to determine if they should start their study of Biology with BIOL 11 or if they should enroll directly in a more advanced Foundation course (BIOL 12-16).

#### **Topics for the three offerings of BIOL 11 during the 2024-2025 academic year are:**

**Fall:** Major Events in the History of Life and the Human Genome **Winter:** Emerging Infectious Diseases **Spring:** Animal Minds

Foundation courses include BIOL 12 (Cell Structure and Function, fall and spring); BIOL 13 (Gene Expression and Inheritance, summer and winter); BIOL 14 (Physiology, summer and winter); BIOL 15 (Genetic Variation and Evolution, winter), and BIOL 16 (Ecology, fall and spring). Students must successfully complete three of the five Foundation courses for the major. A Biology minor must successfully complete two Foundation courses. Students interested in Biology FSP are encouraged to take BIOL 16 in fall or spring of their first year and BIOL 15 in their first or second year.

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 and minor include CHEM 5, and one quantitative course from among COSC 1, 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 while at Dartmouth.

#### **SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

##### **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.

Fall Topic for BIOL 11: Major Events in the History of Life and the Human Genome. Over the course of the last 4.5 billion years, life has faced a number of challenges, and in response has evolved a number of remarkable innovations. These innovations are written in DNA, and thus molecular fossils for many of the major events in the history of life can be found within our very own genomes. This course will survey the human nuclear and mitochondrial genomes, using a gene or region from a chromosome as a "ticket" to a particularly important event or process in the history of life. 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.

##### **13. Gene Expression and Inheritance**

This course provides a foundation in genetics and molecular biology. Topics covered include the flow of genetic information from DNA to RNA to protein, transmission of genetic information from one generation to the next and the molecular mechanisms that control gene expression in bacteria and eukaryotes. These concepts will be integrated into a discussion of contemporary problems and approaches in molecular genetics. Laboratories utilize basic molecular biology techniques to further investigate topics discussed in lecture. Dist: SLA.



# Recommended Courses for First-Year Students

## 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 (CHEM)

Dartmouth students who are interested in chemistry or wish to develop a background in chemistry for study in another field or a variety of professions have outstanding opportunities at Dartmouth. The Chemistry Department is known for excellent teaching and close student faculty relations in nationally competitive research programs. Courses and research in the fields of inorganic, organic, physical, theoretical, computational, materials and biological chemistry, and structural biology, are supported by modern instruments and computers in laboratories where fundamental concepts and skills are learned and cutting-edge research is conducted. Graduate students in our Ph.D. program and postdoctoral research associates help to ensure a stimulating scientific environment where state-of-the-art research equipment is accessible to undergraduates.

All chemistry majors are welcome to attend the weekly 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 at any college or university.

The Chemistry Department offers two parallel introductory sequences, each of which are prerequisite to more advanced courses in chemistry. Students with credit-on-entrance for Chemistry 5 (see below), take Chemistry 11 (General Chemistry), a one-term course, offered in the fall and spring terms, that completes a college level curriculum in general chemistry. Students without credit-on-entrance for Chemistry 5 may take an online chemistry placement test (see below) to determine the appropriate sequence for their background in chemistry, either Chemistry 5 and 6 (General Chemistry), which are offered in the fall (5),

winter (5, 6) and spring (6) terms, or Chemistry 11. If a student does not have credit-on-entrance for Chemistry 5 and does not complete the placement exam they should complete the Chemistry 5 and 6 sequence and cannot enroll in Chemistry 11. Mathematics 3 is a prerequisite for Chemistry 5 and, if necessary, is taken in the fall before Chemistry 5 in the winter. Mathematics 3 is also a prerequisite for Chemistry 11 and, if necessary, is taken in the fall or winter before Chemistry 11 in the spring. Upon completion of Chemistry 11, students are given pre-matriculation credit for Chemistry 5, if they do not already have this from credit-on-entrance. Students placed into Chemistry 11 cannot opt to take the Chemistry 5 and 6 sequence without permission from the Department.

## 5-6. General Chemistry

### 11. General Chemistry

For students who wish to major in Chemistry, Biophysical Chemistry or Biological Chemistry, it is important to begin taking chemistry courses early, and they are strongly encouraged to take Chemistry 5-6 or Chemistry 11 in their first year. None of the major programs precludes off-campus activities, such as Language Study Abroad. Students who are interested in combining chemistry and engineering should plan their program in consultation with both the undergraduate advisor at Thayer and one of the members of the Undergraduate Advising Committee of the Chemistry Department at the start of the first year. Students contemplating a major in the physical sciences, but undecided between physics and chemistry, should note that Mathematics 3 and 8, Chemistry 5-6 or Chemistry 11, and Physics 13-14 will serve as good preparation for further study in either field.

## CREDIT ON ENTRANCE

Students with a score of 4 or 5 on the CEEB Advanced Placement (AP) chemistry examination, a score of 6 or 7 on the higher-level International Baccalaureate (IB) chemistry examination or a grade of A on the British A-level chemistry examination will receive credit-on-entrance for Chemistry 5 and placement into Chemistry 11. If they also have credit-on-entrance for, or an exemption from, Mathematics 3, they are eligible to enroll in Chemistry 11 in the fall term.

## PLACEMENT ON ENTRANCE

Students without credit-on-entrance for Chemistry 5 may complete the on-line chemistry placement test (see <https://chemistry.dartmouth.edu>) to determine if they should be placed into Chemistry 5 or Chemistry 11. This examination is typically taken during the summer before matriculation but may be taken later if a student decides that Chemistry 11 may be a good fit for them based on their prior chemistry experience. Students are strongly encouraged to prepare for this test by reviewing their high school chemistry material and consulting material available on

the Chemistry Department website, <https://chemistry.dartmouth.edu>.

Students who do not have credit-on-entrance for Chemistry 5 and who do not complete the placement exam should enroll in Chemistry 5 and cannot enroll in Chemistry 11. Students placed into Chemistry 11 cannot opt to take the Chemistry 5 and 6 sequence without permission from the Department.

## TRANSFER CREDIT

Students who have taken college chemistry courses prior to matriculation at Dartmouth and wish to receive transfer credit-on-entrance for Dartmouth chemistry courses should contact the Chair of the Chemistry Department early in the fall term.

## Chinese

(See program description under Asian Societies, Cultures, and Languages.)

## Classics (CLST, LAT, GRK)

The study of Classics takes in every aspect of Greek and Roman antiquity, with direct connections to many contemporary concerns. Multiple disciplinary perspectives within the department empower students to explore ancient texts, artifacts, and archaeological sites in complex ways. Courses in Latin and Ancient Greek are available from beginning through advanced levels, offering swift access to major works of the Western tradition in their original languages. Every Classics course aims explicitly to develop analytical thinking, speaking, and writing skills. The legacies of the ancient Mediterranean world are scrutinized as well as appreciated.

The Classics Department offers courses under three different rubrics. Classical Studies courses, labeled CLST, do not require any knowledge of Latin or Greek. This area of the curriculum includes courses on Greek and Roman archaeology, history, literature, philosophy, and religion. Courses labeled LAT or GRK are language courses at various levels. The department also sponsors Foreign Study Programs in Greece and Italy.

Major programs within the department include not only the broad-based major in Classical Studies but also more specific majors in Ancient History, Classical Archaeology, and Classical Languages and Literatures. Students who choose these majors often go on to medical school, law school, or directly into a wide range of professions. Employers and professional programs welcome Classics majors because of their rigorous training and proven ability in the areas of independent research, logical thinking, and communication skills.

## PLACEMENT IN LATIN COURSES

Students who are just beginning their study of Latin should take LAT 1 in either Fall or Winter,

followed by LAT 2 and LAT 3. Successful completion of Latin 3 prepares students for Latin 10. Those who enter Dartmouth with some prior study of Latin will be placed into Latin 1, 2, 3, or 10. Students who have submitted a score of 4 or 5 on the Advanced Placement Test will automatically be placed into Latin 10. Other students with prior Latin study should take the department's online placement test on Dartmouth's Canvas site (<https://canvas.dartmouth.edu>). The test will be available on Canvas, along with other departments' placement tests, during August and the first week of September. If you have questions about placement, please email Professor Lynn at [jenny.lynn@dartmouth.edu](mailto:jenny.lynn@dartmouth.edu).

#### PLACEMENT IN GREEK COURSES

Students who are just beginning the study of Ancient Greek may take GRK 1 in Winter Term, followed immediately by GRK 3 in Spring; or, they have the option of a double-credit intensive course, GRK 1-3 in the Spring term. Successful completion of GRK 3 prepares the student for GRK 10. Students who have studied Greek in high school should consult with Professor Tell ([hakan.tell@dartmouth.edu](mailto:hakan.tell@dartmouth.edu)) to determine their placement.

#### The following courses are recommended for first-year students in 2024-25:

CLST 2. Tragedy and Comedy of Greece and Rome  
 CLST 3. Reason and the Good Life: Socrates to Epictetus  
 CLST 6. Introduction to Classical Archaeology  
 CLST 7. First-Year Seminar in Classics  
 CLST 10.03 Mind, Heart, Brain  
 CLST 11.19. Before Billboards and Twitter: Roman Coins as Text  
 CLST 12.05. The Parthenon Marbles and the New Sappho: Legal and Ethical Issues  
 CLST 17. Roman History: The Republic  
 CLST 20. Greek Archaeology: First Hominins to Mycenaean Palaces  
 CLST 25. Early Roman Imperial Archaeology: The First Emperors  
 GRK 1. Introductory Ancient Greek  
 GRK 1.02-3.02. Intensive Ancient Greek  
 GRK 10. Readings in Greek Prose and Poetry  
 GRK 30.18. Lover, Victim, Goddess, Whore: Helen in Greek Literature  
 GRK 29. New Testament  
 LAT 1. Latin 1  
 LAT 10.01. Landscapes of Latin  
 LAT 10.03. Petronius's Satyricon  
 LAT 20. Latin Epic: Ovid's Metamorphoses  
 LAT 30.09. Listening to Slaves' Voices

#### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

##### CLST 2. Tragedy and Comedy of Greece and Rome

The course studies in translation selected works of Aeschylus, Sophocles, Euripides, Seneca, Aristophanes and Plautus, and some of their



**We encourage you to explore additional curricular opportunities by attending academic open houses during Orientation.**

central themes and questions: law, community, revenge, passion, and justice. Texts are approached also as scripts/librettos, considering their relationship to ritual, rhetoric, music, and dance as well as to history, philosophy and theatrical space. There will be practical workshop opportunities. Dist: ART; WCult: W.

##### CLST 3. Reason and the Good Life

Socrates to Epictetus An introduction to philosophical thought in antiquity, especially that of Socrates, Epicurus, and the Stoics. We will concentrate especially on ethical questions; e.g., what kind of life is best for humans to pursue, how thoughtful persons should weigh the potentially competing claims of reason, pleasure, and emotion; and on how intellectual activity was perceived at Athens and at Rome. Dist: TMV; WCult: W.

##### CLST 6. Introduction to Classical Archaeology

Introduces basic methods and principles of Classical archaeology through a survey of characteristic sites and artefacts. Students will gain a good overview of the approaches useful in the interpretation of a wide variety of material evidence, as well as an introduction to Greek and Roman civilization from prehistory to the collapse of the Roman Empire. Dist: INT or ART; WCult: W.

##### CLST 10.03 Mind, Heart, Brain

Considers some of the earliest recorded theories of human and animal psychology worked out in Greco-Roman antiquity. What physical substances and/or bodily organs give rise to the characteristic functions of living things, such as sense-

perception, self-movement, and self-awareness? How is it that human beings are capable of concept-formation, reasoning, memory, and emotion, and to what extent are these capacities also present in non-human animals? Is the mind-stuff radically distinct from the body and its afflictions, or intimately bound to it? Students work collaboratively to develop their own analyses of these and related issues in a range of philosophical, scientific, and medical texts from both Greece and Rome. Dist: TMV; WCult: W.

##### CLST 11.19. Before Billboards and Twitter: Roman Coins as Text

This hands-on course focuses on the ancient Roman production, the development and use of money at Rome, the logistics of coin production, and the methods for studying coinage to write ancient history. Students learn basic numismatic methodology by handling and studying coins from the collection in Dartmouth's Hood Museum of Art and prepare material for a coin installation. A final unit treats the ethics of coin collecting and the role of the modern museum. Dist: SOC; WCult: W.

##### CLST 17. Roman History: The Republic

Surveys the history of the Roman people from 753 to 44 B.C. Topics include the development of Roman law, the conquest of all lands bordering on the Mediterranean, and the civil wars that destroyed Republican government. Particular emphasis is placed on the Roman political community: the political, religious and social factors that influenced the definition of the Roman aristocracy, the institutions that maintained the ascendancy of the elite, the social and political mechanisms that militated against civil dissent, and the role of political values in the eventual destruction of Republican government from within. Dist: SOC; WCult: W.

##### CLST 20. Greek Archaeology: First Hominins to Mycenaean Palaces

Traces the cultural evolution of humanity in the Aegean basin from the era of hunting and gathering 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 first half will emphasize the different economic bases of early life in the Aegean. In the second half, 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. Dist: SOC; WCult: W.

##### CLST 25 Early Roman Imperial Archaeology: The First Emperors

Through archaeological sites and related artifacts, this course examines the Roman empire as it was transformed under the rule of the emperors. We begin with a close look at the first emperor,



# Recommended Courses for First-Year Students

Augustus, then examine the Julio-Claudians, Flavians, and Trajan. Discussion focuses on how ancient Italic traditions were transformed to suit the needs of the Imperial government. The most dramatic change in religious practice is the development of the Imperial cult. Site analysis will stress the need for an imperial idiom, the accommodation of urban masses and the promotion of shared cultural experience, as well as the technological developments that led to Rome's "architectural revolution." Dist: ART; WCult: W.

## **GRK 1.02-3.02. Intensive Greek**

A double course (two time slots) covering both GRK 1 and GRK 3 in a single term. Introduces all the basics of grammar and syntax and provides a gradual introduction to the reading of continuous texts. Satisfies the College language requirement.

## **GRK 10. Readings in Greek Prose and Poetry**

For those who have already studied the basics of the language. Readings drawn from Greek tragedy will illustrate foundational concepts of the culture. Dist: LIT; W.

## **GRK 30.18. Lover, Victim, Goddess, Whore: Helen in Greek Literature**

We will read portions of the Iliad and Odyssey, Sappho fragment 16, Gorgias' Helen, Isocrates' Helen, Euripides, Helen or Trojan Women, and relevant passages from Herodotus, Stesichorus, and other authors. Themes include paradigms of femininity, women's agency, and especially issues around rhetoric, representation, and reality. Dist: LIT; WCult: W.

## **LAT 1. Latin 1**

A rapid introduction to the Latin language through reading passages of gradually increasing difficulty, with supporting materials on Pompeii and Roman Egypt. Follow up with Latin 2 in Winter or Spring and Latin 3 in Spring or Fall.

## **LAT 10.01. Landscapes of Latin**

Designed to introduce students to varied aspects of Latin literary culture. Beginning with some physical evidence of literacy and writing materials, we will proceed to study the physical history of ancient books and publication methods, then analyze a series of short works illustrating how the Romans themselves thought about literary production, the functions texts can serve, and the nature of meaning and authorship. Also introduces library resources, including illuminated manuscripts in Dartmouth's collection. Dist: LIT; WCult: W.

## **LAT 20. Latin Epic: Ovid's Metamorphoses**

The summit of achievement for a Roman poet was the epic, written in hexameter verse and combining storytelling with expressions of deeply held cultural values. This class will read portions of one or more Latin epics, such as Vergil's Aeneid, Ovid's Metamorphoses, Lucan's Civil War, and Statius' Thebaid. Potential areas of emphasis include the representation of imperial

power, gender and sexuality, intertextuality, genre, and reception. Dist: LIT.

## **LAT 30.09. Listening to Slaves' Voices**

This course surveys Latin texts that represent or embed slaves' voices. We read inscriptions (including slave testimonies) and excerpts from literary texts (including publicly performed drama, historical narratives, courtroom speech, poetry, novel, and martyr narratives) alongside contemporary theoretical work, in order to explore the voices and the representations of slave experience. Students develop analytical tools to identify and evaluate fragmentary testimonies of slavery, and they gain a sense of the archive—and the particular value of literary sources—for studying the relationships of slavery. Dist: LIT; WCult: CI.

## **Cognitive Science (COGS)**

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.

## **The following courses are recommended for first-year students (COGS):**

COGS 1. Introduction to Cognitive Science  
COGS 45 Computational Cognitive Science: Foundations and Applications  
COGS 50.03 Cognitive Linguistics  
COGS 50.05 Psycholinguistics  
COSC 01. Introduction to Programming and Computation  
LING 01. Introductory Linguistics  
PSYC 01. Introductory Psychology  
PHIL 01 or PHIL 06

## **SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

**COGS 1. Introduction to Cognitive Science**  
Cognitive Science aims to understand how the mind works by using tools and insights from a variety of fields including experimental psychology, computer science, linguistics, vision science, philosophy, anthropology, behavioral economics, and neuroscience. This course will introduce you to many of the major tools and theories from these areas as they relate to the study of the mind. We will tour mental processes such as perception, reasoning, memory, attention, imagery, language, intelligence, decision-making,

and morality, and discover many strange and amazing properties of mind. DIST: SOC.

## **COGS 45 Computational Cognitive Science**

Human cognition is characterized by remarkable intellectual feats, but also frustrating failures. What general principles determine what minds can and can't achieve? In this course, we treat cognition as computation and construct artificial systems to model cognitive strengths and weaknesses. Part of each class will be spent in lecture and part will be spent working directly with computational models in active learning exercises that use neural networks for hands-on exploration. Dist: TAS.

## **COGS 50.03 Cognitive Linguistics**

This course investigates the relationship between language and human cognition. Cognitive linguistics emphasizes the role of our bodies and brains in shaping our understanding and use of language. The course explores how our physical experiences and cognitive abilities affect language structure and use. For instance, our attentional biases add nuances to our word choices in spatial and temporal constructions, and our physical experiences influence our expression of mental and emotional concepts. Throughout the course, we will cover major cognitive linguistic concepts, including metaphor, categorization, frame semantics, goal bias, and prototype theory. Additionally, we will examine how these and other cognitive linguistic concepts can be applied to a variety of real-world phenomena, such as online media, humor, second language learning, and even gestulation. The course format incorporates lectures, reading discussions, practical exercises, creative assignments, and a research project. Students will employ diverse research methods, including behavioral experiments, linguistic corpora analysis, and interviews. DIST: TAS

## **COGS 50.04 Theories of Consciousness**

Conscious experience is at once both completely familiar and utterly mysterious: how is it that electrical activity in a lump of grey matter – the brain – gives rise to the Technicolor phenomenology of our conscious experience? If human beings are just biological machines, then how is possible that we have a subjective point of view on the world? Why are we not just mindless robots, that produce behavior in light of stimulations from the environment, but lack any inner awareness or consciousness? In this class we will read, and bring together in conversation, cutting edge work from philosophy, psychology, and the neurosciences on the nature of consciousness. Dist:TMV

## **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. Dist: TLA.

### PSYC 01. 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.

### PHIL 1. Intro to Philosophical topics

Students will engage with central topics, debates and methods in philosophical inquiry. Emphasis is placed on developing critical reading and analytical writing skills. Readings may draw on both historical and contemporary sources. Dist: TMV.

### PHIL 6. Logic and Language

This course introduces contemporary sentential logic and predicate logic. Both the theory of logic and its application to ordinary language are developed. Topics include symbolization, truth tables, truth trees, interpretations, and derivations. Each week one lecture, three quiz days, and three afternoon individualized discussion sessions are offered (normally MWF 4:45-5:15pm). The individual discussion sessions allow students to pursue their questions and obtain feedback on quizzes on a one-on-one basis. The self-pacing aspect of the course allows students who have difficulty to receive more assistance and those who do not need as much assistance to move ahead more quickly. Open to all classes. Dist: QDS.

