

Faculty of Arts and Sciences

**Handbook for Students
2007–2008**

Harvard College

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Faculty of Arts and Sciences
Harvard College
Handbook for Students 2007–2008
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Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students. The Faculty of Arts and Sciences therefore reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, courses, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

While every effort has been made to ensure that this book is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions.

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Notice to Students

This book contains a concise review of the rules and procedures of Harvard College with which students are expected to be familiar. Included are the specific requirements for the AB and SB degrees (Chapter 2) and both basic and honors requirements for each of the fields of concentration (Chapter 3). New to this edition are the specific requirements for secondary fields (Chapter 4). Also included is information on a number of the services, programs, and organizations that have been created to bring assistance and enrichment to a student's undergraduate experience. In this book, "the Registrar" refers to the Office of the Registrar of the Faculty of Arts and Sciences, located at 20 Garden Street.

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In June of 2006, the completion or graduation rate for students who entered Harvard College as freshmen in September 2000 was 98 percent.

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INTRODUCTION



The John Harvard statue and the American flag (Dominick Reuter, Harvard News Office)

THE MISSION OF HARVARD COLLEGE

Harvard College adheres to the purposes for which the Charter of 1650 was granted: “The advancement of all good literature, arts, and sciences; the advancement and education of youth in all manner of good literature, arts, and sciences; and all other necessary provisions that may conduce to the education of the ... youth of this country.” In brief: Harvard strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities.

To these ends, the College encourages students to respect ideas and their free expression, and to rejoice in discovery and in critical thought; to pursue excellence in a spirit of productive cooperation; and to assume responsibility for the consequences of personal actions. Harvard seeks to identify and to remove restraints on students’ full participation, so that individuals may explore their capabilities and interests and may develop their full intellectual and human potential. Education at Harvard should liberate students to explore, to create, to challenge, and to lead. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.

A BRIEF HISTORY OF HARVARD COLLEGE

Harvard was founded in 1636 by vote of the Great and General Court of the Massachusetts Bay Colony and named for its first donor, the Reverend John Harvard, who left his personal library and half his estate to the new institution. Although nothing remains of its earliest buildings, brass markers in the middle of Massachusetts Avenue now indicate where the Goffe and Peyntree Houses once stood. The charter granted to Harvard by the Colony in 1650, with amendments and John Adams's further definition in the fifth chapter of the Massachusetts Constitution of 1780, is the authority under which the University of today operates.

The Early Centuries

For its first two hundred years Harvard College followed a set curriculum consistent with the instructional style of the period. It emphasized rhetorical principles, rote learning, and constant drilling. The faculty was very small, yet already distinguished. John Winthrop (AB 1732), who held the Hollis Professorship and taught mathematics and natural philosophy from 1738 to 1779, was in the colonial era one of America's greatest men of science.

Harvard's oldest buildings date from the eighteenth century. Massachusetts Hall (1720), Wadsworth House (1726), and Holden Chapel (1744) are the earliest. Hollis Hall has been a dormitory since it was built in 1763. Harvard Hall (1766) stands on the site of a seventeenth-century building of the same name. It burned down one wintry night in 1764, destroying the 5,000-volume college library (then the largest in North America), and the scientific laboratory and apparatus. Old Stoughton College suffered so much damage from occupation by Continental troops during the Revolution that it had to be torn down in 1781. A new Stoughton Hall (1805), Holworthy Hall (1812), and University Hall (1815) form the outline of the original Yard.

Established to provide a learned ministry to the colonies, Harvard only later created graduate programs beginning with medical studies in 1782; law and divinity did not become graduate departments until 1816 and 1817, respectively. Even so, the College did not take on the aspect of a true university until mid-century, when a library building (1841), an observatory (1846), a scientific school (1847), a chemistry laboratory (1857), and a natural history museum (1860) were built.

The Coming of the Modern University

Under the presidency of Charles William Eliot (1869–1909) the number and variety of courses multiplied, the lecture system supplanted the older method of recitation, and students were permitted a free choice of courses. However, long before he succeeded Eliot as president of the University, A. Lawrence Lowell came to believe that there was “too much teaching and too little studying” in Harvard College. Accordingly, throughout his presidency (1909–1933), Lowell emphasized scholarship and honors work, eventually introducing the system of “concentration and distribution,” together with general examinations and tutorials, which continues essentially unchanged today.

Early in the twentieth century the professional schools each acquired a new building: Medicine in 1906, Law in 1907, and Business Administration in 1926. The great central library building, named for Harry Elkins Widener, dates from 1915, the present Fogg Museum from 1927, the Mallinckrodt chemical laboratory from 1929. A similar burst of physical expansion marked the concluding years of James Bryant Conant's presidency (1933–1953) and the entire term of Nathan Marsh Pusey (1953–1971).

Pusey and Bok: The Growth of the University

During the Pusey period, government subsidy for science made possible the building and renovating of major facilities in the areas of medicine, public health, and the basic and applied sciences. Fund-raising campaigns improved the faculty salary structure and related benefits, increased student financial aid, and created many new professorships.

Pusey's successor was Derek Curtis Bok, whose twenty-one-year presidency (1971–1991) was a period of unprecedented growth for the University. At the beginning of Bok's presidency, a reduction in government assistance and the effect of inflation on operating costs began to take their toll. It was necessary to seek private sources of support in order to achieve the President's goals. Under Bok's aegis, a capital campaign was completed.

It included a \$350 million effort to improve the College and strengthen the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, and programs in public service. Crucial to these efforts was the development of policies that encouraged the recruitment and appointment of outstanding women and minority scholars to permanent faculty positions. Moreover, when dissatisfaction grew over the General Education program, in place in the undergraduate curriculum for nearly thirty years, President Bok, aided by Dean of the Faculty Henry Rosovsky, oversaw its replacement by the Core Curriculum. While reaffirming the principle that every Harvard undergraduate should be broadly educated, the Core emphasized the study of approaches to knowledge in seven areas considered indispensable to the contemporary student: Foreign Cultures, Historical Study, Literature and Arts, Moral Reasoning, Quantitative Reasoning, Science, and Social Analysis.

Harvard into the Twenty-First Century: Rudenstine, Summers, and Faust

Neil L. Rudenstine, Harvard's twenty-sixth president, took office in 1991. He concluded his tenure as president in June 2001, after a decade of service. The Rudenstine years were marked by efforts to strengthen collaboration among the different parts of Harvard, to advance an array of programmatic initiatives across the arts and sciences and the professional schools, to expand Harvard's international agenda, to adapt the University to the new information age, and to keep Harvard's doors open to outstanding students from across the economic spectrum. Rudenstine is credited, among other things, with having fostered a number of interfaculty academic initiatives, in such areas as the environment, Latin American studies, and "Mind, Brain, and Behavior"; with guiding the creation of the new Radcliffe Institute for Advanced Study, born of the merger of Radcliffe College with Harvard; with initiating steps toward an eventual new Harvard campus in the Allston section of Boston; with vigorous advocacy of the educational importance of student diversity; and with leading an unprecedented University-wide campaign that raised a record \$2.6 billion for student financial aid, new professorships, new and renovated buildings, and a wide range of educational and research programs.

In July 2001, Lawrence H. Summers, (PhD 1982), became Harvard's twenty-seventh president. The former Nathaniel Ropes Professor of Political Economy at Harvard, he also served in a number of prominent public policy roles, including Vice President of Development Economics and Chief Economist of the World Bank, and Secretary of the U.S. Treasury. In his five years as Harvard's President, Summers spurred attention to renewing the undergraduate experience, guided the launch of innovative interdisciplinary initiatives in the sciences and beyond, and strongly expanded Harvard's international agenda. Under his leadership, the University reached out to many more undergraduates from low-income families and also strengthened financial aid for graduate and professional students pursuing careers in public service. Harvard also achieved dramatic faculty growth, undertook major investments in an array of new facilities, and took the first steps toward building Harvard's extended campus in Allston during Summers' presidency. Summers stepped down in June 2006, and became a university professor. In July 2006, Derek Bok returned to the office as interim president while a search for a new Harvard president was

launched. As interim president, Bok devoted himself to bringing to a successful conclusion an ongoing review of undergraduate education, planning for the development of University land in Allston, and identifying organizational changes necessary to promote interdisciplinary research, such as reform of the academic calendar.

Drew Gilpin Faust took office as Harvard's 28th president on July 1, 2007. Faust, a historian of the Civil War and the American South, is also the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences. Previously she had served as founding dean of the Radcliffe Institute for Advanced Study, a post she took up on Jan. 1, 2001. As the first dean of the Radcliffe Institute, Faust guided the transformation of Radcliffe from a college into a wide-ranging institute for advanced study. Under her leadership, Radcliffe emerged as one of the nation's foremost centers of scholarly and creative enterprise, distinctive for its multidisciplinary focus and the exploration of new knowledge at the crossroads of traditional fields. Before coming to Radcliffe, Faust was Annenberg Professor of History and director of the Women's Studies Program at the University of Pennsylvania, where she served for 25 years on the faculty.

Radcliffe and Harvard

Radcliffe College had been founded in 1879 "to furnish instruction and the opportunities of collegiate life to women and to promote their higher education." From its inception one aspect of Radcliffe's commitment to that goal was to provide women access to the Harvard faculty. From 1879 to 1943, Harvard professors repeated to Radcliffe students the lectures they gave at Harvard. In 1943, the instruction of Radcliffe undergraduates became a formal responsibility of the Harvard Faculty of Arts and Sciences. Three years later all courses were made coeducational, except for some of the large freshman courses, which remained segregated for several more years. Then, in the 1960s the pace of integration quickened. Harvard degrees were awarded to Radcliffe students for the first time in 1963, and in the same year women were admitted to the Graduate School of Arts and Sciences. In 1967 the doors of Lamont Library were opened to women. However, it remained for Derek Bok to make the most dramatic initial steps in the process of integration. In 1975 the two Colleges combined their separate admissions offices and an equal access admissions policy was adopted. In 1977, Harvard and Radcliffe agreed that Radcliffe would delegate to Harvard all responsibility for undergraduate education of women and the management of undergraduate affairs. After the 1977 Agreement, Radcliffe College devoted increasing attention to cultivation and development of research and postgraduate programs, having turned over almost all responsibility for collegiate affairs to Harvard College. A unified House system brought coeducational living into being, using both Radcliffe's Houses in the Radcliffe Quadrangle and the River Houses of Harvard.

On September 14, 1999, the governing bodies of Harvard and Radcliffe completed the merger of the two institutions. Harvard College assumed full responsibility for the education of undergraduate women. At that point Harvard College created the Ann Radcliffe Trust, "a set of programs for Harvard undergraduates that seeks to raise the awareness of women and women's issues at Harvard." In Fall 2006 the Harvard College Women's Center opened in Harvard Yard, providing a space both for meetings and for relaxation. The Center absorbs the Ann Radcliffe Trust and continues the work of developing and implementing a comprehensive outreach and support structure for undergraduate women individually, and for their student organizations.

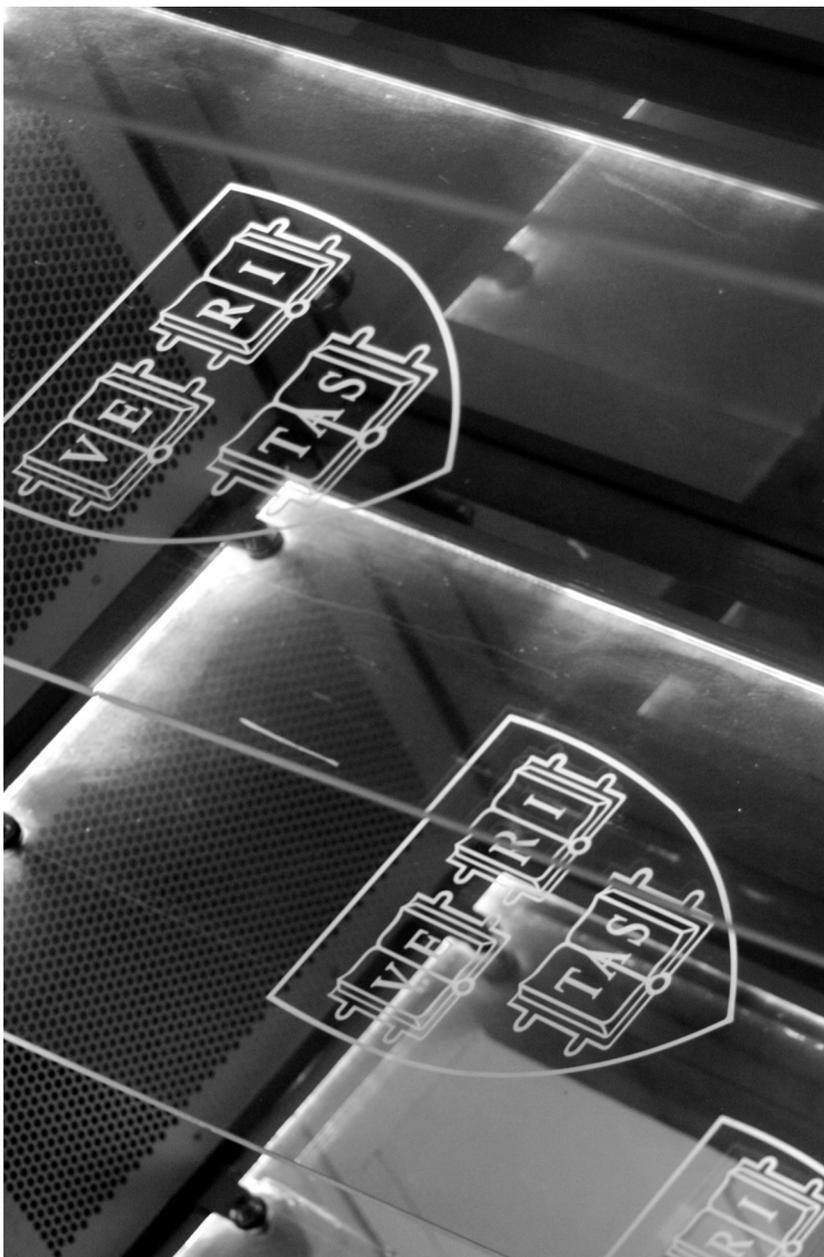
As a result of the merger, the Radcliffe Institute for Advanced Study was established. "Building on Radcliffe's current programs," to quote its mission statement, "and its continuing commitment to the study of women, gender and society, the Radcliffe Institute is an interdisciplinary center where leading scholars can promote learning and scholarship across a broad array of academic and professional fields within the setting of a major university. The institute offers

nondegree instruction and executive education programs.” It was the intention to create a center for advanced study of the first rank.

Harvard Today

Today Harvard comprises a Faculty of Arts and Sciences, including Harvard College, the Graduate School of Arts and Sciences, and the School of Engineering and Applied Sciences. There are eight other faculties: Business Administration, Design, Divinity, Education, Government, Law, Medicine (including Dental Medicine), and Public Health; and the Radcliffe Institute for Advanced Study. Its total campus area occupies about 500 acres, concentrated in Cambridge and Boston. Its faculty and staff number about 20,000 individuals, many of them part-time. The University has a regular enrollment of 17,000 plus some 30,000 other students who take credit courses, non-credit courses, and seminars in University Extension, the Summer School, and other programs in continuing education.

CHAPTER 1: **ACADEMIC CALENDAR**



The Veritas signs outside the Information Center (Justin Ide, Harvard News Office)

ACADEMIC YEAR 2007–2008

Fall Term

September 8, Saturday

- Dormitories open for freshmen at 7 am.
- Houses open for upperclass students at 9 am.

REGISTRATION

For times and places of Registration refer to the Registrar's website:

www.registrar.fas.harvard.edu.

September 6, Thursday

- On-line registration opens.

September 10, Monday

- Last day for all freshmen and new transfer students to register on-line.

September 14, Friday

- Last day for all visiting undergraduates to register on-line.
- Last day for all continuing and returning students to register on-line.

September 11, Tuesday

- All House dining halls open for dinner; regular meal service begins.

September 17, Monday

- Academic year begins. First meeting of fall term classes.

September 21, Friday

- Final applications for November 2007 degree candidates due.

STUDY CARD DAY

September 21, Friday

- Completed study cards for upperclassmen will be collected at the Houses and are due before 5 pm.

September 24, Monday

- Completed study cards for freshmen are due between 9 am and 5 pm in Straus Common Room. Completed study cards for new transfer students and visiting undergraduates are due between 9 am and 5 pm at the Advising Programs Office, University Hall, Ground Floor.

Any study card filed after these dates requires the instructor's signature for every course listed.

September 24, Monday

- Last day upon which undergraduates may register late for the fall term in the Faculty of Arts and Sciences.
- Last day upon which undergraduates may cancel their registration for the fall term without payment of tuition.

October 1, Monday

- Last day upon which undergraduates may drop or add any course without a fee.
- Last day upon which undergraduates may submit cross-registration petitions without a fee. Note that some schools have earlier deadlines; check with the relevant school.

October 8, Monday*

- University holiday: Columbus Day.
- Makeup examinations for 2006–2007 spring term begin.
- Plans of Study due for transfer students entering in September 2007.

October 15, Monday

- Applications for degree credit for study out of residence for the spring term are due at the Office of International Programs, University Hall, Ground Floor South.

FIFTH MONDAY**October 15, Monday**

- No course may be dropped from or added to a student's record after this date. No course may be changed from letter-graded to Pass/Fail or from Pass/Fail to letter-graded status for the fall term after this date.

October 19, Friday

- Students leaving the College by this date are charged one-quarter of tuition and the Student Services Fee. After this date, students will be charged one-half of those costs. See the chart on page 462 for details of room and board charges.

October 25, Thursday

- Application deadline for registered non-resident students who wish guaranteed housing in their House of previous residence for spring term.
- Upperclass students leaving College housing for a leave of absence after this date may receive housing on a space-available basis only for the spring term.
- Deadline for Returning Student Housing Application for spring term.

October 26, Friday, through October 27, Saturday

- Freshman Parents Weekend. (Parents may attend classes on Friday.)

* Because October 8 is a University holiday, deadlines that ordinarily occur on this day have been moved to Tuesday, October 9.

SEVENTH MONDAY

October 29, Monday

- Last day upon which students may withdraw from a fall term course. After this date students are responsible for all courses in which they are enrolled.
- Last day upon which March 2008 Degree Candidates may file for a secondary field.

November 12, Monday

- University holiday: Veterans' Day.

November 22, Thursday, through November 25, Sunday

- Thanksgiving recess.

November 26, Monday

- Final applications for March 2008 degree candidates due.
- Last day to change concentration for March 2008 degree candidates without Administrative Board approval.
- Last day upon which March 2008 degree candidates may file a foreign language citation study plan.
- Advanced Standing-eligible students planning to graduate after six or seven terms in March 2009, or to begin a fourth year AM program in spring term 2008, must file "Advanced Standing Activation Form" by this date.
- Students leaving the College by this date are charged one-half of tuition and the Student Services Fee. After this date, students will be charged three-quarters of those costs. See the chart on page 462 for details of room and board charges.

December 1, Saturday

- Deadline for student residents in the fall term to notify the College they are not returning to the College housing for which they are eligible in the spring term.
- Deadline for Cancellation of Room Reservation for students who have submitted an Application for Returning Students in the spring term.

December 3, Monday

- Plans of Study due for class of 2010.

December 19, Wednesday

- Students leaving the College by this date are charged three-quarters of tuition and the Student Services Fee. After this date, students will be charged the full amount of those costs. See the chart on page 462 for details of room and board charges.

December 19, 2007, Wednesday, through January 1, 2008, Tuesday

- Winter recess.

READING PERIOD

January 2, Wednesday, through January 13, Sunday

January 2, Wednesday

- Last day in the fall term upon which undergraduates will ordinarily be granted a leave of absence from the College.

January 8, Tuesday

- Deadline for submission of spring term inter-House transfer applications to Office of Residential Life by 4 pm.

January 11, Friday

- Spring term inter-House transfer decisions made.

EXAMINATION PERIOD

January 14, Monday, through January 23, Wednesday

See the Registrar's website, www.registrar.fas.harvard.edu, for exam times and locations for fall term courses.

January 21, Monday

- University holiday: Martin Luther King, Jr. Day.

January 24, Thursday

- Students not continuing in residence for spring term 2007–2008 must leave their rooms by noon.

January 25, Friday

- Students transferring from one House to another must move between 9 am and noon on this day.
- New intercollegiate transfer students move into their Houses after 9 am.
- Spring-term returning students may move into their Houses after noon.

Spring Term**REGISTRATION**

For specific times and locations, refer to www.registrar.fas.harvard.edu.

January 25, Friday

- On-line registration opens at the Registrar's website.

January 30, Wednesday

- Last day for all continuing, new transfer, and visiting undergraduates to register on-line.
- All students returning after a leave of absence or requirement to withdraw from the College are expected to register in person.

January 30, Wednesday

- Spring term begins. First meeting of spring term classes.

STUDY CARD DAY

February 6, Wednesday

- Completed study cards are due for all students before 5 pm.

Any study card filed after this date requires the instructor's signature for each course listed.

February 6, Wednesday

- Last day upon which undergraduates may register late for the spring term in the Faculty of Arts and Sciences.
- Last day upon which undergraduates may cancel their registration for the spring term without payment of tuition.

February 15, Friday

- Last day upon which undergraduates may submit cross-registration petitions. Note that some schools have earlier deadlines; check with the relevant school.

February 18, Monday*

- University holiday: Presidents' Day.
- Last day upon which undergraduates may drop or add any course or change the status of letter-graded or Pass/Fail course without a fee.

February 19, Tuesday

- Makeup examinations for 2007-2008 fall term begin.

February 25, Monday

- Deadline for submission of fall term inter-House transfer applications (Round 1) to Office of Residential Life by 4 pm.
- Upperclass students leaving College housing for a leave of absence after this date may receive housing on a space-available basis only for the fall term.
- Application deadline for registered non-resident students who wish to be guaranteed housing in their House of previous residence for fall term.
- Deadline for Returning Student Housing Application for fall term.

* Because February 18 is a University holiday, deadlines that ordinarily occur on this day have been moved to Tuesday, February 19.

FIFTH MONDAY***March 3, Monday***

- Last day upon which a course may be dropped from or added to a student's record. No course may be changed from letter-graded to Pass/Fail or from Pass/Fail to letter-graded status for the spring term after this date.

March 3, Monday

- Last day upon which 2007-2008 full courses may be divided with credit for the first half. If this has not already been done on the study card, students must file a petition to divide with credit, complete with any necessary signatures, by this date.
- Plans of Study due for transfer students entering in spring term 2007-2008.
- Students leaving College by this date are charged one-quarter of tuition and the Student Services Fee. After this date, students will be charged one-half of those costs. See chart on page 462 for details of room and board charges.

March 7, Friday, through March 8, Saturday

- Junior Parents Weekend. (Parents may attend classes on Friday.)

March 7, Friday

- Fall term inter-House transfer decisions made.

March 15, Saturday

- Applications for degree credit for study out of residence for the summer or fall term are due at the Office of International Programs, University Hall, Ground Floor South.

SEVENTH MONDAY***March 17, Monday***

- Last day upon which students may withdraw from a spring term course. Last day upon which students may withdraw from a full course. After this date students are responsible for all courses in which they are enrolled.
- Last day upon which June 2008 and November 2008 degree candidates may file for a secondary field.

March 20, Thursday

- Announcement of results of the Freshman Lottery.

March 22, Saturday, through March 30, Sunday

- Spring recess.

April 4, Friday

- Students leaving the College by this date are charged one-half of tuition and the Student Services Fee. After this date, students will be charged three-quarters of those costs. See chart on page 462 for details of room and board charges.

April 11, Friday

- Final degree applications for June 2008 degree candidates due.
- Last day to change concentration without Administrative Board approval for June 2008 and November 2008 degree candidates.
- Last day upon which June 2008 and November 2008 degree candidates may file a foreign language citation study plan.
- Advanced Standing-eligible students planning to graduate after six or seven terms in June 2009 or November 2009, or to begin a fourth year AM program in fall term 2009, must file the “Advanced Standing Activation Form” by this date.

April 20, Sunday

- Deadline for the class of 2011 to report advising conversations.

May 3, Saturday

- Students leaving the College by this date are charged three-quarters of tuition, and the Student Services Fee (see chart on page 462 for details of room and board changes.) After this date, students will be charged the full amount of those costs.
- Last day in the spring term upon which undergraduates will ordinarily be granted a leave of absence from the College.

READING PERIOD

May 3, Saturday, through May 14, Wednesday

EXAMINATION PERIOD

May 15, Thursday, through May 23, Friday

See the Registrar’s website, www.registrar.fas.harvard.edu, for exam times and locations for spring term courses.