### Comparative Literature (COLT)

Comparative Literature is an exciting interdisciplinary program that promotes the study of literatures in different languages as well as the relationship between literature and other spheres of cultural production. It also embraces broader inquiry into the relationship between literature and other disciplines and practices, such as the visual and performing arts, philosophy, history, politics, religion, and the sciences. Some critical perspectives 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 also have the option to minor in translation studies with courses in translation theory and workshops on literary translation.

\*In Comparative Literature higher course numbers don't mean they are advanced courses; first year students are welcome to take the higher



number courses. COLT 10 our introduction course is highly recommended to first year students and is offered every term.

### First-year students are allowed to enroll in any of our courses:

- COLT 01. Read the World
- COLT 10 Intro to Comparative Literature
- 10.30 Global Gothic: The Aesthetics of Horror
- 10.29 Robots and AI in Fiction and Film
- COLT 19.01 Translation: Theory and Practice
- COLT 35.06 Sufism as World Literature
- COLT 52.09 Childhood, Memory, and the Caribbean
- COLT 53.06 Arab Feminisms
- COLT 62.10 Women and War in Modern Literature and Film
- COLT 70.07 Environmental Crises & Human Rights
- COLT 72.01 Global Literary Theory

### SELECTED FALL TERM COURSES (COLT)

#### 01. Read the World

Do you know how to read? Faces. Words. Pictures. Bodies. Games. Books. People. What are you really doing when you read the world? This course teaches comparative methods designed to confront the (mis) understandings and (mis) translations that constitute reading across the world's languages, locations, cultures, historical periods, and expressive forms. Classwork consists of hands-on exercises that engage ancient and modern myths and materials drawn from various media: text, movies, video games, anime, and digital arts. Dist: INT or LIT; WCult: CI.

#### 10.29 Robots and AI in Fiction and Film

Can machines think and become aware of themselves as conscious beings? This question engendered a vast corpus of literary and cinematic works. The idea of Artificial Intelligence as an invasive force has deep roots in fictional and filmic stories about androids and robots, and seems to be coming true with the invention of Chat GPT. The implications of this kind of storytelling for our understanding of the human will be the focus of this course. Dist: INT or LIT; WCult: W.

#### 10.30 Global Gothic: The Aesthetics of Horror

The Japanese tradition of stories about ghosts, spirit possession, demonic visitations and strange psychological phenomena has a rich, complex history that has intersected with Western traditions in productive ways. Beginning with a consideration of theories of the uncanny, the

gothic, and the fantastic, this course will explore the techniques filmmakers in Japan, Europe, and the Americas have used to create an aesthetics of horror. We will also examine the ideological significance of tales of the weird and supernatural –what they tell us about moral values or about personal and social conceptions of identity. Dist: INT or LIT; WCult: NWW.

#### 19.01 Translation: Theory and Practice

Translation is both a basic and highly complicated aspect of our engagement with literature. We often take it for granted; yet the idea of meanings lost in translation is commonplace. In this course we work intensively on the craft of translation while exploring its practical, cultural and philosophical implications through readings in theoretical and literary texts. All students will complete a variety of translation exercises, and a substantial final project, in their chosen language. Dist: INT or LIT; WCult: W.

#### 35.06 Sufism as World Literature

In his book, *What is World literature?*, David Damroch argues that world literature is not a canon of texts but rather a mode of circulation and reading that gains in translation. Sufism, often referred to in English as “Islamic mysticism”, has long appealed to many literary traditions and informed multiple aesthetic projects around the globe—evolving in significance as it circulated through translation. This course offers an introduction to Sufism as world literature. It explores its universal appeal (in such languages as Arabic, English, Persian, Spanish, Turkish, Urdu etc.) and its many aesthetic manifestations and transformations around the world. In addition to the thematic, the course offers an extensive and diverse (but not exhaustive) survey of Sufism's impact on literary genres. Dist: INT or LIT; WCult: NW.

#### 52.09 Childhood, Memory, and the Caribbean

Have you ever wondered what it's like to grow up in Haiti, Surinam, Guadeloupe, Cuba, or the Dominican Republic? In this course, students will embark on a literary journey through the Caribbean, examining coming-of-age stories that unravel the complex tapestry of postcolonial experiences. Through a critical exploration of the Caribbean bildungsroman, students will delve into the profound impact of colonialism on various facets of life, including family structures, the roles of women, education, languages, socioeconomic status, mobility, and the intricate development



# Recommended Courses for First-Year Students

of identity. The course will introduce students to a diverse array of literary works from the Caribbean, offering insights into the nuanced perspectives of postcolonial authors. Engaging with critical theories from key thinkers such as Frantz Fanon, Edouard Glissant, Carole Boyce Davies, and Antonio Benitez-Rojo, students will analyze the intellectual frameworks that shape Caribbean literature. Dist: INT or LIT; WCult: W.

## 53.06 Arab Feminisms

This course is an introduction to the history of feminism in the Arab world from the 19th century to the present. It examines some of the most important socioeconomic and political issues as well as aesthetic trends that were or continue to be central to feminist activism and cultural production in the region. Throughout the term students will engage with a wide range of primary sources (newspaper articles and op-eds, memoirs, novels, poems, photographs and films) that will help them develop a nuanced and critical understanding of the diverse and dynamic experiences of women in the Arab world. Dist: INT or LIT; WCult: NW.

## 62.10 Women and War in Modern Literature and Film

This course examines literary, artistic, and cinematic narratives about war created by women to reflect on the meaning of femininity and womanhood in times of armed conflict. Gender is a social construct and the gender binary seems to become profoundly entrenched during war. Some of the questions that will be explored are: how does violence perpetuated by instances of armed aggression overlap with the violence perpetuated by already existing power structures (such as patriarchy)? How does violence redefine our understanding of gender difference in general and the category of “woman” in specific? Dist: INT or LIT; WCult: NW.

## 70.07 Environmental Crises & Human Rights

Environmental crises are occurring around the world at a rate never seen before. Lake Chad. Indonesia. The DRC. Martinique. The Niger Delta. These places have become tragically associated with most of the ecological issues threatening our planet. In this course, we will turn to recent texts and media to investigate the extent of rising waters and displacement, drought and exodus, pollution, and deforestation, as such and as linked to human rights, in an attempt to understand the violence of the contemporary crises playing out in locations already plagued with inequalities and human rights violations. In our analysis, we will also consider the rise of climate migration and what it means for the future of these regions, as well as what literature has to offer to represent environmental crises. Dist: LIT; WCult: NW.

## 72.01 Global Literary Theory

Comparative Literature entails conscious

engagements with theories of literature, language, and culture from throughout the world. This course ranges across some of the ideas that have been influential in shaping scholarly questions in a variety of languages. It also addresses the global dimensions of theory: rhetorics and ethics of comparison, world literature, and indigenous knowledge. Dist: LIT; WCult: CI.

## Computer Science (COSC)

Students interested in taking more than one course in computer science usually start with COSC 1 (Introduction to Programming and Computation) in the fall, winter, or spring, followed by COSC 10 (Problem Solving Via Object-Oriented Programming) in the fall, winter, or spring. COSC 1 is an introductory course, which does not assume any computer science experience or background, and it can be taken as early as first-year fall. COSC 10 develops skills in solving problems computationally. It assumes previous programming experience (COSC 1 prerequisite) and uses Java.

### The following courses are recommended for first-year students (COSC):

1. Introduction to Programming and Computation
10. Problem Solving via Object-Oriented Programming
22. 3D Digital Modeling
24. Computer Animation: The State of the Art
30. Discrete Mathematics in Computer Science
50. Software Design and Implementation
70. Foundations of Applied Computer Science

### ADVANCED PLACEMENT

A student who receives a 4 or 5 on the AP Computer Science A examination receives placement into COSC 1 or COSC 10. A student may instead take a departmental computer science exam (\*) to determine if they will receive placement into COSC 1 or COSC 10; this placement exam is administered only during Orientation.

### 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 COSC 1 can be placed out of COSC 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 program director during New Student Orientation to arrange to take an examination on the material.

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 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.

## Earth Sciences (EARS)

Earth Science is an 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. Earth Scientists often (but not always) work in the field, but also make extensive use of laboratory analytic and computational techniques.

A key feature (but not a requirement) 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 made up of a series of segments, each taught by a different professor in a different location. Topics covered include geologic structures and landforms, 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 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 CHEM 11), and any one of the following taken at Dartmouth: Math 3, 8, 9, summer 11, 12, 13, 14, 23, or 46. Earth Sciences 40, offered during the term, is a prerequisite for the off-campus field program in earth sciences.

### The following courses are recommended for first-year students:

EARS 1 How the Earth Works  
EARS 6 Environmental Change

EARS 8 Carbon Sequestration  
EARS 14 Meteorology  
EARS 18 Environmental Earth Sciences

#### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

##### 1. How the Earth Works

This course introduces the principles of physical geology by describing the Earth's components and analyzing the processes that control its evolution. Mountain ranges and deep sea trenches, volcanism and earthquakes, surficial and deep-seated geologic processes provide the evidence we will use to interpret the Earth's makeup and history. Earth resources, geologic hazards, and environmental protection will be discussed in connection with a variety of general geologic topics. Dist: SLA.

##### 6. Environmental Change

This course will investigate 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.

##### 8. Carbon Sequestration: Opportunities and Challenges

Global warming and ocean acidification resulting from the rise in atmospheric carbon dioxide (CO<sub>2</sub>) are a serious threat to the modern civilization and future generations. A transition to a low carbon economy remains in distant future. Effective climate change mitigation requires urgent reductions of CO<sub>2</sub> emissions and a portfolio of strategies for sequestering CO<sub>2</sub>. The intent of this course is to introduce geochemical principles that are being investigated to sequester CO<sub>2</sub> already present in the atmosphere or that is released to the atmosphere by point sources such as coal-fired power plants. We will first focus on the scale of the problem and then study the science behind the proposed strategies that could reduce atmospheric carbon dioxide. The course will draw from readings of primary literature in the diverse fields of mineralogy, petrology, geochemistry, and oceanography. These will be augmented by weekly student-led discussions with researchers in these fields. The course will conclude with a general discussion of issues of scaling and environmental impacts of the CO<sub>2</sub> removal approaches and the way forward. Not open to students who have received credit for EARS 010. Dist: SCI.

##### 14. Meteorology

Introduction to the science of the atmosphere, emphasizing weather and weather forecasting, but including atmospheric variations on all scales from tornadoes, through the Little Ice Age, to Snowball Earth. We begin by discussing the properties of air and a few basic physical principles that control all atmospheric phenomena. These principles enable us to understand weather systems and associated fronts, clouds, winds, and precipitation, and to forecast weather using simple visual observations, satellite data and supercomputers. They are also the basis for the global circulation of air, energy and water, as well as the restlessly changing, diverse climate zones of our planet. Labs will provide hands-on experience observing the weather, building and using simple meteorological instruments, interpreting network data and satellite images, and forecasting the weather in real time. Additional topics may include air pollution, deliberate and inadvertent weather and climate modification, aviation and marine weather, and atmospheric chaos. Dist: SLA.

##### 18. Environmental Earth Sciences

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

##### East European, Eurasian and Russian Studies (EEER)

The EEER Department offers the opportunity for comprehensive study of the literature, culture, and history of regions of Eastern Europe, Eurasia and Russia, including the Russian and Ukrainian languages. Our faculty have a wide variety of interests and areas of expertise – from folklore to poetry and translation studies to the history of human rights in Russia – that they bring to the classroom in small, intensive seminars and large introductory courses for non-majors. After graduation, our students successfully pursue careers in government, international business, journalism, teaching, and cyber security.

Since beginning language courses are offered only in the fall term, interested students should start taking the language of their choice in the fall of their first year. Ukrainian is offered as a fall intensive beginning course (UKRA 11) and



Keep an eye out  
for online advising  
chats with the  
Undergraduate  
Deans.

one additional term (UKRA 3). In Russian, three one-term courses (Russian 1, 2, 3) give students basic fluency in the elements of the Russian language. Completing the first-year Russian sequence is prerequisite for student access to the LSA+ summer Baltic LEAP program. It also qualifies students for Russian 27, which serves as a gateway course for many of the department's more advanced Russian language courses.

In addition to three years of Russian instruction EEER offers a first-year Ukrainian sequence and many courses in literature, culture, and history. Students who wish to major in EEER have two options: a major in EEER area studies consisting of courses in EEER regions taken in both the EEER Department and other Dartmouth departments (such as History, Government, Music, Geography, and Economics) and a Russian language and literature major. Most of our literature courses are taught in English, with some offering EEER majors extra work that draws upon their knowledge of other languages. Most majors participate in the department's summer LSA+ (Baltic LEAP, based primarily in Lithuania and Estonia), but the LEAP LSA+ 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 (RUSS) or Ukrainian (UKRA)  
RUSS 7. First Year Seminar (various topics)  
RUSS 10. Exploring Russia: History and Cultures  
RUSS 15. Russia and the West  
RUSS 31. The World as Word: 19th Century Russian Fiction  
RUSS 38.25. People and Politics in Contemporary Ukraine  
RUSS 32. Reading Red: 20th Century Literature and Art in the Soviet Union

##### ADVANCED PLACEMENT

Graduation credit is not granted for secondary school courses in Russian, but students with secondary school Russian should take the EEER Department's placement exam to determine their level of language proficiency. Students who demonstrate sufficient knowledge will satisfy the



# Recommended Courses for First-Year Students

Dartmouth College language requirement and be eligible for RUSS 27 (second-year Russian); students whose knowledge is substantially greater will receive credit on entrance for RUSS 27 and be eligible for RUSS 28 or higher-level courses.

## TRANSFER CREDIT

Students who wish to receive credit for relevant college courses (e.g. in EEER languages) taken prior to matriculation at Dartmouth should see the Chair of the EEER Department early in the fall term.

## SELECTED COURSES, FALL/WINTER 2024 -25 (EEER)

### RUSS 1. First-Year Course in Russian

An introduction to Russian as a spoken and written language.

### UKRA 11. Beginning Intensive Ukrainian

An introduction to Ukrainian as a spoken and written language.

### EEER 31. The World as Word: 19th Century Russian Fiction

In this course, we will explore some of the great foundational texts of the Russian literary tradition. While reading some of the most celebrated works from 19th century Russian fiction – texts by Pushkin, Lermontov, Gogol, Turgenyev, Goncharov, Dostoevsky, Tolstoy, and Chekhov – we will attempt to account for the distinct character of Russian literature and its unique role in Russian history and culture. Dist: LIT; WCult: W.

### EEER 38.25 People and Politics in Contemporary Ukraine

For many Ukrainians, 1991 became a crucial point when the long-held dream of their independence came true. This course takes a multi-dimensional look at the period of the three recent decades as an advance towards the realization of collective dreams shaping the post-Soviet nation, combined with everyday disappointments, anxiety, and uncertainty. The course aims to analyze the agency of contemporary Ukrainian people, the media, literature, and digital folklore in creating new messages, meanings, and values. Dist: SOC, CI.

## Economics (ECON)

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.

## PREREQUISITES

The starting point for the Economics major is Economics 1. It is a prerequisite for every other class in the major. The other prerequisites for the major are Economics 10, Introduction to Statistical Methods and Math 3, Introduction to Calculus. Students who have not satisfied the Math 3 requirement through their high school coursework should enroll in Math 3 in the fall or winter of their first year. Students may alternatively satisfy the Math 3 prerequisite for the Economics major by taking Math 1 in the fall and Econ 3 in the winter.

## ADVANCED PLACEMENT

Students will receive placement out of Economics 1 (Microeconomics) if they score 5 on the Microeconomics Advanced Placement Exam, 6 or higher on the Higher-Level International Baccalaureate exam, or an A in British A-Level Economics. Students who receive placement out of Math 10 via the AP Statistics exam are also exempt from taking Economics 10.

## MAJOR COURSES

Below is a list of courses that are often taken by first year students. The required prerequisites are listed in parentheses. All major courses require Econ 1 and many require Math 3, so it is important to complete these courses as soon as possible. Many students also take Econ 10 early to complete the economics prerequisites. Economics 21 and 22 are logical next choices for potential majors, but students are welcome to take any course for which they have the prerequisites.

### The following courses are recommended for first year students (ECON):

1. The Price System
3. Essential Mathematics for Economic Analysis (Math 1)
10. Introduction to Statistical Methods (Math 3)

21. Microeconomics (Econ 1, Math 3)
22. Macroeconomics (Econ 1, Math 3)
24. Development Economics (Econ 1 & Econ 10)
26. Financial Intermediaries and Markets (Econ 1)
27. Labor Economics (Econ 1)
28. Public Finance and Public Policy (Econ 1)
38. The Economics of Governments and Public Policy (Econ 1 & Econ 10)
39. International Trade (Econ 1)

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 01. 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.

### 03. Essential Mathematics for Economic Analysis

This course covers many of the same basic calculus topics as Math 3, but with the focus on developing an understanding of the mathematical structure of economics, since having mathematical skill is essential to the study of economics. Examples of economic applications of calculus topics include using derivatives to study consumer demand and labor productivity and using integrals to study income distributions. Additionally, key statistical measures needed for econometrics classes, such as expected value and variance will be introduced. Dist: QDS

### 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.





**Consider the different ways to complete the language requirement: continue a language started in high school, start something new, or study abroad.**

#### 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.

#### 24. Development Economics

This course uses economic analysis to understand contemporary issues in low-income countries. We consider why extreme poverty and hunger, child mortality, low levels of education, gender inequality, environmental degradation, high fertility, and child labor are pervasive in the developing world. We also examine the economic consequences of globalization and infectious diseases such as malaria and HIV/AIDS. For each topic, we seek to understand the factors and constraints influencing decision-making in developing countries. We use this understanding to discuss the role of markets, civil organizations, government policy, and international institutions. Dist: SOC. Or INT.

#### 26. The Economics of Financial Intermediaries and Markets

This course examines the nature and function of financial intermediaries (e.g., banks, mutual funds, and insurance companies) and of securities markets (e.g., the money and capital markets and the market for derivatives). It analyzes liquidity and risk management and studies the efficiency, stability, and regulation of the financial system. Dist: SOC.

#### 27. Labor Economics

This course studies the economic behavior of employers and employees as they interact in the labor market. The class will move beyond the basics of labor supply and demand to cover such topics as human capital investment, the structure and determinants of financial compensation

and benefits packages, contract negotiations and arbitration. Additionally, since many of the pressing problems facing the United States are labor market issues, this course will provide a basis for better understanding of nationally debated issues such as reforms of the welfare system, the income tax system, immigration policy, and affirmative action programs. Dist: SOC.

#### 28. Public Finance and Public Policy

Government policies exert a pervasive influence over the economy and people's wellbeing. This course first analyzes the economic effects of public policies in the areas of environmental pollution, social insurance, retirement income, health, and poverty alleviation. The course then studies how governments finance their operations, paying attention both to institutional details and the effects of tax systems on efficiency and inequality. Throughout, we use empirical evidence and economic reasoning to better understand economic tradeoffs involved in current and proposed policies, including health reform, universal basic income, wealth taxation, unemployment insurance, fundamental tax reform, and Social Security. Dist: SOC.

#### 38. The Economics of Governments and Public Policy

Fundamental questions in public finance concern when and how governments should intervene in the economy. However, another fundamental question is: why do governments do what they do? This course considers governments as economic actors. We will theoretically and empirically investigate how social decisions are made; why governments fail; why different levels of government (federal, state, local) fund different public goods and services; and how governments at different levels interact. Topics to be covered include externalities and public goods, political economy, and fiscal federalism. K-12 education in the United States will provide a detailed case study, though other applications may be considered from time to time. Course involves an empirical project. Dist: SOC.

#### 39. International Trade

This course deals with the causes and consequences of international trade and factor movements. Topics covered include theories of why nations trade, the consequences of trade for economic welfare and the distribution of income, the determinants of trade patterns, the tariff and other forms of commercial policy, trade policies of selected countries, and the formation of the multinational corporation. Dist: SOC. or INT.

#### Education (EDUC)

Education is an integral part of Dartmouth's liberal arts tradition. In both courses and research, students can investigate the complex world of education through a research-based, interdisciplinary lens. Our courses are open to all students and have no prerequisites, although we suggest taking EDUC 01 to start (see <http://educ.dartmouth.edu/>). We offer a minor in Education. The minor is composed of six courses: EDUC 01, along with any five other core Education courses.