May 23, Friday

- Deadline for submission of fall term inter-House transfer applications (Round 2) to the Office of Residential Life by 4 pm. Transfer meeting held in mid-July.

May 25, Sunday

- Non-graduates must vacate their rooms by noon.

May 26, Monday

- University holiday: Memorial Day.

June 5, Thursday

- Harvard University Commencement.

June 6, Friday

- Graduating seniors must vacate their rooms by 5 pm.

June 11, Wednesday

- Deadline for cancellation of fall term room reservation.

LATE FEES

Fees for late housing cancellation, late registration, late study card filing, and change-of-course petitions are waived only when the University is responsible for the difficulty or when the situation involves a serious illness of the student (usually including hospitalization) or a death in the student's immediate family.

Registration

Any student under the Faculty of Arts and Sciences who fails to register on-line by the prescribed registration day will be charged \$50.

Study Cards

A student who fails to hand in his or her study card on or before the prescribed day will incur a late fee of \$40 per week. An overdue study card will make the student liable for disciplinary action, including requirement to withdraw.

All late study cards require the instructor's signature for each course listed. After the fifth Monday of the term, the Allston Burr Resident Dean's or the Resident Dean of Freshmen's approval is also required. No study card handed in after the fifth Monday may add a Pass/Fail course to the student's schedule.

Course Changes

Any student filing a change-of-course petition will be charged according to the following schedule.

Students are not charged for any drop/add petitions filed by the third Monday of the term. All students pay a \$10 fee for drop/add petitions filed between the third Monday and the fifth Monday of the term. After the fifth Monday, drop/add petitions may no longer be filed. Withdrawal petitions filed between the fifth Monday and the seventh Monday also cost \$10. Withdrawal petitions may not be filed after the seventh Monday of the term. Students may make only one course change (or one drop/add combination) per form. There is no charge for changing the grade status of a course.

Corrections to drop/add petitions after the fifth Monday of the term and to withdraw petitions after the seventh Monday of the term must be approved by the Administrative Board and will incur a charge of \$25 in addition to the \$10 change-of-course fee.

Plan of Study

An overdue Plan of Study will make the student liable for a late fee of \$25 for the first week, \$50 thereafter, and for disciplinary action, including requirement to withdraw.

ACADEMIC YEAR 2008-2009

The 2008-09 academic calendar is tentative and subject to change.

	Fall Term	Spring Term
Freshman Registration	Sept. 9 (Tu)	Jan. 28 (W)
Upperclass Registration	Sept. 12 (F)	Jan. 28 (W)
Term Begins	Sept. 15 (M)	Jan. 28 (W)
Thanksgiving Recess	Nov. 27 (Th) - Nov. 30 (Su)	
Winter/Spring Recess	Dec. 17 (W) - Jan. 1 (Th)	Mar. 21 (Sa) - Mar. 29 (Su)
Reading Period	Jan. 2 (F) - Jan. 12 (M)	May 5 (Tu) - May 14 (Th)
Examination Period	Jan. 13 (Tu) - Jan. 22 (Th)	May 15 (F) - May 23 (Sa)
Commencement		June 4 (Th)

EXAMINATION SCHEDULING

An Examination Group for most courses is published as an arabic number within the course description in *Courses of Instruction*. Exam Groups ordinarily correspond to class meeting times and change if the meeting time changes. Occasionally, the Registrar will assign an Exam Group that does not correspond to the meeting time of the course. When the meeting time of a course spans more than one class hour, the Registrar chooses the Exam Group, taking student schedules into consideration.

Many factors must be considered when scheduling eighteen Exam Groups in an eight-day Examination Period, including student conflicts, room availability, and personnel resources. Unfortunately, the Registrar is unable to accommodate individual requests to assign alternative Exam Groups to courses.

Since the days and hours for courses are subject to change, official dates and times for examinations are published on the Final Examination Schedule that is posted throughout the campus at the beginning of Reading Period, and on-line at www.registrar.fas.harvard.edu. This posted schedule is subject to change.

In selecting courses, students should understand that final exams for two courses that fall within the same Exam Group or Exam Group Set (see below) will be scheduled on the same day. Students who want to avoid having two exams on one day should not enroll in two courses with the same Exam Group or Exam Group Set. All courses assigned to the following Exam Group Sets are scheduled to have their final exams on the same day:

- Exam Groups 1, 7, 14
- Exam Groups 2, 15, 16
- Exam Groups 6, 10
- Exam Groups 8, 9, 11, 12, 17, 18

Students who have two exams scheduled for the same time will be reassigned an exam time other than the one posted for one of the courses. Students will be informed of this alternate exam time at least one week prior to the first day of exams.

EXAMINATION GROUPS AND DATES

The table below shows the dates of final exams associated with each of the Exam Groups. For most courses, an Exam Group is published in *Courses of Instruction* within the course description. Exam Groups correspond to course meeting days and times and ordinarily change if the course meeting days and times change. Occasionally, the Registrar may need to assign an Exam Group that does not correspond to the meeting days and times of a course - **students are therefore advised that they should not make any travel plans until the official final examination schedule is published. Students are expected to be in residence for the duration of the final examination period.** For the fall term, the final examination period is January 14, 2008 through January 23, 2008. For the spring term, the final examination period is May 15, 2008 through May 23, 2008.

Examination Group	Fall Final/Midyear Examination	Spring Final Examination
1	Thu., Jan 17	Fri., May 23
2	Fri., Jan 18	Thu., May 22
3	Tue., Jan 15	Mon., May 19
4	Wed., Jan 16	Tue., May 20
5	Wed., Jan 23	Fri., May 16
6	Tue., Jan 22	Thu., May 15
7	Thu., Jan 17	Fri., May 23
8	Sat., Jan 19	Sat., May 17
9	Sat., Jan 19	Sat., May 17
10	Tue., Jan 22	Thu., May 15
11	Sat., Jan 19	Sat., May 17
12	Sat., Jan 19	Sat., May 17
13	Mon., Jan 14	Wed., May 21
14	Thu., Jan 17	Fri., May 23
15	Fri., Jan 18	Thu., May 22
16	Fri., Jan 18	Thu., May 22
17	Sat., Jan 19	Sat., May 17
18	Sat., Jan 19	Sat., May 17

CHAPTER 2: **ACADEMIC INFORMATION**



Memorial Hall (Michael Rodriguez)

THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

Requirements for the Degree

The Faculty of Arts and Sciences offers undergraduates a wide range of courses to satisfy individual objectives and interests. In defining the requirements for the Bachelor of Arts and Bachelor of Science degrees, the Faculty has sought to accommodate those objectives and interests and, at the same time, to establish a framework for study in the College that ensures involvement with important areas of general knowledge (the Core requirement) and in-depth study of one specific area (the concentration requirement). In addition, students must demonstrate competence in certain skills reflective of the complex demands of modern society (writing and foreign language requirements) and achieve a satisfactory level of performance in their work. Each of these requirements is set forth in detail below. (For the rules concerning the Bachelor of Science degree, see Engineering Sciences on page 156.) *Every student is responsible for knowing the rules that apply to his or her candidacy for the AB or SB degree.*

Exceptions to the rules may be made only by special vote of the Administrative Board of Harvard College (hereafter referred to as the Administrative Board) or by those administrative officers or committees to which the Faculty, for certain matters, has delegated authority to act on its behalf.

Course Requirements for the Degree

All candidates for the Bachelor of Arts or the Bachelor of Science degree must pass 16.0 full courses and receive letter grades of C– or higher in at least 10.5 of them (at least 12.0 to be eligible for a degree with honors). The only non-letter grade that counts toward the requirement of 10.5 satisfactory letter-graded courses is Satisfactory (SAT), given in Freshman Seminars and certain tutorial courses; only one full senior tutorial course graded Satisfactory may be so counted. Courses taken either by cross-registration or out of residence for degree credit will not be counted toward the letter-graded course requirement unless they are applied toward concentration requirements or the requirements for the Undergraduate Teacher Education Program (UTEP).

Six of the required 10.5 letter-graded full courses should normally have been completed by the end of the sophomore year. Ordinarily, no freshman or sophomore may take fewer than three letter-graded half-courses in any term.

Advanced Standing students graduating in six terms and sophomore transfer students (4.0 courses granted) must pass 12.0 full courses at Harvard and receive letter grades of C– or higher in at least 7.5 of them (at least 9.0 to be eligible for a degree with honors). Advanced Standing students graduating in seven terms must pass 14.0 full courses at Harvard and receive letter grades of C– or higher in at least 9.0 of them (at least 10.5 to be eligible for a degree with honors). Junior transfer students (8.0 courses granted) must pass 8.0 full courses at Harvard and receive letter grades of C– or higher in at least 5.0 of them (at least 6.0 to be eligible for a degree with honors). All degree recipients must have been degree candidates for at least four regular terms and have passed at least 8.0 full courses as degree candidates during regular terms in Harvard College. The precise number of letter-graded courses with C– or higher required of transfer students will be subject to evaluation at the time of matriculation at Harvard.

The Core Curriculum Requirement

All students must meet the requirements of the Core Curriculum in order to graduate. Students who entered Harvard College in September 2002 or thereafter must pass one letter-graded course in each of seven areas designated as non-exempt for their concentration. Students who entered Harvard College before September 2002 should consult the Core Office, 77 Dunster Street, 617-495-2563.

In May 2007, the Faculty of Arts and Sciences voted to create a new program in General Education, to replace the Core Curriculum. Details of implementation will be decided in the course of the current academic year. Current students must fulfill the requirements of the existing Core Curriculum. Any changes to this policy will appear in future editions of this *Handbook*.

The Core Curriculum Requirement

There are eleven areas in the Core Curriculum:

Foreign Cultures	Moral Reasoning
Historical Study A	Quantitative Reasoning
Historical Study B	Science A
Literature and Arts A	Science B
Literature and Arts B	Social Analysis
Literature and Arts C	

Since the goal of the Core requirement is to broaden each student's perspective, students must pass one letter-graded course in each of the seven areas that will give their overall program the greatest breadth. The Core requirement for each concentration appears on the following pages. The Core requirements for Advanced Standing students who graduate in fewer than eight terms, and for transfer students, are explained on page 29. Courses taken in exempt areas and courses taken Pass/Fail cannot be used to satisfy the Core requirement. As a rule, Harvard Summer School courses cannot be used to meet the Core requirement. Students should consult the Core Office for information about specific Summer School courses that can be taken for Core credit. Specific departmental courses that can be counted for Core area credit are listed in the section on "Options for Meeting Core Area Requirements" starting on page 27.

Students are well advised to do all seven Core areas *before* their last term in residence.

Core Areas by Concentration

AFRICAN AND AFRICAN AMERICAN STUDIES

Exempt areas:

Historical Study A	Literature and Arts A
Historical Study B	Literature and Arts C

Non-exempt areas:

Foreign Cultures	Science A
Literature and Arts B	Science B
Moral Reasoning	Social Analysis
Quantitative Reasoning	

ANTHROPOLOGY

Social Analysis is an exempt area for all three tracks. Specific requirements are as follows:

Archaeology

Exempt areas:

Foreign Cultures	Social Analysis
Literature and Arts C	

ONE of the areas marked (†), depending on program, in consultation with the wing Head Tutor.

Non-exempt areas:

Historical Study A	Moral Reasoning
†Historical Study B	†Quantitative Reasoning
†Literature and Arts A	†Science A
†Literature and Arts B	†Science B

Biological Anthropology*Exempt areas:*

Science B Social Analysis

ONE of the areas marked (†)

ONE of the areas marked (*)

Non-exempt areas:

Foreign Cultures *Literature and Arts C

†Historical Study A Moral Reasoning

†Historical Study B Quantitative Reasoning

*Literature and Arts A Science A

Literature and Arts B

Social Anthropology*Exempt areas:*

Foreign Cultures Social Analysis

Literature and Arts C

ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Moral Reasoning

†Historical Study B Quantitative Reasoning

Literature and Arts A Science A

Literature and Arts B Science B

APPLIED MATHEMATICS*Exempt areas:*

Quantitative Reasoning Science B

Science A Social Analysis

Non-exempt areas:

Foreign Cultures Literature and Arts B

Historical Study A Literature and Arts C

Historical Study B Moral Reasoning

Literature and Arts A

ASTRONOMY AND ASTROPHYSICS*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

BIOCHEMICAL SCIENCES*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

BIOLOGY*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

CHEMICAL AND PHYSICAL BIOLOGY*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

CHEMISTRY*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

CHEMISTRY AND PHYSICS*Exempt areas:*

Quantitative Reasoning Science B

Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B

†Historical Study A †Literature and Arts C

†Historical Study B Moral Reasoning

†Literature and Arts A Social Analysis

CLASSICS*Exempt areas:*

Foreign Cultures Literature and Arts A

Historical Study B Literature and Arts C

Non-exempt areas:

Historical Study A Science A

Literature and Arts B Science B

Moral Reasoning Social Analysis

Quantitative Reasoning

COMPUTER SCIENCE*Exempt areas:*

Quantitative Reasoning Science A
 ONE of the areas marked (†)
 ONE of the areas marked (*)

Non-exempt areas:

Foreign Cultures †Literature and Arts C
 †Historical Study A Moral Reasoning
 †Historical Study B *Science B
 †Literature and Arts A *Social Analysis
 Literature and Arts B

EARTH AND PLANETARY SCIENCES*Exempt areas:*

Quantitative Reasoning Science B
 Science A
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
 †Historical Study A †Literature and Arts C
 †Historical Study B Moral Reasoning
 †Literature and Arts A Social Analysis

EAST ASIAN STUDIES*Exempt areas:*

Foreign Cultures Literature and Arts A
 Historical Study A Literature and Arts C

Non-exempt areas:

Historical Study B Science A
 Literature and Arts B Science B
 Moral Reasoning Social Analysis
 Quantitative Reasoning

ECONOMICS*Exempt areas:*

Historical Study A Social Analysis
 Quantitative Reasoning
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures †Literature and Arts C
 Historical Study B Moral Reasoning
 †Literature and Arts A Science A
 Literature and Arts B Science B

ENGINEERING SCIENCES*Exempt areas:*

Quantitative Reasoning Science B
 Science A
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
 †Historical Study A †Literature and Arts C
 †Historical Study B Moral Reasoning
 †Literature and Arts A Social Analysis

ENGLISH AND AMERICAN LITERATURE AND LANGUAGE*Exempt areas:*

Literature and Arts A Literature and Arts C
 TWO of the areas marked (†), but not both Historical Study A and Historical Study B.

Non-exempt areas:

†Foreign Cultures Quantitative Reasoning
 †Historical Study A Science A
 †Historical Study B Science B
 †Literature and Arts B Social Analysis
 Moral Reasoning

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY*Exempt areas:*

Quantitative Reasoning Science B
 Science A Social Analysis

Non-exempt areas:

Foreign Cultures Literature and Arts B
 Historical Study A Literature and Arts C
 Historical Study B Moral Reasoning
 Literature and Arts A

FOLKLORE AND MYTHOLOGY*Exempt areas:*

Foreign Cultures Literature and Arts C
 Literature and Arts A Social Analysis

Non-exempt areas:

Historical Study A Quantitative Reasoning
 Historical Study B Science A
 Literature and Arts B Science B
 Moral Reasoning

GERMANIC LANGUAGES AND LITERATURES*Exempt areas:*

Foreign Cultures Literature and Arts C
 Literature and Arts A
 ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
 †Historical Study B Science A
 †Literature and Arts B Science B
 Moral Reasoning Social Analysis

GOVERNMENT*Exempt areas:*

Foreign Cultures Moral Reasoning
 Historical Study A Social Analysis

Non-exempt areas:

Historical Study B Quantitative Reasoning
 Literature and Arts A Science A
 Literature and Arts B Science B
 Literature and Arts C

HISTORY*Exempt areas:*

Historical Study A Literature and Arts C
 Historical Study B
 ONE of the areas marked (†)

Non-exempt areas:

†Foreign Cultures Quantitative Reasoning
 Literature and Arts A Science A
 Literature and Arts B Science B
 Moral Reasoning †Social Analysis

HISTORY AND LITERATURE*Exempt areas:*

Historical Study A Literature and Arts A
 Historical Study B Literature and Arts C

Non-exempt areas:

Foreign Cultures Science A
 Literature and Arts B Science B
 Moral Reasoning Social Analysis
 Quantitative Reasoning

HISTORY AND SCIENCE*Exempt areas:*

Historical Study A Quantitative Reasoning
 Historical Study B
 ONE of the areas marked (†), depending on subfield.
 Consult concentration Director of Undergraduate Studies.

Non-exempt areas:

Foreign Cultures Moral Reasoning
 Literature and Arts A †Science A
 Literature and Arts B †Science B
 Literature and Arts C Social Analysis

HISTORY OF ART AND ARCHITECTURE*Exempt areas:*

Historical Study A Literature and Arts C
 Literature and Arts B
 ONE of the areas marked (†)

Non-exempt areas:

†Foreign Cultures Quantitative Reasoning
 †Historical Study B Science A
 Literature and Arts A Science B
 Moral Reasoning Social Analysis

HUMAN EVOLUTIONARY BIOLOGY*Exempt areas:*

Quantitative Reasoning Science B
 Science A
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
 †Historical Study A †Literature and Arts C
 †Historical Study B Moral Reasoning
 †Literature and Arts A Social Analysis

LINGUISTICS*Exempt areas:*

Foreign Cultures Social Analysis
 Quantitative Reasoning
 ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A †Literature and Arts C
 Historical Study B Moral Reasoning
 †Literature and Arts A Science A
 Literature and Arts B Science B

LITERATURE*Exempt areas:*

Foreign Cultures Literature and Arts C
 Literature and Arts A
 ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
 †Historical Study B Science A
 †Literature and Arts B Science B
 Moral Reasoning Social Analysis

MATHEMATICS*Exempt areas:*

Quantitative Reasoning Social Analysis
 Science A
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
 †Historical Study A †Literature and Arts C
 †Historical Study B Moral Reasoning
 †Literature and Arts A Science B

MOLECULAR AND CELLULAR BIOLOGY*Exempt areas:*

Quantitative Reasoning Science A
 Science B
 ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
 †Historical Study A †Literature and Arts C
 †Historical Study B Moral Reasoning
 †Literature and Arts A Social Analysis

MUSIC*Exempt areas:*

Historical Study A Literature and Arts C
 Literature and Arts B Quantitative Reasoning

Non-exempt areas:

Foreign Cultures Science A
 Historical Study B Science B
 Literature and Arts A Social Analysis
 Moral Reasoning

NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Exempt areas:

Foreign Cultures Literature and Arts A
Historical Study A Literature and Arts C

Non-exempt areas:

Historical Study B Science A
Literature and Arts B Science B
Moral Reasoning Social Analysis
Quantitative Reasoning

NEUROBIOLOGY

Exempt areas:

Quantitative Reasoning Science B
Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
†Historical Study A †Literature and Arts C
†Historical Study B Moral Reasoning
†Literature and Arts A Social Analysis

ORGANISMIC AND EVOLUTIONARY BIOLOGY

Exempt areas:

Quantitative Reasoning Science B
Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
†Historical Study A †Literature and Arts C
†Historical Study B Moral Reasoning
†Literature and Arts A Social Analysis

PHILOSOPHY

Exempt areas:

Literature and Arts C Quantitative Reasoning
Moral Reasoning

ONE of the areas marked (†)

Non-exempt areas:

†Foreign Cultures †Literature and Arts B
†Historical Study A Science A
†Historical Study B Science B
†Literature and Arts A †Social Analysis

PHYSICS

Exempt areas:

Quantitative Reasoning Science B
Science A

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
†Historical Study A †Literature and Arts C
†Historical Study B Moral Reasoning
†Literature and Arts A Social Analysis

PSYCHOLOGY

Exempt areas:

Quantitative Reasoning Social Analysis
Science B

ONE of the areas marked (†)

Non-exempt areas:

Foreign Cultures Literature and Arts B
†Historical Study A †Literature and Arts C
†Historical Study B Moral Reasoning
†Literature and Arts A Science A

COMPARATIVE STUDY OF RELIGION

Exempt areas:

Foreign Cultures Moral Reasoning
Literature and Arts C

ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
†Historical Study B Science A
Literature and Arts A Science B
Literature and Arts B †Social Analysis

ROMANCE LANGUAGES AND LITERATURES

Exempt areas:

Foreign Cultures Literature and Arts C
Literature and Arts A

ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
†Historical Study B Science A
†Literature and Arts B Science B
Moral Reasoning Social Analysis

SANSKRIT AND INDIAN STUDIES

Exempt areas:

Foreign Cultures Literature and Arts C
Literature and Arts A

ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
†Historical Study B Science A
†Literature and Arts B Science B
Moral Reasoning Social Analysis

SLAVIC LANGUAGES AND LITERATURES

Exempt areas:

Foreign Cultures Literature and Arts C
Literature and Arts A

ONE of the areas marked (†)

Non-exempt areas:

†Historical Study A Quantitative Reasoning
†Historical Study B Science A
†Literature and Arts B Science B
Moral Reasoning Social Analysis

SOCIAL STUDIES*Exempt areas:*

Historical Study A	Quantitative Reasoning
Moral Reasoning	Social Analysis

Non-exempt areas:

Foreign Cultures	Literature and Arts C
Historical Study B	Science A
Literature and Arts A	Science B
Literature and Arts B	

SOCIOLOGY*Exempt areas:*

Historical Study A	Social Analysis
Quantitative Reasoning	
ONE of the areas marked (†)	

Non-exempt areas:

Foreign Cultures	†Literature and Arts C
Historical Study B	Moral Reasoning
†Literature and Arts A	Science A
Literature and Arts B	Science B

SPECIAL CONCENTRATIONS

Special Concentrations students should consult the Core Office about their Core requirement.

STATISTICS*Exempt areas:*

Quantitative Reasoning	Social Analysis
Science A	
ONE of the areas marked (†)	

Non-exempt areas:

Foreign Cultures	Literature and Arts B
†Historical Study A	†Literature and Arts C
†Historical Study B	Moral Reasoning
†Literature and Arts A	Science B

VISUAL AND ENVIRONMENTAL STUDIES*Exempt areas:*

Literature and Arts B
TWO of the areas marked (†)
ONE of the areas marked (*)

Non-exempt areas:

†Foreign Cultures	Moral Reasoning
*Historical Study A	Quantitative Reasoning
*Historical Study B	Science A
†Literature and Arts A	Science B
†Literature and Arts C	*Social Analysis

**STUDIES OF WOMEN, GENDER,
AND SEXUALITY***Exempt areas:*

Historical Study A	Literature and Arts C
Literature and Arts A	Social Analysis

Non-exempt areas:

Foreign Cultures	Quantitative Reasoning
Historical Study B	Science A
Literature and Arts B	Science B
Moral Reasoning	

Options for Meeting Core Area Requirements

In order to satisfy an area requirement, students must pass a Core course listed in that area or pass one of the departmental courses listed below and, in either case, the coursework must be letter-graded. These departmental courses are not necessarily designed for a general audience and may assume prior experience or assume more knowledge than could be expected of students seeing the subject for the first time. Note that not all departmental courses are offered every year. For more information, or for information on those courses not listed in *Courses of Instruction* that may satisfy specific area requirements, consult the Core Office.

Foreign Cultures

- African and African American Studies 20
- Chinese Literature 130
- Visual and Environmental Studies 187x
- An approved summer program of study abroad offered through the Harvard Summer School, or a summer program of study abroad approved by the Foreign Cultures Subcommittee (consult the Core office well in advance)
- A Foreign Language Citation in a modern language or a Foreign Language Citation in a classical language plus an approved additional course (see “Core Credit and Language Citations” below)
- A Secondary Field in East Asian Studies, Germanic Languages and Literatures, Romance Languages and Literatures, or Slavic Languages and Literatures. (Students must present their approved Secondary Field Plan and complete a form at the Core Office to request Foreign Cultures credit.)

Historical Study A

- African and African American Studies 10
- History of Science 100; 175 (taken in 2005-06 or earlier)
- History 10b, 1318, 1449, 1470, 1484, 1638, 1657, 1658, 1851, 1890b, 1907, 1918

Historical Study B

- History 10a, 1085, 1111, 1121, 1122, 1150, 1611 (now Historical Study B-39)

Literature and Arts A

- English 10a, 10b, 17x, 120, 125, 151, 162c, 166x, 196
- Humanities 10, 12, 16, 25
- Literature 10
- Scandinavian 80

Literature and Arts B

- African and African American Studies 175 (taken in 2006-07)
- History of Art and Architecture 1, 10
- Music 1a, 1b, 2
- Visual and Environmental Studies 71, 72

Literature and Arts C

- English 177

Moral Reasoning

- Humanities 14
- Philosophy 178
- Government 1060, 1061, 1082

Quantitative Reasoning

- Applied Mathematics 21a
- Computer Science 50
- Mathematics 1a, 1b, 19a, 19b, 20, 21a, 21b, 23a, 23b, 25a, 25b, or both Xa and Xb
- Statistics 100, 101, 102, 104, 110

Science A

- Chemistry 17, 20, 27, 30
- Earth and Planetary Sciences 5, 7
- Engineering Sciences 50
- Life Sciences 1a
- Physics 11a, 11b, 15a, 15b, 15c, 16, or both 1a and 1b
- Physical Sciences 1, 2, 3

Science B

- Engineering Sciences 6
- Life Sciences 1b, 2
- Molecular and Cellular Biology 52, 54, 80
- Organismic and Evolutionary Biology 10, 53, 57, 124, 139

Social Analysis

- Economics 1010a, 1010b, 1011a, 1011b
- Government 1780
- Sociology 190

Note: Students who wish to use quantitative or natural sciences courses above the level noted in the approved courses should file an inquiry form at the Core Office.

Minimum Core Requirement

No student may satisfy the Core requirement with fewer than four Harvard Core courses or departmental alternates by combining study abroad with their reduced Core requirements as a transfer or Advanced Standing student.

Core Requirement for Joint Concentrations: Change of Concentration

Joint concentrators who would like to have their Core exemptions specified should petition by the beginning of their seventh term, and ideally, as soon as their joint concentration has been approved. Those joint concentrators who choose not to petition will be assigned the exemptions of their primary field (the field listed first in their joint concentration).

Some students making late changes of concentration are able to have the Core requirement of the new field modified on the basis of significant departmental coursework completed in the previous field of study.

Any inquiry about or request for a modification of the Core requirement must be submitted in writing to the Core Office.

Core Credit for Study Abroad

A student who earns one or two full terms (2.0 Harvard credits/term) of Harvard credit for an approved program of study abroad may reduce his or her Core requirement by one course for each full term of credit; however, a student may not omit more than one course in each of the following three clusters on the basis of study abroad:

- Foreign Cultures, Literature and Arts A, Literature and Arts B, Literature and Arts C
- Historical Study A, Historical Study B, Moral Reasoning, Social Analysis

- Quantitative Reasoning, Science A, Science B

A student who reduces his or her Core requirement by fewer than two courses may apply to satisfy the Foreign Cultures area on the basis of summer study abroad or a partial term of Harvard credit for study abroad in a non-Anglophone country.

Core Credit for Foreign Language Citations

Students completing the requirements for the Citation in Foreign Language in a modern language may satisfy the Foreign Cultures Core requirement with the citation alone. Students who complete the requirements for the citation in a classical language may satisfy the Foreign Cultures Core requirement by completing one additional course that places the citation language substantially in a modern context.

Students earning credits for a term or terms of study abroad for which they are also reducing their Core requirements may use a maximum of *two courses* from such a program towards the Foreign Language Citation alternate.

Students must present their approved Citation Plan and complete a form at the Core Office to request Foreign Cultures credit for a Language Citation.

Core Requirement for Advanced Standing Students

Students who accept Advanced Standing after September 2002 will begin with the same Core requirement as all other students who enter in September 2002 and thereafter. The Core requirement will be reduced for Advanced Standing students in the following categories:

- Students who complete their undergraduate program in fewer than eight terms must satisfy the following number of Core areas:
 - seven terms at the College: six Core areas
 - six terms at the College: five Core areas

Advanced Standing students who enter in September 2003 and thereafter may not omit more than one area in each of the following three clusters on the basis of Advanced Standing:

- Foreign Cultures, Literature and Arts A, Literature and Arts B, Literature and Arts C
 - Historical Study A, Historical Study B, Moral Reasoning, Social Analysis
 - Quantitative Reasoning, Science A, Science B
- Advanced Standing students who enroll in an AB/AM degree program and “bracket” eight courses for this graduate degree will have their Core requirement reduced by two areas. See page 46 for information on Advanced Standing.

Advanced Standing students who remain for eight terms and do not earn a graduate degree must complete the full Core requirement for their chosen field of concentration.

Core Requirement for Transfer Students

Students who enter Harvard College in September 2002 and thereafter as sophomores or juniors, like those who enter as freshmen, are expected to devote almost one-quarter of their undergraduate coursework at Harvard to the Core Curriculum. The minimum number of Core areas from which courses must be chosen is specified upon entrance, as each student’s transfer credit is evaluated:

- First term sophomore transfers: five Core areas
- Second term sophomore transfers: four Core areas
- Junior transfers: four Core areas

Transfer students who “accelerate” in order to complete their degrees in fewer terms than anticipated must nevertheless satisfy their Core requirement as originally specified upon entrance. Transfer students who opt to extend their undergraduate studies must complete one additional Core area for each additional term, with the exception that junior transfers who remain for a fifth term do not need to take a fifth Core course.

To ensure that each transfer student who enters the College in September 2002 and thereafter is introduced to the breadth of approaches to knowledge offered in the Core Curriculum, the Core requirement of each student is individually defined. Those areas designated as required are those Core areas most remote from the work to be done in the concentration and from the coursework already completed at the previous institution. As part of the process of completing the Plan of Study during the first term of study at Harvard, a request for definition of the Core requirement must be submitted to the Core Office.

The Concentration Requirement

All degree candidates must fulfill the requirements of one of the recognized fields of concentration, an approved joint concentration, or an approved special concentration. A student’s concentration is his or her commitment to a particular discipline, field, or specialization. All concentrations provide students with opportunities for appreciating, assimilating, and making applications of a coherent body of knowledge.

Harvard currently offers over forty fields of concentration, some of which have multiple tracks. Each concentration is overseen by a faculty member serving as the Head Tutor or the Director of Undergraduate Studies. Overviews of each concentration, its specific requirements, and how to get more information about the concentration are included in Chapter 3, “Fields of Concentration.”

In many concentrations, students may pursue either a basic program or one that makes them eligible for honors in the field. Honors-eligible programs generally differ from basic programs in that they require a senior thesis and/or advanced course work. To be awarded the degree with honors in the field of concentration, the student must complete the honors requirements within the concentration, receive the recommendation of the department or committee which supervises the concentration that the degree be awarded with honors, and meet the College-wide requirements for an honors degree. Students should understand that completing the degree requirements for an honors-eligible program does not guarantee that they will graduate with honors (see “Requirements for Honors Degrees” on page 62).

Several concentrations may limit enrollment by selecting their concentrators from those students who apply. These are Environmental Science and Public Policy, History and Literature, History and Science, Literature, Social Studies, Visual and Environmental Studies, and Studies of Women, Gender, and Sexuality. Each of these attempts to select those students whose needs and interests will best be served by its program and will admit as many students as its teaching resources allow.

Choosing a Concentration

The choice of a concentration is an important decision, requiring inquiry and reasoned judgment and some creative research on the part of the student. Freshman advisers, sophomore advisers, transfer advisers, and concentration advisers are available to help students make this decision. “Fields of Concentration” lists the names of individuals who can provide specific information about each concentration. Students may also consult www.fas.harvard.edu/~advising/concentrations.html for up-to-date contact information.

A student who has chosen a concentration should plan his or her program of study within that field with a representative of the concentration who will sign the Plan of Study, a special

form that must be filed with the Registrar. This procedure constitutes official admission to the field of concentration. Students ordinarily must fulfill concentration requirements as they were defined in this *Handbook* the year the Plan of Study was signed, although in those situations in which a concentration subsequently changes its requirements the Head Tutor or Director of Undergraduate Studies may allow students to substitute the new requirements.

Students who entered as freshmen prior to the fall of 2006 were required to submit a completed Plan of Study in the spring term of their first year. However, beginning with students who entered as freshmen in the fall of 2006, the period for choosing a concentration has been extended. Students who enter as freshmen in the fall of 2006 or later must submit a completed Plan of Study by the first Monday in December of the fall term of their second year. Students who are out of sequence because of leaves or withdrawals must submit a completed Plan of Study no later than two weeks before the end of classes of their third term of enrollment. Transfer students must submit a completed Plan of Study by the fifth Monday of their first term in the College. An overdue Plan of Study will make the student liable for a late fee of \$25 for the first week, \$50 thereafter, and for disciplinary action, including requirement to withdraw.

In conjunction with the recent extension of time in which students may choose their concentrations, many programs are in the process of changing their requirements. Thus, the concentration requirements that are published in this edition of the *Handbook* are subject to change. New requirements will be available from concentrations throughout the academic year, and will be published in next year's *Handbook for Students*. Students should consult with concentrations about the most up-to-date requirements and advice about preparation for entry into the concentration.

In preparation for choosing a concentration, every student will be required to have a documented advising conversation with a representative from one or more prospective concentrations near the end of the second term of enrollment. These advising conversations do not indicate any binding decision on the part of the student. Concentrations choose their own criteria for defining these advising conversations so the form and context may vary from program to program. Please consult the Advising Programs Office website for more information (www.fas.harvard.edu/advising).

Changing Concentrations

After submitting a Plan of Study, students may change concentrations or add or delete a field that forms part of a joint concentration by filing a signed Change of Field of Concentration form with the Registrar. Because there are implications with respect to a student's total academic program when changing the field of concentration, students should consult with and have the form signed by both the Head Tutor or Director of Undergraduate Studies of the proposed new concentration and their Allston Burr Resident Dean before formally filing a change of concentration.

A change of field on the student record and transcript is not complete until the Registrar has received the signed Change of Field of Concentration form. A change in concentration may involve an adjustment in Core exemptions. Any student who chooses to change concentrations must meet the Core requirement of the new field. To request a modification of the Core requirement on the basis of significant coursework done in a previous field of concentration, a student must petition the Standing Committee on the Core Program. For information on such petitions, consult the Core Office, 77 Dunster Street, 617-495-2563.

After the deadline for degree applications in a student's final term in the College, a change of concentration will be granted only with the approval of the Administrative Board. Ordinarily, approval will be granted to facilitate a student's completion of degree requirements, but not to enhance the level of honors awarded.

Joint Concentrations

Some students find that their interests are better accommodated by pursuing a joint concentration that combines two fields. The two fields combined in a joint concentration must each be an undergraduate concentration offered in its own right. A joint venture is meant to integrate the two fields into a coherent plan of study. Joint concentrations ordinarily culminate in an interdisciplinary thesis written while enrolled in the thesis tutorial of one concentration only.

For students who do not wish to integrate the work of two separate fields into one coherent program, a secondary field option may be more appropriate (see “Secondary Fields,” on page 35 and in Chapter 4).

Students who wish to combine two fields in a joint concentration must file with the Registrar a Plan of Study that designates the two fields and has been approved by both concentrations. One of the concentrations is designated the primary concentration. To grant approval, both of the participating concentrations must be satisfied with the coherence and merit of the student’s plan and be prepared to supervise the program in detail. Nevertheless, students who undertake joint concentrations often find that they themselves must take some initiative in ensuring communication between the advisers of the two fields and in keeping these advisers apprised of their progress and their needs. Any student combining fields who wishes to change or eliminate one of the fields must file a Change of Field of Concentration form with the Registrar by the degree application deadline in the student’s final term at the College.

Special Concentrations

Each year there are a few students whose particular objectives require that they pursue a program of their own design. Under the guidance of an Allston Burr Resident Dean and faculty advisers, and with the cooperation of the appropriate departments, these students may propose concentration programs to the faculty Committee on Degrees in Special Concentrations (see “Special Concentrations” on page 292). In making its decisions, the Committee looks for coherence in the program as well as an appropriate balance of breadth and depth, the student’s ability to thrive outside the standard concentration structures, and the availability of appropriate academic resources. Students often find it useful to enter such programs in the junior year after spending part of the sophomore year in one of the established concentrations.

Students interested in pursuing a Special Concentration should consult with the Director of Undergraduate Studies for Special Concentrations, who can provide advice about constructing a plan of study and about the application process. The faculty committee meets to consider applications three times per year. Those students whose applications are accepted must complete a Change of Field of Concentration form to be submitted to the Registrar.

Tutorial

Each field of concentration has jurisdiction, within FAS guidelines, over its own tutorial program. These programs are outlined under the individual requirements for each field in Chapter 3, “Fields of Concentration.” Except for those tutorial courses graded SAT/UNS, letter grades ordinarily are reported for tutorials given for credit. A field of concentration may bar any student from the tutorial program because of unsatisfactory work.

Ordinarily, the work in a senior tutorial centers on the writing of a thesis. A student who does not complete the thesis but nevertheless wishes to receive credit for the tutorial course may be required by the concentration to submit a paper or other substantial piece of work before any credit can be awarded. Students are advised to learn in advance whether their concentration has such a requirement.

General Examinations

Some concentrations require that students pass a General Examination before being recommended for the degree or being recommended for the degree with honors in the field. These examinations are often designed to test a student's understanding of the entire field of concentration rather than detailed knowledge of the subject matter of such courses as have been taken in that field. Through their courses, independent reading, or any other effective means, students are expected to have attained a grasp of the intellectual approaches underpinning their field of concentration and to be able to apply that thinking. No student concentrating in a field where General Examinations are universally required of all concentrators is eligible for the degree, whatever the student's record in courses may be, until he or she has passed this examination to the satisfaction of the concentration.

Students in concentrations with General Examinations should consult with the tutorial office about the scheduling of these examinations. In some cases, General Examinations are scheduled for the spring term only. As a result, students who will complete all other academic requirements (including the thesis) in the fall term and do not plan to enroll for the spring term may need to petition for the status of "registered solely for the completion of requirements" (RSCR) in order to sit for the General Examination. The petition for RSCR status requires approval of the field of concentration and must be filed with the Registrar before the end of the final term.

Other Requirements

Writing Requirement

Degree candidates admitted as freshmen must enroll during their first year of residence in a prescribed half-course in expository writing offered by the Committee on Expository Writing. A final grade of D– or better in Expository Writing 20 ordinarily fulfills the writing requirement; however, the Director of the Expository Writing Program may require particular students to do additional work during the following term in order to satisfy the requirement. Neither courses taken on a Pass/Fail basis nor Harvard Summer School courses in expository or creative writing may be used to fulfill the Harvard College writing requirement.

All transfer students are expected to satisfy the same writing requirement as students admitted as freshmen unless they have demonstrated superior writing ability in the English language before they arrive at Harvard. Fall term transfer students who seek exemption from the writing requirement must provide the Director of the Expository Writing Program with a substantial sample of their own written work in the summer before matriculation at Harvard; spring term transfer students must submit a writing sample by December 1 before matriculating at Harvard. Such a sample should include at least twenty double-spaced, typewritten pages. Papers submitted to and evaluated by a faculty member at the college the student attended before coming to Harvard constitute an appropriate sample. The Director will judge the papers and decide if an exemption should be granted. Transfer students seeking exemption should contact the Expository Writing Program at 617-495-2566 or expos@fas.harvard.edu for more information.

Any student who fails to complete the writing requirement during the first year of residence must enroll in an appropriate Expository Writing course during each subsequent term of residence until the requirement is met.

Language Requirement

Degree candidates must meet a foreign language requirement in a language with a written component that is taught at Harvard or for which an appropriate examination with a written component can be given. The requirement can be satisfied in one of the following ways:

- Earning a minimum score of 600 on a College Entrance Examination Board SAT II Test that includes a reading component, or
- Earning a passing score as determined by the department on a placement examination administered by certain language departments, or
- Passing with a letter grade one appropriate full course or two half-*Courses of Instruction* in one language at Harvard. These courses may not include foreign literature courses conducted in English.

In addition, students who have earned scores on language examinations that would normally count toward advanced standing (for example, a minimum score of 5 on a College Board Advanced Placement Examination or a minimum score of 7 on an International Baccalaureate Higher Level Examination) will be deemed to have satisfied the language requirement, regardless of whether they have a sufficient number of such scores to qualify for advanced standing and whether they choose to accept advanced standing.

Any student who has not met the language requirement upon entrance ordinarily is required to enroll in and complete with a passing letter grade an appropriate full-year language course or two half-year language courses in a single language during the first year of residence. (An appropriate course is one for which a student qualifies by previous instruction or placement test.) Most introductory courses in all languages taught at Harvard may count towards fulfillment of the language requirement; exceptions are noted in the course listings in *Courses of Instruction*. Exceptions in the case of freshmen can be granted only by the Administrative Board upon recommendation of the Dean of Freshmen or, in the case of new transfer students, upon the recommendation of their Allston Burr Resident Dean. Undergraduates who have been granted an exception by the Administrative Board and who fail to meet the requirement by the end of their second year ordinarily will be placed on probation. Students who fail to meet the requirement by the end of the third year ordinarily will not be allowed to continue until they have completed the requirement through enrollment in the Harvard Summer School. In cases where the College Entrance Examination Board SAT II Test is an option, that option may be exercised prior to entrance only.

Students wishing to take special examinations in any language in which an appropriate examination, including a written component, can be given by a member of the Faculty familiar with the standards of the language requirement should apply to the Freshman Dean's Office by the beginning of the first week of class during their first year. Special language examinations will ordinarily be scheduled by the day that study cards are due. Students who plan to fulfill the language requirement by special examination should inform their Resident Dean of Freshmen or their Allston Burr Resident Dean prior to the filing of study cards and should consult with them as to the advisability of enrolling in a regular language course pending the result of the special examination.

Students who plan to continue language study beyond the requirement level may wish to qualify for a citation in that language (see "Citations in Foreign Language" on page 37).

Language Requirement Waiver

The language requirement will be waived for any student whose native language is not English and who is proficient both in that language and in English. Petitions for waiver may be obtained from the Freshman Dean's Office or the Transfer Student Coordinator and should be

submitted to the Registrar. No such petition will be granted unless the student has completed secondary school instruction in that language.

Residence Requirement

Students will not ordinarily be recommended for the AB or SB degree without having paid for eight terms of residence. (Any student currently registered in the College is considered here to be “in residence,” regardless of actual domicile.) Exceptions to the residence requirements are made for students who graduate in fewer than eight terms by exercising Advanced Standing or who matriculated with transfer credit. Some students may complete Harvard degree requirements in fewer than eight terms as a result of course work done elsewhere that is approved in advance and counted by Harvard toward degree requirements (see page 20), or as a result of course work done at the Harvard Summer School (see page 59), or as a result of having worked at a rate of more than four half-courses per term. Students who have worked at a rate of more than four half-courses per term are considered to have “accelerated” and are subject to additional tuition fees (see page 460).

No student will be recommended for the AB or the SB degree who has not completed a minimum of four regular terms in the College as a candidate for that degree and passed at least eight full courses during regular terms in Harvard College.

Students who have not completed the degree requirements within the allotted number of terms (“lost degree candidates”) may complete degree requirements only by enrolling in the Harvard Summer School, by successfully petitioning the Administrative Board for an additional term (see “Additional Term” on page 58), or, if eligible, by enrolling in a program of study approved by the Committee on Education Abroad (see “Study Abroad” on page 36).

Other Academic Opportunities

Secondary Fields

In April of 2006, the Faculty of Arts and Sciences established secondary fields for Harvard College students. Secondary fields provide the opportunity for focused study (four to six half-courses) outside of the primary area of concentration, but they are entirely optional and are not required for graduation. A secondary field may complement the primary area of study in the concentration, or it may be entirely separate. Unlike a joint concentration, no integrative work between the secondary field and the primary concentration is required. The successful completion of a secondary field will appear on a student’s transcript, but no student may receive credit for more than one secondary field.

While secondary fields provide new opportunities for Harvard College students, they also come at a cost. Students who pursue a secondary field will have fewer free electives and may have to give up some advanced work or research opportunities in the concentration. Interested students should discuss the possibilities of work in a secondary field with the relevant adviser in the sponsoring program. They are also encouraged to discuss their plans with the Head Tutor or Director of Undergraduate Studies in their own concentration, with their Allston Burr Resident Dean, or with other academic advisers before embarking on a secondary field program.

Each secondary field program has its own set of requirements, and some programs offer multiple options for a secondary field. A few rules, however, apply to all programs: only one half-course may count towards a secondary field and any other degree requirement or program (concentration, Core, language citation, language requirement, etc); courses taken through cross-registration (if allowed by the secondary field program) will not count towards the College grade point average; and students must adhere to the guidelines and procedures for obtaining credit for study abroad in order to count such courses for a secondary field.

No student may sign up for a secondary field before declaring a concentration. Students will file the paperwork for a secondary field when they have completed the required work, up until the seventh Monday of their final term, as published in the *Handbook for Students*. A list of programs and their requirements is available in Chapter 4 of this *Handbook*, and at www.secondaryfields.fas.harvard.edu. An on-line tool for tracking requirements and submitting information to the Registrar is also available on this site.

Study Abroad

Harvard views study abroad as an invaluable part of every student's education and strongly encourages students to explore the possibilities for earning degree credit for study in another culture. The Faculty's Standing Committee on Education Abroad works with the staff of the Office of International Programs (OIP) to develop and monitor the best possible academic opportunities. Details about arranging a program of study abroad for Harvard credit may be found in the *Guide to Study Abroad* and at the OIP website, www.fas.harvard.edu/~oip.

Options for Study Abroad

Sophomores, juniors and seniors may study abroad at a foreign university, in a program sponsored by a US university, or in field-based programs. Students may enroll directly in the best universities in the world, or work in the field under leading researchers.

Up to a full year of credit may be granted for study at an accredited institution that is approved by Harvard University for credit transfer. No more than four half-courses of credit may be earned for a term of work; and no more than two half-courses may be earned for a summer of work. A total of eight half-courses may be transferred to Harvard from study abroad.

Students may earn concentration and elective credit, reduce up to two of their Core requirements, and earn credit toward a language citation from a Harvard language department through academic work completed for degree credit abroad. Specific information about these options is provided on the OIP website, the Core website (see "The Core Requirement" on page 21), and through the undergraduate advisers in the language departments.

Students planning to study abroad in countries where English is not the first language are encouraged to complete at least one year of study in a language of the host country before going abroad. As part of their academic program during each term abroad, students in non-Anglophone countries will ordinarily be expected to take either an appropriate language course or a course taught entirely in a language of the host country.

Procedures for Earning Degree Credit for Study Abroad

In order to take advantage of the very best opportunities for study abroad, it is important to begin the planning process early: first-year students are encouraged to begin thinking about how to incorporate this experience into their studies, and all students are encouraged to seek assistance from the Office of International Programs. Students should also consult with their concentration Head Tutor or Director of Undergraduate Studies, and their Allston Burr Resident Dean or Resident Dean of Freshmen.

Applications for earning degree credit for study abroad must be completed and submitted before the program of study begins. Application forms and instructions are available on the OIP website and in the office. The deadlines for submitting applications are **March 15** for study away during the summer, fall term, or full academic year; and **October 15** for study away during the spring term. However, applications may be approved prior to these dates, and students are strongly encouraged to apply early in order to be sure that they will be admitted to the program of their choice. To be approved for study abroad, a student must be in good academic and disciplinary standing at Harvard College the term immediately preceding the proposed period

of study. Unless granted permission by the Administrative Board in advance, a student cannot be granted degree credit for course work that begins when the student is on probation for any reason.

OIP suggests that students consult the office website (www.fas.harvard.edu/~oip) for detailed guidance on the process for obtaining credit for study abroad, and on options recommended for concentrators in specific fields as well as for access to various Internet resources. Harvard's policy regarding credit and sponsorship for undergraduates wishing to travel to countries for which the US State Department has issued a warning also appears on this site.

Students eligible for financial aid may apply to use that aid to pay for term-time study abroad for Harvard credit. Sources for summer funding are listed in the Funding Sources Database (www.fas.funding.harvard.edu). All students earning credit abroad during the academic year will be assessed the student services fee and will also be billed for health insurance, which may be waived by the deadline with proof of comparable coverage. Students abroad will maintain their Harvard University Identification Number (HUID) and Personal Identification Number (PIN), and have access to Harvard libraries and services.

It is expected that students will take a full course-load abroad. A term out of residence for which a student receives four half-courses of degree credit will reduce by one the number of terms in residence for which a student may register at Harvard College. Transfer students and students with advanced standing must complete at least four terms in residence at Harvard. A term for which partial credit is granted (1–3 half-courses) does not reduce the student's number of terms at Harvard. When partial credit is granted and a student takes (or has taken) more than four half-courses in a term at Harvard to make up the deficiency, the student is "accelerating" and will be charged additional course fees for each extra half-course used to complete degree requirements. See "Acceleration" on page 460, "Residence Requirement" on page 35, and "Rate of Work" on page 57.