#### The following courses are recommended for first-year students (EDUC):

- 01. Introduction to Education: Learning, Development, and Teaching
- 17. What Works in Education
- 19. Educational Testing
- 32. Learning and Education Across Cultures
- 35. Affirmative Action in Higher Education
- 47. Social and Emotional Development
- 50. The Reading Brain: Education and Development
- 64. Development in the Exceptional Child

#### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

##### 1. Introduction to Education: Learning, Development, and Teaching

Education, development, and learning are inextricably intertwined. In this course, we will explore how pre-Kindergarten through high school education is informed by scientific evidence across multiple domains. Topics to be explored may include the educational system in America; the research-to-practice gap and educational misconceptions; social, emotional, and motivational development in school context; memory, strategies, metacognition, and assessment as related to learning; and learning and teaching in early math, science, and reading. Dist: SOC.

##### Engineering Sciences (ENGS)

The engineering sciences department is dedicated to educating well-rounded engineers within the context of liberal arts. We regard the ability to think quantitatively as a valuable part of a liberal arts education and thus provide a variety of ways for all students to increase their understanding of the relationship between technology and society.

Your very first engineering course, Introduction to Engineering—ENGS 21—is usually taken at the end of your first year or beginning of sophomore year and will challenge you to develop



# Recommended Courses for First-Year Students

a novel solution to a real-life problem. You will team up with classmates to define a problem and solve it by designing a device or system. That is because we know the best way to learn engineering is to do engineering.

The major is excellent preparation not only for the engineering profession but also for medicine, law, business or other careers that require ability in quantitative analysis, design and problem solving. All engineering sciences majors earn a Bachelor of Arts (AB) and most also earn the ABET Accredited Bachelor of Engineering (B.E.) degree. The BE degree requires approximately 9 courses beyond the AB major. Most students will add 1, 2, or 3 terms in a fifth year but students may also plan ahead to finish a combined AB/BE in four years within the traditional Dartmouth 36 courses. Need-based financial aid for the additional terms is available.

The major may be modified with other sciences or with studio art, or public policy. In addition to the standard major and minor and the modifications, we offer:

- Engineering Physics major for students interested in applied physics, medical physics, or more fundamental aspects of engineering science;
- Biomedical Engineering Sciences major for students who wish to apply to medical school after Dartmouth;
- Human Centered Design minor focused on the process of innovation for addressing human needs;
- Materials Science minor offered by the departments of Chemistry, Physics, and Engineering which can be combined with majors in any of the three areas.

## MAJOR COURSES

Most students who intend to study engineering begin by taking pre-requisite 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 (COSC 1 and 10 may be taken instead of ENGS 20). However, there are many routes into the major and paths through major, and students should consult with an engineering professor to develop a course of study that fits their interests.

**The following courses are recommended for first-year students (ENGS):**

### **ENGS 20. Introduction to Scientific Computing**

This course introduces concepts and techniques for creating computational solutions to problems in engineering and science. The essentials of computer programming are developed using the C and Matlab languages, with the goal of enabling the student to use the computer effectively in subsequent courses. Dist: TAS.

### **ENGS 21. Introduction to Engineering**

The student is introduced to engineering through

participation, as a member of a team, in a complete design project. The synthesis of many fields involving the laws of nature, mathematics, economics, management, and communication is required in the project. Engineering principles of analysis, experimentation, and design are applied to a real problem, from initial concept to final recommendations. Dist: TAS.

## NON MAJOR COURSES

Engineering isn't just for engineers. 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. Even if you've never picked up a hammer or a drill, our faculty and staff are committed to helping all students get comfortable with the creation process, beginning to end. You will discover engineering's power to improve the world. You will gain problem-solving skills useful in all areas of education and life. You may even decide to become an engineer. Ideal for non-majors and first-year students exploring engineering, these courses have few or no prerequisites. Please visit our website for up to date courses for non-majors.

### **ENGS 2. Integrated Design: Engineering, Architecture, and Building Technology**

An introduction to the integrated design of structures and the evolving role of architects and engineers. The course will investigate the idea that design excellence is very often the result of deep collaboration between engineers, architects, and builders and that it is only in relatively recent history that a distinction between these areas of expertise has existed. The historical, social, and architectural impact of structures will be explored and several structures and their designers will be studied in depth. Dist: TAS.

### **ENGS 6. Technology and Biosecurity**

This course will introduce students to the technologies used to combat biological threats to security ranging from pandemic influenza to bioterrorism. In particular, this course will explore the dual role that technology plays in both enhancing and destabilizing security. Specific technologies covered include the use of nanotechnology, synthetic biology, and mass spectrometry. The course considers questions such as: Where can technological solutions have the greatest impact? When can defensive technologies have offensive applications? And, how can we balance the need to regulate potentially dangerous technologies against the need for academic freedom and high-tech innovation? Dist: TAS.

### **ENGS 12. Design Thinking**

This course lays the foundation for the cognitive strategies and methodologies that form the basis of creative design practice. Design thinking applies to innovation across the built environment, including the design of products,

services, interactive technology, environments, and experiences. Dist: TAS.

## FOREIGN STUDY

Engineering students may pursue study abroad through Dartmouth's Guarini Institute for International Education.

In addition, we offer four exchange programs designed especially for engineering majors: one with Thailand's Chulalongkorn University (or 'Chula'), located in the center of Bangkok, another with The Chinese University of Hong Kong (CUHK), a third with the Technical University of Denmark (DTU) in Copenhagen, and a fourth, most recently added, with New Zealand's largest university, the University of Auckland. Every other year, we partner with the German Department to offer the Green City: Sustainable Engineering Foreign Study Program in Berlin, Germany.

## DARTMOUTH EMERGING ENGINEERS (DEE)

The purpose of the DEE program is to improve the first-year experience of students entering Dartmouth with an interest in engineering. As part of the program we provide support and mentoring to these students in order to ensure they gain a solid academic foundation prior to beginning engineering courses. Free group study sessions. Visit <https://engineering.dartmouth.edu/dee/for> schedule.

## FIRST YEAR RESEARCH IN ENGINEERING EXPERIENCE (FYREE)

The First-Year Research in Engineering program provides research opportunities for first year undergraduate students and provides prospective engineering majors with early hands-on experience and mentoring within engineering. Up to 12 two-term research projects will be available to first-year students who want to participate in engineering research projects. Applications are due in the fall term.

## English (ENGL) and Creative Writing (CRWT)

The Dartmouth College Department of English and Creative Writing offers courses ranging across a thousand years of cultural history, from Beowulf to The Wire. Students in English work with some of the leading scholars and creative writers in the country. They study canonical figures such as William Shakespeare, Jane Austen, and Toni Morrison and contemporary writers such as Zadie Smith, David Foster Wallace, and Alison Bechdel. They engage with graphic novels, video games, and television drama, and they sometimes even make their own books in Dartmouth's unique Book Arts Workshop.

The Department is also home to Dartmouth's Creative Writing Program. Students can practice the crafts of fiction, poetry, creative nonfiction, and more with our faculty of renowned writers. The Writing Workshops are small, intimate, and



## Have you noticed all the different courses that can fulfill the INT, SOC, or TMV distributive requirements?

intense—ideal both for aspiring writers and for those who want to complement their critical studies with creative investigation.

All department courses pay close attention to the language and structure of texts, the production of original creative and/or scholarly work, the development of critical vocabularies and theoretical models, and the cultural circumstances of textual production.

### The following Creative Writing courses are recommended for first-year students:

CRWT 10. Reading and Writing Fiction  
CRWT 11. Reading and Writing Creative Nonfiction  
CRWT 12. Reading and Writing Poetry  
For a complete listing of English and creative writing course offerings in fall term, please consult the department website at <https://english.dartmouth.edu/undergraduate/course-schedule>. The Department encourages first-year students to talk to individual professors about courses they would like to take.

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### CRWT 10. Writing and Reading Fiction

An introductory workshop and reading course in fiction, designed to allow students to work in all fictive modes. Dist: ART.

#### CRWT 12. Writing and Reading Poetry

An introductory workshop and reading course in poetry, designed to have students consider different aspects of writing and the various elements integral to the genre. Dist: ART.

### The following English courses are recommended for first-year students:

ENGL 1. Literary History I: Literature Up to the Mid-17th Century  
ENGL 2. Literary History II: Mid 17th to the 19th Century  
ENGL 3. Literary History III: Literature in the 20th and 21st Centuries  
ENGL 15. Shakespeare  
ENGL 23. Romantic Literature: Aesthetics and Ideology from the French Revolution to Frankenstein  
ENGL 28. Making Americans: Hipsters, Tricksters, & Geniuses  
ENGL 30/AAAS 34. Early Black American Literature  
ENGL 031. Asian American Literature and Culture

ENGL 34. From “Anna Christie” to “Hamilton” (and Donald Trump): Modern American Drama  
ENGL 45. Introduction to Literary Theory

#### ENGL 1. Literary History I

Literature up to the mid-Seventeenth Century An overview of English literature from the Anglo-Saxon period through the Middle Ages and into the seventeenth century. Dist: LIT, W.

#### ENGL 15. Shakespeare

A study of about ten plays spanning Shakespeare’s career, including comedies, histories, tragedies, and romances. Attention will be paid to Shakespeare’s language; to his dramatic practices and theatrical milieu; and to the social, political, and philosophical issues raised by the action of the plays. Videotapes will supplement the reading. Exercises in close reading and interpretative papers. Dist: LIT, W.

#### ENGL 31. Asian American Literature and Culture

This course examines narratives of migration to, from, and between the Americas by groups from East, South, and Southeast Asia. We will analyze novels, short fiction, poetry, and films by twentieth-century artists (Joy Kogawa, Theresa Cha, Shani Mootoo, Jhumpa Lahiri, Bienvenido Santos, Wayne Wang) against the historical backdrop of imperialism in Asia and the Americas; periods of exclusion and internment; and social movements that coalesce around intersections of race, class, gender, sexuality, and citizenship. Dist: LIT, CI.

#### ENGL 34. From “Anna Christie” to “Hamilton” (and Donald Trump): Modern American Drama

In this course we’ll take up iconic plays in modern and contemporary American Drama -- Eugene O’Neill’s Anna Christie and Long Day’s Journey into Night, Arthur Miller’s All My Sons and Death of A Salesman, Lorraine Hansberry’s A Raisin in the Sun, Tennessee Williams’ A Streetcar Named Desire and Cat on a Hot Tin Roof, August Wilson’s Fences, Tony Kushner’s Angels in America, Suzan Lori-Parks’ Topdog/Underdog, Lin-Manuel Miranda’s Hamilton -- and consider the ways in which they were shaped by historical events even as they helped to shape (and in some cases reform ) U.S. culture and politics. In the final week, the class will analyze the theatrical design, dramatic structure, and cultural efficacy of a Donald Trump rally. Dist: LIT, W.

#### ENGL 37. Contemporary American Poetry

This course explores the most exciting developments in American poetry from 1960 until the present. We will consider a wide array of poetic movements—the Beats, the New York School, the Confessionals, the Black Mountain group, the Black Arts Movement, Language poets, performance and conceptual poetry, rap and spoken word—in order to understand the aesthetic tendencies that inform American poetics being written today. In particular, we will examine key individual poets through close readings of their most exemplary work. Dist: LIT, W.

#### ENGL 45. Introduction to Literary Theory

The course will introduce students to some of the Leading texts, concepts, and practices of what has come to be known as theoretical criticism. Topics to be considered may include some of the following: structuralism, deconstruction, psychoanalysis, feminism, new historicism, post-colonialism, post-modernism, queer theory, and cultural studies. Attention will also be given to historical and institutional contexts of this criticism. Intended to provide a basic, historically informed, knowledge of theoretical terms and practices, this course should enable students to read contemporary criticism with understanding and attempt theoretically informed criticism themselves. Dist: LIT.

#### Environmental Studies (ENVS)

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, 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 Examination will receive credit on entrance for Environmental Studies 2. Credit on entrance appears on the Dartmouth transcript and does not count towards the 35 credits required to graduate.



# Recommended Courses for First-Year Students

The following courses are recommended for first-year students (ENVS):

2. Introduction to Environmental Science
3. Environment and Society
12. Energy and the Environment
15. Environmental Issues of the Earth's Cold Regions
17. Marine Policy
18. Indigenous Environmental Studies

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 2. Introduction to Environmental Science

To understand current environmental problems, we need to study the physical, biological, chemical and social processes that are often the basis of those problems. This course will give the skills necessary to ask intelligent questions about - and perhaps obtain answers to - some of the environmental problems our planet is facing today by examining scientific principles and the application of those principles to environmental issues. This course will survey a variety of topics including pollution, biodiversity, energy use, recycling, land degradation, and human population dynamics. It is designed to introduce environmental science and environmental issues, topics which are explored in greater depth in other Environmental Studies courses. Dist: SCI.

### 3. Environment and Society

The relationship between humans and the environment is mediated by the consumption of natural resources, the discharge of pollution and waste, and the transformation of landscapes and ecosystems. Unsustainable outcomes arise because individuals and organizations have incentives to undertake actions that degrade environmental quality, often in the context of markets. As a result, achieving sustainability requires laws, public policies, social norms, and shared understandings that align individual action with collective well-being. This course analyzes the causes and solutions of environmental problems through the integration of concepts from a variety of social science disciplines. In addition, it explores the central role that ecology and ecosystem science play in understanding and responding to sustainability challenges. Dist: SOC.

### 15. Environmental Issues of the Earth's Cold Regions

This course examines the major physical, ecological and human systems of high latitudes, including the circumpolar northern Arctic regions and the continent of Antarctica. Using an interdisciplinary perspective, the course explores the science of polar environmental change and applies this information to understand the connections of the polar regions to global processes and international issues (climate change, biodiversity, indigenous rights). Dist: TAS

### 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 to the bioeconomic 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. This includes insights into the politics surrounding oceans issues in the US and around the world. Dist: SOC

### Film and Media Studies (FILM)

The Department of Film and Media Studies emphasizes multidisciplinary approaches to the history, theory, and making of film and animation, television, video, games, graphic arts and comics, digital art, and data visualizations within a liberal arts context. Our courses foreground experiential and intellectual inquiry that inspires our students—as viewers and readers and makers of media—to creatively participate in the increasingly mediated cultures in which we live.

The following 2024-2025 courses are open to first-year students: All of the courses we teach except FILM 32, 34, 38, 39, 40. Prerequisite courses especially recommended for first-year students interested in majoring in Film and Media Studies include:

- FILM 1. Introduction to Film
- FILM 3. Introduction to Digital Arts and Culture
- FILM 20. Film History I (Silent to Sound)

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 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; WCult: 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. This course serves as an alternate for FILM 1 as a prerequisite to the major in Film and Media Studies. Dist: ART; WCult: W.

### 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; WCult: W.

### French and Italian (FREN) (ITAL)

Renowned for its innovative, successful teaching of French and Italian language, literature and culture, the Department of French and Italian is a strong presence in the Humanities that is committed to engaging students throughout their careers. Some of the department's students choose to major in language and literature; many others connect their study of Italian or French with courses in government, economics, history or the arts. Each student shares the excitement that comes from being part of a program that is designed to meet individual needs, talents, and aspirations.

## PROGRAMS IN FRANCE

The Department runs term-long programs in France every year in Toulouse (LSA+) in the Winter, and Paris (FSP) in Winter and Spring. The prerequisite for the Advanced Language Study Abroad (LSA+) is French 3, with a grade of B or better; the prerequisites for the Paris Foreign Study Program (FSP) are French 8 and French 10 or satisfactory completion of the LSA+ program in the term immediately preceding the Foreign Study term.

## PROGRAMS IN ITALY

The Department runs term-long programs in Rome every year: the Full Immersion Rome Experience (F.I.R.E.) in the summer, and the LSA/LSA+ in Winter. There are no prerequisites for F.I.R.E. The prerequisite for the LSA is Italian 2 or Italian 11 with a grade of B or better, and the prerequisite for the LSA+ is Italian 3 with a grade of B or better.

## FRENCH (FREN)

Either three, one-term elementary courses (French 1, 2, and 3) or two, one-term courses (French 11, an accelerated course combining French 1 and 2, followed by French 3), allow students who enter Dartmouth with little or no language proficiency to satisfy the College's new language requirement (<https://dartgo.org/lang-req>). Students who have tested or placed out of the 1, 2, 3 sequence in French may satisfy the new requirement by taking an LRP course or an intermediate to upper-level course in French, such as French 8 (Exploring French Culture and Language), or French 10 (Introduction to French Literature).



## COURSE PLACEMENT AND EXEMPTION

The scores of the SAT II Subject Test and the CEEB Advanced Placement Examination will be used as follows:

### Course placement:

1. A student who receives a score of 0-530 on the SAT II Subject Test will be placed in French 1.
2. A student who receives a score of 540-600 on the SAT II Subject Test will be placed in French 2.
3. A student who receives a score of 610-710 on the SAT II Subject Test or a score of 4 on the AP will be placed in French 3.

The following scores/grades will exempt students from the French 1, 2, 3, sequence:

1. A score of 5 on the CEEB Advanced Placement Examination.
2. A score of 720 or higher on the SAT II Subject Test.
3. A grade of 6 or 7 on the Higher-level International Baccalaureate (IB)
4. A grade of "A" on the British A-Level

## EXEMPTION FROM FRENCH 8: DARTMOUTH'S ADVANCED PROFICIENCY EXAM

An entering student who has been exempted from French 1, 2, and 3 is eligible to take the Advanced Proficiency Exam (APE) during New Student Orientation in September. A score of 90 percent or more earns exemption from French 8. Note: French 8 (or exemption) and French 10 (see below) are prerequisites for participation in our Paris program; they are also required courses for all students who major or minor in French.

## TRANSFER CREDIT

Transfer credit is not granted for French courses taken at other colleges and universities before matriculation at Dartmouth. The Department 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.

## RECOMMENDED FRENCH LANGUAGE SEQUENCE

### 1. French 1 followed by French 2

#### Introductory French I

The French language in all skill areas: classwork emphasizes listening, speaking, reading and writing. Students learn the basics of French grammar and acquire a broader understanding of French and Francophone culture through materials that enable them to use the language in context.

#### Introductory French II

Builds on skills acquired in French I. Students deepen their understanding and further their practice of French grammar. A broad variety of assignments improve proficiency in listening, speaking, reading and writing and enhance understanding of French and Francophone culture. OR

### 2. French 11 Intensive French

(an accelerated course that combines French 1 and 2 in one term) This 1-credit course, which combines French 1 and 2 in one term, is designed for students with little or no knowledge of the French language, but who have a strong background in another Romance language (i.e. Spanish, Italian, Romanian, Portuguese, Catalan, and also Latin). French 11 is an accelerated course that combines French 1 and 2 in one term offering an exciting and fast-paced atmosphere to learn French.

### 3. Introductory French III

Given on campus as the final course in the required sequence, this course refines spoken and written language skills by reinforcing grammatical structures and expanding vocabulary. Exposure to a broad spectrum of language styles ranging from colloquial to formal and use of multiple French language sources such as literature, advertising, comics and television. Frequent oral and written assignments with a focus on culture.

### 8. Exploring French Culture and Language

Practice in the active use of the language combined with analysis of key aspects of French society. Students 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

Different variations of the course are offered in each term, but all deal in major figures, themes, or issues of French and Francophone writing. Students learn techniques of critical reading and interpretation. Prerequisite: French 8 (or exemption). Dist: LIT; WCult: W.

#### ITALIAN (ITAL)

Either three, one-term elementary courses (Italian 1, 2, and 3) or two, one-term courses (Italian 11, an accelerated course combining Italian 1 and 2, followed by Italian 3), allow students who enter Dartmouth with little or no language proficiency to satisfy the College's new language requirement (<https://dartgo.org/lang-req>) Students who have tested or placed out of the 1, 2, 3 sequence in Italian may satisfy the new requirement by taking an LRP course or an intermediate to upper-level course in Italian, such as Italian 9 (Italian Culture) and Italian 10 (Introduction to Italian Literature). Students interested in seeking Advanced Placement in Italian should inquire with the Language Program Director, Prof. Tania Convertini: [tania.convertini@dartmouth.edu](mailto:tania.convertini@dartmouth.edu)

## COURSE PLACEMENT AND EXEMPTION

The scores of the SAT II Subject Test and the CEEB Advanced Placement Examination will be used as follows:

### Course placement:

1. A student who receives a score of 0-530 on the SAT II subject test will be placed in Italian 1.
2. A student who receives a score of 540-600 on the SAT II subject test will be placed in Italian 2.
3. A student who receives a score of 610-710 on the SAT II subject test or a score of 4 on the AP will be placed in Italian 3.

The following scores/grades will exempt students from the 1, 2, 3 sequence in Italian:

1. A score of 5 on the CEEB Advanced Placement Examination.
2. A score of 720 or higher on the SAT II Subject Test.

## TRANSFER CREDIT

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

## RECOMMENDED ITALIAN LANGUAGE SEQUENCE (ITAL)

Based on your incoming placement and prior language study background, one or more of our courses in the following sequence (Italian 1 followed by Italian 2 and 3 OR Italian 11 and Italian 3)

### Introductory Italian 1

The Italian language in all skill areas: classwork emphasizes listening, speaking, reading and writing. Students learn the basics of Italian grammar and acquire a broader understanding of Italian culture through materials that enable them to use the language in context.

### Introductory Italian 2

Builds on skills acquired in Italian I. Students deepen their understanding and further their practice of Italian grammar. A broad variety of assignments improve proficiency in listening, speaking, reading and writing and enhance understanding of Italian culture.

### Italian 11. Intensive Italian for speakers of other Romance Languages (an accelerated course that combines Italian 1 and 2).

This 1-credit course, which combines Italian 1 and 2 in one term, is designed for students with little or no knowledge of the Italian language, who have a strong background in another Romance language (i.e. Spanish, French, Romanian, Portuguese, Catalan, and also Latin). Italian 11 offers an exciting and fast-paced atmosphere to learn Italian.

### Introductory Italian 3

Refines spoken and written language skills by reinforcing grammatical structures and expanding vocabulary. Exposure to a broad spectrum of



# Recommended Courses for First-Year Students

language styles ranging from colloquial to formal and use of multiple Italian language sources such as literature, advertising, comics and television. Frequent oral and written assignments with a focus on culture.

## Italian 9. Italian Culture

In this culturally contextualized advanced grammar course students solidify their active command of Italian, and gain greater understanding of Italy, her people and culture. The course prepares students for future study of Italian language, literature, film, and culture at more advanced levels Dist: LIT; WCult: W.

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### Italian 14. Introduction to Italian Culture

Have you ever wondered what makes people fall in love with Italy? From history, the arts, religion, and gastronomy to science, technology, and “Made in Italy,” Italian culture will come alive in this course as you learn how to critically read and discuss cultural texts and artifacts while also gaining an understanding of the global impact of Italian cultural production across time and space. Expect to be highly engaged through lectures, discussions, and hands-on projects. No prerequisites. Taught in English. Dist: SOC; WCult: CI.

### FRIT 31. How Languages are Learned

Many approaches to language teaching and learning have been proposed and implemented over time. From learning grammar rules and lists of vocabulary to memorization and practice of correct sentences to natural communication, project work, communicative language teaching, and content-based learning, this course will introduce students to some of the language acquisition research that will help them understand how languages are learned. Taught in English. Dist: SOC.

### ITAL 33.01 “Into and Beyond Dante’s Inferno.”

An austere ancient authority, a smitten teenage lover, a prophet, an embezzler, a national icon, an unapologetic heretic, a mercenary, and the only

truly great poet to have ever lived: the medieval Italian poet Dante has been called many things in the 700 hundred years since he began writing, and he continues to attract the interest of a wildly diverse group of readers. Our course will focus on his *Inferno*, attempting to bring Dante’s vision of Hell to life by reconstructing the terrifying landscape and interpreting the complex poetry of a text that continues to resonate with modern audiences as intensely as it did with its medieval public. Taught in English. Dist: LIT.

## Geography (GEOG)

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 in 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 (GEOG):

- 1.02. The Natural Environment
- 2.01. Introduction to Human Geography
- 3.01. Living with Nature: Introduction to Nature-Society Relations
- 4.01. Global Poverty and Care
- 4.02. Introduction to Geospatial Thinking
- 6.01. Urban Geography
- 8.01. Introduction to International Development
- 9.01. Geographical Information Systems
- 15.01. Global Climate Change
- 18.01. Climate Extremes
- 19.01. Climate Change and the Future of Agriculture
- 21.01. Global Health and Society
- 29. Global Cities
- 32.01. Economic Geography and Globalization
- 43. Food and Power
- 44. Environment and Politics in S.E. Asia

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 1.02 The Natural Environment

Our natural environment results from an array of climatic, biogeographic, and other physical processes that have changed dramatically over time in response to natural and human-induced disturbance. This course begins by presenting the fundamentals of atmospheric processes; then examines the physical controls on the resulting global pattern of landforms, soils, and vegetation biomes across spatial and temporal scales; and ultimately explains the form and pattern of the earth’s physical geography. Emphasis is also placed on demonstrating the role of human disturbance on these natural processes through shifts in global climate, land use, deforestation and other anthropogenic mechanisms. The media of presentation will be lecture and both field and laboratory exercises. Dist: SLA.

### 2.01 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.

### 4.02 Introduction to Geospatial Thinking

This course is an introductory survey into key concepts of geographical thought (e.g., place, space, and territory) and their interconnection with a range of geospatial tools and techniques (from paper maps to global positioning systems).



**As you explore possible majors, consider the many minors available. Look at department websites for details.**



By developing geospatial thinking, students will enrich their understanding of spatial data and technologies through concepts and debates in the field of geography. Conversely, command of geospatial tools and techniques will help integrate their use with other types of knowledge. Dist: SOC.

### 6.01 Urban Geography

This course examines the historical, cultural, and socio-economic geographies of cities. We begin by tracing the process of urban development from its inception over 5,000 years ago, to industrial modern cities, to postmodern urban forms, using case studies to illuminate certain key features and processes. We then focus on understanding the particular dynamics that shape cities today. Examples are widely drawn but particular attention will be given to American urban patterns and processes. Dist: SOC.

### 8.01 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.

### 9.01 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: TLA.

### 15.01 Global Climate Change

Climate is a fundamental driver of populations, economies, and cultures. Over the past century, humans have been modifying the atmosphere through the emission of greenhouse gases. This will provide an overview of the Earth's climate system on the physical basis, impacts, and societal dimensions of climate change. Dist: SCI.



### 16.01 A Climate for Human Security

This course examines the extent to which the biogeophysics of the climate system and global warming determines human welfare and security. Using original climate analyses and critical evaluation of the scientific literature, we will examine topics such as the consumptive and paradoxical dimensions of the climate problem, climate and political violence, climate mitigation, climate adaption, and climate geoengineering. Dist: SCI; WCult: W.

### German (GERM)

The Department of German Studies offers students exciting perspectives on language, culture, thought, and society in Germany, Austria, and Switzerland. Our off-campus programs are based in the dynamic, multicultural, and endlessly fascinating city of Berlin. They include our German summer LSA (+) for beginning and intermediate learners, our German Fall FSP/LSA(+) for intermediate and advanced learners, our Green City Engineering program (taught in English with an optional German component) and our Fall+ Jewish Studies Program (taught in English).

Our students frequently win rewarding internships and prestigious fellowships that enable them to pursue individual academic and career interests in German-speaking parts of the world and beyond. Our alums often go on to successful careers in such professional fields as business, law, medicine, education, environmental and green energy policy, music, publishing, engineering, or foreign service.

We welcome students at all levels of proficiency, from complete beginners to heritage speakers. Our beginning German course sequence (German 1, 2, and 3) offers intensive training in all aspects of the language and culture.

Intermediate courses (German 10.00, 10.01, 10.02, etc.) explore specific topics in German culture while further practicing grammar and expanding vocabulary.

Upper-intermediate and advanced seminars (German 61-84) are taught in German and go in depth on a wide variety of topics.

German topic courses taught in English include lecture classes with discussion (German 13-16) and seminars (German 42-47). These courses are open to all students and fulfill distributive and World Culture graduation requirements.

### TRANSFER CREDIT

We do not grant transfer credit for German courses taken at other colleges and/or universities before matriculation at Dartmouth. However, the department chair may consider exceptions in specific cases.

### SELECTED COURSES THAT HELP YOU EXPLORE THIS DEPARTMENT OR PROGRAM IN FALL:

#### German 1

Immersive introductory study of German language and culture in a diverse German-speaking world with a focus on proficiency in basic grammar and vocabulary through readings, viewings, games, oral and written drills, small creative tasks, authentic conversation, and project work.

#### German 3

Continued immersive study of German language and culture in a diverse German-speaking world with a focus on proficiency in basic grammar and vocabulary through films, literary texts, non-fiction, creative assignments, and project work. Includes a separate authentic conversation section.

### 10.01 Intermediate German Language and Culture: To Be Young and German (In German)

Intermediate-level course that investigates youth cultures in the German-speaking world, analyzing different ideas of childhood and 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. Taught in German. Pre-requisite: placement. Dist: SOC; WCult: CI.

### GERM 13 Beyond Good and Evil (In English)

Borrowing its title from Nietzsche, this course examines some of the most famous and infamous figures--mythological, fictional and historical--that



# Recommended Courses for First-Year Students

have profoundly shaped Germanophone identity. As we explore their lives, works, and influence, we will wrestle with composer Richard Wagner's question "What is German?" and learn how the answer to that question has come to epitomize notions of good and evil in general. Lecture with discussion taught in English. Dist: LIT; WCult: CI.

## **GERM 44.03 Souls Sold to the Devil: The Faust Tradition (In English)**

This class offers an engrossing exploration of Faust's (in)famous story of selling his soul to the devil in return for knowledge, wealth, power, love, freedom, or youth. The story has been told in many ways and in diverse mediums and cultures—from Germany to France, from Russia to New England and beyond. We learn how historical, legendary, literary, and other Fausts reflect hopes and fears of specific cultures at particular times while also raising broad epistemological and ethical issues inherent in the modern human condition. Seminar taught in English. Dist: LIT; WCult: CI.

## **GERM 64.05 Black German Writing (In German)**

If you are an upper-intermediate or advanced learner, this introduction to Black German literature—its history, its politics, and its aesthetics—is a perfect class for you. While Black people have been part of Europe for centuries, Black Germany received only little attention so far. We will map Black German literature, from poems and rap songs to short stories and novels, between the 1980s to the present and discuss Germany's colonial legacy and the roots of the Black diaspora in Germany, the Black German political and cultural movement in the 1980s, the racist violence in the 1990s, and the critique of racism in the 2000s. Pre-requisite: placement. Dist: LIT; WCult: CI.

## **CREDIT ON ENTRANCE AND ADVANCED PLACEMENT**

Students who score 720 or higher on the SAT II German test or who score 5 on the CEEB Advanced Placement Examination in German place into any of the Department's intermediate courses (10.00, 10.01, 10.02, etc.) but should consult chair or language program director. Students who score 4 on the AP exam are placed into German 3. Students who have studied German but not taken the SAT II test or the AP Exam in German or who score less than 4 on the latter should take the departmental placement exam online (<https://german.dartmouth.edu/undergraduate/placement-test>).

## **Government (GOVT)**

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 also offers three pre-set modified majors with economics, philosophy, or both.

## **The following courses are recommended for first-year students (GOVT):**

3. The American Political System
4. Politics of the World
5. International Politics
6. Political Ideas
10. Quantitative Political Analysis. Recommended after students have completed at least 1 introductory course

## **SELECTED COURSES THAT EXPLORE THIS DEPARTMENT:**

### **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; WCult: W.

### **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; WCult: W.

### **10. Quantitative Political Analysis**

(recommended after students have completed at least 1 introductory course). 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.)

### **Hebrew**

(See program description under Middle Eastern Studies.)

### **History (HIST)**

The Department of History offers a major, a modified major, a minor, and, for outstanding students, a senior-year honors thesis program. Courses in the history department seek to explore all aspects of the human experience of the past.

It is impossible to understand today's world without studying how people lived in the past. This process of exploring peoples, times, events, and places different from our own requires creativity, determination, and ingenuity. By studying history, we grasp that there is nothing "natural" or "inevitable" about our lives; they are the product of past generations' choices, experiences, and challenges.

A student can begin study in the department with either an introductory or upper-level course. The



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

introductory level courses (numbered History 1 – 9) are good entry points. First-year students can also enroll in upper-level courses (numbered History 10 – 94), which often demand greater amounts of reading and research, and more advanced writing proficiency and intellectual sophistication.

The history department sponsors a Foreign Study Program in London each fall. Prerequisites include completion of two history courses. The FSP fulfills three course credits, one of which is an independent field project 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 COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

While we have listed below several introductory courses in history, many upper-level history courses are also open to all students with few or no prerequisites. Consult the course catalog (a.k.a. the ORC) or visit the department's website for a complete list of departmental offerings.

#### 1. Turning Points in American History

Students in this course will analyze and evaluate a very select number of "pivotal moments" over the past four centuries of American history. As an introduction to historical thinking and argumentation, the course will combine close scrutiny of documents from the past with an awareness of interpretive issues of contingency, determinism, and historical agency raised by leading contemporary historians. Dist: SOC, W.

#### 4.03 Introduction to the Modern Middle East and North Africa

The diverse nations and peoples that make up the Middle East and North Africa are of major significance in our contemporary world, at the same time that they are often misunderstood or given only superficial (albeit spectacular) popular attention. This lecture course is designed to give students a nuanced introductory overview of the modern histories of this region. Students will read a variety of primary and secondary materials

designed to familiarize them with the historical, cultural, and social processes that have affected and transformed the region in question and will learn to put these regional histories in a global framework. Dist: SOC, NW.

#### 5.03 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. Dist: SOC, NW.

#### 5.04 Introduction to Korean Culture

This course provides an introduction to Korean culture and history, examining Korea's visual and textual expressions from the pre-modern age to the twentieth century. What are the origins of Korean national and cultural identities? How have Korean claims of cultural distinctiveness been manifested and modified over time? Tracing answers to these questions simultaneously helps us to consider how and why Korea has entered America's consciousness. As Korean matters to the US not simply as a fact but as a project, this course avoids portraying Korea through any generalized statements or uncritical categories. Rather, students are encouraged to explore and perspectives on Korea and thereby unravel their own prejudices and agendas. No prior acquaintance with the Korean language is required. Dist: SOC, CI.

#### 5.05 The Emergence of Modern Japan

A survey of Japanese history from the mid-nineteenth century to the present. Topics to be covered include the building of a modern state and the growth of political opposition, industrialization and its social consequences, the rise and fall of the Japanese colonial empire, and the postwar economic 'miracle.' Dist: SOC, NW.

#### 5.14 The Americas from Invasion to Independence

The course explores the history of the Americas as space of conflict, colonialism, and political and economic change over three centuries from the arrival of Europeans to the revolutions that separated new American nations from European control. Using a thematic approach, the course

will compare areas of the hemisphere and rival European imperial projects, while also identifying critical connections and interdependencies across the Americas. Students will be introduced to key questions in early American history and also to the analysis of primary and secondary sources through lectures and small discussion groups. Dist: SOC, W.

#### 8.03. Happiness: A History

The course aims to introduce students to a range of perspectives on human happiness, individual and collective, past, and present. The course will explore happiness in different religious and wisdom traditions, while charting its emergence since the 18th century as a basic human expectation and even entitlement. The course draws on a wide range of disciplines, including history, philosophy, religion, literary studies, contemporary psychology, economics, and social science. Dist: TMV, W.

#### Humanities 1 and 2 (HUM)

Global Humanities I (Fall term) and Global Humanities II (Winter term) form a sequence that introduces first-year students to the interdisciplinary richness of the humanities. Through an exploration of compelling literary texts, films, paintings, and other artworks that speak to key moments in global culture, students are invited to learn about the stories, images, and ideas that shape and reshape our world.

These team-taught courses feature professors from a range of departments such as Religion, English and Creative Writing, French and Italian, Classics, Philosophy, and Theater. Weekly lectures are paired with small, lively discussion sections in which students work with professors and peers to hone their analytical and writing skills. Humanities 1 satisfies the Writing 5 requirement; Humanities 2 fulfills the First-year Seminar requirement. Students who gain admission into HUM can elect to take HUM 1 and/or HUM 2.

#### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 1. Global Humanities I

This team-taught course introduces first-year students to the interdisciplinary richness of the humanities through an exploration of impactful works across the literary, visual, and performing arts. Works are selected based on themes such as "What is the good life?" or "Body & Spirit." Weekly lectures are paired with small, lively discussion sections in which students work with professors and peers to hone their analytical and writing skills. Last year, HUM 1 students discussed works such as Plato's *The Republic*, Goethe's *Faust*, Audre Lorde's essays, and Pixar's *Wall-E*.

#### International Studies (INTS)

The International Studies (INTS) minor is offered by the Dickey Center for International Understanding. It embodies Dartmouth's commitment to preparing students for global



# Recommended Courses for First-Year Students

citizenship, and seeks to equip students, irrespective of their chosen major, with a nuanced understanding of the complex global dynamics shaping the world.

Within this framework, the curriculum transcends traditional disciplinary boundaries, providing a comprehensive exploration of pressing global issues such as climate change, global health, inequality, and international peace and security. By fostering an appreciation for the interconnectedness of local and global processes, human and environmental interactions, and diverse cultural perspectives, the INTS aims to cultivate informed, responsible global citizens poised to navigate an increasingly interconnected world.

The INTS comprises a six-course sequence, including four multidisciplinary courses, an advanced language course, and an elective of international significance.

#### The following courses are recommended for first-year students:

INTS15. Violence & Security  
INTS16. Introduction to International Development  
INTS17. Cultures, Places, & Identities  
INTS18. Global Health & Society

For further details on the INTS and a comprehensive listing of available courses, please visit <https://dartgo.org/dickey-ism>.

#### Italian

(See program description under French and Italian.)

#### Japanese

(See program description under Asian Societies, Cultures, and Languages.)

#### Jewish Studies (JWST)

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 Jewish Studies Program is interdisciplinary, and all of our courses are cross listed with other departments and programs. We currently offer a major and a minor in JWST.

\*In the Jewish Studies Program higher course numbers don't indicate advanced courses; first year students are welcome to take the higher number courses.

#### The following courses are recommended for first-year students:

06. Introduction to Judaism  
11. History and Culture of the Jews II: The Modern Period  
26. European Jewish Intellectuals  
40 Politics of Israel and Palestine

#### SELECTED FALL COURSES (JWST)

##### 06. Introduction to Judaism

This course offers an introduction to Judaism by examining three of its central spiritual manifestations: (1) development, observance, and study of the Halaka (religious law); (2) philosophical contemplation; and (3) mystical experience and theosophical speculation. Ancient and modern challenges to the tradition will be studied in some detail, and an attempt will be made to determine what might constitute a unity of such a diverse tradition. Open to all classes. Dist: TMV, W.

##### 40. Politics of Israel and Palestine

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: INT or SOC, NW.

##### 13. Jews and Race

This course will look at the long historical trajectory of Jews and race, beginning in the Middle Ages and focusing primarily on European modernity, America, including the complex alliance of Jews and Blacks from slavery to BLM, the role of race in the Israeli/Palestinian conflict and the rise of Islamophobia. The goal of this course is to better understand the nature of Jews as a *genos*/race/ethos/people as they are labeled by others as well as how they self-identify. Jews identified as a “race,” and were identified as such by others, until the 1930s, after which *ethnos* served as a substitute. The question of “whiteness” loomed large for Jews in America; are Jews white, and if so, what are the implications of their “whiteness”? Finally, we will explore more recent iterations of this vexing issue in contemporary politics that includes “Jews of Color,” Zionism, Israel/Palestine, conversion to Judaism, and progressive politics in America. Dist: INT/TMW, W.