Independent Study with a member of a Harvard Faculty while a student is studying for degree credit out of residence is governed by the same policies as Independent Study in residence (see page 51), except that the Independent Study petition must be reviewed as part of the overall application for study out of residence.

Harvard does not ordinarily grant credit for study out of residence at other US institutions, except in rare cases when such study is judged to offer a "special opportunity." Information on the process for petitioning for credit for study away within the US can be obtained from the OIP. Students may cross-register for courses offered by other Harvard Faculties or by the Massachusetts Institute of Technology. See "Study at Other Boston-Area Institutions" on page 47.

Citations in a Foreign Language

Advanced training in a foreign language is a valuable component of a liberal arts education; it allows students to employ another language in cultural exchange, research, and work. To foster such training, many of the "language and literature" and "language and civilization" departments offer programs in which undergraduates may earn a citation in a modern or ancient language. Those languages in which citations are offered and the specific requirements for each are listed below. The award of a foreign language citation will be noted on the transcript at the time degrees are voted, and will be included in the commencement program. Students will also receive printed citations along with their diplomas.

Each language citation program consists of four half-courses of language instruction beyond the first-year level and/or half-courses taught primarily in the foreign language. At least two of these half-courses must be at the third-year level or beyond. Appropriate courses taken in approved programs of study out of residence for which the student receives Harvard degree credit may be counted toward a citation. Courses that satisfy the requirements for a citation

may also be counted toward Core and/or concentration requirements, as appropriate, but only one half-course may count towards a secondary field (see page 35). Also, some students who complete the requirements for the Citation in Foreign Language are able to satisfy the Foreign Cultures requirement of the Core Program; students who wish to pursue this option must file an application with the Core Office.

Students must complete all courses to count toward the citation with letter grades of B– or better. Regardless of the level at which a student enters a language program at Harvard, all citations require the completion of four half-courses taken at Harvard or counted for Harvard degree credit. Language courses that meet these criteria but are bracketed on the transcript may be counted toward a language citation.

Students who plan to satisfy the requirements for a foreign language citation must complete a Foreign Language Citation Study Plan with the Head Tutor or Director of Undergraduate Studies of the relevant department and file this form with the Registrar no later than the deadline for degree applications in their final term in the College. Students are encouraged to file their intentions to satisfy the requirements for a foreign language citation as early as the declaration of a concentration so that they may benefit from advising by the department that will provide the recognition. Students will benefit from planning ahead and taking courses in consecutive terms, so as not to lose ground between language courses; this is especially important at the early stages of language study. Students may also wish to plan their courses around a study-abroad or work-abroad experience. Those students who later decide not to complete the requirements for a citation in a foreign language are asked to complete a new Plan of Study indicating this fact in order to inform the relevant department and the Registrar.

Concentrators, including joint concentrators, in African and African American Studies, the Classics, East Asian Studies, Germanic Languages and Literatures, Near Eastern Languages and Civilizations, Romance Languages and Literatures, Sanskrit and Indian Studies, or Slavic Languages and Literatures, whose concentration work is built on a particular language or set of languages, are not also eligible for citations in those languages.

African Languages (See *Gikuyu, Igbo, Swahili, Twi, Yoruba, Zulu*)

For all other African languages, please consult the Director of the African Language Program.

Classical Arabic

Four of the following half-courses: Arabic 120a, 120b, 130a, 130b, 140, 141, 160r, 240r, 245r, 248r.

Other courses taught primarily in Arabic or courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Modern Standard Arabic

Four of the following half-courses, including at least two from the third-year or beyond list:

Second-year level: Arabic 110, 121a, 121b.

Third-year or beyond: Arabic 131a, 131b, 241a, 241b.

Other courses taught primarily in Arabic or courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Chinese

Four half-courses from the following, of which at least two must be at the third-year level or beyond:

Second-year level: Chinese 120a, 120b, 123b, 124a, 124b. (Chinese 125ab may count as two half-courses at the second-year level.)

Third-year level or beyond: Chinese 111r, 130a, 130b, 140a, 140b, 142a, 142b, 185, 187.

Chinese Bx does not count for a language citation. Other intermediate and advanced level Mandarin courses taken out of residence for Harvard degree credit may be substituted for the above courses only after assessment via a Chinese Placement Test and with the permission of the East Asian Language Coordinator (eal@fas.harvard.edu).

Literary Chinese

Chinese 106a, 106b, 107a, 107b.

More advanced courses or courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the East Asian Language Coordinator (eal@fas.harvard.edu).

Croatian and Serbian

Four terms of Slavic Er, two to be defined as third-year, or advanced.

Courses taken out of residence for Harvard degree credit or Slavic 91r (if conducted in Croatian/Serbian) may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Slavic Languages and Literatures concentration.

Czech

Four terms of Slavic Cr, two to be defined as third-year, or advanced.

Courses taken out of residence for Harvard degree credit or Slavic 91r (if conducted in Czech) may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Slavic Languages and Literatures concentration.

French

Four of the following half-courses, including at least two from the list labeled third-year level or beyond:

Second-year level: French Ca, Cb, 25, 27; Foreign Cultures 22a.

Third-year level or beyond: French courses numbered at the 30- to 50-level, or any French course numbered at a higher level conducted in French; Foreign Cultures 21, 22b. Students should consult the on-line *Courses of Instruction* for information on citation credit for literature courses numbered 100–199. Students may take no more than two half-courses numbered at each of the 30-level, 40-level, and 50-level.

Students will not receive credit toward a language citation for courses taken out of sequence. That is, students may not take a second-year course after having taken a third-year course, or a third-year course after having taken a course at the fourth-year level, as indicated by the first digit of the course number. Students will receive neither Harvard nor citation credit for any course designated as equivalent to one they have already taken.

A half-credit toward a citation is granted to students who have enrolled in a French language section (i.e. discussions, readings, and written assignments all in French) of a literature or Core course given in English. This means that students enrolling in French language sections in two classes given in English will receive credit for one half-course toward the four required for a citation.

Other courses taught primarily in French or a maximum of two courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the undergraduate adviser in French. Courses taken out of residence will count toward a citation in French if the course is taught entirely in French as indicated in the syllabus or course description, and, in the case of summer study, the course lasts six weeks or consists of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Students who plan to satisfy the requirements for a foreign language citation in French must complete a Foreign Language Citation Study Plan with the Director of Language Programs in Romance Languages and Literatures (Boylston Hall 436, 617-495-2524).

German

Four of the following half-courses: German Da, Db, 50a, 50b, 61, 62, 65, 68; Foreign Cultures 30 and 32; or any 100-level or 200-level course conducted in German. German Dab counts as a full course.

Other courses taught primarily in German or courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the Director of Undergraduate Studies in German.

Gikuyu

The equivalent of four terms selected from among the following: Gikuyu B (a full course), Gikuyu 101ar, Gikuyu 101br, or AAAS 90r (if conducted in Gikuyu, with permission from the Director of the Language Program).

Other advanced courses in Gikuyu taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Gikuyu) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consist of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Greek

Four half-courses chosen from the following: Greek Ba, Bb, H, K, or any 100-level Greek course, including those in Medieval Greek.

Other advanced courses or courses taken out of residence for Harvard degree credit may be substituted for one or more of the above with the permission of the Director of Undergraduate Studies for the Classics concentration.

Modern Greek

Four half-courses (or equivalent) chosen from the following: Modern Greek B (a full course), 100, or any other 100-level course in which the reading is done in Modern Greek.

Other advanced courses or courses taken out of residence for Harvard degree credit may be substituted for one or more of the above with the permission of the Director of Undergraduate Studies for the Classics concentration.

Classical Hebrew

Four of the following half-courses: Classical Hebrew 120a, 120b, 130ar, 130br; Hebrew 150a, 150b, 153, 165, 168, 171, 174, 176.

More advanced courses or courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Modern Hebrew

Four of the following half-courses: Modern Hebrew 120a, 120b, 130r, 131r, or Near Eastern Civilizations 91r if focused on contemporary Israeli literature and culture and conducted in modern Hebrew at the third-year level or beyond.

Courses taken out of residence for Harvard degree credit may be substituted for two of these four courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Hindi (*See Urdu and Hindi.*)

Igbo

Four terms of AAAS 90r (conducted in Igbo), beyond the first year of language study. Two half-courses must be at the third-year level or beyond.

Other advanced Igbo courses taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Igbo) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consist of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Italian

Four of the following half-courses: Italian Ca, Cb; Italian courses numbered at the 30- to 50-level; Italian courses numbered at a higher level that are conducted in Italian. Italian Dab is a full course and counts as two citation credits at the second-year level. Students should consult the on-line *Courses of Instruction* for information on citation credit for literature courses numbered 100–199.

Students will not receive credit toward a language citation for courses taken out of sequence. That is, students may not take a second-year course after having taken a third-year course, or a third-year course after having taken a course at the fourth-year level, as indicated by the first digit of the course number. Students will receive neither Harvard nor citation credit for any course designated as equivalent to one they have already taken.

A half-credit toward a citation is granted to students who have enrolled in an Italian language section (i.e. discussions, readings, and written assignments all in Italian) of a literature or Core course given in English. This means that students enrolling in Italian language sections in two classes given in English will receive credit for one half-course toward the four required for a citation.

Other courses taught primarily in Italian or a maximum of two courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the undergraduate adviser in Italian. Courses taken out of residence will count toward a citation in Italian if the course is taught entirely in Italian as indicated in the syllabus or course description, and, in the case of summer study, the course lasts six weeks or consists of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Students who plan to satisfy the requirements for a foreign language citation in Italian must complete a Foreign Language Citation Study Plan with the Director of Language Programs in Romance Languages and Literatures (Boylston Hall 436, 617-495-2524).

Japanese

Four half-courses from the following, including at least two courses at the level of Japanese 130a or above: Japanese 106a, 120a, 120b, 130a, 130b, 140a, 140b, 150a, 150b.

Other courses taught primarily in Japanese or courses taken out of residence for Harvard degree credit may be substituted for these courses only after assessment via a Japanese Placement Test and with the permission of the East Asian Language Coordinator (eam@fas.harvard.edu).

Korean

Four half-courses from the following, including at least two courses at the level of Korean 130a or above: Korean 120a, 120b, 130a, 130b, 140a, 140b.

More advanced courses or courses taken out of residence for Harvard degree credit may be substituted for these courses only after assessment via a Korean Placement Test and with the permission of the East Asian Language Coordinator (eam@fas.harvard.edu).

Latin

Four half-courses chosen from the following: Latin Ba, Bam, Bb, H, K, or any 100-level Latin course, including those in Medieval Latin.

Other advanced courses or courses taken out of residence for Harvard degree credit may be substituted for one or more of the above courses with the permission of the Director of Undergraduate Studies for the Classics concentration.

Persian

Persian 120a, 120b, 140ar, 140br.

More advanced courses or courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Polish

Four terms of Slavic Dr, two to be defined as third-year, or advanced.

Courses taken out of residence for Harvard degree credit or Slavic 91r (if conducted in Polish) may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Slavic Languages and Literatures concentration.

Portuguese

Four of the following half-courses: Portuguese Ca, Cb; Portuguese courses numbered at the 30- to 50-level; Portuguese courses numbered at a higher level that are conducted in Portuguese. Students should consult the on-line *Courses of Instruction* for information on citation credit for literature courses numbered 100–199.

Students will not receive credit toward a language citation for courses taken out of sequence. That is, students may not take a second-year course after having taken a third-year course, or a third-year course after having taken a course at the fourth-year level, as indicated by the first digit of the course number. Courses having the same prerequisites, however, may be taken interchangeably. In unusual cases, the undergraduate adviser in Portuguese may approve an exception to this rule.

Other courses taught primarily in Portuguese or a maximum of two courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the undergraduate adviser in Portuguese. Courses taken out of residence will count toward a

citation in Portuguese if the course is taught entirely in Portuguese as indicated in the syllabus or course description, and, in the case of summer study, the course lasts six weeks or consists of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Students who plan to satisfy the requirements for a foreign language citation in Portuguese must complete a Foreign Language Citation Study Plan with the Director of Language Programs in Romance Languages and Literatures (Boylston Hall 436, 617-495-2524).

Russian

The equivalent of four terms selected from among the following: Slavic B or Bab (each a full course), Slavic 101, 102, 103, 104, 109, 110, or any advanced Russian language course at the level of 111 or above.

Other advanced courses in Russian, courses taken out of residence for Harvard degree credit, or Slavic 91r (if conducted in Russian) may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Slavic Languages and Literatures concentration.

Sanskrit

Sanskrit 102a, 102b, and any two 200-level courses in Sanskrit.

Courses taken out of residence for Harvard degree credit or Sanskrit 91r may be substituted for these courses with the permission of the Director of Undergraduate Studies of the Sanskrit and Indian Studies concentration.

Serbian (*See Croatian and Serbian.*)

Spanish

Four of the following half-courses, including at least two from the list labeled third-year level or beyond:

Second-year level: Spanish Ca, Cb, 25, 27.

Third-year level or beyond: Spanish courses numbered at the 30- to 50-level; or any Spanish course numbered at a higher level conducted in Spanish; Foreign Cultures 33, 37. Spanish Dab is a full course and counts as two citation credits at the second-year level. Students should consult the on-line *Courses of Instruction* for information on citation credit for literature courses numbered 100–199. Students may take no more than two half-courses at each of the 30-level, 40-level, 50-level, and 60-level.

Students will not receive credit toward a language citation for courses taken out of sequence. That is, students may not take a second-year course after having taken a third-year course, or a third-year course after having taken a course at the fourth-year level, as indicated by the first digit of the course number. Students will receive neither Harvard nor citation credit for any course designated as equivalent to one they have already taken.

A half-credit toward a citation is granted to students who have enrolled in a Spanish language section (i.e. discussions, readings, and written assignments all in Spanish) of a literature or Core course given in English. This means that students enrolling in Spanish language sections in two classes given in English will receive credit for one half-course toward the four required for a citation.

Other courses taught primarily in Spanish or a maximum of two courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the undergraduate adviser in Spanish. Courses taken out of residence will count toward a citation in

Spanish if the course is taught entirely in Spanish as indicated in the syllabus or course description, and, in the case of summer study, the course lasts six weeks or consists of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Students who plan to satisfy the requirements for a foreign language citation in Spanish must complete a Foreign Language Citation Study Plan with the Director of Language Programs in Romance Languages and Literatures (Boylston Hall 436, 617-495-2524).

Swahili

The equivalent of four terms selected from among the following: Swahili B (a full course), Swahili 101ar, Swahili 101br, or AAAS 90r (if conducted in Swahili, with permission from the Director of the Language Program).

Other advanced courses in Swahili taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Swahili) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consists of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Swedish

Swedish Ba and Bb, or the equivalent taken out of residence for Harvard degree credit and approved by the Director of Undergraduate Studies in Scandinavian.

Two terms of third-year or beyond Swedish language and culture courses. These may consist of any tutorial or 100-level course conducted in Swedish, Supervised Reading and Research courses conducted in Swedish (Scandinavian 91r), or courses taken out of residence for Harvard degree credit and approved by the Director of Undergraduate Studies in Scandinavian.

Classical Tibetan

Tibetan 103 and any three 200-level courses in Tibetan.

Courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the Director of Undergraduate Studies of the Sanskrit and Indian Studies concentration.

Turkish

Four of the following half-courses: Turkish 120a, 120b, 130a, 130b, 149.

More advanced courses or courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Twi

The equivalent of four terms selected from among the following: Twi B (a full course), Twi 101ar, Twi 101br, or AAAS 90r (if conducted in Twi, with permission from the Director of the Language Program).

Other advanced courses in Twi taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Twi) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consist of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Ukrainian

Four terms of Slavic Gr, two to be defined as third-year, or advanced.

Courses taken out of residence for Harvard degree credit or Slavic 91r (if conducted in Ukrainian) may be substituted for these courses with the permission of the Director of Undergraduate Studies for the Slavic Languages and Literatures concentration.

Urdu and Hindi

The equivalent of four terms selected from among the following: Urdu 102 (a full course), 103a, 103b, 104, 105r, 106.

Courses taken out of residence for Harvard degree credit may be substituted for these courses with the permission of the Head Tutor of the Sanskrit and Indian Studies concentration.

Vietnamese

Vietnamese 120a, 120b, 130a, and 130b.

Courses taken out of residence for Harvard degree credit may be substituted for these courses only after assessment via a Vietnamese Placement Test and with the permission of the East Asian Language Coordinator (eal@fas.harvard.edu).

Yiddish

The equivalent of four terms selected from among the following: Yiddish B, Ca, Cb, 102r, 103r, 105, 200r, 202r, 204.

Other courses taught primarily in Yiddish or courses taken out of residence for Harvard degree credit may be substituted for the above courses with the permission of the Director of Undergraduate Studies for the Near Eastern Languages and Civilizations concentration.

Yoruba

The equivalent of four terms selected from among the following: Yoruba B (a full course), Yoruba 101ar, Yoruba 101br, or AAAS 90r (if conducted in Yoruba, with permission from the Director of the Language Program).

Other advanced courses in Yoruba taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Yoruba) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consist of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Zulu

Four terms of AAAS90r (conducted in Zulu), beyond the first year of language study. Two half-courses must be at the third-year level or beyond.

Other advanced Zulu courses taken out of residence for Harvard degree credit or AAAS 91r (if conducted in Zulu) may be substituted for these courses with permission of the Director of Undergraduate Studies for the Department of African and African American Studies. In the case of summer study, the course must last six weeks or consist of at least 50 class hours; in addition, students must submit some graded written work done for the course.

Advanced Standing

Full information concerning Advanced Standing is available in a booklet, *Advanced Standing at Harvard College*. Questions about the program should be addressed to the Allston Burr Resident Dean or the Advising Programs Office (617-496-6354).

Advanced Placement

Freshmen who believe that they have completed in secondary school the equivalent of an introductory college-level Advanced Placement course and who have taken a College Board Advanced Placement Examination in the appropriate subject and received a qualifying score in that examination should consult the department concerned if they wish to receive advanced placement for their work. The qualifying scores and policies set by each Harvard department for its field may also be found in *Advanced Standing at Harvard College*. Harvard does not administer its own Advanced Placement examinations except in seven fields where there are no College Board Advanced Placement Examinations: Chinese, Ancient Greek, Hebrew (Modern), Japanese, Korean, Music (Harmony), and Russian. These tests are given only during Freshman Week.

Advanced Standing

New students, excepting all those admitted as transfer students from other colleges, will be eligible for Advanced Standing if they have completed four or more college-level Advanced Placement courses and have received advanced placement at Harvard in those courses by receiving qualifying scores on the College Board Advanced Placement examinations. (Some examinations are granted only one half-course credit toward Advanced Standing. Consult *Advanced Standing at Harvard College* for details.)

Advanced Standing is designed for students who wish to accelerate their study and for those ready to undertake specialized work early. An eligible student who wishes to use Advanced Standing to graduate after only six or seven terms in the College or, if accepted, remain a fourth year to pursue one of several specific Master's degree programs, must activate Advanced Standing by the advertised deadline for degree applications during the third term before the student intends to complete the undergraduate requirements (consult *Advanced Standing at Harvard College*, and Chapter 1, "Academic Calendar," for details).

Advanced Standing-eligible students who are considering pursuing the AB/AM degree program may, with the permission of the Administrative Board, "bracket" certain courses in their second, third, or fourth year. "Bracketed" courses are not counted toward the bachelor's degree but count toward the master's degree. ("Bracketed" courses are so called because they appear in brackets on the transcript.) The last date for "bracketing" courses is the fifth Monday of the term in which the course is being taken. Petitions to retroactively "bracket" courses may be considered by the Administrative Board from candidates admitted for the AB/AM degrees. If a student does not enroll in the AB/AM program, or does not complete the AB/AM program, any courses that he or she may have "bracketed" earlier will be automatically "unbracketed."

For specific information on the number of letter-graded courses and the total course requirements for the degree required of Advanced Standing students, see "Course Requirements for the Degree" on page 20.

Foreign Credentials

Students presenting foreign credentials (e.g., British A levels, French Baccalauréat, Swiss Maturité scores) may be eligible for Advanced Standing upon evaluation of individual credentials and upon recommendation of the Committee on International Credentials. Students who have earned the International Baccalaureate diploma with scores of 7 on three Higher Level examinations may also qualify. For further information, please consult the Advising Programs

Office.

Study at Other Boston-Area Institutions

From time to time, students with strong academic plans wish to incorporate in those plans one or more courses at a local college or university with which Harvard does not have a cross-registration agreement, while continuing to be enrolled and take courses in the College. (The Faculty of Arts and Sciences has cross-registration agreements with the other Harvard Faculties and with MIT; see “Cross-Registration” on page 52.) Such students wishing to earn Harvard degree credit during a given term for one or two courses that are not available at Harvard and that contribute to a compelling academic plan tied to their concentration, endorsed by their Head Tutor or Director of Undergraduate Studies, may petition the Standing Committee on Education Abroad by the appropriate deadline for the term in which the student wishes to include courses elsewhere in their plans of study. It is each student’s responsibility to gain admission to and pay for the instruction at the other institution and to present a transcript from the other institution for the work completed at the end of the term, following the usual procedures for study out of residence. Harvard tuition is reduced for these students on a per-course basis for each course taken elsewhere for Harvard degree credit, and those students eligible for financial aid may apply their aid to the costs of studying at the other institution. Provided that their combined program at Harvard and the other institution adds up to a full load, students may continue in College housing subject to the ordinary eligibility rules. All other administrative procedures and limitations on the overall amount of credit a student may earn out of residence follow the policies for full-time study out of residence (see “Procedures for Earning Degree Credit for Study Abroad” on page 36).

The Undergraduate Teacher Education Program

The Undergraduate Teacher Education Program (UTEP) permits a student to obtain a license (or “certificate”) to teach in middle and/or secondary public schools in Massachusetts and the 40+ states with which Massachusetts has reciprocity. UTEP is not a concentration in itself but meant to complement a concentration.

Participation in the program requires approval of the UTEP admissions committee, which will consider applications from students as early as the spring term in their sophomore year, or as late as the spring term in their junior year. Current seniors and freshmen are not eligible to apply. The admissions process includes an application, interview, and submission of academic records, recommendations, resume, and a Plan of Study. Students should have a B– or higher cumulative grade point average, and should also have some experience working with youth (e.g., as a camp counselor, tutor, coach).

To be eligible for licensure through UTEP, students must complete the following requirements:

1. *Subject Matter*: Expertise in an academic field taught in middle or secondary schools. Licensure may be earned to teach biology, chemistry, earth science, English, general science (middle school only), history, mathematics, physics, and political science/political philosophy (social studies).
2. *Perspectives Courses*: One half-course addressing psychological perspectives on human development; one half-course addressing educational perspectives on schools, curricula, and teachers; and one half-course focused on planning curricula in the subject for which the student is seeking a license. A list of eligible courses is available in the Teacher Education Program Office, Longfellow Hall, Room 310, Graduate School of Education, or on the UTEP website (www.fas.harvard.edu/~utep/).

3. *Field Work (pre-practicum)*: One term of weekly classroom observations (6 hours per week; 78 hours total) in an approved public school setting, completed concurrently with the educational perspectives course.
4. *Student Teaching (practicum)*: 360 hours of supervised student teaching and a weekly seminar. This experience counts as one half-course and must be taken at the Graduate School of Education, but only after satisfying items 1–3.

Ideally, all UTEP courses and field work should be completed within the junior and/or senior year. However, students may request special student status in the Harvard Graduate School of Education to complete the student teaching and seminar requirements in the first term after graduation.

Interested students are encouraged to inquire about the program at any time. Questions should be directed to the UTEP Director, who is responsible for advising program participants. For further information, please contact the Teacher Education Program Office at the Graduate School of Education, Longfellow Hall, Room 310, 617-495-2783, or visit the UTEP website: www.fas.harvard.edu/~utep/.

REGISTRATION AND COURSE ENROLLMENT

Registration

Students are required to register on-line at an on-campus location at the opening of each term by the date designated in the calendar for the academic year. A student who fails to register by the prescribed date is subject to disciplinary action and will incur a \$50 charge. Registration information is available at www.registrar.fas.harvard.edu two weeks before registration. Ordinarily, no students, including those who have not been able to register for financial reasons, will be allowed to register after 5 pm on the Monday following the date prescribed for submission of that term's study card. (For additional registration information, see the Academic Calendar on page 7 and "Study Cards" on page 49.)

Any person who has previously received a bachelor's degree may not enroll or reenroll in Harvard College.