##### 34.05 Jewish Folklore

What makes stories and songs necessary to our identity, dignity, and spirituality? This course attempts to answer these questions through the study of Jewish folklore. We'll focus mostly on stories and songs, but also address bordering genres (riddles, proverbs, folk drama). Along with studying Jewish folklore, we will experience it by singing songs and enacting a folk-play. This dual approach stems from the backgrounds of the co-teachers, one a scholar, the other a Grammy-nominated songwriter. Dist: INT or LIT, W.

##### 62. Jewish Mysticism

This course examines the nature of claims to mystical experience or knowledge that appear in various aspects of the Jewish tradition, with primary focus on the enchanted and demonic worlds of the Kabbala. Forms of ecstasy and magic will be studied, along with their theoretical and social backgrounds and their impact on elitist and popular Jewish practice. Open to all classes. Not open to students who have received credit for JWST 07.08. Dist: TMV, W.

#### Department of Latin American, Latino and Caribbean Studies (LALACS)

LALACS is an interdisciplinary department that offers courses in the social sciences and humanities on Latin America, Latinos in the United States, and the Caribbean. This region includes among the world's most dynamic economies, rich and complex cultures, and complicated and vital transnational relationships. LALACS teaches students how to think critically about the relationship between the US and





## How do the courses you have circled connect to your interests, talents, and dreams?

its Latin American and Caribbean neighbors. Courses in Latino Studies are well suited to help Dartmouth students understand the United States where Latinos comprise among the largest ethnic groups. All courses are taught in English.

### The following courses are recommended for first-year students:

LACS 1. Introduction to Latin America and the Caribbean  
LACS 30.08. Race and Gender in Brazilian Film  
LATS 3. Latinx Lives in the US  
LATS 44. Crossing Over

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT

#### LACS 1. Introduction to Latin America and the Caribbean

This interdisciplinary course introduces students to the geographical conditions, historical roots, and enduring cultural diversity of Latin America and the Caribbean. The course draws on these historical and anthropological understandings to assess recent economic, social, and political developments in Latin America. Dist: SOC, NW.

#### LATS 3. Latinx Lives in the US

The course will address the history of ethnic communities, the formation of transnational communities and identities; race, class, and ethnicity; gender and sexuality; political and social movements; geographic space and localities; and media and popular culture. Course materials will draw from the social sciences and the humanities, as well as from U.S. and Latin American scholarship and cultural traditions. Dist: SOC, CI.

#### LACS 30.08 Race and Gender in Brazilian Film

Film will be viewed as text and used to analyze discourses around race, sex, gender; and class in contemporary Brazil. Class discussions will focus on how Brazilians view themselves and the construction and function of social institutions within the contemporary nation. Dist: CI, INT.

#### LATS 44. Crossing Over

This course focuses on the histories and experiences of Latinx transnational migrants—from Mexico, Central America, Puerto Rico, the Dominican Republic, and Cuba—living in the United States. Dist: SOC, CI.

### Latin

(See program description under Classics.)

### Linguistics (LING)

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 majoring in linguistics take most of their courses within the department, though there are relevant courses in other departments and programs. Linguistics 1, taught each fall, winter,

and spring, offers an introductory description of human language and its use; this course serves as a prerequisite for subsequent study in linguistics.

### Here is a sampling of courses available for first-year students (LING):

1. Introductory Linguistics  
11.25. Introduction to Indigenous Languages  
15. Language Acquisition  
17. Sociolinguistics  
18. History of the English Language

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 1. Introductory Linguistics

This course is a fascinating introduction to the mysteries and complexities of human language, which is one of the key characteristics of human beings: When we study linguistics, we are studying ourselves! This course teaches practical yet precise methods for analyzing human 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, LRP.

#### 05.02. The Digital Portfolio: Theory, Design, and Function

This course introduces students to the scholarly conversation about portfolio website design and function, and to analytical methodologies for studying website discourse and design. Students will create their own portfolios in order to develop their understanding of the nature and value of portfolio websites, build knowledge in the process of reflecting on and curating portfolio contents, reflect on design, and analyze the meaning-making features of digital portfolios and websites more generally. Dist: ART

#### 11.25. Introduction to Indigenous Languages

This course will combine elements of independent study with seminar-style discussion. Students will design a plan for deep and meaningful engagement with their target language and discuss relevant methodologies and case studies. Recognizing the particular urgency and challenges many learners of Indigenous language face, the course will cover methodologies, strategies for language learning, as well as the opportunities and constraints to equip students as indigenous language learners. Dist: SOC, LRP; WCult: NW.

#### 15. Language Acquisition

Language is a socially and cognitively complex activity, yet most healthy individuals acquire language in the first years of their life with no expended effort. This course provides an in-depth overview of typical language development from fetus to adult, as well as atypical development. The study of this topic within this course is informed by cognitive science, speech and

hearing, psychology, philosophy, and neurology, and is ultimately couched in linguistics framework and terminology. Dist: SOC.

#### 17. Sociolinguistics

The field of sociolinguistics deals with the ways in which language serves to define and maintain group identity and social relationships among speakers. In this course we will consider such topics as regional and social variation in language; the relationship of language and ethnicity, sex and gender; language and social context; pidgin and creole languages; language endangerment and the fate of minority languages in the US and other countries; language planning, multiculturalism and education. Open to all classes. Dist: SOC, LRP; WCult: CI.

#### 18. History of the English Language

This course traces the development of English as a spoken and written language belonging to the Indo-European language family. We will work forward from Proto-Indo-European through Old English (Beowulf), Middle English (Chaucer), and Early Modern English (Shakespeare), up to contemporary American English. Our focus will be on the structural history of the language, especially changes in pronunciation and grammar, and the implications of those changes for English as spoken and written today. Open to all classes. Dist: QDS, LRP; WCult: W.

### Mathematics (MATH)

The Department of Mathematics offers a wide variety of courses for interested students. Many (but not all) students begin their study of mathematics at Dartmouth by taking a Calculus course appropriate to their preparation.

Students who have seen some aspects of Calculus before are placed in Mathematics 3 by default (but see the section on Credit and Advanced Placement below). Students who have not had the opportunity to take Calculus before coming to Dartmouth are recommended to take Mathematics 1, which is an introduction to Calculus that reviews appropriate pre-calculus material. Normally, no student who has completed any portion of a Calculus course before matriculation would take Mathematics 1. Students completing Mathematics 1 who wish to continue the Calculus sequence continue in Mathematics 3, where they revisit some of the core topics in Mathematics 1 in more depth while applying them in new ways.

Students who are unsure whether to take Mathematics 1 or Mathematics 3 are strongly encouraged to take the Mathematics 1 Placement Exam on Canvas (see below). This is purely a diagnostic test. Students with a low score (less than 70%) on the Mathematics 1 Placement Exam are recommended to take Mathematics 1.



# Recommended Courses for First-Year Students

Students with concerns or confusion about their placement should consult the Math Placement System and/or the First-Year Advisor for Mathematics.

## The following courses are recommended for first-year students (MATH):

1. Introduction to Calculus
3. Calculus
7. First-Year Seminar
8. Calculus of Functions of One and Several Variables
9. Multivariable Calculus with Linear Algebra
10. Introduction to Statistics
11. Accelerated Multivariable Calculus
13. Multivariable Calculus
17. An Introduction to Mathematics Beyond Calculus
20. Discrete Probability
22. Linear Algebra
23. Differential Equations
24. Linear Algebra (Honors Section of Mathematics 22)
28. Introduction to Combinatorics

## 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 (see our Math Placement System on Canvas). 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 9 or 11. In this case, completing Mathematics 11, or, alternatively, completing Mathematics 9 followed by 13, 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, we offer

local placement and credit exams. 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 Mathematics 8, 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 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.

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 1. Introduction to Calculus

This course is an introduction to single variable calculus for students who have not taken calculus before. Students who have seen some calculus, but not enough to place out of MATH 3, should take MATH 3. MATH 1 reviews relevant techniques from algebra and pre-calculus, covers the manipulation and analysis of functions, including polynomial, trigonometric, logarithmic, and exponential functions, an introduction to convergence and limits, continuity, rates of change and derivatives, differentiation rules, and applications to approximation. Students wishing

to continue their study of calculus after MATH 1 take MATH 3. Dist: QDS.

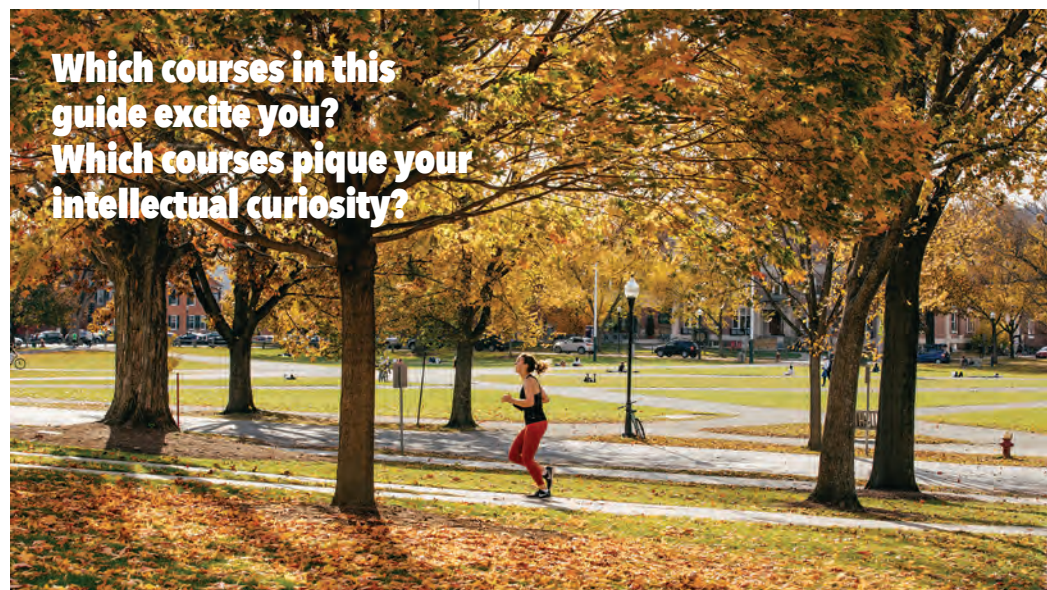
### 3. Calculus

This course is an introduction to single variable calculus aimed at students who have seen some calculus before, either before matriculation or in MATH 1. MATH 3 begins by revisiting the core topics in MATH 1—convergence, limits, and derivatives—in greater depth before moving to applications of differentiation such as related rates, finding extreme values, and optimization. The course then turns to integration theory, introducing the integral via Riemann sums, the fundamental theorem of calculus, and basic techniques of integration. Dist: QDS.

### 8. Calculus of Functions of One and Several Variables

This course is a sequel to MATH 3 and is also appropriate for students who have successfully completed an AB calculus curriculum (or the equivalent) in secondary school. Roughly half of the course is devoted to topics in one-variable calculus, selected from techniques of integrations, areas, volumes, numerical integration, sequences and series including Taylor series, ordinary differential equations and techniques of their solution.

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, and space curves (velocity, acceleration, arclength). The balance of the course is devoted to studying differential calculus of functions of several variables. Topics include limits and continuity, partial derivatives, tangent planes and differentials, the Chain Rule, directional derivatives and applications, and optimization problems including the use of Lagrange multipliers. Prerequisite: Mathematics 3 or equivalent. Dist: QDS.



### 9. Multivariable Calculus with Linear Algebra

This course includes the multivariable calculus material present in MATH 8 along with a brief introduction to concepts from linear algebra. First-year students who have successfully completed a BC calculus curriculum in secondary school may complete multivariable calculus either by taking the two-term sequence MATH 9, 13 or by taking the single course MATH 11. Topics include vector geometry, equations of lines and planes, matrices and linear transformations, space curves (velocity, acceleration, arclength), functions of several variables (limits and continuity, partial derivatives, the derivative as a linear transformation, tangent planes and linear approximation, the Chain Rule, directional derivatives and applications, and optimization problems including the use of Lagrange multipliers). Dist: QDS.

### 11. Accelerated Multivariable Calculus

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 Examination. This course covers all of the material in the second half of Mathematics 8 and that in Mathematics 13. 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.

### Middle Eastern Studies (MES)

The Middle Eastern Studies (MES) Program brings together scholars from across a wide range of disciplines to teach and research the great civilizations, societies, and cultures of the Middle East and North Africa. MES offers a wide array of courses on history, politics, religion, literature, and culture of the region (taught in English) as well as state-of-the-art language training in Arabic and Hebrew. MES also offers advanced seminars using primary sources. In addition to our offerings on campus, there is a full array of study abroad opportunities. The friendly, personal relationships that develop between professors and students in MES often extend beyond the students' time on campus. Because of the pivotal role that the Middle East will play in the geopolitics, economics, and history of the twenty-first century, students with a strong background in the region are highly competitive for a wide array of professional opportunities, including



consulting, NGOs, development, government, medicine, and law.

MES offers Dartmouth students the ability to fulfill their language requirement. They can enroll in Arabic or Hebrew 1 starting in the fall of their first year (followed by 2 and 3 in the winter and spring). Students taking Arabic can go on the LSA+ in Rabat, Morocco in the summer term.

### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### HEBR 1 First-Year Courses in Modern Hebrew

An introduction to spoken and written Modern Israeli Hebrew (MIH). In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading comprehension, and listening comprehension. Mandatory student-run drill sessions meet four times/week for one hour (4 hours/week) for all beginning Hebrew language classes.

#### ARAB 1. First-Year Courses in Arabic (Arabic 1)

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.

#### MES 1.01. Introduction to Middle Eastern Studies

Conflict seems like the lens through which the Middle East is perceived and studied. But beyond wars and religious fanaticism, are there other conflicts, both social and personal, that generate great art and dark humor expressed in literature, film, and music? This interdisciplinary course offers an introduction to the modern Middle East as a field of study, a region, and a site of cultural and artistic production. Each week is structured in such a way as to offer a historical and political context for particular issues or eras and shed light on the way people experience these issues through art and culture, contact and exchange. Starting with the examination of the rise of modernity and the effects of European colonialism on Middle Eastern politics and culture from the nineteenth century onward, we will examine the rise of nationalism, authoritarianism, and fundamentalism. We will link this discussion to recent developments in the region from the "Green Revolution" in Iran in 2009 to the "Arab Spring" starting in 2010 and analyze the

role of social media and youth culture in the process. Before concluding with a discussion of Middle Eastern displacement and diaspora, we will address questions of gender and sexuality in Middle Eastern societies. No knowledge of Middle Eastern languages is required for this course. Dist: INT or SOC, NW.

#### MES 8.01/GOVT 40.25

##### Introduction to Middle Eastern Politics

This counts as one of the MES "Core" courses. This is a gateway course to the political life of the Middle East. Topics include: Conflict and civil war; security arrangements; political economy; political ideologies; authoritarianism; terrorism; and regional rivalries. First-year students are encouraged to take this course. Dist: INT or SOC, NW.

#### MES 16.30 Modern Arabic Fiction

This course is an introduction to twentieth-century fiction across the Arab world. Looking at works from North Africa to the Middle East, we will examine how Arab writers and film makers have dealt with such themes as nationalism, immigration, freedom, sexuality, war, violence, and religion. Authors include Tayyib Salih, Mohamed Choukri, Ghassan Kanafani, Tahar Wattar and Hanah al-Shaykh, among others. Dist: LIT, NW.

#### Music (MUS)

The Department of Music invites first-year students to explore their interests and design their own pathways through its flexible curriculum. To center student agency, nearly every course is open to all, with no prerequisites. This approach mirrors the department's major and minor requirements, which, uniquely at Dartmouth, use an open course count model. Music courses cover three broad areas of study: critical engagement, creative practice, and performance. Beyond the classroom, students may take private instrumental or vocal lessons for credit through the Individual Instruction Program (MUS 53-58), or join one of its Performance Laboratories (for credit as MUS 50 or not for credit). Courses listed below are only a sample of the department's first-year-friendly offerings; see <https://music.dartmouth.edu/> for more information.

#### Courses recommended for first-year students include (MUS):

1. Beginning Music Theory
2. The Music of Today
- 3.02. American Music: Covers, Theft, and Musical Borrowing



# Recommended Courses for First-Year Students

4. Global Sounds  
7.06 FYS: The Power of Music  
18.02. Hip-Hop in the United States  
20. Creative Music Theory  
21. Melody and Rhythm  
25. Sonic Arts 1: Machine Music  
30.02. Film Scoring  
42. From Plato to Mozart (Early Classical Music)  
43. From Beethoven to Now (Modern Classical Music)  
46. Video Games and the Meaning of Life  
50. Performance Laboratories  
51. Oral Tradition Musicianship  
53–58. Studies in Musical Performance (Individual Instruction Program)

## 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 COURSES IN THIS DEPARTMENT OR PROGRAM:

### MUS 1. Beginning Music Theory

A course intended for students with little or no knowledge of music theory. Among topics covered are musical notation, intervals, scales, rhythm and meter, and general musical terminology. Concepts will be directly related to music literature in class and through assignments. Students will have the opportunity to compose simple pieces and work on ear training. No prerequisite. Dist: ART.

### MUS 3.02. American Music: Covers, Theft, and Musical Borrowing

Nearly every genre of American music is marked by its re-invention, adaptation, or outright theft of music from other cultures. We will study a wide cross-section of American music through the prism of musical borrowing. Our perspective includes songwriters, composers, and sound artists in rap, pop, rock, jazz, film, and the avantgarde. Readings on the aesthetics of cover songs, quotations, and plunderphonics will inform our engagement with American music and its sources. No prerequisite. Dist: ART; WCult: W.

### MUS 4. Global Sounds

Global Sounds explores world music, focusing each term on selected regions, countries, and cultures, and on how music has moved between East and West, past and present, and “roots” and popular styles. Course work includes critical listening/viewing, reading, and short weekly writing assignments as well as a final creative project or research paper. Where possible, guest artists are invited to offer live musical demonstrations. No prior musical experience is required. Dist: ART; WCult: NW.

### MUS 18.02. Hip-Hop in the United States

This course is an introduction to hip-hop music and culture, intended to offer interdisciplinary

perspectives on what is one of the most popular genres in the United States. From its humble origins in New York to now, hip-hop and rap music have changed the sonic landscape of the US and the world. We will examine rap music and hip-hop culture as artistic and sociological phenomena with emphasis on historical, cultural, economic and political contexts. Discussions will include the coexistence of various hip-hop styles, their appropriation by the music industry, and controversies resulting from the exploitation of hip-hop music and culture as a commodity for national and global consumption. No prerequisite. Dist: ART; WCult: CI.

### MUS 21. Melody and Rhythm

Explores the art of organizing musical thoughts in time. Drawing from music of four continents and using class performance (singing, body percussion, playing instruments) as a primary vehicle, this course unlocks the structures and strategies employed by effective melodies and rhythms. Students will compose their own music, develop their skills in music analysis, and engage critically with literature on music cognition. Incorporates work on musicianship. No prerequisite. Dist: ART; WCult: W.

### MUS 50. Performance Laboratories

Performance Laboratories provide weekly coaching and instruction in diverse styles of music in a focused, small-group setting. Course work centers on musical readings, discussion, and informal performance of selected repertory 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 equal 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.

### Native American and Indigenous Studies (NAIS)

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

### The following courses are recommended for first-year students (NAIS):

8. Perspectives in Native American Studies  
15. (HIST 15) American Indians and American Expansion: 1800 - 1924  
16. (HIST 39) 20th Century Native American History  
18. (ENVS 18) Native Peoples in a Changing Global Environment  
25. Indian Country Today  
35. (ENGL 32) Native American Literature

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT:

### 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, traditional 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; World Cult: NW.

### 18. Native Peoples in a Changing Global Environment

This course is about Indigenous peoples' relationships to land and natural resources and the threats that rapid environmental changes, such as climate change and invasive species, pose to indigenous societies. What is at stake when significant changes, like the loss of a cultural keystone species, occur on indigenous homelands? In NAS 18 (ENVS 18), we attempt to understand the societal impacts of rapid environmental change from multiple perspectives including those of indigenous and nonindigenous actors. Dist: TMV; World Cult: NW.

### Philosophy (PHIL)

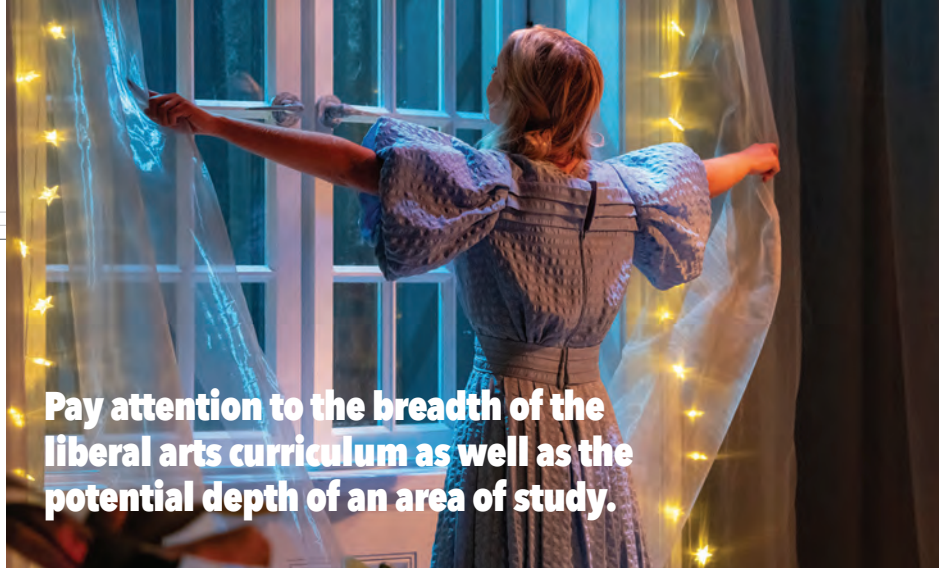
Students who major or minor in philosophy learn to follow complex lines of reasoning, expose presuppositions, weigh evidence, craft arguments, make objections and replies, offer creative answers to philosophical questions, and construct independent solutions to philosophical problems. Majors in philosophy are knowledgeable about the main contemporary and historical areas, authors, concepts, methodologies, techniques and problems of philosophy. The benefits of a philosophy major extend well beyond philosophy, and our students go on to pursue careers in many areas, including law, film and media, medicine, finance, the arts, and academia. Please visit the department website for a complete listing of courses: <https://philosophy.dartmouth.edu/>.

### The following courses are recommended for first-year students (PHIL):

1.04 God, Darwin, and the Cosmos.  
1.07 Life, Death, Relationships, and Meaning.  
1.08 Philosophy of Time & Time Travel.  
1.09 Science, Superstition, and Skepticism.  
3 Reason and Argument.  
5 Philosophy and Medicine.  
6 Logic and Language.  
9.01 Reproductive Ethics.  
9.02 Environmental Ethics.

## 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.



**Pay attention to the breadth of the liberal arts curriculum as well as the potential depth of an area of study.**

**SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

**PHIL 1.08. Philosophy of Time & Time Travel**

On the one hand, time is completely familiar. On the other, it is a total mystery. As you might expect, the combination makes for good philosophy. In this course, we will study a variety of philosophical puzzles concerning the nature of time. Is time an illusion? Does time pass? Is the present special? Is time travel possible? Do the past and future exist? Does time have a direction? What is spacetime? What are the special and general theories of relativity? What do they imply about the nature of time? Dist: TMV.

**PHIL 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. Dist: TMV.

**PHIL 6 Logic and Language**

This course introduces contemporary sentential logic and predicate logic. Both the theory of logic and its application to ordinary language are developed. Topics include symbolization, truth tables, truth trees, interpretations, and derivations. Each week one lecture, three quiz days, and three afternoon individualized discussion sessions are offered (normally MWF 4:45-5:15pm). The individual discussion sessions allow students to pursue their questions and obtain feedback on quizzes on a one-on-one basis. The self-paced aspect of the course allows students who have difficulty to receive more assistance and those who do not need as much assistance to move ahead more quickly. Dist: QDS.

**Physics and Astronomy (PHYS) (ASTR)**

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

**ASTRONOMY (ASTR)**

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 of the courses ASTR 1,

2/3, and 4 may be taken independently of the others (ASTR 2 and ASTR 3 are the same course with and without lab so both may not be taken for credit). Students who wish a more technical introduction to astronomy and astrophysics are encouraged to take Astronomy 15 and/or 25. Math 3 and an introductory physics course (or permission of the professor if such a course was taken in high school) is required for enrollment in Astronomy 15. Students interested in majoring in astronomy should consult Professor Brian Chaboyer. 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 (ASTR):**

1. Exploration of the Solar System
2. Exploring the Universe
3. Exploring the Universe with Laboratory
15. Stars and the Milky Way

**PHYSICS (PHYS)**

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's 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. Math 3 is a prerequisite for Physics 13. Math 8 can be taken concurrently with Physics 13 and is a prerequisite for Physics 14.

Physics 15 and 16 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 an online placement exam available starting in early August.

These two courses together cover the material of Physics 13, Physics 14, and Physics 19. Physics 14 may be substituted for Physics 16. Students who complete Physics 15/16 or Physics 15/14 and have sufficient math may move into intermediate physics (40's level). Physics 3 and Physics 4 are less mathematically intensive 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 or Professor Jim LaBelle. 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

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

- F: Physics 15, Math 8 or 13  
(or Math 9 or Math 11)
- W: Physics 16, Math 13, 22 or 23 or Physics 22
- S: Physics 40

Students placed into Physics 15 may opt to take it in the Winter

- F: Math 8 or 13
- W: Physics 15, Math 22 or 23 or Physics 22
- S: Physics 16 (if available) or Physics 14

**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



# Recommended Courses for First-Year Students

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 accelerated sequence (Physics 15/16) based on (a) having placement into Math 8 or 9 or higher, and (b) satisfactory performance on an on-line placement exam administered prior to matriculation.

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, provided they have the Math prerequisite (Math 13).

## 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 or Prof. Jim LaBelle) of the Department of Physics and Astronomy during New Student Orientation. Such students may be required to pass a proficiency examination in order to obtain credit.

## ASTRONOMY (ASTR)

### 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 (PHYS)

### 3. General Physics I

The fundamental laws and phenomena of mechanics, heat, wave motion, and sound, including relativistic concepts. The Physics 3-4

sequence is elected primarily by 2nd and 3rd year pre-health students and is not accepted as a prerequisite to the engineering sciences major. 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. Differential Equations. Special Relativity. Introduction to Quantum Mechanics including wave-particle duality of radiation and matter. The Uncertainty Principle and the Schrodinger equation. 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. Dist: SLA.

## Portuguese (PORT)

(See program description under Spanish and Portuguese.)

## Psychological and Brain Sciences (PSYC)

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 1 (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) serves as a broad-based introductory course for studying the science of brain function. This course is the prerequisite for the Neuroscience major.

**The following courses are recommended for first-year students (PSYC):**

1. Introductory Psychology
6. Introduction to Neuroscience

## ADVANCED PLACEMENT

The department does not offer credit for Advanced Placement Psychology. Students who have received Advanced Placement credit for Statistics (Math 10) and who are planning to become Psychology majors are not exempted from Psychology 10 (Statistical Methods) and should take PSYC 10 before enrolling in Psychology 11 (Laboratory in Psychological Science). Students who are planning to become Neuroscience majors may use the Math 10 credit in lieu of the statistics prerequisite for the major.

## 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 follow the process outlined on the Registrar's Office website for pre-matriculation credit and submit the Pre-matriculation Transfer Credit Approval Form along with 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 COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:


### 1. Introductory Psychology

This course provides an introduction to the scientific study of the mind, brain, and behavior. Emphasis is placed upon the basic psychological processes of perception, consciousness, cognition, memory, and motivation as well as development, personality, individual differences, social behavior, and psychological disorders. Dist: SOC.

### 6. Introduction to Neuroscience

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 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.





**Take time to read the course descriptions. Reflect, consider options and opportunities, and allow different facets of your experience and personality to impact your course choices.**

### **Public Policy (PBPL)**

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; 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 in their first year (during the Winter Term if they intend to apply for First-Year Fellows) and to complete the social science statistical analysis prerequisite (i.e. ECON 10, ENVS 10, GOVT 10, MATH 10, PBPL 10 PSYC 10, QSS 15, and SOCY 10) 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 federal, state, local, and international 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 Herschel Nachlis, Senior Policy Fellow and Rockefeller Center Associate Director.

### **The following courses are recommended for first-year students (PBPL):**

- 5. Introduction to Public Policy
- 10. Statistical Analysis for Public Policy

- 26. Health Politics and Policy
- 27. Affirmative Action in Higher Education
- 28. Law, Courts, and Judges
- 40.03. Gender and Policy Leadership
- 41. Writing and Speaking Public Policy
- 42. Ethics and Public Policy

### **Quantitative Social Science (QSS)**

The Program in Quantitative Social Science (QSS) offers a structured undergraduate curriculum that combines strong methodological and technical training with a concentration in a traditional social science field. The QSS curriculum is grounded in computing and quantitative analytical techniques, and students who study in the program leverage these techniques in the pursuit of data analysis in the social sciences.

QSS offers both a minor and a major. Students pursuing either of these programs combine a specialization in one of the social sciences with foundational coursework in mathematics, computer science, data analysis, and modeling. Both the QSS minor and major have research components that students complete in their last years on campus. 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 curriculum in data analysis and mathematics and to consult with faculty affiliated with QSS.

### **SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

#### **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 pursue coursework in QSS or continue in the social, biological, or physical sciences. Dist: QDS.

### **17. Data Visualization**

Big data are everywhere – in government, academic research, media, business, and everyday life. To tell the stories hidden behind blizzards of data, effective visualization is critical. This course primarily teaches R, a free software environment for statistical computing and graphics, which is widely regarded as one of the most versatile and flexible tools for data visualization and, more broadly, data science. Students completing the course will know how to “wrangle” and visualize data critical to their scientific endeavors. Dist: TLA

### **18. Introduction to Game Theory**

Game theory is used to study how individuals and organizations interact strategically, and this course introduces game theory with a focus on political science applications. Game theory is a standard tool in the social sciences, and insights from game theory are essential to understanding many facets of politics, such as political party competition, legislative politics, international relations, and the provision of public goods. Among other topics, the course will cover normal and extensive form games, Nash equilibria, imperfect information, mixed strategies, and, if time permits, the basics of games with incomplete information. A course in game theory will change the way that one views the world. Dist: QDS.

### **Religion (REL)**

Religion lies at the core of all cultures and societies. An objective understanding of religion is thus a crucial component of a liberal arts education.

The Department of Religion offers a rich list of courses on the major religions of the ancient and modern world, as well as courses on religion and ethics, the nature of religious belief, myth and ritual, religion and gender, and many other topics.

The Department also offers a foreign study program at the University of Edinburgh in Scotland. Many students find that a major, modified major, or minor in Religion is an excellent choice of concentration in the liberal arts. Please visit the Department website for a complete listing of courses: <https://religion.dartmouth.edu/>

### **The following courses are recommended for first-year students (REL):**

- 1.01. What Matters.
- 1.05. Religion and Gender.
- 1.08. The Religion of Things.



# Recommended Courses for First-Year Students

- 1.09. Religion and Drugs.
- 1.12. Race and Religion.
- 2.01. Religions of Southeast Asia.
- 2.02. Religions of Vietnam.
- 6. Introduction to Judaism.
- 11.01. God and Money.
- 12. Religion in North America.
- 13. Sports, Ethics & Religion.
- 14. Introduction to African Religions.
- 16.01. An Introduction to Islam.
- 16.03. Islam in America.
- 19.22. Gender and Judaism.

## 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 COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### REL 1.01 What Matters

What does it mean to say that something matters and how can we know that it does? This is an introductory course to modern religious thought, examining the quest for meaning, value, and significance as captured in religious, ethical, and philosophical language in Western tradition. The intent is to provide students with a broad exposure to the various ways humans in modernity have attempted to make sense of their condition. What are some of the changes brought about by life in the modern world that prompt new questions about human life and purpose? What new answers have been provided to explain our place in the cosmos and reason for being? We explore questions of belief, value, significance, meaning, suffering, love, and justice. Dist: TMV.

### REL 2.01 Religions of Southeast Asia

This introductory course surveys religion in Southeast Asian contexts. We begin by analyzing the terms “Religion” and “Southeast Asia” as products of global politics. Then, we examine contemporary case studies from seven Southeast Asian countries to explore how religions shape local communities and life experiences. Our course materials lead us to investigate how Spirit Religions, Buddhism, Daoism, Christianity, and Islam intersect and inform understandings of embodiment, health, power, nature, and death. Dist: TMC, WCult: NW.

## Russian

(See program description under East European, Eurasian, and Russian Studies.)

## Sociology (SOCY)

Sociology enables us to understand how the dynamics of society affect and are shaped by individuals. It seeks first to describe the various forms of social structure which we all inhabit—groups, organizations, communities, social categories of class, sex, age, or race, and social institutions such as the economy, family, politics, and religion. Next, sociology seeks to explain how those structures affect patterns of human attitudes, behaviors, and opportunities, and simultaneously how individuals through collectivities construct, maintain, and alter social structure.

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: <http://sociology.dartmouth.edu>.

## The following courses are recommended for first-year students (SOCY):

- 1. Introductory Sociology
- 2. Social Problems
- 10. Quantitative Analysis of Social Data
- 11. Research Methods
- 15. Sociological Classics
- 16. Constructing Social Theory
- 23. Social Movements
- 34. Health Disparities
- 35. Sociology of Mental Health
- 38. Status and Power in Social Interaction
- 47. Race and Ethnicity
- 49.21. Black Church Black Bodies

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 1. Introductory Sociology

How have societies developed historically? How are societies stratified by wealth, income, and other resources, and how has this changed over time? How are the opportunities and outlooks of individuals shaped by the communities in which they reside? How do individuals come together to produce meaningful social change? This course provides answers to these and other questions in ways that provide a broad introduction to the field of sociology. We will cover how sociologists and other social scientists conduct research, key theories and concepts that guide the discipline, and explore a wide range of topics including race, class, gender, inequality, collective action and social change. In many cases, the topics covered in the course reflect the research interests and course offerings of faculty in the sociology

department at Dartmouth. As a result, the course also provides an introduction to some of the curriculum offered in the department. Open to all classes. Dist: SOC; WCult: W.

## Spanish and Portuguese (SPAN) (PORT)

Students who take classes or choose to pursue a degree program in our department not only acquire linguistic and cultural competence in Spanish and Portuguese – they are also better equipped to face the new challenges posed to globalized citizens of the 21st century.

Spanish and Portuguese offers all levels of beginning language as well as advanced topics courses for intermediate and native speakers. These prepare students to understand important cultural, political and historical issues in the Spanish and Portuguese speaking worlds and enrich their critical thinking about national identities, gender, race, ethnicity, and migration in and outside the US.

We offer multiple off-campus programs in Buenos Aires, Barcelona, Madrid, Santander, and São Paulo/Salvador. We are affiliated with the CASA exchange program in Havana, Cuba. 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, Lusophone Studies (Literature and Culture of the Portuguese speaking world), and a combined minor in Hispanic and Lusophone Studies.

## INTRODUCTORY LANGUAGE COURSES PORTUGUESE (PORT)

Portuguese 11 (Intensive Portuguese) and Portuguese 3 furnish the basic training to prepare for intermediate courses (Portuguese 20 on campus) or to go on our BLISS Program in Brazil in the Spring. Students may use Portuguese 11 and Portuguese 3 to satisfy the language requirement; depending on previous language experience, some students may satisfy the requirement by taking Portuguese 20.

## SPANISH (SPAN)

Three one-term introductory courses (Spanish 1, 2, and 3) prepare students for the intermediate offerings (Spanish 9 and 20). In addition to the introductory sequence (Spanish 1, 2, and 3), the following courses may be used to satisfy the language requirement depending on previous language experience: Spanish, 9, Spanish 15, Spanish 20. In addition, Spanish 53 counts as a Language Requirement for Proficient Speakers (LRP) course and may also be used by qualified students.

## 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:

- “A” on the A level exam: Spanish 20. Students receive one credit for Spanish 9. “B” on the A level exam: Spanish 9.

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 must take the Department placement exam if they wish to continue with their Spanish studies at Dartmouth. The exam is offered via Canvas for incoming first-year students from August 1– September 8. 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 or shortly after Orientation. Students who miss the pre-orientation placement exam will be given an opportunity to make up the test at a date to be determined. For more general information about language classes and the online exam see the department website. Students who have lived or studied abroad for more than 6 months should contact the Language Program Director 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 Franconi or Professor Carlos Minchillo in order to take the test.

#### TRANSFER CREDIT

Transfer credit is not granted to incoming first-year matriculating students for Spanish and Portuguese (language 1, 2, 3) courses taken at other colleges and universities before matriculation. For transfer credit for equivalent courses 9 and above, email the Language Program Director (for Spanish) or Professor Carlos Minchillo (for Portuguese).

#### LANGUAGE REQUIREMENT

The following courses may be used to satisfy the language requirement: Spanish 1: Big Green, BEMA\*, Lone Pine\* Spanish 2: Big Green, BEMA\*, Lone Pine\*

- Spanish 3: Big Green
- Spanish 9: BEMA
- Spanish 15: BEMA
- Spanish 20: BEMA
- Spanish 53 Lone Pine
- Portuguese 11: Big Green, BEMA\*, Lone Pine\*
- Portuguese 3: Big Green
- Portuguese 8: BEMA
- Portuguese 20: BEMA

\*Students in the BEMA and Lone Pine paths can only count these courses towards their language requirement as additional languages

#### SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

##### 1. Spanish I

Introduction to spoken and written Spanish. Intensive study of introductory grammar and vocabulary with a focus on culture and communication. Oral class activities, readings and compositions. Weekly practice in the virtual language lab includes media, full-feature 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 and communication. Oral class activities, readings and compositions and continued practice in the virtual language laboratory. Weekly drill sessions. Completion of this course on campus satisfies the language requirement for students with demonstrated competency in a language other than English or Spanish. Never serves in partial satisfaction of the Distributive or World Culture Requirements. Prerequisite: Spanish 1, or a Placement Test score over 350.

##### 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. Prerequisite: Spanish 2, or a Placement Test score over 475.

##### 9. Culture and Conversation: Advanced Spanish Language

This course serves as a bridge between Spanish 3 and Spanish 20. Through the intensive study of a variety of media (e.g., documentaries, TV programs, podcasts, films), grammar, vocabulary,



and speech acts as presented in the course packet, students will actively practice listening and speaking, and hone their writing skills with the goal of reaching an Intermediate High Level on the ACTFL scale. Topics and materials may vary each term. Completion of this course on campus constitutes fulfillment of the language requirement for students with demonstrated competence in Spanish. Prerequisite: Spanish 3; score of 690 or better on the SAT II test; AP Lang 4 or 5, or AP Lit 4; Placement Test score over 600; or permission of the instructor. It serves as a prerequisite for the LSA+ program or for Spanish 20.

##### 15. Latinx Writing and Composition

This course draws on the strengths of Latinx Language Learners in order to enhance their skills in writing and composition. Using a variety of media and genres, students will explore the cultural experiences of US Latinx communities and the Spanish-speaking world. The course will focus on structures related to languages and cultures in contact, and review grammar to expand students’ range from informal to academic communication. The course will have an experiential learning component, including student projects throughout the term, and participation in events around campus related to Spanish-speaking communities. It can be used to fulfill the language requirement depending on previous language experience. It serves as pre-requisite for Spanish 20. May not be taken in conjunction with Spanish 9.