Choice of Courses

Every student is required to select courses from those listed in *Courses of Instruction*, the course catalog for the Faculty of Arts and Sciences, with the guidance of the freshman adviser, sophomore adviser, or concentration adviser or tutor. (For enrollment in non-FAS courses, see "Cross-Registration" on page 52.) Selection should be made with a view toward satisfying concentration and Core Curriculum requirements and other degree requirements not already met. Students must qualify for each selected course according to the guidelines and prerequisites stated in *Courses of Instruction* or otherwise satisfy the instructor that they are properly prepared to enroll in it.

Courses in the Faculty of Arts and Sciences are numbered according to the following scheme:

- 1–99 or 910–999: Primarily for Undergraduates
- 100–199 or 1000–1999: For Undergraduates and Graduates
- 200–299 or 2000–2999: Primarily for Graduates
- 300–399 or 3000–3999: Graduate Courses of Reading and Research

Courses numbered in the 100s or 1000s or below and courses designated by capital letters ordinarily are open to all students who have met the prerequisites unless the instructor's permission is required (indicated by an asterisk), or unless enrollment is restricted by the size of the room

or by similar limitations of resources. Starred (*) courses may be taken by undergraduates only with the consent of the instructor, who must sign the study card of each undergraduate admitted to the course. Undergraduates may not enroll in courses numbered in the 300s or 3000s. Exceptions are Advanced Standing students in their fourth year of residence who are candidates for the master's degree. They may enroll in such courses with the instructor's permission and signature.

It is inappropriate for a student to receive course credit for the same work for which he or she is financially compensated. Thus, an undergraduate course assistant may not receive academic credit in any form, including Independent Study and Supervised Reading and Research course credit, for courses with which he or she is assisting. Research for which a student receives a grant may inform their academic work. Research performed for other financial compensation may inform academic work in subsequent semesters only, and only with the express permission of the employer, including a laboratory head.

Study Cards

Students officially enroll in courses for credit by including the course name and four-digit catalog number of each selected course on the study card. In addition, the instructor's signature must appear on the study card for any course that requires the instructor's permission for enrollment. Students must obtain the signature of their freshman, sophomore, or concentration adviser on the study card, signifying that the student and adviser have discussed the course program. Registration is not complete until the study card is filed and any required petitions for cross-registration or Independent Study have been approved. A student who is denied admission for any reason to a course listed on the study card must drop that course by petition no later than the fifth Monday of the term.

The date for filing study cards appears in the Academic Calendar. A student who fails to hand in the study card on time, ordinarily in person, will incur a charge of \$40 for each week until the study card is properly filed. An overdue study card also makes the student liable for disciplinary action, including requirement to withdraw. Late study cards require the signature of the instructor for each course listed on the student's program. After the fifth Monday of a term, the Allston Burr Resident Dean's or Resident Dean of Freshmen's approval is also required. No study card handed in after the fifth Monday may add a Pass/Fail course to the student's schedule.

Beginning the day after study card day and continuing throughout the term, the student may check the course report, which lists every course in which the student is enrolled on the student's portal page at my.harvard.edu, the Advising Network Portal (www.fas.harvard.edu/advising), or at www.registrar.fas.harvard.edu (select "View Course and Grade Report"). It is the student's responsibility to confirm his or her program for that term. The student should check the course report carefully, as on occasion the courses listed will not agree with those on the study card because of errors in reporting or entering data. A student is considered registered only for those courses listed on the course report. He or she should report any errors to the Registrar and make any necessary changes by filing an appropriate change-of-course petition (see also page 54). Students must have a PIN to access their web-based course reports (see page 476 for information on the PIN).

A student may not sign any other person's name or initials on a study card, Plan of Study, change-of-course petition, registration form, or on any other official form or petition. Violation of this rule makes the student subject to disciplinary action, including requirement to withdraw.

Course Credit Without Letter Grades

Students enrolling in courses without letter grades are reminded of the following requirements:

1. Each term students must take for credit at least one letter-graded course offered by the Faculty of Arts and Sciences. Courses taken in the Graduate School of Education under the UTEP Program constitute an exception to this rule.
2. Of the sixteen full courses students must pass to receive the degree, at least 10.5 courses (12.0 courses for a degree with honors) must be letter-graded C– or higher and be given by the Faculty of Arts and Sciences. The only non-letter grade that counts towards these requirements is Satisfactory (SAT) when given in a Freshman Seminar or certain tutorial courses, with the exception that only one full senior tutorial course graded Satisfactory may be so counted. Courses taken either by cross-registration or out of residence for degree credit will not be counted toward the letter-graded course requirement unless they are applied toward concentration requirements or the requirements for the Undergraduate Teacher Education Program (UTEP).
3. The Core Curriculum, writing, foreign language, and certain concentration requirements can only be satisfied by letter-graded courses.
4. Ordinarily, no freshman or sophomore may take fewer than three letter-graded half-courses in any term.

Transfer and Advanced Standing students should see “Course Requirements for the Degree” on page 20 and other previous sections referring to them.

Freshman Seminars (Graded SAT/UNS)

Freshmen admitted to Freshman Seminars may be granted non-letter-grade credit up to a maximum of one full course. Freshmen may not ordinarily enroll in both a Freshman Seminar and another non-letter-graded course in any one term.

Courses Taken by Cross-Registration

(See “Cross-Registration” on page 52.)

Courses Graded Pass/Fail

Any undergraduate may, with the permission of the instructor, enroll in a course on a Pass/Fail basis. There is no limit on the number of courses a student may take Pass/Fail as long as the student satisfies his or her requirements for letter-graded courses as outlined above. To enroll in a course on this basis, a student must designate Pass/Fail on the study card and obtain the signature of the course instructor. After the study card is filed, a student may change the grading status of a letter-graded or Pass/Fail course by filing a special change-of-course petition by the fifth Monday of the term. No course may be added Pass/Fail nor may the grading status of a course be changed after the fifth Monday of the term. A late study card filed after this date may not add a Pass/Fail course to the student’s schedule (see “Change of Course” on page 54).

Courses Graded SAT/UNS

Certain tutorial courses (see listing on page 61), and Freshman Seminars are graded SAT/UNS. In addition, House Seminars may be graded SAT/UNS at the option of the course instructor and with the approval of the Committee on Freshman Seminars. When so graded, House Seminars will not count toward the 10.5 satisfactory letter-graded course requirement.

Independent Study (Graded Pass/Fail)

Independent Study is designed to provide credit for field research, academic study not available in regular course work, or practice or performance in the arts. It is not suitable for group instruction, paid work, or activities outside the competence or concern of one of Harvard's departments. Studying the financial accounting system of a business firm might be an appropriate project, but working in an accounting office to gain business experience would not by itself merit academic credit. Investigating child development through observation in a day care center could qualify, but simply tutoring a child would not. Analyzing the organization of a political group might be a suitable subject, whereas organizing a political campaign would not alone suffice. In each case what distinguishes the suitable project is the application of analytical skills to the object of the Independent Study, not the intrinsic worthiness or instructiveness of the experience itself.

Any sophomore, junior, or senior whose previous record is satisfactory may petition to undertake Independent Study for non-letter-graded credit. A student may petition to take up to a total of four half-courses of Independent Study. Independent Study courses are subject to the same rules for dropping and withdrawing as any other course.

A petition to undertake Independent Study, obtained from the Allston Burr Resident Dean, requires two signatures:

1. That of a qualified adviser (ordinarily a member of a Harvard Faculty) who must be an officer of the University, and whose professional competence is appropriate for the subject area of the Independent Study. In those exceptional cases where the adviser is not a Faculty member—for example, a teaching fellow—the petition must also be supported by an appropriate academic department or unit.
2. That of the Allston Burr Resident Dean which signifies that the proposal satisfies the guidelines and has been signed by the adviser.

The petition also requires an outline of the student's proposed project. It must be submitted to the Allston Burr Resident Dean for approval, ordinarily in the first week of the term. In addition, the Allston Burr Resident Dean must sign the appropriate space on the study card. Any change-of-course petition that is filed to add, drop, or withdraw from Independent Study also requires the signature of the Allston Burr Resident Dean. A separate petition, properly completed, must be filed for each half-course of Independent Study.

The adviser will assist the student in the development of a plan for Independent Study and provide guidance but not regular instruction. Independent Study does not imply regular formal instruction and should not be confused with tutorials or House Seminars or with directed or Supervised Reading and Research courses offered by several academic departments and committees. A student enrolled in Independent Study must undertake to work independently. Classroom work and regular instruction are inadmissible.

The adviser will submit a midterm grade based on a preliminary written report by the student of his or her activities. At the beginning of the Reading Period, the student must submit to the adviser an analytical paper concerning the term's work. A simple description or report of the term's activities is not by itself adequate. In the case of artistic practice or performance, evidence of substantial accomplishment should be supplied in lieu of written work.

The granting of credit will be determined by the adviser. In those cases where the adviser is not a voting member of a Harvard Faculty, the Chair or Head Tutor/Director of Undergraduate Studies of the department, or equivalent officer with voting membership in a Harvard Faculty, must review and approve the petition and the grade assigned by the adviser. Independent Study is graded "Pass" or "Fail." The adviser will submit a copy of the student's paper and a brief statement about his or her work for inclusion in the student's folder in the Allston Burr Resident Dean's office, ordinarily by the first day of the Examination Period.

Independent Study is not counted toward Core Curriculum requirements and is not normally counted toward concentration requirements.

First-year students may not enroll in Independent Study. They may, however, seek special permission from the Freshman Dean's Office to enroll in one Supervised Reading and Research course within the Faculty of Arts and Sciences (91r- and 910r-level course category) if an appropriate member of the Faculty of Arts and Sciences has indicated a willingness to supervise.

Simultaneous Enrollment

The Faculty believes that full participation in a classroom setting is essential. Therefore, a student may not enroll in courses that meet at the same time or overlapping times. It is the student's responsibility to ensure that there is no overlap in the meeting times of his or her courses. Exceptions to this rule may be granted only by the Administrative Board and will be considered only if the instructors in both overlapping courses agree and only in one or more of the following circumstances:

1. When the head of the course where class time is being missed and the person(s) providing the instruction during the regular class meeting agree to provide hour-for-hour direct and personal compensatory instruction. Availability during regular office hours or time with a different person does not satisfy the requirement for direct and personal contact.
2. When instruction in one of the courses is available on videotape, provided that (1) the course head agrees that the videotapes may be used for this purpose; (2) the lectures that are videotaped ordinarily do not provide opportunities for classroom discussion; (3) the videotapes will be available in a timely fashion so that they can be viewed before the next class period; (4) the student will miss attending part or all of no more than 1/3 of the instructional periods in the course (not including sections or labs) [N.B. if a student will miss any part of a day's lecture, it is as though he or she will miss all of it]; and (5) the instructor in the course in which the lectures are videotaped agrees to offer any hour examinations or other in-class exercises at a time that will not preclude the student from attending the second course. In those courses that do not use the blackboard or other visual aids, course-provided audiotapes may be substituted for videotapes.
3. When a senior can meet degree requirements only by taking the two particular courses in question and will have no other opportunity to enroll in the courses before graduation. In such circumstances, the Administrative Board may approve reasonable accommodations in consultation with the instructors of the courses involved.

Cross-Registration

Sophomores, juniors, and seniors wishing to enroll in courses given by other faculties of the University or by the Massachusetts Institute of Technology (including the Harvard-MIT Program in Health Sciences and Technology), can do so only by filing a petition for cross-registration. However, students may *not* enroll for degree credit in Harvard Extension School courses, Radcliffe Seminars, or in courses not given by one of the Faculties of Harvard University and MIT. Freshmen may petition the Freshman Dean's Office for one cross-registration course under the terms above. Under special conditions it may be possible for a student to earn degree credit for courses taken at another local institution provided that those courses contribute to a compelling academic plan tied to his or her concentration; see "Study at Other Boston-Area Institutions" on page 47. The Harvard Business School does not ordinarily allow undergraduates to cross-register in its courses. Students are also reminded that *courses taken by cross-registration should NOT be listed on the study card*. In order to cross-register, a student's immediately previous academic

record ordinarily must be satisfactory. Exceptions must be approved by the Allston Burr Resident Dean or the Freshman Dean's Office (see "Harvard Summer School" on page 59 for information on registration in the Harvard Summer School).

Before cross-registering, students are advised to consult the other faculties' course catalogs in order to be certain that the course or courses in which they are interested are given for regular half-course degree credit (not for less), are not jointly offered with the Faculty of Arts and Sciences, and do not cover subjects available in the Faculty of Arts and Sciences. If there is any doubt, consult the FAS Registrar.

Filing a cross-registration petition

Cross-registration petitions can be obtained from the Allston Burr Resident Dean or the Freshman Dean's Office. The signatures of the instructor and the Registrar of the other school are required before the petition is returned to the Allston Burr Resident Dean or the Freshman Dean's Office signature and approval. If the course is to count for concentration, the Head Tutor or Director of Undergraduate Studies of the student's field of concentration must also sign the petition. Cross-registration petitions lacking the appropriate signatures or filled out incompletely will not be accepted. Students are officially enrolled in cross-registered courses after the completed petition is submitted to and accepted by the FAS Registrar.

Regulations

All undergraduate regulations, including those regarding the deadlines for dropping and withdrawing, makeups, and extensions of time apply to cross-registration courses, even though other faculties may use a different calendar. These regulations also apply to undergraduates cross-registered in courses that may be applicable to graduate degree requirements. Harvard College students are expected to follow the deadlines and procedures of both the College and the other faculty or university. When two deadlines conflict, the earlier one applies.

Students must complete all course work by the last day of FAS examinations unless they receive approval from the Administrative Board for an extension of time (see page 73). Students must bring examination conflicts caused by cross-registration to the attention of the appropriate registrars as soon as possible. Students requesting a makeup examination in a cross-registration course must report this to their Allston Burr Resident Dean or the Freshman Dean's Office, as usual, and must also petition the Registrar of the Faculty offering the course to arrange the makeup, which, if approved, will be given under the rules of that Faculty.

To meet graduation deadlines, second-term seniors should notify the instructor that grades for degree candidates must be received by the FAS Registrar at least ten days prior to Commencement.

Grading

When cross-registration courses taken by undergraduates are evaluated in terms not equivalent to grades used by the Faculty of Arts and Sciences, the Registrar will translate these evaluations into "Credit" or "No Credit," as appropriate. Since "Incomplete" cannot be accepted as a grade for an undergraduate, such grades will be converted to "No Credit" (a failing grade) unless an extension of time is voted by the Administrative Board. Students may take cross-registered courses for a letter grade or Pass/Fail unless a specific grading option is required for the course. Questions about the grading options in a cross-registered course should be directed to the Registrar of the Faculty offering the course.

Courses taken by cross-registration that are not counted toward concentration or UTEP requirements will normally be equated to FAS courses for the purpose of calculating rate of work (see page 57) but will not be counted toward the letter-graded course requirement or any honors degree requirements. A failing grade or the equivalent earned in a cross-registered course will be included in honors degree calculations and grade point average. Harvard will

not count toward the undergraduate degree any courses that have been credited toward other degrees already conferred.

ROTC

ROTC courses may be taken only on a non-credit basis and only by cross-registration at MIT. Freshmen may also cross-register in ROTC courses. Specific naval seminar courses can be taken by cross-registration and count toward the undergraduate degree.

Current federal policy of excluding known lesbian, gay, and bisexual individuals from admission to ROTC or of discharging them from service is inconsistent with Harvard's values as stated in its policy on discrimination. (See Harvard's policy on discrimination on page 388.) Although the University respects the right of undergraduates to choose to participate in ROTC, the University does not provide any financial or other direct support for the ROTC program at MIT. Students should be aware that one or more of the military services may impose limitations on the freedom of speech of cadets and that there may be certain academic requirements for eligibility for ROTC scholarship aid. Students should also be aware that the military may require the repayment of scholarship funds if their sexual orientation results in their discharge from ROTC.

Change of Course

After the study card is filed, any change in the program, including all corrections to course reports, can be made only by filing the proper change-of-course form. It can be obtained from and must be returned to the Allston Burr Resident Dean or the Freshman Dean's Office. *Any change in the program requires the signature of the student's concentration, freshman, or sophomore adviser, as well as the signature of the Allston Burr Resident Dean or Resident Dean of Freshmen.* In addition, petitions to add a course or to change the grading status of a course to Pass/Fail, or to change the grading status of a full course at midyear, or to divide, suspend, or combine a full course require the signature of the instructor (see "Full Courses—Divisible and Indivisible" on page 55). Students may make one course change (or one combination of drop and add) per form.

Each term, the Registrar makes available to each student course reports, listing the courses in which the student is enrolled. The reports may be found from the student's portal page at my.harvard.edu or at www.registrar.fas.harvard.edu (select "View Course and Grade Report"). *It is the student's responsibility to review the course report carefully, and to file the appropriate change-of-course petition if corrections are necessary.* If a course was listed properly on the study card originally, there is no charge for the correction. Corrections (as opposed to changes) to course reports made after the established deadlines of the fifth or seventh Monday of the term must be approved by the Administrative Board and will incur a charge of \$25 in addition to the charge of \$10 for correction of student errors made on the study card. The student can confirm the recording of drop/add petitions by checking the course report on-line.

Dropping/Adding Courses

Students may add a course until the fifth Monday of the term with the permission of the instructor. Students may drop a course from their record only until the fifth Monday of the term.

Students are not charged for any drop/add petitions filed by the third Monday of the term. All students pay a \$10 fee for drop/add petitions filed after the third Monday but by the fifth Monday of the term.

Withdrawing from Courses without Credit

A student may petition to withdraw from a course. *Such a petition must be submitted by the seventh Monday of a term.* When a petition to withdraw from a course has been approved, the student's record will carry the notation WD for the course. The transcript states: "WD indicates permission to withdraw from the course without completing requirements and credit for the course." All students pay a \$10 fee for withdrawal petitions filed by the seventh Monday of the term.

A student who does not receive permission to drop or withdraw from a course by the fifth or seventh Monday, respectively, and who is absent from a regularly scheduled mid-year or final examination, during the Mid-year or Final Examination Period, will receive a grade of ABS (Absent) in the course. Such an unexcused ABS is equivalent in all respects to a failing grade.

Changing Letter-Graded or Pass/Fail Status of Courses

A course may be added Pass/Fail, changed from letter-graded to Pass/Fail (with the instructor's approval), or changed from Pass/Fail to letter-graded until the fifth Monday of the term. After that day, no changes in the grading status of any course can be made. There is no fee for changing the grading status in a course. (See "Cross-Registration" on page 52 and "Full Courses" below.)

Full Courses—Divisible and Indivisible

A small number of course offerings in FAS are "full courses," which means that they extend from September to May. Some full courses are divisible: they can be divided at midyear with half-course credit. Other full-year offerings, such as certain senior tutorials and first-year language courses, are identified in the catalog as "indivisible." Ordinarily these may not be divided with credit. Should a student leave an indivisible course at the end of the first term, the credit may be suspended (SUS) until the student completes the second half in a future term (see "Indivisible Full Courses" on page 56). When a student withdraws from a full course at midyear, the fall term grade becomes part of the student's record for that term, even though the grade will subsequently be replaced on the transcript by the notation WD (withdrawn). Should the fall term grade be an unexcused absence (ABS) or another failing grade, the student's fall term record is considered unsatisfactory, and is subject to review by the Administrative Board. The same procedures apply to half-courses extending throughout the year (from September to May) except that such an "hf" course may not be divided for final credit at midyear, nor can the grading status be changed at midyear.

Divisible Full Courses

Entering the Course in the Spring and Completing It in the Fall Term

Taking a full course in a spring-fall sequence rather than the reverse requires special administrative procedures. In order to enter a full course at midyear, a student must have the instructor's permission, as evidenced by his or her signature on the study card. When completing a full course at the end of the fall term, a student must divide the course with credit, either by marking "dwc" on the study card or by filing a special petition available in the Allston Burr Resident Dean's or Freshman Dean's Office, including all required signatures (see "Dividing with Half-Course Credit at Midyear" below). A student who fails to divide the course at midyear will remain enrolled for the spring term. Moreover, a student who withdraws from a full course will receive no credit for it; the transcript will show a WD for the course.

Continuing for the Second Term with an Unexcused Absence

A student who has an unexcused absence (grade of ABS) in a full course at midyear and who wishes to continue in it for half-course credit for the spring term must file a petition with the Registrar. The instructor's permission is required. No credit for the fall term is granted in such cases.

Dividing with Half-Course Credit at Midyear

Students may divide a full course with half-course credit for the fall term no later than the fifth Monday of the following spring term by indicating "dwc" on the spring term study card or by filing with the Allston Burr Resident Dean or Resident Dean of Freshmen a special change-of-course petition, including all required signatures.

Leaving a Divisible Course at Midyear Because of Absence from the College

When a student who is enrolled in a divisible course leaves the College at midyear, the Registrar will divide the course for credit automatically, provided that the student has a passing midyear grade. If the student has a failing grade in a divisible course, the Registrar will withdraw the student; however, the fall term failing grade makes the student's record for that term unsatisfactory, and the student will be subject to academic review by the Administrative Board. Upon return to the College, the student may change the "divide with credit" to a withdraw, or vice versa, by filing the appropriate petition by the seventh Monday of the first term of the student's return to Harvard. Late petitions can be processed only with the approval of the Administrative Board.

Changing Letter-Graded or Pass/Fail Status

The fall term grading status of a full course may be changed up to the fifth Monday of the fall term. A student who is enrolled in a full course during the fall term may change the grading status of that course for the spring term by filing an appropriate change-of-grade petition by the fifth Monday of the spring term. Pass/Fail grading status always requires the instructor's permission. When the grading status of a full course is different for the fall and spring terms, the midyear grade will appear on the transcript as a fall term, half-course grade.

Indivisible Full Courses

Ordinarily, indivisible courses may not be divided with credit. Credit for the course may be suspended until the student has completed the second term.

Suspending Credit

Should a student leave an indivisible course at the end of one term, credit for the first half may be suspended. (Divisible full courses may be divided with credit, but not suspended. See section on "Divisible Full Courses" above.) The deadline for filing a "suspend" petition is the seventh Monday of the subsequent term. A student may take the second half of the course at a later time and petition to combine both grades for one grade by the seventh Monday of the term in which the course will be completed. (See "Combining Two Halves of a Full Course" below.)

Any suspended course that has not been completed or divided for credit by the seventh Monday of the student's final term in residence will automatically be converted to "Withdraw" by the Registrar.

Combining Two Halves of a Full Course

A student who wishes to combine for full course credit (and a single grade) one half of a full course with the other half taken in another academic year must file a special “combine” petition with the Allston Burr Resident Dean. This petition requires the signature of the instructor of the course and must be filed by the seventh Monday of the term in which the student is enrolled in the course for the second time. Late or retroactive petitions to combine cannot be accepted by the Registrar without Administrative Board approval.

When the halves of a full year course have been combined, the final grade is a cumulative one. The transcript notation for the first half of the course is changed to SUS (suspended).

Leaving an Indivisible Course at Midyear Because of Absence from the College

When a student who is enrolled in an indivisible course leaves the College at midyear, the Registrar automatically suspends the course if the student has earned a passing midyear grade. If the student has a failing midyear grade, he or she will be withdrawn from the course; however, the failing grade makes the student’s record for that term unsatisfactory, and the student will be subject to academic review by the Administrative Board. Upon return to the College, the student may change an automatic suspend to a withdraw.

Changing Letter-Graded or Pass/Fail Status

The fall term grading status of a full course may be changed up to the fifth Monday of the fall term. A student who is enrolled in a full course during the fall term may change the grading status of that course for the spring term by filing an appropriate change-of-grade petition by the fifth Monday of the spring term. Pass/Fail grading status always requires the instructor’s permission. When the grading status of a full course is different for the fall and spring terms, the midyear grade will appear on the transcript as a fall term, half-course grade.

Repeating Courses

Students who wish to repeat a course for which they have received a passing grade may do so. The second iteration of the course and its grade will appear on the transcript in brackets and will not count in any way toward degree requirements, determination of honors, or grade point average.

Students are normally allowed to repeat failed courses for both grade and credit. Please note, however, that the failing grade received when the course was taken the first time remains a permanent part of the College record.

Courses designated with an “r” (such as 91r) in *Courses of Instruction* may be repeated for credit without petition.

Rate of Work

The normal rate of work is four half-courses per term, at least one of which must be taken for degree credit and a letter grade and offered by the Faculty of Arts and Sciences. Courses taken in the Graduate School of Education under UTEP may be substituted for a letter-graded course in the Faculty of Arts and Sciences.

Ordinarily, students may take five half-courses each term. Any student wishing to take more than five half-courses in a term must obtain the approval of his or her Allston Burr Resident Dean or Resident Dean of Freshmen. Any freshman who wishes to take more than four half-courses in his or her first term must obtain the approval of his or her Resident Dean of Freshmen. Students may not enroll in more than six half-courses in one term without Administrative Board approval.

Ordinarily, no student may work at a rate less than necessary to maintain a yearly average rate of four full courses passed (i.e., by the end of freshman year, at least four full courses completed; by the end of sophomore year, at least eight full courses completed; and by the end of junior year, at least twelve full courses completed). By taking extra courses, students may accumulate credit that may be used to reduce their rate of work in a subsequent term or terms, provided that the overall average rate of four full courses per year is maintained. Any freshman who wishes to complete fewer than four half courses per term must obtain the approval of his or her Resident Dean of Freshmen. Students who do not proceed toward the degree at a satisfactory rate are subject to Administrative Board action, including denial of permission to register for subsequent terms.

Tuition Charges

Tuition adjustment for those permitted to work at less than the normal rate will be determined on a case-by-case basis by the Administrative Board. No remission of tuition is allowed when a student has been excluded from a course (see “The Grading System” on page 60 and “Exclusion from a Course” on page 65).

A student who takes more than four half-courses in any term and who uses the extra course(s) to accelerate progress toward the degree will be charged for each extra half-course thus used. These charges are billed after the student applies for the degree, at the tuition rate prevailing in the term when the final course work for the degree was completed (see “Acceleration” on page 460).

Residence Requirement

No student will be recommended for the AB or SB degree without having completed at least as many terms in residence at Harvard as would have been required had the student worked continuously at a four-course rate. A student who has completed degree requirements in fewer terms than would have been required had he or she worked continuously at a four-course rate may petition the Allston Burr Resident Dean for waiver of the residence requirement. If this petition is granted, the student may be charged extra course fees (see “Acceleration” on page 460).

Additional Term

In exceptional cases, and only to meet specific academic requirements, students may petition the Administrative Board for permission to remain in the College for one term beyond the end of the second term of their senior year. Tuition for an additional term is charged at a per course rate. Ordinarily, students in an additional term are not eligible for College housing or financial aid. Before petitioning the Administrative Board for an additional term, students should consult with their Allston Burr Resident Dean about their proposed academic program, tuition and fees, and eligibility for College housing and financial aid. The Board will weigh the academic record and performance in the community when considering these petitions. Under no circumstances will the Board grant a student permission for more than one additional term.

Extra Transfer Term

The system by which intercollegiate transfer students receive credit for work done at their previous colleges may underestimate the amount of time a student needs at Harvard to complete a sound and appropriate program for the degree. Therefore, transfer students may petition the Administrative Board for an “extra transfer term” in addition to the allotted number of terms they were granted on admission. Transfer students are eligible for only one extra transfer term.

Students granted an extra transfer term:

- enroll and pay at the four half-course rate;
- must fulfill an additional Core area requirement with the exception that junior transfers under the rules for students entering in September 2002 or thereafter who remain for a fifth term do not need to take a fifth Core course;
- are entitled to housing in the College, provided they have not already lived in College housing for six terms, in which case they may apply for housing on a space-available basis; and
- may apply for financial aid to help defray the costs of the extra transfer term.

If transfer students need no more than two additional courses to complete their academic programs, they may petition for an additional term. Students may petition for an additional term following an extra transfer term (above), or without having completed an extra transfer term. Since these students do not enroll in more than two courses, they do not incur an additional Core requirement. They are, however, subject to all the usual “additional term” provisions.

Harvard Summer School

Degree credit will be granted only for summer school courses offered by the Harvard Summer School, except that under special circumstances credit for course work done at other institutions may be awarded provided that advance approval has been obtained (see “Degree Credit For Out-of-Residence Study” on page 36).

All numbered or lettered courses announced in the Harvard Summer School catalog count as work done in residence if taken prior to graduation under the “credit” category, unless stated otherwise in the Harvard Summer School catalog (see the section *Harvard University Students* in that catalog). These courses and grades are always entered on the student’s College record and counted accordingly, provided one or more of the courses taken can fulfill degree requirements. Please note the following exceptions:

- Courses taken before matriculation as a degree candidate in Harvard College will be added to the College record only by vote of the Administrative Board; such a vote is final and the Board will not subsequently approve a petition to remove such courses from a student’s College record. Students should ordinarily petition for such credit during their freshman year. *Note: Petitions granted by the Administrative Board after the deadline for the student’s degree application will postpone the student’s degree until the next date on which degrees are voted by the Faculty.*
- Courses taken after the last term in residence will not be added to the College record unless one or more are necessary to meet degree requirements.
- Students may not receive credit toward a degree for a Summer School course that is essentially the same course as one taken previously for credit, either in Summer School or during the academic year, whether or not the two course numbers or titles are identical.

Students cannot be relieved from academic probation on the basis of Summer School work.

The minimum Harvard Summer School program is one half-course (four units), and the regular Harvard Summer School program is two half-courses (eight units). Only with the prior permission of the Allston Burr Resident Dean may any undergraduate enroll in three half-courses (twelve units) for credit in Summer School. The Allston Burr Resident Dean who grants this permission submits the approval directly to the Summer School.

New freshman students, admitted for September, are strongly urged to consult with the Freshman Dean’s Office about the content of their summer programs. New transfer students are likewise urged to consult with the Advising Programs Office.

The Summer School does not attempt to provide courses that Harvard College students might be required to take in order to meet degree requirements. For example, courses to meet particular Core or concentration requirements may not be offered by the Summer School.

Students who plan to complete degree requirements (including “lost degree” candidates) in the Summer School are required to so notify the Registrar of the Faculty of Arts and Sciences. These students are reminded to be certain that the courses in which they are enrolling do, in fact, complete their remaining degree requirements.

No student may enroll in Independent Study during the summer, but students may petition to enroll in Supervised Reading and Research courses or tutorial courses (90- and 900-level courses) in the Harvard Summer School. These courses require a special enrollment form, obtainable in the Summer School Office, which must be signed by the Head Tutor or Director of Undergraduate Studies (or equivalent officer) in the field, by the instructor who is to supervise the course, and by the Registrar of the Summer School. The usual Summer School course fee is charged for all courses taken in the summer, and the work in the course must be completed before the end of the Summer School Examination Period.

Grades of “Incomplete” (INC) and equivalent grades received in Summer School courses will be converted to “No Credit” (NCR), a failing grade, unless an extension has been granted by the Administrative Board of the Harvard Summer School.

No student who for disciplinary reasons has been required to withdraw for the second and final time or dismissed from Harvard College may ordinarily enroll in the Harvard Summer School.

Any violation of Harvard Summer School academic and disciplinary policy is subject to review and disciplinary action by the Summer School Administrative Board and in addition may trigger action by the Harvard College Administrative Board.

GRADES AND HONORS

The Grading System

The Faculty of Arts and Sciences uses the following system of letter and non-letter grades to evaluate undergraduate student work:

Letter Grades:

- A, A–** Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction.
- B+, B, B–** Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities.
- C+, C, C–** Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities.
- D+, D, D–** Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree.
- E** Earned by work which is unsatisfactory and unworthy of course credit towards the degree.

Non-Letter Grades:

- ABS** Students who miss a regularly scheduled midyear or final examination administered by the Office of the Registrar, during the Midyear or Final Examination Period, are given a failing grade of Absent (ABS), which will be changed only if the student is granted and takes a makeup examination. Unexcused absences are counted as failures (see page 70).
- CR/NCR** CR/NCR is used only for certain cross-registration courses. The grade of Credit represents letter grades from A to D–; the grade of No Credit represents the letter grade of E.
- EXLD** A notation of Excluded (EXLD) indicates that the student was not permitted to continue in the course by vote of the Administrative Board, and received no credit. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory.
- EXT** Instructors may allow students extensions of time to complete course work up to the last day of the Examination Period. After that date, only the Administrative Board may grant extensions of time for undergraduates to complete course work. Until the date of extension, the student is given a grade of Extension (EXT). EXT is only a temporary notation; a final grade must be given upon the expiration of the extension. This final grade appears on the student's record with a notation (“#”) indicating that the grade was obtained after an extension of time (see page 73).
- PA/FL** The grade of Pass represents letter grades of A to D–; the grade of Fail represents the letter grade of E. Certain courses may, with the instructors' permission, be taken on a Pass/Fail basis. Independent Study is always graded PA/FL.
- SAT/UNS** The grade of Satisfactory includes letter grades from A to C–; the grade of Unsatisfactory represents work below C– and is considered a failing grade. No students enrolled in courses graded SAT/UNS may receive letter grades in those courses. The following junior and senior tutorials must be graded SAT/UNS:

Applied Mathematics 99r	Literature 98a, 98b, 99a, and 99b
Chemistry 91r, 98r, and 99r	Mathematics 60r
English 99r	Portuguese 99
Folklore and Mythology 99	Psychology 985, 990, and 992
French 99	Religion 99
German 99	Romance Studies 99
Government 99r	Scandinavian 99
History 99	Slavic 99a and 99b
History & Literature 99	Social Studies 99
History of Art and Architecture 99	Sociology 99
Indian Studies 99	Spanish 99
Italian 99	Special Concentrations 99
Latin American Studies 99	Studies of Women, Gender, and Sexuality 99a and 99b
Linguistics 99	

Freshman seminars are always graded SAT/UNS. House Seminars may be graded SAT/UNS at the option of the course instructor and with the approval of the Committee on Freshman Seminars.

A student may request that the instructor review a grade that has been received and may also ask to consult with the chair of the department or committee of instruction offering the course. However, final authority for the assignment of grades rests with the instructor in charge.

of the course. Once a grade has been reported to the Registrar, it can be changed only upon the written request of the instructor to the Registrar, acting on behalf of the Dean of Harvard College (or the Dean of the Graduate School in the case of 200- or 300-level courses).

Grades of C– or higher, as well as the grades of CR, PA, and SAT, are passing and satisfactory grades. Grades of D+ through D– are passing but unsatisfactory grades. Grades of E, ABS (Absent), NCR (No Credit), FL (Fail), UNS (Unsatisfactory), and EXLD (Excluded) are failing grades.

The grade of INCOMPLETE (INC) cannot under any circumstances be given to undergraduates.

Grade Point Averages for Undergraduates

The Faculty of Arts and Sciences averages its letter grades with a 4-point scale: A = 4.00, A– = 3.67, B+ = 3.33, B = 3.00, B– = 2.67, C+ = 2.33, C = 2.00, C– = 1.67, D+ = 1.33, D = 1.00, D– = 0.67. E, ABS, NCR, FL, UNS, EXLD = 0. The grade point average is the numerical average of all grades received in letter-graded courses taken under the Faculty of Arts and Sciences for degree credit. In addition, the grade point average includes all failed courses (including failing and unsatisfactory grades in courses taken Pass/Fail and SAT/UNS), courses taken for credit in the Harvard Summer School, and cross-registration courses as appropriate. Passing grades received for courses taken through cross-registration will not be used in computing a student's grade point average except when the courses are counted toward concentration requirements or taken in the Graduate School of Education as part of UTEP (see "Cross-Registration" on page 52). Grades received for course work done out of residence will not be used in computing the grade point average. Grade point averages are calculated on both a cumulative and annual basis.

Students of the sophomore, junior, and senior classes in the top 5% of their respective classes will be designated John Harvard Scholars, based on the grade point average of the previous academic year; and students not in the top 5% but in the top 10% of their respective classes will be designated Harvard College Scholars.

Promotion

A student will ordinarily be promoted at the end of any term upon the basis of the number of terms completed or for which credit has been given, as follows:

For sophomore standing	2 terms completed
For junior standing	4 terms completed
For senior standing	6 terms completed

Requirements for Honors Degrees

All degree candidates must satisfy the requirements of an approved field of concentration and meet all other degree requirements. The Faculty of Arts and Sciences recommends bachelor degrees for presentation to the Governing Boards of the University as follows: regular degree; *cum laude* on the basis of the student's overall record; *cum laude* in a field; *magna cum laude* in a field; *magna cum laude* with Highest Honors in a field; or *summa cum laude* in a field. Faculty and concentration standards for honors may change without notice; both sets of standards must be met.

All candidates for degrees with honors must have satisfactory letter grades (C– or higher) in a minimum of twenty-four letter-graded half-courses (prorated appropriately for students graduating with fewer than sixteen full courses passed at Harvard). Grade point averages are based on all completed letter-graded courses taken while at Harvard (including all failed

courses, courses taken for credit in Harvard Summer School, and by cross-registration only as appropriate), as described in “Grade Point Averages” (see above).

Students normally make application to be admitted to candidacy for honors in their concentration at the time their Plan of Study is submitted. An undergraduate who completes the requirements for honors eligibility in his or her field of concentration may be recommended by the concentration for the degree with Honors, High Honors, or Highest Honors in the field. It is possible that a student in an honors program will have his or her record judged unworthy of honors in the field but worthy of a degree; such a student may then be recommended by the Faculty of Arts and Sciences for a regular degree, subject to the general regulations, or, if qualified, for the degree *cum laude*. Both the degree recommendation of the student’s concentration as well as the final honors awarded by the Faculty (if any) are noted on the official transcript.

The Faculty will award degrees with honors based on the criteria below:

Summa Cum Laude in a Field: The candidate must be recommended for Highest Honors by a division, department, or special committee appointed by the Faculty for this purpose. Highest Honors recommendations are serious matters requiring the collective consideration of the faculty affiliated with the concentration. In making these decisions, consideration is given not only to the candidate’s grades in concentration courses, but also to the level and rigor of those courses, and to other indicators of the candidate’s mastery of the field, such as performance on a substantial piece of independent work or on a written or oral general examination.

The candidate’s total record must demonstrate outstanding work across a range of fields. In making judgments about outstanding work across a range of fields, the Faculty of Arts and Sciences will consider such evidence as a very high grade point average, outstanding performance across various components of non-concentration requirements, and outstanding performance in upper-level courses not directly related to the concentration. Historically, the Faculty has expected to see A or A– work in any two half-courses in each of the broad curricular areas (humanities, social sciences, natural sciences). Ordinarily, the Faculty will recommend between 4 percent and 5 percent of June degree candidates for the degree *summa cum laude*. The standards of each June will be applied at subsequent degree meetings until the following June.

Magna Cum Laude in a Field: A candidate may be recommended by the Faculty for the degree *magna cum laude* in a concentration or joint concentration provided he or she has been recommended to the Faculty for High Honors or Highest Honors by a division, department, or special committee appointed by the Faculty for this purpose. For June degrees, the Faculty will recommend those students with the highest grade point averages who have not already been recommended for the degree *summa cum laude*, so that the total number of degrees *summa cum laude* and *magna cum laude* sum to 20 percent of all June degree candidates. The minimum grade point average that is awarded a degree *magna cum laude* each June will constitute the standard to be applied for that degree at subsequent degree meetings until the following June.

Cum Laude in a Field: A candidate may be recommended by the Faculty for the degree *cum laude* in a concentration or joint concentration provided he or she has been recommended to the Faculty for Honors, High Honors, or Highest Honors by a division, department, or special committee appointed by the Faculty for this purpose. For June degrees, the Faculty will recommend those students with the highest grade point averages who have not already been awarded the degree *summa cum laude* or *magna cum laude*, so that the total number of degrees *summa cum laude*, *magna cum laude* and *cum laude* in field sum to 50 percent of all June degree candidates. The minimum grade point average that is awarded a degree *cum laude* in field each June will constitute the standard to be applied for that degree at subsequent degree meetings until the following June.

Cum Laude: A candidate not recommended for honors in a concentration or joint concentration may be recommended by the Faculty for the degree *cum laude* on the basis of overall

grade point average alone if his or her grade point average is at or above the minimum grade point average awarded the degree *magna cum laude*. In any June, if the number of candidates with a sufficient grade point average exceeds 10 percent of all June degree candidates, only those with the highest grade point averages totaling 10 percent of all June degree candidates will be awarded the degree *cum laude* on the basis of overall grade point average alone. The minimum grade point average that is awarded a degree *cum laude* each June will constitute the standard to be applied for that degree at subsequent degree meetings until the following June.

Prizes

The awarding of prizes at Harvard can be traced back to Edward Hopkins, a London merchant who came to America in 1637. His bequest continues to provide prizes for “Hopeful youth in the way of Learning...for the publick Service of the Country in future times.”

Today, over 200 different prizes are awarded each year in recognition of academic excellence, achievement in a particular field, or outstanding individual qualities. The Bowdoin Prizes, established by the bequest of Governor James Bowdoin, AB 1745, are among many noteworthy prizes for which students submit essays, theses, or other scholarly works.

Prize descriptions, eligibility requirements, submission deadlines and lists of past winners may be found at www.fas.harvard.edu/~secfas, under “Student Prizes.” Further information is available from the Prize Office, University Hall, Ground Floor (617-495-4780 or fas-prizes@harvard.edu). Information on all athletic prizes may be obtained from the Department of Athletics.

Phi Beta Kappa

Phi Beta Kappa is an academic honors society committed to the promotion of scholarship and cultural interests among the students of American colleges. Alpha Iota of Massachusetts at Harvard, founded in 1781, is the oldest chapter of Phi Beta Kappa in continual existence. Undergraduate members, selected from a pool of candidates with the highest cumulative numerical grade point averages in their academic divisions, are elected on the basis of their scholarly achievement and breadth of intellectual interest. Twenty-four juniors are elected each spring, forty-eight seniors are elected each fall, and in the final election, before Commencement, a sufficient number of degree candidates are elected to bring the total membership to no more than ten percent of each graduating class.

The undergraduate members of Alpha Iota, led by four Phi Beta Kappa Marshals, decide on the Phi Beta Kappa awards for teaching excellence given to three members of the Faculty of Arts and Sciences at the Literary Exercises during Commencement Week. The chapter also awards grants for independent research to a number of juniors each spring. For more information see www.fas.harvard.edu/~pbk/.

ACADEMIC PERFORMANCE

All students are required to maintain a satisfactory academic record and meet the obligations of the courses in which they are enrolled. Failure to do so will be dealt with as the Faculty and its designated Boards shall determine. In all cases, midyear grades in full year courses will be considered along with all other grades in the calculations for minimum requirements and satisfactory records.

Minimum Requirements

To meet the minimum academic requirements in any term, a student may have at most one failing grade, which may not be accompanied by another unsatisfactory grade; and at least two

satisfactory grades, one of which must be a letter grade in an FAS course taken for degree credit (or in a course taken by cross-registration and counted toward concentration or UTEP requirements). A student who fails to meet the minimum requirements ordinarily will be required to withdraw for two terms, whether or not his or her previous record was unsatisfactory.

Satisfactory and Unsatisfactory Academic Records

The requirements for a satisfactory academic record are satisfactory grades in all courses, and at least one letter grade in an FAS course taken for degree credit (or in a course taken by cross-registration and counted toward concentration or UTEP requirements). However for freshmen in their first term, an academic record will be considered satisfactory if all grades are passing, at most one grade is unsatisfactory, and at least one grade is a satisfactory letter grade. A student whose record is unsatisfactory is ordinarily placed on probation. A student with two consecutive unsatisfactory records ordinarily will be required to withdraw for two terms.

Exclusion from a Course

A student who neglects any course may, after written warning by the instructor, be excluded from the course by the instructor with the approval of the Administrative Board. The warning should specify the steps the student must take in order to be allowed to continue in the course. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory. A notation of EXLD (excluded) on the transcript indicates that the student was not permitted to continue in the course and received no credit. A student may not withdraw from a course from which he or she has been excluded. Students excluded from a course are denied any right to further course evaluation, including final and makeup examinations.

Submission of Written Work

Students are responsible for ensuring that required written course work is submitted and received on time. Written work should not be left in open mailboxes or other unattended places but rather given personally and directly to the head of the course or to a responsible person acting on his or her behalf. Papers that are mailed to instructors should be sent by certified mail, and a receipt of delivery should be requested from the Postal Service. The student should keep both the postal receipt and a copy of the paper. If work is submitted electronically, students are responsible for confirming receipt.

Academic Dishonesty

Plagiarism and Collaboration

All homework assignments, projects, lab reports, papers and examinations submitted to a course are expected to be the student's own work. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only primary and secondary material published in print or on-line, but also information and opinions gained directly from other people.

The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated (see also "Submission of the Same Work to More Than One Course" below.)

A computer program written to satisfy a course requirement is, like a paper, expected to be the original work of the student submitting it. Copying a program from another student or any other source is a form of academic dishonesty; so is deriving a program substantially from the work of another.

The amount of collaboration with others that is permitted in the completion of assignments can vary, depending upon the policy set by the head of the course. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted work.

Students are expected to be familiar with the booklet *Writing with Sources*, which they receive at the writing placement test in September of freshman year, and is available at www.fas.harvard.edu/~expos/sources. Students who are in any doubt about the preparation of academic work should consult their instructor and Allston Burr Resident Dean or Resident Dean of Freshmen before the work is prepared or submitted.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action, and ordinarily required to withdraw from the College.

Submission of the Same Work to More Than One Course

It is the expectation of every course that all work submitted to it will have been done solely for that course. If the same or similar work is to be submitted to any other course, the prior written permission of the instructor must be obtained. If the same or similar work is to be submitted to more than one course during the same term, the prior written permission of all instructors involved must be obtained. A student who submits the same or similar work to more than one course without such prior permission is subject to disciplinary action, and ordinarily will be required to withdraw from the College.

Students are urged to consult their Allston Burr Resident Dean or Resident Dean of Freshmen or the instructors involved with questions concerning this important matter (see also “Plagiarism and Collaboration” above).

Tutoring Schools and Term Paper Companies

In keeping with the principle that all material submitted to a course should be the student’s own work, any undergraduate who makes use of the services of a commercial tutoring school or term paper company is liable to disciplinary action. Students who sell lecture or reading notes, papers, translations, or who are employed by a tutoring school or term paper company, are similarly liable and may be required to withdraw. If a student wishes to accept compensation for private tutoring in Harvard courses, prior written permission of the Dean of the College is required.

Official Forms and Petitions

Students should understand that providing false or misleading information or signing any other person’s name or initials on a study card, Plan of Study, change-of-course petition, registration form, or on any other official form or petition will make them subject to disciplinary action, including requirement to withdraw.

Human Subject Research

University regulations and federal rules require advance review and approval of most human subject research. Any living person from or about whom information is collected for a scholarly study is deemed a “research subject”—the term is not limited only to those subjects involved in clinical or laboratory studies. Faculty and students contemplating a research project

involving humans as subjects, whether or not the work is externally funded and regardless of the area of academic discipline, should ascertain whether the project requires review.

Committee on the Use of Human Subjects

Committee Staff:

Jane Calhoun, 50 Church Street, 5th Floor, 617-495-5459, jcalhoun@fas.harvard.edu

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The Standing Committee on the Use of Human Subjects in Research, the Faculty of Arts and Sciences' federally mandated Institutional Review Board, is responsible for reviewing proposed studies. Applications should be submitted two weeks prior to Committee meetings, which are held monthly throughout the academic year. Judging from the information provided on the application, the Committee determines whether the proposed procedures will adequately safeguard the rights and welfare of the subjects. The Committee also aims to insure the appropriate recruiting practices, permissions, and student time commitments. Some projects may not require full Committee review; others may be exempt from review altogether. Students planning research projects should contact a Committee staff member to determine whether review is required. Forms, meeting schedule, and reference material are available at www.fas.harvard.edu/~research/HumSub.html.

Animal Research

All individuals using animals in research and/or teaching must complete a course entitled "The Humane Care of Animals in Research/Teaching." This course is offered several times a year at the Faculty of Arts and Sciences and quarterly at the Medical School. It acquaints the participants with Harvard policies as well as federal, state, and city of Cambridge regulations regarding the use of animals. Please contact the Animal Experimentation Coordinator at 617-432-1288 for course dates and times.

Every member of the Harvard community has a responsibility to report instances of mistreatment of animals or non-compliance with animal use guidelines. To report the mistreatment of vertebrate animals in research or teaching at Harvard, contact the Director of the Office of Animal Resources, Arthur Lage, D.V.M. (617-432-1289), or if anonymity is desired, Executive Dean of the FAS (617-496-3992). Any questions regarding animal use should be directed to Dr. Lage.

ATTENDANCE, ABSENCES, READING PERIOD, EXAMINATIONS, AND EXTENSIONS

Attendance

Regular attendance at course meetings and related events is expected of all students. Furthermore, students are expected to remain in the immediate vicinity of Cambridge during the Examination Periods, Reading Periods, and term time with the exception of scheduled vacations and holidays. Students may not be absent from the area for extended periods of time during the term without the permission of their Allston Burr Resident Dean or the Dean of Freshmen.