##### 20. Writing and Reading: A Critical and Cultural Approach

Spanish 20 is the first course of the Major/Minor and serves as transition between the skills acquired through the Spanish language courses (Spanish LSA or equivalent preparation) and those needed for all upper-division courses (30 and above). Through the study of critical and theoretical vocabulary, and the reading of short stories, poems, films, theatrical plays, and journalistic articles, students will acquire analytic tools to comprehend and analyze several



# Recommended Courses for First-Year Students



types of texts. This course is also designed to familiarize students with different textual genres and a wide array of literary and interpretative key concepts. Completion of this course on campus or as part of the LSA+ constitutes fulfillment of the language requirement for students with demonstrated competence in Spanish. Prerequisite: Participation in one of the Spanish LSA programs; Spanish 9 or 15; exemption from Spanish 9 or 15 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.

## 11. Intensive Portuguese

Portuguese 11 is a 1-credit course that combines Portuguese 1 and Portuguese 2 in one term. It is a fast-paced course that introduces students to the Portuguese language and the cultural and social aspects of Brazil and other Portuguese-speaking countries. Students will develop basic communicative skills through engaging activities that cover oral, listening, written, and reading practice. Standard grammar structures will be taught in tandem with idiomatic usage so that students will be ready to use the language in formal and informal situations. Intensive use of films, documentaries, popular music, online news media, and social media will accelerate the learning of the language and provide a fruitful avenue for understanding cultural issues and current events regarding the Portuguese-speaking countries. By the end of this course, students will be able to communicate facts, ideas, habits, and feelings, using present, past, and future tenses. Upon successful completion of this course, students will be able to take Portuguese 3. Completion of this course on campus may satisfy the language requirement depending on previous language experience. This course never serves in partial satisfaction of the Distributive or World Culture Requirements.

## 3. Portuguese III

PORT III provides additional, intensive study of grammar and vocabulary with a focus on

literature and culture. Oral class activities, readings and compositions and continued use of films, music and other media. Weekly drill sessions. Completion of this course 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 PORT I.

## Studio Art (SART)

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, sculpture, and interdisciplinary special topics. 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, Photo I, Printmaking I, Architecture I, Special Topics, Figure Drawing and Figure Sculpture DO NOT have a prerequisite, and no prior experience of any of these courses is required.

## The following courses are recommended for first-year students (SART):

Drawing I  
Sculpture I  
Special Topics: Digital Drawing  
Architecture I  
Photography I  
Printmaking I  
Figure Sculpture  
Figure Drawing

## SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

### 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.

### 17.08 Special Topics: Digital Drawing

This class will explore the connection of hand drawing and digital drawing to create original images. Students will explore the implications, opportunities and technical issues of using the computer as a drawing tool and combine computer-generated drawings with those done by hand. Drawings may combine layering, collaging and converting 3D form to 2D hand drawings using PhotoShop, Illustrator and Rhino software, among others. Supplemental course fee required. Dist: ART.

### 27. Printmaking I

The course offers an introduction to print media (etching, stencil printing, relief, and artist books). Processes vary based on subtitle and explore a range of materials. Students will consider printmaking in a contemporary context through technique and discussion, while discovering new methods of practice, including collaboration, unfamiliar materials, and a hybridity of processes. Supplemental course fee required. Dist: ART.

### 29. Photography I

An introductory course focused on the conceptual and technical fundamentals of analog photographic technologies. Concentrating on both image-making and the fine print, assignments, guests, lectures, discussions, and critiques, engage students in critical contemporary art discourse as they explore the photographic image as a powerful tool for artistic self-expression. Supplemental course fee required. Dist: ART.

### Theater (THEA)

The Department of Theater welcomes all Dartmouth students to participate in the study and practice of theater. While the department does offer a theater major and a 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, dramaturgs, and technicians. Students interested in auditioning for our MainStage or student-directed productions should visit our website for up-to-date information at <https://theater.dartmouth.edu/>. We also encourage students to visit our exciting Open House during orientation.

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. 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 and to participate in all aspects of the production program.

Our Foreign Study Program (FSP) occurs every other summer, starting Summer 2026; students may participate, provided they have met the prerequisites (one theater history and one theater practice course; see our website for details).

Students spend ten weeks in London studying at the London Academy of Music and Dramatic Art and attending many performances at a variety of London theaters, all of which is paid for by the program. Students receive three Dartmouth credits for the FSP.

**The following courses are recommended for first-year students (THEA):**

- 10. Special Topics in Theater
- 15. Theater and Society I: Classical and Medieval Performance
- 16. Theater and Society II: Early Modern Performance
- 17. Theater and Society III: 19th and 20th Century Performance
- 22. Black Theater, USA
- 26. Movement Fundamentals I
- 28. Dance Composition
- 29. Dance Theater Performance
- 30. Acting I
- 36. The Speaking Voice for the Stage
- 40. Technical Production
- 41. Stage Management
- 42. Scene Design
- 44. Lighting Design
- 48. Costume Design
- 50. Playwriting I
- 54. Directing

**SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

**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 secondary texts, we seek to situate selected performance texts within their sociopolitical and artistic contexts. Open to all classes. 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. Open to all classes. Dist: ART.

**30. Acting 1**

This course is open to all students. No theater experience is necessary. To achieve success as a performing artist, an actor must commit to building an ensemble based on respect and mutual understanding and to embracing the notion that empathy is at the heart of the actor's art. Students will be encouraged to explore their creative abilities on a journey of self-discovery in order to build this sense of ensemble. Through individual and group exercises, students will be introduced to the techniques necessary to play a character believably and honestly. The class will culminate with scene presentations from realistic American plays by authors of diverse cultural backgrounds. Open to all classes. Dist: ART.

**40. Technical Production**

An introduction to the technical aspects of live theater, exploring both traditional and modern approaches. Topics include the stage and its equipment, materials and construction of scenic and property items, lighting, sound, rigging, design, stage management, and more. This course includes both lectures and hands-on learning. Open to all classes. Dist: ART.

**41. Stage Management**

An introductory course in the theories, techniques, and practices of stage managing a production from its initial stages to the conclusion of the run. Plays, musicals, opera, dance, and touring productions will be examined from the perspective of the stage manager. Working with directors, choreographers, and other members of the production team will be discussed as well as calling shows. Students will acquire practical experience through assignments on Department of Theater productions. Open to all classes. Dist: ART

**42. Scene Design**

An introduction to the basics of scenic design through weekly projects in scale models, drawings, research, lighting, and storyboards. Students will also study the collaborative process among scene designers, directors, costume, and lighting designers. Suitable for students interested in theater, visual and video art, installation, film, architecture, and sculpture. Students will have the opportunity to assist student and faculty scene designers on Department of Theater productions. Open to all classes. Dist: ART.

**50. Playwriting I**

The aim of this course is for each student to write the best one-act play they are capable of writing. It is open to students both with a theater background and those without. This course will involve a number of creative exercises, the preparation of a scenario, the development of the material through individual conferences, and the reading and discussion of the student's work in seminar sessions. Open to all classes. Limited enrollment. Dist: ART.

**Women's, Gender, and Sexuality Studies (WGSS)**

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 sexuality. 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 identities (female, cisgender, trans, queer, nonbinary, etc.) and by helping students understand how gender and sexuality intersect with social markers such as race, ethnicity, class, ability, religion, and country of origin. Courses in WGSS are rich and diverse, as faculty share their cutting-edge research on topics such as Black feminist thought and intersectionality, transnational feminisms, queer theory, the sociology of gender, feminist and queer histories, gender and literary studies, etc. 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.

**SELECTED COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:**

**1. Intersections**

This course investigates the categories sex, gender, sexuality, race, class, citizenship, and ability, how they are socially and historically



# Recommended Courses for First-Year Students



constructed and in relation to one another. Open to all students. Dist: SOC; WCult: CI.

## 2. Introduction to Queer Studies

This course examines the ways in which “deviant” sexual and gender behavior and identities, and the political movements that emerge from them, have been conceptualized in U.S. culture. Open to all students. Dist: SOC; WCult: CI.

## 10. Sex, Gender, and Society

This course investigates basic concepts about sex, gender, and sexuality and considers how these categories intersect with issues of race, class, ethnicity, family, religion, age, and/or national identity. Open to all students. Dist: SOC; WCult: CI.

## 12. Feminist/Queer Theories and Methods

How do feminist, queer, and racialized minoritarian subjects produce knowledge about inhospitable worlds, often against the limits of what is sayable, knowable, and thinkable? What makes a reading practice, text, or act feminist or queer? What makes critical knowledge critical? These are the questions that guide this seminar on feminist ways of knowing. Open to all students. Dist: SOC; WCult: CI.

## 41.06 Transnational Feminisms

This course begins with genealogies of global, women of color, and postcolonial or Third World feminisms and histories of movement-building from which transnational feminism emerged. In the second part of the course, we turn to contemporary topics in transnational feminism, including globalization, development, war, militarism, labor, migration, climate change, and humanitarianism, and feminist mobilizing against injustice within and across borders. Open to all students. Dist: INT or SOC; WCult: NW.

## 65.06 Radical Sexuality: Of Color, Wildness, and Fabulosity

This course examines how issues of race and sexuality are elemental to radical formulations of

queer theory. Open to all students. Dist: INT or ART; WCult: NW.

## 66.04 Introduction to Black Feminist Thought

This course considers the disciplinary formations and political happenings of Black Feminist Thought in the United States—from its role in the university department to its presence on the ground. Open to all students. Dist: SOC; WCult: CI.

### Writing and Speech Program:

#### The Institute for Writing and Rhetoric

The Writing Program oversees First-Year Writing courses (Writing 2-3, Writing 5, and the First-Year Seminars taught in departments and programs throughout the College) and free student support services through our writing tutoring center. Dartmouth’s First-Year Writing sequence prepares 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 Writing 2-3, followed by a First-Year Seminar. Humanities 1-2 may also be taken to fulfill the first-year writing and first-year seminar requirements, with Humanities 1 taking the place of Writing 5 and Humanities 2 taking the place of First-Year Seminar. The Speech Program curriculum embarks students on a rigorous course of study in rhetorical theory and practice that equips them for a variety of rhetorical situations, including public advocacy campaigns, social movements, and persuasion analysis.

### PLACEMENT PROCESS FOR FIRST-YEAR WRITING COURSES

All incoming students should complete the directed self-placement process for first-year writing. This process is designed to help students select among the writing courses that fulfill the first-year writing requirement.

Students who select and are offered placement into a Writing 2-3 course will be preregistered for Writing 2 when they arrive on campus in the fall. Students who take the Writing 2-3 course sequence take their First-Year Seminar in the spring term. Students who select and are offered placement into Writing 5 are assigned to take the course in either the fall or the winter; this term assignment cannot be changed. Writing 5 term assignment information 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: <https://writing.dartmouth.edu/curriculum/directed-selfplacement>

### TRANSFER CREDIT

Transfer students may request approval of transfer credit for Writing 5 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 COURSES THAT EXPLORE THIS DEPARTMENT OR PROGRAM:

#### 2-3. Composition and Research

2-term course in fall and winter terms

This two-term course in first-year composition understands writing as a practice of thinking. 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. In Writing 2 students learn to read critically in order to advance and support an interpretive claim. They develop their ideas by engaging in a rigorous process of writing, discussing, and rewriting their papers. 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 teaching assistants and instructors, who provide them with individual assistance. The same instructor, teaching assistant, and group of students meet for two terms together in this course.

Writing 2-3 is taken in place of Writing 5. Students must successfully complete both terms of Writing 2-3 to fulfill the first-year writing requirement. Writing 2-3 does not carry any Distributive or World Culture designations.

#### 5. Expository Writing

1 term course in fall or winter terms Founded upon the principle that thinking, reading and writing are interdependent activities, Writing 5 is a critical writing course that understands writing as a practice of thinking. To learn to write critically is to learn to think critically, and that is the core value of a liberal arts education. Instruction focuses on strategies for reading, interpretation, and argumentation at all stages of the writing process. Students actively participate in discussion of both the assigned readings and the writing produced in and by the class. This course does not carry any Distributive or World Culture designations.

### SPEECH (SPEE)

#### 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

# Credit on Entrance and Placement Exams



We want you to be consistently challenged at Dartmouth. Therefore, it is in your interest (and ours) to see that you are encountering new material rather than repeating course work that you have covered before.

In the previous departmental entries, you most likely noticed that there is a good deal of variation among the departments when it comes to the recognition granted for college-level work completed prior to matriculation (before you begin classes at Dartmouth). The subject of credit and placement may be confusing, so it is important that you ask questions of your undergraduate dean when there are things you do not understand.

Only the following evidence may be used to demonstrate mastery of college-level work:

- 1) Standardized test scores (Scholastic Assessment and Subject Tests [SAT], AP exams, British A-Levels, International Baccalaureate);
- 2) Dartmouth-generated placement exams;
- 3) College transcripts.

You cannot use Pre-Matriculation Credit on Entrance to fulfill any of the General Education (Distributive, World Culture, or Language) requirements. You will have an opportunity to check the accuracy of the credit on entrance and placement information on your official record during your first term.

## Understanding how AP/IB/A-Level Scores are used for placement

Some students will be able to use AP/IB/A-Level scores to gain advanced placement into the curriculum. To be considered for advanced placement:

- Request the College Board send your AP scores directly to Dartmouth.
- Ensure your IB transcript/diploma is available to Dartmouth from the International Baccalaureate Organization.

- If interested in advanced placement for departments/programs listed in the British A-Level chart (p. 45), forward a copy of your official certification of A-Level results to Registrar@Dartmouth.edu for review.

The charts on the following pages from the Office of the Registrar outline how Dartmouth will interpret your placement.

All students must take 35 courses to graduate; credit and exemptions on entrance for any course work will not count toward your 35 courses needed to graduate.

You will have considerable time during August to engage with Dartmouth-generated placement exams. Watch for emails from New Student Orientation in late July with information and instructions.

It is possible that you will decide not to use a credit or exemption you receive – this happens sometimes and is okay! If you feel it would be better to take a course than be placed out of it, talk to your undergraduate dean about your

options. The Registrar's Office has a process by which you can make this request – they call it “Relinquishing a placement credit.” See below for more information!

## Relinquishing a placement credit

On occasion, students may feel that they are not prepared to take the course they are placed into based on the articulation of their pre-matriculation credits and/or placement tests. In such a case, students may wish to discuss their current placement with a faculty advisor from the appropriate department. If it is determined that it is in the best interest of the student to relinquish their pre-matriculation credit the student will forward written approval from the faculty advisor requesting their pre-matriculation credit be relinquished. Relinquishment of pre-matriculation credit for Math 010 Introductory Statistics (or its equivalents ECON 010, ENVS 010, GOVT 010, PSYC 010, QSS 015, and SOCY 010) may be requested by the student without prior approval from a faculty member or advisor. Relinquishment of pre-matriculation credit is permanent and irrevocable.



## Credit on Entrance and Placement Exam information

### Credit on Entrance Website

Make sure you view all the tabs at this website for definitions, types of credit, and departmental guidelines: [http://www.dartmouth.edu/reg/enrollment/prematriculation\\_credit.html](http://www.dartmouth.edu/reg/enrollment/prematriculation_credit.html). [When you see an asterisk (\*) in the Recommended Courses Section of this guide, go to the website above to find answers to your credit on entrance, placement, and exemption questions.]

### Dartmouth-Generated Placement Exams

The primary purpose of Dartmouth-generated placement exams 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. Refer to <https://www.dartmouth.edu/orientation/> in early late July for information about Dartmouth-generated placement exams, which will be accessed through Canvas.

[When you see an asterisk (\*) in the listings of Recommended Courses in this guide and have questions about Dartmouth-generated placement exams, visit the New Student Orientation Canvas site after July 29 for dates, forms of administration, and other information.]

If you have been approved for testing accommodations by Student Accessibility Services (SAS) and would like to utilize them for placement exams, please alert the SAS advisor with whom you first met in a timely fashion so that your advisor can notify the appropriate department(s). If you still need to apply for disability accommodations, please do so right away. Email [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu) with any questions.

In late July, you will receive information from New Student Orientation about Dartmouth-generated placement exams, which will be accessed through Canvas.



# Advanced Placement Exam Chart

ADVANCED PLACEMENT EXAM	GRADE	CREDIT ON ENTRANCE * OR EXEMPTION	PLACEMENT
Calculus: AB or AB Subscore from Calculus BC	4 or 5	Math 3 credit	Math 8
Calculus BC	4 or 5	Math 3 and Math 8 credit	Math 9 or 11
Chemistry	4 or 5	Chemistry 5 credit	Chemistry 11
Computer Science A	4 or 5	Computer Science 1 credit	Computer Science 10, 30
Economics: Micro	5	Economics 1 credit	Intermediate or advanced course
Environmental Science	4 or 5	Environmental Studies 2 credit	
French: Language	5	French 3 exemption	French 3 placement
	4	French 2 exemption	
Geography	5	Geography 02.01 credit	
	4	Exemption from Geography 02.01	
German	5	German 1 exemption, German 2 exemption, German 3 exemption	German 10 placement, German 10.01 placement, German 10.02 placement, German 10.03 placement
	4	German 1 exemption, German 2 exemption	German 3 placement
Italian: Language	5	Italian 3 exemption	Italian 3 placement
	4	Italian 2 exemption	
Latin	4 or 5	Latin 3 exemption	Latin 10 placement
Physics: C (Mechanics)	4 or 5	Physics 3 credit	
Physics: C (Electricity)	4 or 5	Physics 4 credit	
Spanish: Literature	5	Spanish 3 exemption, Spanish 9 credit on entrance	
	4	Spanish 3 exemption	
Spanish: Language	4 or 5	Spanish 3 exemption	
Statistics	4 or 5	Math 10 credit	

# International Baccalaureate IB Chart

## Department/Program Guidelines for International Baccalaureate (IB)

Individual academic departments/programs at Dartmouth each view IB differently and should be contacted directly regarding credit on entrance and placement requests. In some cases, students who have achieved scores of 6 or 7 on Higher Level IB examinations may receive specified credit on entrance in place of, not in addition to, the general IB credit on entrance awarded. Department/program guidelines are listed below.

INTERNATIONAL BACCALAUREATE SUBJECT	CREDIT ON ENTRANCE * OR EXEMPTION
Chemistry	Students with a score of 6 or 7 on the Higher Level IB Examination in Chemistry receive credit for Chemistry 5 and placement into Chemistry 11
Economics	Credit for Economics 1
French Language A	Consult department chair; invitation to take the APE (Advanced Proficiency Exam) for possible French 10 credit
French Language B	Consult department chair; invitation to take Advanced Proficiency Exam (APE) for possible French 8 exemption
German Language A or B	Score of 6 or 7 on either exam receive German 1 exemption, German 2 exemption, German 3 exemption, German 10 placement, German 10.01 placement, German 10.02 placement, German 10.03 placement
Geography	Score of 6 or 7 on the Higher Level IB examination in Geography receive credit for Geography 02.01
Mathematics	Credit for Math 3 and placement into Math 8; invitation to take department test for possible Math 8 credit
Physics	Invitation to take department tests for possible Physics 3 and 4 or 13 and 14 credits in place of unspecified credit
Spanish	Score of 6 or 7 on the Higher Level IB exam, Spanish 3 exemption, credit on entrance for Spanish 9

### Dartmouth-Generated Placement Exams

The primary purpose of placement exams 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.

All students, and particularly international students whose academic credentials are not easily interpreted within the American academic setting, are urged to take relevant placement tests, even if you do not plan to continue in that area of study.

In order for placement results to be available during course selection, all placement exams must be complete by the evening of **Tuesday, September 10** so that you can plan accordingly.

Please refer to the New Student Orientation Canvas Page after July 29 for placement exam information, and send questions about the exam schedule to [New.Student.Orientation@dartmouth.edu](mailto:New.Student.Orientation@dartmouth.edu).

Students requesting placement testing accommodations on the basis of a disability should contact Student Accessibility Services as soon as possible at [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu).

Many students take placement exams, and plenty of students do not – so the decision to take a placement exam is up to you. While successful completion of these exams will not give you Dartmouth course credit, they will allow you to move to more advanced courses within a sequence. We do encourage you to reflect on the impact of COVID-19 on your high-school experience, and to consider taking a Dartmouth placement exam to confirm you enter into the curriculum at the correct level. We invite you to look at the Factors for Consideration Section on page 45 with some questions for you to consider.