A student on probation is required to attend all academic exercises. Unexcused absence by a student on probation renders him or her liable to requirement to withdraw from the College at any time.

By vote of the Faculty of Arts and Sciences instructors are required to hold their regular classes on the days preceding and following holidays and vacations. They are not permitted

to allow temporary transfer of students from section to section or to excuse students at these times.

Restricted Attendance

With the exception of classes held prior to the filing of study cards, when any registered student may attend a class, only students enrolled in a course and auditors who have been given specific permission by the instructor ordinarily may attend course meetings. From time to time, instructors may permit other guests, such as colleagues, parents, alumnae/i, or prospective students, to attend individual class meetings; however, instructors are always free to restrict attendance at a class meeting or meetings to regularly enrolled students and authorized auditors.

Absence from Classes

A student should report all absences that may have a significant effect on his or her status to the Allston Burr Resident Dean or Resident Dean of Freshmen and to the instructor(s) of the course(s) concerned. A student who is called away in an emergency or is otherwise unavoidably absent from College should notify his or her Allston Burr Resident Dean or Resident Dean of Freshmen *both before departure and upon return*. Absence from College without such notification may lead to requirement to withdraw. A student who is sick may consult either the University Health Services or his or her own physician but should report all cases of serious illness promptly to the University Health Services either in person or by telephone.

Absence from academic exercises, for whatever reason, including representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any part of the work in the course required during the period of absence.

Storm and Emergency Conditions

The Faculty of Arts and Sciences rarely cancels classes due to weather. However, the faculty and section leaders who need to commute should not put themselves in danger during serious storms, and may choose to cancel their individual classes. Students may find the following information helpful:

- For the most part, undergraduate students are in residence and are expected to attend classes. Undergraduate students who decide that they cannot make it to class should consult the course materials for instructions on informing the course's instructional staff of planned absences from class. If such procedures have not been provided, then the student should inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Similarly, students may find instructions in the course materials that indicate how the instructional staff would inform students of the cancellation of a class or section meeting. For example, many courses inform students of the cancellation via an announcement posted at the course's home page on the web, via an email to the class attendees, or by leaving a message on the voice mail system of a centralized departmental telephone.
- FAS offices and academic departments will be open depending on staff availability and whether there are critical functions in progress. Call the central number for that office before going there.
- Final examinations and makeup examinations are rarely cancelled and students should report to their exam rooms on time.
- On the very rare occasion when FAS decides to cancel classes, an announcement of the cancellation will be posted at the College home page (www.college.harvard.edu) and on my.harvard.edu.

Hour and Midterm Examinations

The administration of hour and midterm examinations (not midyear) is the responsibility of the instructor; ordinarily, such exams should be scheduled during regular class meeting times. Instructors are required to offer makeup exams to students who are absent from hour and midterm examinations for the observance of a religious holiday. If an instructor is satisfied that an absence for another reason is necessary and that omitting a grade for the missed hour or midterm examination will not affect the student's course grade, final evaluation of the student's work in the course may be determined from the remainder of the course work. The instructor may also elect to give a makeup examination. The responsibility for such decisions rests with the instructor only, and not with the Dean's Office or the Administrative Board.

Although instructors are obligated to offer makeup exams only in the case of absence for the observance of a religious holiday, students who have obtained proper Harvard University Health Services (HUHS) documentation of illness may not be penalized for their absence from hour and midterm examinations. The appropriate form must be signed by a HUHS medical professional and given to the student's Allston Burr Resident Dean or Resident Dean of Freshmen, who will write the student a letter that acknowledges receipt of the HUHS form. This letter may be presented to the instructor as certification of the student's illness.

Absences for Religious Holidays

A student whose absence from an hour or midterm (not midyear) examination is a consequence of his or her religious belief "shall be provided with an opportunity to make up such examination" (Commonwealth of Massachusetts H6642—a bill enacted in September 1985 excusing the absence of students for their religious beliefs). It is the responsibility of the students concerned to provide instructors with the dates on which they will be absent because of a conflict with the religious holidays they will be observing. If conflicts are unavoidable, students who are absent from hour or midterm examinations for religious reasons shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that such a makeup opportunity would constitute an "unreasonable burden" on the faculty.

Reading Period

At the end of each term, a period of eleven or twelve days prior to the start of final examinations is designated as Reading Period. During this time, faculty members may choose not to hold formal class meetings. Those who exercise this option often do so in order to allow students to work independently, exploring special topics or integrating the material covered in the course through a term paper or other project. Those courses that have a final exercise other than a regular three-hour final examination schedule these activities during Reading Period. Some courses continue to meet on their regular schedules during much of Reading Period.

Regardless of whether a class meets during Reading Period, that time is an integral part of the term. Students are expected to remain in the immediate vicinity of Cambridge throughout this period.

Final Examinations

Final examinations will be held at the end of all courses unless the Registrar, acting on behalf of the Dean of Harvard College, has approved an exam substitution such as a project or major paper. Substitutions are always due no later than the last day of Reading Period. In courses that run throughout the year, final exams will be held at the end of both the fall and spring terms.

The Registrar schedules and administers all final examinations scheduled during the Mid-year and Final Examination Period. They are three hours in length. There are two exam sessions each day. Morning exams begin at 9:15 am and afternoon exams begin at 2:15 pm. Official dates and times for exams are published on the Final Examination Schedule which is available at www.registrar.fas.harvard.edu near the beginning of each Reading Period. This schedule is subject to change as required.

To seek accommodations for a final exam on account of disabilities, undergraduates must direct their petition to the Accessible Education Office (see page 495). The Accessible Education Office will work with the faculty member and the Exams Office to make arrangements for accommodations when appropriate and will contact the student directly about the accommodations. For more specific information about final exams please consult the website of the Accessible Education Office at www.aeo.fas.harvard.edu/.

Students are responsible for learning the times and locations of exams in their courses and for arriving at their exams on time. Students who miss an exam and who are not granted a makeup exam will receive a permanent ABS (unexcused absence), which is equivalent in all respects to a failing grade.

Most instructors return examination booklets, papers, and other academic work to the students enrolled in their courses. By law, students have the right to review all materials submitted to a course, including final examination booklets, and for a reasonable charge may have copies of any originals not returned to them within 45 days of the date of the original request.

Examination Rules

Students should adhere to the following rules during the administration of regularly scheduled midyear or final examinations.

- During bathroom breaks, students should not use computer terminals, telephones (land line or cellular), or other communications devices.
- Students cannot exit the exam room for the first 30 minutes of the examination.
- In order to avoid any possible suggestion of improper behavior during an examination, undergraduates should refrain from communication with other students while an exam is in progress.
- Students should also not retain or refer to any books or papers during an examination except with the express permission of the instructor or proctor.
- Eating and drinking are not permitted in any examination room.
- Personal belongings should be put away and all cell phones, beepers, and pagers should be turned off.
- In the event of a fire, students should take their personal belongings and their exam and booklets and meet in the location announced at the beginning of the exam by the proctor. Students should not leave the exam site or the emergency meeting location with any exam materials, nor should they discuss the exam with other students during the emergency procedures.

For violation of the examination rules or dishonesty in an examination a student may be required to withdraw from the College. Students who fail to obey the instructions of an examination proctor are liable to disciplinary action.

Late Arrival To Examination

A student who is late for an exam may be refused admission and reported as absent. The Registrar has been given full authority to make the decision regarding late entry into an exam room. Students who are late for a final exam should report directly to the exam room up to the hours of 9:45 am for a morning examination or 2:45 pm for an afternoon examination. After that time they should report to the Exams Office in the Science Center, Room 112. If the student is allowed entry to the examination, no penalty will ensue for the time spent in the Exams Office. No one will be admitted to an examination if any student has already left the examination room. Ordinarily, latecomers will not be allowed to make up lost time.

Illnesses During the Examination

A student who is present for any part of an examination is never entitled to a makeup exam. Any student who becomes ill during an exam, however, should report the illness immediately to the proctor. The proctor will have the student escorted to HUHS, where the student will be kept incommunicado until able to resume the examination. Upon resumption, the student will be allowed only the balance of time not already used.

Absence from Examinations

To obtain credit for a half-course having a final examination, a student must have attended the examination (or its equivalent approved makeup). To obtain credit for a full course having fall term and spring term examinations, a student must have attended both exams (or equivalent approved makeup). A student who is absent without excuse from the final examination (or the equivalent approved makeup) of a full course fails the entire course and receives no credit for either half of it.

Any student who has an unexcused absence at the fall term final exam in a full course must either petition to withdraw from the course without credit (no later than the seventh Monday of the spring term) or petition to be allowed to continue in it in the spring term for half-course credit only, in which case the failing grade of ABS is permanently recorded for the fall half of the course (see “Withdrawing from Courses Without Credit” on page 55 and “Full Courses—Divisible and Indivisible” on page 55).

A student may petition for a makeup examination because of illness only if the illness is documented by medical staff at HUHS *within the 24-hour period before the beginning of the examination*. Students may choose, however, to take the exam while at Stillman Infirmary. This is acceptable under certain circumstances. In an emergency, a student’s illness could be reported to HUHS by a private physician, before the beginning of the examination. The private physician must also supply a written statement to Harvard University Health Services.

Unavoidable absence from an examination resulting from causes other than illness should be reported and explained in advance to the appropriate Allston Burr Resident Dean or Resident Dean of Freshmen.

A student whose record is unsatisfactory because of an unexcused absence from a final or makeup examination ordinarily will be placed on probation or, if the record as a whole so warrants, required to withdraw (see “Procedures of the Administrative Board” on page 409).

Religious Conflicts with Final Examinations

Students are expected to anticipate any religious conflicts with exams and report the conflict in writing to the Exams Office at fasexams@fas.harvard.edu by the last day of classes each term. Accommodation may not be possible if the conflict is reported after the last day of classes.

Makeups for Examinations: Excused Absences

The Administrative Board has jurisdiction over granting makeup examinations. *No instructor may grant or give a makeup examination to any student who missed a final examination without the express authorization of the Registrar and the Administrative Board; nor may a makeup examination be given at any time or place other than that specified by the Registrar.* A student granted a makeup exam is not thereby granted an extension of time to complete other written work for the course. Such an extension is granted only by special vote of the Administrative Board (see “Extension of Time for Written or Laboratory Work” on page 73).

Petitions for makeup exams are due in the office of the Allston Burr Resident Dean or Resident Dean of Freshmen as soon as possible and no later than one week after each examination. Students having a medical excuse will fill out the petition form at Harvard University Health Services and take the form personally and directly to the Allston Burr Resident Dean or Resident Dean of Freshmen. Students wishing to be excused for other reasons should see their Allston Burr Resident Dean or Resident Dean of Freshmen.

A student whose petition for a makeup examination has been granted by the Administrative Board must take the makeup examination at the next regularly scheduled makeup period. Typically, the makeup period is the third week of the following term. No other opportunity to take the examination will be allowed. It is the student’s responsibility to learn exactly when and where the makeup examinations will be given.

The beginning dates for fall and spring term Makeup Examination Periods are listed in the Academic Calendar. The Registrar notifies students via email who have been granted permission to take one or more makeup exams. The email notification specifies the scheduled time and place of their makeup examination(s). If students do not receive an email notification about a makeup exam, it is their responsibility to obtain such information from the Registrar at least two weeks before the beginning of the makeup Examination Period.

A student who has been granted a makeup exam by the Administrative Board but has neither taken it nor canceled it in writing to the Registrar with a copy to the Allston Burr Resident Dean or Resident Dean of Freshmen at least one week in advance of the beginning of the Makeup Examination Period will ordinarily be admonished by the Administrative Board. A student who has missed a final exam and not been granted permission for a makeup will be given the failing grade of “Absent” (ABS) for the course and is thus eligible to be placed on probation or required to withdraw, depending on his or her academic record for the term.

Students granted makeup examinations and/or extensions of time beyond the end of the Examination Period in two or more courses will not be allowed to register for the next term except by special permission of the Administrative Board. A student granted a makeup examination is not eligible to receive the degree until after final grades have been reported for all of his or her courses.

All grades that are entered late on a transcript because of makeup examinations or extensions of time granted by the Administrative Board after 1969 are marked with “#”.

Examinations in Absentia

In exceptional cases, students who cannot be in Cambridge at the time of a final or makeup examination may request permission from the Administrative Board to take the examination *in absentia*. Applications are available from the Allston Burr Resident Dean, the Resident Dean of Freshmen, and the Registrar, and are due to the Registrar no later than the last day of classes.

Petitions for *in absentia* exams from members of Harvard College athletic teams participating in tournament competitions and students who are either on leave or studying elsewhere for Harvard degree credit may be approved by the Registrar. Other requests require permission of the Administrative Board. Before petitioning to take an examination *in absentia*, students should consult their Allston Burr Resident Dean or Resident Dean of Freshmen.

Students are responsible for any fees incurred in the administration of an *in absentia* examination, including proctoring fees, return postage, and any extraordinary costs incurred in the delivery or administration (room rentals, media rentals, etc.). The University's *in absentia* examination fee of \$100 does not include the costs listed above. The University's fee is waived only for students who are studying abroad for Harvard degree credit with prior approval of the Faculty Committee on Education Abroad in institutions where the academic schedule conflicts with the Harvard Examination Period or for certain University-sponsored intercollegiate athletic events.

Extension of Time for Written or Laboratory Work

Students who encounter unexpected difficulties in completing their work should immediately consult their Allston Burr Resident Dean or Resident Dean of Freshmen.

Extensions of time up to the end of the Examination Period may be granted by the instructor. Ordinarily, the student must have received the consent of the instructor *before* the final examination (or before the final meeting of a course in which there is no final examination). No instructor may accept work from a student in any term after the end of the Examination Period without the express authorization of the Administrative Board.

An extension of time beyond the end of the Examination Period can be granted only by vote of the Administrative Board and only in exceptional circumstances. A student who, *for medical reasons*, fails during any term to complete the required work in a course, including laboratories, problem sets, or papers, may petition the Administrative Board through the Allston Burr Resident Dean or Resident Dean of Freshmen for an extension of time commensurate with the time missed to make up the work.

Students granted extensions of time beyond the end of the Examination Period and/or makeup examinations in two or more courses will not be allowed to register for the next term except by special permission of the Administrative Board. A student granted an extension of time is not eligible to receive the degree until after final grades have been reported for all of his or her courses.

The notation "Incomplete" (INC), used in the grading of graduate students, cannot under any circumstances be given to undergraduates. In those cases where the Administrative Board has in advance voted approval of an extension of time, the temporary notation EXT will be made for the duration of the extension voted by the Administrative Board. EXT is only a temporary notation; a final grade must be given upon the expiration of the extension as approved by the Administrative Board.

LEAVES OF ABSENCE

Voluntary Leaves of Absence (Granted by Petition)

Students who wish to interrupt their studies at any time before graduation must petition the Administrative Board for a leave of absence. Petition forms are available from, and must be submitted to, the Allston Burr Resident Dean or Resident Dean of Freshmen.

Students whose previous academic and disciplinary record is satisfactory and who have petitioned by the seventh Monday of the term will normally be granted a "leave of absence." Students who petition after the seventh Monday of the term will normally be granted a "leave of absence—late in the term." Students who are not in good standing may be granted a "leave of absence—on probation." Students who petition for a leave of absence after the Thanksgiving holiday in the fall term or after April 15 in the spring term ordinarily will not be allowed to register in the next academic term. *No petitions for a leave of absence for any term will ordinarily be considered after the first day of Reading Period for that term.*

A student who is granted a leave of absence during the academic year is charged tuition, room rent, the Student Services Fee, and board to the end of the period in which he or she leaves, as indicated on the chart “Students’ Financial Obligations in the Event of a Leave of Absence or Requirement to Withdraw” on page 462 and in “Housing Policy” on page 419.

Students who have signed a room contract to live in College housing and subsequently decide to take a leave of absence must notify the Office of Residential Life, University Hall, First Floor South, in writing of their intention not to take up residence. The purpose of this policy is to enable Houses to make unoccupied rooms available to other students as early as possible (for deadlines, see “Housing Policy” on page 419).

All undergraduates going on leave before the end of a term must submit the proper paperwork to their House Office or the Freshman Dean’s Office. Cancellation of board charges is contingent upon the submission of the form; failure to do so will result in a continued assessment of board charges until the end of the term in which the leave occurs. A student granted a leave is expected to vacate University property as soon as possible and no later than five business days after the date of the Administrative Board vote granting the leave. The room key must also be turned in to the House Office or building manager’s office. Students who are on leave may not store any belongings at the University.

Students leaving after completion of the fall term should consult the section “Full Courses—Divisible and Indivisible” on page 55 and their Allston Burr Resident Dean or their Resident Dean of Freshmen concerning dividing or withdrawing from any full or “hf” courses in which they were enrolled.

Students should file a change of address form at Holyoke Center 953, and students with telephones and email accounts are reminded to make appropriate arrangements to settle those accounts before leaving. Students who have competed on an intercollegiate team or intend to compete on one for the first time upon their return should arrange for an “exit interview” with the Associate Director of Athletics in charge of eligibility before leaving Cambridge.

Students receiving scholarship or other financial aid should consult the Financial Aid Office concerning the financial implications of going on leave. Prior to leaving Cambridge those who have borrowed money or received financial aid from Harvard must also have an exit interview at the Financial Aid Office, Byerly Hall 312. Students who receive veteran’s educational benefits should report to Holyoke Center 953. Foreign students should consult the International Office concerning their status.

Students going on leave are reminded that all degree candidates, whether currently registered or not, are expected to maintain a satisfactory standard of conduct.

Use of College Services and Facilities

Students are encouraged to consult the Office of Career Services, which may be able to assist them in making plans for their time away from the College. Students who have been granted a leave of absence may at any time consult their Allston Burr Resident Dean or Resident Dean of Freshmen. The services of the Bureau of Study Counsel are fully available to students on leave, so long as these students have medical coverage through the University Health Services.

When any portion of the tuition for a term has been paid, a student’s usual access to medical care at the University Health Services extends to the beginning of the next regular term. Students enrolled in the University’s Blue Cross/Blue Shield group insurance plan should consult the Student Health Insurance Office at Harvard University Health Services about obtaining insurance coverage while they are not registered in the College.

Libraries and other facilities may normally be used only by students who are currently registered. Students on leave or required to withdraw may not participate in extracurricular

activities. Exceptions to this rule must be specifically approved in advance by the Administrative Board.

Course Work Done Out of Residence

Students in good standing (see page 411) who are granted a leave of absence and who wish to enroll in courses given by another institution for Harvard degree credit should consult “Procedures for Earning Degree Credit for Study Abroad” on page 36. To be granted degree credit for course work done out of residence, a student must apply to the Faculty Committee on Education Abroad before study begins. Any student who has received a bachelor’s degree from another institution is not eligible to enroll or reenroll in Harvard College as an undergraduate.

Returning to College

A student in good standing who has been granted a leave of absence may ordinarily return for any term he or she wishes by notifying the Allston Burr Resident Dean (or Resident Dean of Freshmen, for students who were granted a leave during their first term) eight weeks in advance of that term. Ordinarily, freshmen taking a leave of absence at any point during their first term will not be allowed to register before the fall term of the next academic year.

A student who has been granted a “leave of absence—late in the term” or a “leave of absence—on probation” must petition the Administrative Board for permission to register and must provide the Board with evidence that he or she is ready to resume college studies. Such evidence must include a written statement describing how the student’s time away has been spent and often includes a substantial period of regular employment at a non-academic job and a suitable letter of recommendation from the employer or employment supervisor. A student who has been granted a leave of absence for medical reasons may be required to consult with a member of the University Health Services and to allow a clinical assessment to be shared with the Administrative Board as part of his or her petition to be allowed to register. The Administrative Board ordinarily will not approve the return of a student for the fall term whose experience in the Harvard Summer School in the previous summer has been unsuccessful or unsatisfactory.

All students intending to return to the College must obtain a Returning Student Housing Application from the Office of Residential Life, University Hall, First Floor South. These applications are due quite early in the preceding term in order to permit the College to provide housing for as many students as possible (see “Housing Policy” on page 419 and the Academic Calendar for application deadlines and other information).

Students who do not file the Returning Student Housing Application by the appropriate deadline will be housed on a space-available basis only. Students denied housing on this basis can reestablish eligibility for guaranteed housing by living off campus for two terms while enrolled and by filing a Returning Student Housing Application before the appropriate deadline. Students whose leaves have extended beyond two years are not guaranteed on-campus housing upon their return to the College but will be housed on a space-available basis (see “Housing Guidelines” on page 428).

A student who has filed a Returning Student Housing Application for one term but subsequently decides to return for the following term instead must submit a new application for that following term or request of the Office of Residential Life, in writing, that the initial application be reactivated.

Students wishing to apply for financial aid must request a financial aid application from the College Financial Aid Office by February 1 for the following fall term and by October 1 for the following spring term. Late applicants cannot be assured aid. In addition, a term bill worksheet should be requested from the Allston Burr Resident Dean or Resident Dean of Freshmen and returned to the Student Receivables Office, Holyoke Center 953, with payment before August 9 for fall term return and before January 17 for spring term return.

Students who have been granted a leave and who have borrowed money through Harvard must submit an annual loan deferment form to the Student Loan Office upon their return to Harvard. Deferment forms may be obtained through either the Student Loan Office or the Financial Aid Office and must be completed and certified by the Registrar immediately following Registration. Failure to file a deferment form upon return will cause payments to be due on loans and could affect future borrowing eligibility.

A student will not be allowed to register in the University again until all previous term-bill and telephone charges have been paid and no loan is in default.

Students who have been away from the College for five or more years must petition the Administrative Board for permission to register. Those planning to return to the College after a period of five or more years will ordinarily not be eligible for scholarship aid from institutional sources. Petitions for readmission after an interval of five or more years must include evidence of financial resources necessary to meet all College expenses.

Involuntary Leaves of Absence

The Dean of Harvard College may place a student on involuntary leave of absence for the following reasons:

1. **Medical circumstances:** (a) The student poses a direct threat to the health or safety of the student or others or has seriously disrupted others in the student's residential community or academic environment; and (b) the student's behavior or threatening state is determined to be the result of a medical condition, or the student refuses to cooperate with efforts deemed necessary by the University Health Services to evaluate the cause of the student's behavior or threatening state. In some circumstances, the level of care and accommodation may exceed the resources or appropriate staffing capabilities of a residential college or may be beyond the standard of care that a college health service can be expected to provide or monitor, in which case continued enrollment may constitute a serious disruption of the residential community or the academic environment, justifying an involuntary leave of absence.
2. **Alleged criminal behavior:** The student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities with such behavior.
3. **Risk to the community:** The student has allegedly violated a disciplinary rule of the College and the Dean concludes that the student poses a significant risk to the safety or educational environment of the community.
4. **Indebtedness:** The student owes the University money for term bill or telephone charges.
5. **Failure to submit proof of immunizations:** The student has not provided medical documentation as proof of required immunizations.
6. **Courses not completed:** The student has been granted make-up examinations, or extensions of time beyond the end of the term, in two or more courses.
7. **Unfulfilled requirements:** The student has failed to meet a specified academic requirement (expository writing or language) on schedule, and has not enrolled in courses needed to satisfy those requirements.
8. **Failure to register:** The student has not registered as required at the beginning of each term.

Prior to placing a student on involuntary leave of absence, the Dean of Harvard College will consult with the student's Resident Dean of Freshmen or Allston Burr Resident Dean and, as appropriate, with other officers of the University (for example, with the office of the Direc-

tor of Harvard University Health Services in the case of leave for medical reasons) or with the Administrative Board.

The student will be notified in writing of the decision to place him or her on involuntary leave of absence. The student may ask the Dean or the Dean's delegate, in writing or in person, to reconsider the decision. If the decision remains unchanged, the student may petition the Administrative Board through the student's Allston Burr Resident Dean or Resident Dean of Freshmen.

Placement on involuntary leave of absence is not disciplinary, and a student who wishes to take a voluntary leave of absence rather than being placed on involuntary leave of absence will ordinarily be allowed to do so. Transcripts and other external reports will not distinguish between voluntary and involuntary leave of absence. However, an incident that gives rise to an involuntary leave of absence may subsequently result in disciplinary action. As is the case for voluntary leaves, official College letters of recommendation will note any unresolved disciplinary matter that is pending (see page 414).

A student who has been placed on involuntary leave of absence is subject to the same rules regarding financial aid and financial obligations (room, board, tuition, etc.) that apply to an undergraduate granted a voluntary leave of absence. The student may not participate in student activities until officially allowed to register. Any student on a leave of absence must remain away from Harvard if so instructed by the Dean or the Administrative Board.