Dartmouth Colleges offers placement exams in the following subjects: Arabic, Biology, Chemistry, Chinese, Computer Science, French, German, Hebrew, Italian, Japanese, Korean, Latin, Mathematics, Physics, Russian, and Spanish and Portuguese.

### Pre-Matriculation Transfer Credit

A small number of Dartmouth departments will consider granting placement and/or credit for courses taken before matriculation at accredited degree granting institutions provided the courses are an integral part of an officially defined undergraduate Arts and Sciences curriculum. Online courses, those given by extension programs, or internship programs are not transferable. Only courses and/or credits that were not used to satisfy any high school graduation requirements are eligible for transfer.

Pre-matriculation transfer credits do not satisfy any part of the Distributive, World Culture, or Interdisciplinary requirements. Students need to bring their official transcripts and course syllabus to campus for review by academic departments. It is the student's responsibility to complete the appropriate form for pre-matriculation exemption and/or credit, available online at the Registrar's Office, and present relevant transcripts, examinations, papers, catalog descriptions and syllabi to the departments before the conclusion of the first term. Pre-matriculation transfer credits count toward the allowed maximum of four transfer credits from other colleges or universities that may be applied to the Dartmouth degree.



# British A-Level Chart



## Factors for consideration around deciding to take a Dartmouth-generated placement exam:

- How long ago did you cover this material, and/or take the exam? For example, did you take the exam at the end of your Junior year in high school? Or took a gap year last year?
- Was your exam non-proctored (unsupervised) and/or open-book?
- Do you “trust” your score, and plan to continue to study this topic at Dartmouth?
- Are you worried that the instruction you received on this topic was not as strong due to it being online or in a hybrid setting?
- Were there challenges that impacted your ability to focus on your schoolwork?
- You did not take the AP/IB/A-Level exam but believe you have covered the material and may be able to advance yourself into the curriculum.

We believe strongly that every student can and will be successful at Dartmouth. Success comes with being at the correct placement level and feeling comfortable with your placement. Please take a look at all the placement offerings in August and think critically about which Dartmouth Generated Placement Exams you should tackle before you arrive at Dartmouth.

All majors at Dartmouth may be completed successfully without any prior knowledge in the subject. Please do not feel as though you will be missing out if you do not have prior knowledge of a subject or if you want some time to strengthen the foundation of your knowledge before you advance in the curriculum.

## Department/Program Guidelines for British A-Level

Individual academic departments/programs at Dartmouth each view British A-Levels differently and should be contacted directly regarding credit on entrance and placement requests. In some cases, students who have achieved a grade of A in an A-Level examination may receive specified credit on entrance in place of, not in addition to, the general A-Level credit on entrance awarded. Department/program guidelines are listed below.

BRITISH A-LEVEL SUBJECT	CREDIT ON ENTRANCE * OR EXEMPTION
Chemistry	Students with an overall grade of A on the GCE A-Level Examinations (AS/A2) will receive credit for Chemistry 5 and placement into Chemistry 11
Economics	Credit for Economics 1
French Language A	Consult department chair; invitation to take the APE (Advanced Proficiency Exam) for possible French 10 credit
Language B	Consult department chair; invitation to take the APE (Advanced Proficiency Exam) for possible French 8 exemption
Mathematics	Credit for Math 3 and placement into Math 8
Physics	For a grade of A, credit for physics 3 and 4; for a grade of B, one unspecified credit
Spanish Language A	Spanish 9 credit on entrance
Spanish Language B	
Statistics	Credit for Math 10

## British A-Level and International Baccalaureate

Dartmouth College recognizes superior performance on the British A-Level and International Baccalaureate (IB) examinations as follows:





### International Baccalaureate (IB)

Dartmouth College recognizes the International Baccalaureate Diploma and grants credit for superior performance on the Higher Level IB examinations, provided that the exams cover fields of study represented by Dartmouth’s academic departments in the arts and sciences.

## British A-Level

Dartmouth College recognizes the A-Level curriculum from the United Kingdom as exceptional preparation of students and grants credit for superior performance on those A-Level examinations which cover fields of study represented by Dartmouth’s academic departments in the arts and sciences, and which are monitored and approved by the Secondary Examination and Assessment Council (SEAC). Credit is determined in strict Accordance with the faculty Committee on Instruction standards.

# Language Requirement

		Options for satisfying the requirement
<p><b>BIG GREEN PATH</b></p> <p>Has not demonstrated competency equivalent to one year's study at Dartmouth (e.g. student has not received "EX" from the third course in a language, such as SPAN 3).</p>		<p>Complete Dartmouth language courses numbered 1, 2, and 3 (depending on placement).  <b>OR</b>            Complete a Language Study Abroad (LSA) program.</p>
<p><b>BEMA PATH</b></p> <p>Has demonstrated competency equivalent to one year's study at Dartmouth (e.g. student has received "EX" from the third course in a language, such as SPAN 3).</p>		<p>Complete a more advanced Dartmouth course in the language in which competency was demonstrated (e.g. SPAN 9).  <b>OR</b>            Complete Dartmouth courses numbered 1 and 2 in a different language from the one in which competency was demonstrated (e.g. ITAL 1 and 2).  <b>OR</b>            Complete an accelerated beginner Dartmouth course (e.g. FREN 11) in a different language from the one in which competency was demonstrated.  <b>OR</b>            Complete a Language Study Abroad (LSA) in a different language from the one in which competency was demonstrated.</p>
<p><b>LONE PINE PATH</b></p> <p>Has demonstrated competency equivalent to one year's study in a language not taught at Dartmouth (e.g. student has demonstrated significant ability in Korean).</p> <p>Has demonstrated native or near native proficiency in a language taught at Dartmouth (e.g. student is a native speaker of Arabic).</p>		<p>Complete a Language Requirement for Proficient Speakers (LRP) course, which addresses the purpose of the Language Requirement for proficient speakers of a language other than English.  <b>OR</b>            Complete Dartmouth courses numbered 1 and 2 in a different language from the one in which competency was demonstrated (e.g. HEBR 1 and 2).  <b>OR</b>            Complete an accelerated beginner Dartmouth course (e.g. FREN 11) in a different language from the one in which competency was demonstrated.  <b>OR</b>            Complete a Language Study Abroad (LSA) in a different language from the one in which competency was demonstrated.</p>
<p><b>WAIVER</b></p> <p>Has been granted a language waiver from the Language Waiver Committee.</p>		<p>Complete the course assigned by the Language Waiver Committee.</p>



# Preparation for Health Professions

## The Health Professions Program (HPP) is Dartmouth's four-year+ pre-health advising program for students interested in health professions.

We help 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.). We offer one-on-one advising, group workshops, a peer mentor program, a program for students from backgrounds underrepresented in medicine, and many other opportunities. Plan to attend the essential pre-health advising programs during New Student Orientation. [www.dartmouth.edu/prehealth/](http://www.dartmouth.edu/prehealth/).

Meet with the pre-health advisors as soon as possible during New Student Orientation and throughout your first year, and beyond. Use our weekly drop-in hours or make an appointment to meet with us. Your pre-health advisors will assist you with course selection, learning and study strategies, personalizing your D-Plan, determining your unique timing and choices, supporting self-assessment and self-reflection, experiences outside the classroom, and guiding you through the actual health profession school application. The pre-health journey is also experiential. Participate in Dartmouth's local shadowing program, receive guidance for finding undergraduate research and internship opportunities, service experience, attend workshops that help you clarify your goals, meet your peer pre-health community, mentors, and learn about the pre-health process.

### What is especially useful to know to get started?

There is no universal path. Students arrive with different math and science backgrounds and levels of clarity about their aspirations. 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 in the first term.

A strong foundation 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/](http://www.khanacademy.org/) <https://canvas.dartmouth.edu/courses/53399>.

A summer community college class is another option, as are free online courses on Coursera. Although there are different paths and timelines to consider, pre-health coursework takes planning, as you will see as you read through the requirements at the end of this section; we invite you to speak with a pre-health advisor as early as possible.

**Can I do any major?** Yes! 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. Majors in the Humanities, Sciences, and Social Sciences 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, your major courses and prerequisites can fit together. Your HPP advisors are here to support that journey.

When do people apply to a health professions school? 85 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. One or more "gap" years are typical.

This allows at least four years to take the prerequisite courses, gain relevant experiences, develop personally and prepare for the MCAT. The average age of a student entering medical school is currently 24 or older. Students find jobs or fellowships for a "gap year(s)" during their senior year. To attend medical school immediately after graduation, you would plan to apply early summer at the end of junior year: it's a year long process.

**How do I gain new strategies for success in pre-health classes?** It is typical to need to develop new, more effective studying and learning strategies as a college student. Explore ways of studying differently: get great tips on learning strategies from HPP, your faculty, the Academic Skills Center, Undergraduate Deans Office, your Teaching Science Fellows, and your peers.

**See the following information for current Pre-Health requirements for most health professions schools (including most veterinary and dental).**

**PLEASE NOTE:** We strongly discourage students from doubling up on lab classes in the first year; it is most typical to take one lab class at a time in general. We encourage students to adapt to science at Dartmouth and then decide what is right for them.

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

Biology (BIOL) - Biology (BIOL) - 2 courses with lab. **AT DARTMOUTH:** Foundation courses with lab include 12, 13, 14, and 16. Most students Choose from Bio 12, 13, and 14 (or all 3) to be best prepared for the MCAT and med/dental/vet school, however, a student could choose 16 as well. 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. Bio 11 can be an excellent entry into Biology at Dartmouth, depending on student's previous background. Speak with the pre-health advisors regarding your best path through Biology preparation. Reviewing Human Bio before starting college is recommended.

Chemistry (CHEM) - 2 courses Gen Chem with lab; and 2 terms Organic Chem with lab. **AT DARTMOUTH:** Calculus (Math 3) is a prerequisite for Gen Chem (Chem 5 and 6). With more advanced background (AP, IB) one might exempt out of one or both (Chem 5 or 6); however, one must still take a Gen Chem class at the college level. Chem 11 is an alternate course for students with advanced standing providing credit for Chem 5 and 6. Organic Chem: Chem 51 and 52. For students with more advanced knowledge or intending to major in chemistry, the Chem 57 and 58 sequence is typical. Students with little or no chemistry background should strongly consider doing chemistry prep the summer before arriving at Dartmouth or summer after their first year.

Biochemistry - 1 course. **AT DARTMOUTH:** Bio 40 or Chemistry 41. Either course require Organic Chem as a prerequisite. Biology 40 requires Biology 12 as a prerequisite.

Physics (PHYS) - 2 courses of general Physics with lab. **AT DARTMOUTH:** Physics 3 and 4 These courses have a Math 3 prerequisite. Physics 13 and 14 is the sequence for Chemistry, Engineering, or Physics majors, requiring Math 8. With a more advanced background (AP, IB) one might exempt out of one or both classes or be invited to Honors 15/16 (it's your choice to take or not). However, one should still take a general Physics class at the college level.

Mathematics (MATH) - 1 term of Calculus and 1 term of Statistics. **AT DARTMOUTH:** Calculus: Math 3 or equivalent, Introduction to Calculus, is a prerequisite to several courses in Chemistry or Physics. For purposes of pre-health requirements at this time, the equivalent of Math 3 (via exemption, or Math 1 and 3) is sufficient as long as one Math class (which can be Statistics) is taken at the college level. Statistics: Any Statistics course numbered 10 in Psychology, Sociology, Economics, Government, or Mathematics; Biology 29 (Biostatistics); and Social Sciences 15 (Intro to Data Analysis.)

**OTHER COURSES FOR MCAT PREPARATION:** Psychology and Sociology: While these are not yet prerequisites for most health professions schools, one or both is highly recommended; regardless, knowing the material will be necessary for the MCAT. If you choose to prepare at Dartmouth, Psych 1 gives you much of the Psychology material you need and Sociology 1 gives you the sociology material you need. Consult with your pre-health advisors; there may be other ways to learn this material at Dartmouth or on your own.

# Academic Planning Worksheet



We intentionally chose these questions and prompts to inspire you to reflect on your intentions and prepare for the transition from high school and secondary school to Dartmouth.

Use this worksheet as a starting point and refer back to it often! Bring your EXPLORE, ENGAGE, EXCEL and the completed worksheet to meetings with your Undergraduate Dean, your Faculty Advisor, other mentors, and peer advisors.

The primary purpose of Dartmouth Generated Placement Exams 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 you are wondering where to begin with a particular academic sequence.

**Dartmouth generated placement exams you plan to take:**

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When thinking about the adjustments needed to transition from high school to college learning, it helps to consider what skills you bring with you and the areas in which you might need additional support.

**Using this guide, list the courses that intrigue you.**

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**What will help you succeed academically at Dartmouth?**

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**What makes you uncertain about academic success?**

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**What academic and co-curricular opportunities excite you as you imagine your first year at Dartmouth?**

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**Make sure to consider a broad range of co-curricular opportunities, classes, clubs, campus jobs, getting to know faculty, and skills to develop.**

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# Academic Planning Worksheet

## Consider these things when choosing courses for your first year:

- 1) Take classes that EXPLORE academic interests (leave room for new, old, and unrealized opportunities of academic connection).
- 2) 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.
- 3) First-Year Writing Requirement: Be sure to allow space for these required courses during your first year. For details, see pages six and seven of this publication and <https://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies>.
- 4) The Language Requirement: When to start? Will you complete it using the Big Green path, the Bema path or the Lone Pine Path? Are you thinking about a Language Study Abroad program (LSA/LSA+)?
- 5) Pay attention to course sequencing and plan for prerequisite courses—especially for pre-health requirements, an off-campus program, or a potential major.
- 6) Remember: You do not need to take a course just because you were placed into the course.



## Potential first-year courses

	fall	winter	spring
<u>1</u>			
<u>2</u>			
<u>3</u>			

The following timeline includes tasks for you to accomplish, as well as suggestions for reflection. Each term and the breaks between them provide new opportunities for **self-exploration** that will facilitate your understanding of the meaning and purpose of a liberal arts education while **fostering your intellectual and personal development** toward academic success and lifelong learning. **ENGAGE** with purpose and intention!

## Fall Term

- Be patient and generous with yourself as you transition to Dartmouth. The transition can last all year long, and even longer for some individuals.
- Strive for balance and intentionality in co-curricular exploration. You can't do everything, so make sure to recognize the old things that make you feel good and the new things that make you happy.
- During this term, you are expected to continue exploring courses and departments, to inform future course election.
- Embrace challenges and see them as opportunities for growth—they require you to tap deeper into your motivations, learn to manage your time better, develop new study skills and behaviors, and to persevere through challenges.
- Pay attention to your health and well-being. Access wellness resources and establish healthy sleep habits.
- Get to know your faculty and communicate with them regularly. This will help you identify recommenders for future opportunities.



## Winter Break

- Make sure you actually take a BREAK.
- Reflect on the full experience of your first term.
- Use your grades to help you examine your goals.
- Discuss your first-term experience with family and supporters.
- Begin to explore D-Plan options, based on emails from your Undergraduate Dean.
- Now that you know how quickly terms move at Dartmouth—and have discovered more about yourself as a learner—think about course adjustments to balance your workload.

## Winter Term

- This is an opportunity to focus on improving your performance based on Fall term grades and to tap into additional academic resources.
- Explore study abroad opportunities and apply by the deadline.
- Once you're notified about off-campus program decisions, adjust spring term course election if necessary.
- Stay healthy.
- Winter term can be tough; your ongoing transition to Dartmouth, adjusting to the intensity of the term schedule, and environmental factors might prove challenging. Seek support from the Student Wellness Center and other campus resources.
- Use your advising network as you consider D-Plan possibilities.



## March Break

- Take a real BREAK. This pause between terms goes very quickly and it's important to give yourself some space to gather energy for Spring term.
- Reflect on both terms and use your grades to help you examine your goals.
- Share your experiences with family and supporters.
- Clarify your D-Plan thinking. Get ready to submit D-Plan choices in early Spring term.
- Begin thinking about Leave Term funding options and opportunities and discuss those with your advising network. Explore opportunities and begin applications.



The following timeline includes tasks for you to accomplish, as well as suggestions for reflection. Each term and the breaks between them provide new opportunities for **self-exploration** that will facilitate your understanding of the meaning and purpose of a liberal arts education while **fostering your intellectual and personal development** toward academic success and lifelong learning. **ENGAGE** with purpose and intention!

### Spring Term

- Submit your D-Plan choices in early April.
- Begin to explore ideas about possible majors and minors with your Faculty Advisor, Undergraduate Dean, and upper-level student mentors.
- Assess faculty connections for mentorship opportunities. Take a faculty member to lunch if you haven't already utilized that program.
- You will elect Fall term courses during this term which will provide opportunities to start thinking about sequencing for possible majors or minors.
- What have you discovered about your extracurricular passions and joys? What will next year hold?
- Explore your summer options but know that EVERYONE does something different—as with all things, there is no ONE Dartmouth summer experience! Please note: there is no expectation that your summer experience should be pre-professional.



### Summer Term

- “Map” your major(s)! Look ahead at major requirements in order to be ready for course election and the major planning process that will begin in Winter term of sophomore year.
- If you have multiple major interests, identify course options for Fall term that will help you distill your choices into concrete plans.
- Reflect on your first year at Dartmouth. Celebrate your successes and explore opportunities for growth. Identify potential changes in habits or practices that will allow you to better reach your personal and academic goals and solidify the approaches that made you successful.
- Take advantage of the time away from Dartmouth. Throw yourself into a summer job or pastime, whether scooping ice cream, lifeguarding, or interning at a local nonprofit. Regardless of where and what—recognize your accomplishments.

### Every Term

- Make your course changes, as necessary.
- Cultivating your advising relationships is an ongoing process. These relationships support goal setting.
- Reflect and re-set goals by applying a critical eye to what you've learned and developed through hard work and dedication, recognizing that you can evolve. Engage with your Faculty Advisor, Undergraduate Dean, and upper-level student mentors around these areas of exploration.
- Take an active role in learning and remain open to feedback and change.
- Continue exploring learning strategies and academic resources.
- Your grades will serve both as a metric for how you performed and an evaluation of the learning strategies you used.

### Spot to JOT

- Reflection and Goals

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# Advice from Upper-Level Students

1. Get to know your professors! One of the best things about Dartmouth is the incredible access that students get to faculty members who are the best in the world in their respective fields. Don't just ask about notes and problem sets, but genuinely try to get to know them as people and mentors.
2. Your major does not determine the rest of your life. Be open to studying something you didn't expect.
3. Upper-level students know a lot; but they don't know everything.
4. You don't have to (and shouldn't) do everything even if it may seem like everyone else is.
5. Never take a class because someone says it is "easy." What is easy for someone might be the most difficult class you've ever taken.
6. Don't be afraid to ask for help; I do it all the time and I'm better off because of it.
7. There is more to college than just excelling at academics and preparing for your career. Personal growth and maturity and making life-long friends is equally as important.
8. Be patient - with the development of your social life, study habits, career aspirations, and adjustment to Dartmouth! The transition to college is likely the biggest life transition you have experienced thus far in your life.
9. Do what you're passionate about! Don't worry about how things will look on a resume. If you love what you do, you'll be able to talk about it well and frame it in a way that makes it advantageous for you in a job search.
10. Learn to be okay with discomfort and dissatisfaction; everyone has challenging terms but it's how you persevere, lean on others, and make the most of it that defines you. Failure is okay!!!
11. Embrace the liberal arts! It's easy to only want to take classes in subjects that you're good at/fulfill major requirements. But Dartmouth is a liberal arts school, and the distributive requirements are there for a reason. While they might feel like a nuisance, if approached with an open mind, taking a diverse course load throughout your four years will help you develop into a well-rounded person!
12. Write a list of things you want to do at Dartmouth - explore another language, connect meaningfully with peers, study abroad twice, do your own funded research project. Come back to the list often. Don't be afraid to change it, of course, but don't lose sight of all the things that got you excited when you first arrived at Dartmouth.

## DARTMOUTH

*This bulletin has been prepared for the benefit of incoming students.*

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