A student who has been placed on involuntary leave of absence and who subsequently petitions to return to the College will be required to demonstrate to the Administrative Board that the circumstances that led to the placement on leave of absence have been satisfactorily addressed. Any disciplinary matter must be resolved before a student on leave of absence will be allowed to return, and if a student is required to withdraw while on leave of absence, the conditions for return after a requirement to withdraw (see page 414) will have to be satisfied in order for the student to be readmitted. If the leave was for medical reasons, evidence for the student's readiness to return will include consultation with Harvard University Health Services so that the Health Services may advise the Board whether the medical condition that resulted in the behavior or threatening state is under control through treatment or no longer exists. Evidence may also include a substantial period of employment at a non-academic job and a suitable letter of recommendation from the employer or employment supervisor.

The decision whether to allow a student to return to the College rests with the Administrative Board.

EDUCATION RECORDS

Content

Harvard College maintains information about a student's work and progress at the College for two fundamental reasons: to aid officers of the University in advising and guiding the student toward completion of the degree and to serve as an historical record of the student's work and activity at the College. The information includes routine records such as permanent and College addresses, admissions records, enrollment status, course reports, completion of requirements and progress toward the degree, field of concentration, advising reports and evaluations, records of disciplinary actions, letters of recommendation, and any other official correspondence with or concerning the student.

To be useful, a student's record must be accurate and complete. The officials who maintain the records are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar of the Faculty of Arts and Sciences, the Dean of Freshmen, the Director of Admissions, the Allston Burr Resident Deans, the Head Tutors or Directors of Undergraduate Studies and Chairs of departments or concentration committees, and the Registrar of the Harvard Summer School. Other officers of the University who

wish to place documents or other information in a student's record must consult with one of these officials who will ensure appropriate form and content of the information submitted. In addition, all students have access to their own records and may contribute to the record if there is need to clarify documents or references contained in it (see below).

Students should direct any questions they have about the accuracy of records to the person in charge of the office where the records are kept. If questions still remain, the matter may be referred to the Dean of Harvard College. When necessary, the Faculty of Arts and Sciences Committee on the Privacy, Security, and Accessibility of Records is available to hear challenges concerning the accuracy of records in those cases where informal discussions have not resolved questions and challenges. The Committee may be reached through the Office of the Secretary of the Faculty of Arts and Sciences, University Hall, Ground Floor.

Access

Under both Harvard policy and the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA), students and former students may inspect and review certain of their education records that are maintained by Harvard. They also have the right to exercise limited control over other people's access to their education records; to seek to correct their education records, in a hearing if necessary (see above); to report violations of FERPA to the Department of Education; and to be fully informed of their rights under FERPA.

Students wishing access to records concerning them should contact the Access Officer in the FAS Registrar's Office. A student's Allston Burr Resident Dean or Resident Dean of Freshmen and his or her departmental Head Tutor or Director of Undergraduate Studies, or other officers as appropriate, are available to provide explanations and interpretations of the records, if necessary.

Harvard regards the following information as "directory information," that is, information that can be made available to the general public: full name; reported date of birth; dates of attendance; concentration; class year; digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission); college residence address and telephone number; college email address; secondary school and home town or city at the time application for admission was filed by the student; original class at time of matriculation; House affiliation; height and weight of members of athletic teams; degree candidate status; date of graduation (actual or expected); degree(s) received with field of concentration and level of honors granted (if any); University prizes, fellowships, and similar honors awarded; and, in certain cases, students' and parents' or guardians' home addresses and telephone numbers.

A student may choose not to allow the above information as it applies to himself or herself to be designated "directory information," in which case the Registrar's Office will omit all the information listed above from records containing "directory information." However, the student must inform the Access Officer in the FAS Registrar's Office, 20 Garden Street, in writing, of that decision. In the case of incoming freshmen, students must notify the Dean of Freshmen by mid-August prior to matriculation. Students should be aware of the possible consequences of withholding "directory information," such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet.

Parents or legal guardians of students are ordinarily informed of important changes of status, such as leaves of absence, probation, and requirement to withdraw, and are sent grades for the year in July. Parents or legal guardians of freshmen are also sent grades after the end of the fall term. Under certain extenuating circumstances, a student may request an exception to this rule.

In appropriate cases, educational records are disclosed without a student's knowledge or consent to Harvard officials with legitimate educational interest in the records. "School officials" include faculty, administrators, clerical, professional employees, and agents of the University such as independent contractors performing functions on behalf of Harvard College or the University. The determination of whether an official has a legitimate educational interest will focus on whether disclosure of the information is appropriate for the effective functioning of the person's office, their position, or the University.

If the Administrative Board finds that a student has committed a disciplinary violation involving a crime of violence or a non-forcible sex offense, the College may, if legally permitted and in the College's judgment appropriate, disclose certain information about the disciplinary case. The disclosure may include the student's name, the violation committed, and the sanction imposed.

Complaints regarding alleged violation of rights of students under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920.

CHAPTER 3: **FIELDS OF CONCENTRATION**



Students in the Tsai Auditorium at the Center for Government and International Studies (Stephanie Mitchell, Harvard News Office)

African and African American Studies

Professor Tommie Shelby, Director of Undergraduate Studies

The Department of African and African American Studies brings together scholars and scholarship from many disciplines to explore the histories, societies, and cultures of African and African-descended people. The field of African and African American Studies is not only interdisciplinary but also comparative and cross-cultural. Africans and people of African descent have developed cultural forms that have profoundly shaped the fine arts and popular culture in the Americas and all around the planet. Comparative and cross-cultural studies of Africa and its diaspora contribute enormously to our understanding of race and ethnicity, and ideas about race are among the central objects of study in the field of African and African American Studies. In addressing the ethical, social, and political consequences of racial thinking, the African and African American Studies faculty raise questions relevant to the experiences of all peoples.

The department offers two distinct courses of study: the African track and the African American track. African track concentrators come to the program with a variety of interests, e.g., the environment, public health, music, ethnic relations, religion, politics, economic development, and literature. Components of the African track include study in the African Languages Program, required courses, electives, and the option of study abroad. The department offers seminars and lecture courses on a variety of Africa-related topics. Concentrators in the African track are encouraged to take courses in a variety of departments, including History of Art and Architecture, Music, Economics, Government, History, Anthropology, Social Studies, Romance Languages and Literatures, and Religion. Courses in the Divinity School, the Graduate School of Education, and Kennedy School of Government may also be available for credit.

The African American track attracts students with an equally wide range of interests. There are many reasons students pursue African American Studies. First, African American music, literature, and visual arts are significant cultural achievements worthy of study in their own right. Second, African Americans have played a crucial role in the history of the United States, participating in the American Revolution, the Civil War, Reconstruction, women's suffrage, and the New Deal, and they have led the struggle for equality in the second half of the twentieth century. Third, because American political life remains encumbered by racism and its historical legacy, a proper historical, sociological, and economic understanding of race relations continues to be essential for those who seek to make or evaluate public policy. Fourth, some of the social relations that have developed in countries such as the United States, Cuba, Jamaica, Haiti, and Brazil provide important examples of ethno-racial conflict, and through the study of them it is possible to gain insight into what remains a problem across the globe.

Exploring African and African American cultures requires us to explore aspects of the many other cultures and peoples that have created the mosaic of the modern world. Thus diaspora studies are integral to each track. In many parts of the Caribbean and Latin America, for example, religions and performance arts are influenced by traditional African belief systems and practices. The cultures of the African Atlantic diaspora have also developed in interaction with other peoples: the many Native American cultures; the Dutch, English, French, German, Irish, Italian, Polish, Portuguese, Russian, Scandinavian, Scottish, Spanish, and other European groups that came with colonists and immigrants; and with the traditions that have come with immigrants from East and South Asia.

Students who graduate with a concentration in African and African American Studies go on to pursue advanced degrees in fields such as history, literature, political science, and sociology.

They also go on to work in a wide variety of careers in education, business, medicine, entertainment, law, public policy, and the arts and sciences.

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

African Studies Track

Basic Requirements: 12 half-courses

1. *Required Courses:*
 - a. AAAS 11: Introduction to African Studies. Students should take this course by the end of their sophomore year. (Students who transfer into the concentration after their sophomore year will be permitted to substitute for AAAS 11 a course in African Studies they have already taken, but only if they can demonstrate to the Director of Undergraduate Studies that they have established a basic familiarity with the material covered in AAAS 11.)
 - b. One survey course in African history.
 - c. Two half-courses in African studies, one in the social sciences and one in the humanities. (These courses need not be given in the department.)
 - d. Three additional half-courses in African Studies taken as electives. These may include relevant courses from the Core. In selecting these three half-courses, students should declare a focus. Some students will declare a disciplinary focus or more general focus in the humanities or social sciences; others will choose an area focus or thematic methodological or comparative focus (e.g., comparative literary or historical analysis, comparative economic and political development). These are not the only possibilities, but students are required to make a coherent case for the course of electives they choose.
 - e. Two half-courses of an African language. The language requirement is met by attaining a level of competence equivalent to two half-courses of African language study. Students who can show evidence at the beginning of their concentration that they have a level of competence equivalent to two half-courses of African language study will be required to substitute other courses offered in the department. Language courses taken outside of Harvard may be substituted upon approval by the Director of the African Language Program and the Director of Undergraduate Studies.
 - f. One half-course in African American studies (US focused).
2. *Tutorials:*
 - a. *Sophomore Tutorial:* AAAS 97: Topics in Africa and Its Diaspora, a half-course that focuses on Africa and/or its (non-North-American) diaspora. (Restricted to concentrators and others by permission of instructor.)
 - b. *Junior Tutorial:* AAAS 98a, a half-course individual tutorial that focuses on an African studies topic.
3. *Other information:*
 - a. *Pass/Fail:* No course used for the concentration may be taken Pass/Fail.
 - b. *Teaching:* Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. See information about the Undergraduate Teacher Education Program (UTEP) on page 47.

- c. Students can take AAAS 11 and 97 in succeeding terms starting in their freshman or sophomore year, and then proceed to do individual tutorials in the junior year. Nevertheless, the tutorial program is designed to allow great flexibility: students who declare late may take AAAS 97 concurrently with AAAS 11, for example. Concentrators may be permitted to substitute for AAAS 11, if they declare late.
- d. *Study Abroad*: Students are encouraged to explore the options available for study in Africa, either during the regular academic year or the summer. It is recommended that students study abroad in the spring term of their junior year. In either case they must get approval of their plan of study from the department's Director of Undergraduate Studies.

Requirements for Honors Eligibility: 12-14 half-courses

1. *Required courses*: Same as **Basic Requirements**.
2. *Tutorials*:
 - a-b. Same as **Basic Requirements**.
 - c. *Senior year*: One year of AAAS 99. Senior Thesis Workshop required (see below).
3. *Thesis*: Required for eligibility for High and Highest Honors. A student who has not written a thesis but has attained a GPA of at least 3.9 in twelve concentration courses may be recommended for Honors (but not High or Highest Honors).
4. *Other information*: Same as **Basic Requirements**.

Requirements for Joint Concentration: 8 half-courses (including thesis)

1. *Required courses*:
 - a. AAAS 11: Introduction to African Studies.
 - b. One survey course in African history.
 - c. Two half-courses of an African language. Students who intend to conduct thesis research in Africa are encouraged to continue African language instruction beyond the first year.
2. *Tutorials*:
 - a. *Sophomore Tutorial*: AAAS 97: Topics in Africa and Its Diaspora, a half-course that focuses on Africa and/or its (non-North-American) diaspora. (Restricted to concentrators and others by permission of instructor.)
 - b. *Junior Tutorial*: AAAS 98a or junior tutorial equivalent in primary concentration if African and African American Studies is the allied concentration.
 - c. *Senior year*: One year of AAAS 99 required, if African and African American Studies is the primary concentration. Letter-graded. If African and African American Studies is the allied concentration, the student should register for the thesis tutorial in the primary concentration.
3. *Thesis*: Required. Thesis must be related to both fields. Both departments will participate in evaluating the thesis.
4. *Other information*: Same as **Basic Requirements**.

African American Studies Track

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. AAAS 10: Introduction to African American Studies. Students should take this course by the end of their sophomore year. (Students who transfer into the concentration after their sophomore year will be permitted to substitute for AAAS 10 a course in African and African American Studies they have already taken, but only if they can demonstrate to the Director of Undergraduate Studies that they have established a basic familiarity with the materials covered in AAAS 10.)
 - b. AAAS 118: African American History from the Slave Trade to 1900.
 - c. AAAS 131: African American Literature to the 1920s.
 - d. Two half-courses in African American studies, one in the humanities and one in the social sciences. (These courses need not be given in the department.)
 - e. Four additional half-courses in African American studies taken as electives. These may include relevant courses from the Core. In picking these four half-courses students should declare a focus. Some students will declare a disciplinary focus or a more general focus in humanities or social sciences; others will choose an area of focus in African American or Afro-Caribbean cultures; still others will elect a thematic, methodological, or comparative focus (e.g., comparative ethnic studies, comparative literary analysis, urban studies). These are not the only possibilities, but students should be prepared to make a coherent case for the course of electives they select.
 - f. One half-course in African studies.
2. *Tutorials:*
 - a. *Sophomore Tutorial:* AAAS 97: Topics in Africa and Its Diaspora, a half-course that focuses on Africa and/or its (non-North-American) diaspora.
 - b. *Junior Tutorial:* AAAS 98, a half-course individual tutorial that focuses on an African American studies topic.
3. *Other information:*
 - a. *Pass/Fail:* No course used for the concentration may be taken Pass/Fail.
 - b. *Teaching:* Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. See information about the Undergraduate Teacher Education Program (UTEP) on page 47.
 - c. Students can take AAAS 10, and 97 in succeeding terms starting in their freshman or sophomore year, and then proceed to do individual tutorials in the junior year. Nevertheless, the tutorial program is designed to allow great flexibility: students who declare late may take AAAS 97 concurrently with AAAS 10, for example. Concentrators may be permitted to substitute for AAAS 10, if they declare late.

Requirements for Honors Eligibility: 12-14 half-courses

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorials:*
 - a-b. Same as **Basic Requirements**.
 - c. *Senior year:* One year of AAAS 99. Senior Thesis Workshop required (see below).
3. *Thesis:* Required for eligibility for High and Highest Honors. A student who has not written a thesis but has attained a GPA of at least 3.9 in twelve concentration courses may be recommended for Honors (but not High or Highest Honors).
4. *Other information:* Same as **Basic Requirements**.

Requirements for Joint Concentration (Honors only) 8 half-courses (including thesis)

1. *Required courses:*
 - a. AAAS 10: Introduction to African American Studies.
 - b. AAAS 118: African American History from the Slave Trade to 1900.
 - c. Two half-courses in African American studies, one in the humanities and one in the social sciences.
2. *Tutorials:*
 - a. *Sophomore Tutorial:* AAAS 97: Topics in Africa and Its Diaspora, a half-course that focuses on Africa and/or its (non-North-American) diaspora.
 - b. *Junior Tutorial:* AAAS 98 or junior tutorial equivalent in primary concentration if African and African American Studies is the allied concentration.
 - c. *Senior year:* One year of AAAS 99 required, if African and African American Studies is the primary concentration. Letter-graded. If African and African American Studies is the allied concentration, the student should register for the thesis tutorial in the primary concentration.
3. *Thesis:* Required. Thesis must be related to both fields. Both departments will participate in evaluating the thesis.
4. *Other information:*
 - a. *Pass/Fail:* No course used for the concentration may be taken Pass/Fail.
 - b. Students can take AAAS 10/11, and 97 in succeeding terms starting in their freshman or sophomore year, and then proceed to do individual tutorials in the junior year. Nevertheless, the tutorial program is designed to allow great flexibility: students who declare late may take AAAS 97 concurrently with AAAS 10/11, for example. Concentrators may be permitted to substitute for AAAS 10/11, if they declare late.

ADVISING

Beginning in the sophomore year, concentrators will work directly with their individual advisers and with the Director of Undergraduate Studies to create a plan of study that meets their academic interests. The department requires that students develop a focus as part of their declaration of the concentration. This plan of study will take cognizance of disciplinary requirements and the option of study abroad, yet it will be flexible enough to accommodate students in pursuit of their own specific intellectual interests. At the end of the sophomore year, students are asked to submit a 1-2 page Concentration Focus Statement describing the main area(s) of study they wish to explore. The Director of Undergraduate Studies will meet with students, if they request, in order to assist them in the formulation of the statement of concentration focus.

For up-to-date information on advising in African and African American Studies, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/AfricanAmerican.html.

RESOURCES

The Franklin D. and Wendy F. Raines Library, in the Department of African and African American Studies, is located on the second floor of the Barker Center and contains a non-circulating collection of important books, academic and popular periodicals, and offprints, as well as an extensive audio and video collection. Past undergraduate theses are also available. An important resource for African Studies concentrators is the Committee on African Studies, which offers summer travel grants to assist Harvard juniors with senior honors thesis research. Please see their website for more information: www.fas.harvard.edu/~cafrica/. They can also guide you to resources in teaching, research, and advisory work on Africa in a number of departments, centers, and institutes at Harvard. Harvard's Office of International Programs has approved study abroad in eleven African countries. To plan their term in Africa students should meet with the Director of the Office of International Programs. Please see www.fas.harvard.edu/~oip/approved_programs/africa.html.

HOW TO FIND OUT MORE

Students should consult the departmental website (aaas.fas.harvard.edu/index.html), which includes information about concentration rules, the senior thesis, model programs, faculty interests, and departmental resources. Additional information is available from the Director of Undergraduate Studies (617-496-8546, tshelby@fas.harvard.edu) or the Undergraduate and Graduate Program Officer (617-384-7767, cloutier@fas.harvard.edu). The department is located on the second floor of the Barker Center, 12 Quincy Street.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
African and African American Studies	14	8	11	9	11
African and African American Studies + another field	3	3	1	2	6
Another field + African and African American Studies	20	11	16	15	10

Anthropology

Dr. Richard H. Meadow, Head Tutor in Archaeology

Professor Daniel Lieberman, Head Tutor in Biological Anthropology

Professor Mary Steedly, Head Tutor in Social Anthropology

Anthropology brings global, comparative, and holistic views to the study of the human condition, exploring an enormous range of similarities and differences across time and space. It includes the study of how *Homo sapiens* evolved as well as the study of how language, culture, and society have shaped and continue to shape human experience.

As a comparative discipline that takes both scientific and humanistic approaches to human evolution, human biology, society, culture, economics, politics, the arts, psychology, history, and language, anthropology is uniquely holistic in its understanding and outlook; that is, it is interested in the whole of the human condition. Anthropology's distinctive humanistic tradition of cross-cultural understanding includes both Western and non-Western societies. Its commitment to exploring the long sweep of time over which humans have evolved makes it a broad, global science. Through its subdisciplinary specialties (biological, social, linguistic, medical, and applied anthropology, and archaeology), anthropology has developed a true multidisciplinary character and has forged strong links to many of the sciences, humanities, and arts.

At Harvard the Anthropology Department is divided into three wings, each concerned with one of the main branches of anthropology: Archaeology, Biological Anthropology, and Social Anthropology.

Archaeology investigates past human ways of life primarily through the recovery and analysis of the material remains of ancient peoples. It studies past societies using customized approaches and techniques of the social sciences, natural sciences, and humanities in the context of archaeological methods and theoretical frameworks. Goals of archaeology include understanding such developments as the origins of modern humans, the beginnings and spread of agriculture and the rise of complex societies. **Biological Anthropology** examines human biology, growth and development, and long-term physical evolution as revealed by the fossil record. It also studies the behavior of non-human primates, and modern humans and human behavioral evolution. **Social Anthropology** provides comparative and critical perspectives on human thought, practice, and diversity by looking at societies around the globe. It shows that assumptions about human experience and action based on knowledge of a single society are limited and inadequate, and views Euro-American social and cultural orders with the same critical eye it brings to the study of other societies.

Because of the diversity of the field, Anthropology is not the same endeavor for all its concentrators. All students are encouraged to gain a basic knowledge of the three subfields, and all three wings encourage students to take the opportunity to study and/or carry out research abroad. Beyond this, most students focus their studies within one of the three subfields, meeting the concentration requirements set forward by that wing of the department. Some students may choose to pursue a combined focus on two of the three subfields, meeting reduced concentration requirements for both wings.

The requirements for honors eligibility and tutorials are also distinguished by wing. In Biological Anthropology and Social Anthropology certain honors recommendations are possible without a thesis, but not to students pursuing a combined focus in two subfields. In Archaeology, honors recommendations require a thesis. Senior theses are generally supervised within a single wing as well, and the tutorials concentrate on problems of research in each subfield. Anthropology concentrators may, however, take tutorials for credit in more than one wing. Field and laboratory research is encouraged although not necessarily required. Some funds are

available for honors concentrators planning to carry out research between their junior and senior years.

The structure of the concentration provides students with an introduction to anthropology as a whole, and a broad and solid knowledge of their chosen subfield or subfields. While wing specialization is the most common pattern of study, the program also encourages interdisciplinary work either across subfields or between anthropology and other disciplines. The Anthropology Department allows students to arrange joint concentrations when appropriate. Such programs are ordinarily restricted to honors candidates and culminate in an interdisciplinary thesis. Each student's joint concentration should involve an individual, coherent plan of study approved by both departments. The number of required Anthropology courses and basic wing requirements may be reduced. Students pursuing such interests are encouraged to work closely with the Wing Tutors to take advantage of both the structure and flexibility that the concentration offers.

For information on the secondary field in Anthropology, please see page 312 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Anthro/program-index-anthro.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Archaeology

Basic Requirements: 10 half-courses

1. *Required courses:*
 - a. *Wing requirements:* Six half-courses plus tutorials (below).
 - i. Anthropology 1010.
 - ii. Area: Old World.
 - iii. Area: New World.
 - iv. Topical/method & theory.
 - v. Research seminar.
 - vi. Archaeological science.
 - b. *Courses in other wings:* One half-course in either Biological Anthropology or Social Anthropology.
 - c. *Reading and related courses:* One half-course.
2. *Tutorials:*
 - a. *Sophomore year:* Anthropology 97x, sophomore tutorial in Archaeology (half-course, spring term).
 - b. *Junior year:* Anthropology 98xa, junior tutorial in Archaeology (half-course, fall term).
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Two half-courses may be taken Pass/Fail and counted toward concentration. These ordinarily include courses from the reading and related courses category. All anthropology tutorials are letter-graded.

- b. *Languages*: The department itself has no language requirement. However, the importance of modern languages for research in all branches of anthropology cannot be too highly stressed. Concentrators who expect to do work in anthropology beyond the AB degree are most strongly urged to develop their language skills as undergraduates.
- c. *Statistics*: Concentrators in Archaeology are encouraged to take courses in statistics and/or computer science (including GIS). Competence in handling quantitative data is extremely important in anthropological research, and such competence is best obtained through formal training in statistics.
- d. *Study and Research Abroad*: Concentrators in Archaeology are encouraged to investigate the possibilities for studying and/or carrying out research abroad during the summer or during the academic year.

Archaeology **Requirements for Honors Eligibility: 13 half-courses**

1. *Required courses*: Same as **Basic Requirements**.
2. *Tutorials*:
 - a. *Sophomore year*: Same as **Basic Requirements**.
 - b. *Junior year*: In addition to Anthropology 98xa (fall term junior tutorial), archaeology honors candidates enroll in Anthropology 98xb, an individual junior tutorial, normally taken spring term, in which they carry out study and research related to the preparation of the senior thesis.
 - c. *Senior year*: Anthropology 99 (full course, letter-graded), culminating in the submission of a senior thesis, followed by an oral examination on the thesis.
3. *Thesis*: Required.
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**. Honors candidates usually carry out research for their senior theses during the summer between their junior and senior years.

Biological Anthropology *(for students entering the college before September 2005, please consult the Head Tutor)*

Basic Requirements: 10 half-courses

1. *Required courses*:
 - a. One half-course in genetics (normally Life Sciences 1a, freshman year).
 - b. One half-course in human evolution and morphology (e.g., Science B-27, HEB 1360, HEB 1420).
 - c. One half-course in human/primate behavioral ecology (e.g., Science B-29, HEB 1310, HEB 1360).
 - d. One half-course in social anthropology.
 - e. One half-course in archaeology.
 - f. One half-course in evolutionary/organismic biology.
 - g. Two additional half-courses in related fields.
2. *Tutorials (all letter-graded)*:
 - a. *Sophomore year*: Sophomore tutorial (spring term). This seminar integrates the field with modules on each of the major sub-fields within the discipline; it also provides a joint experience for all concentrators in an intimate seminar environment.

- b. *Junior year*: Junior research seminar. A small, intensive research course, normally to be taken in the junior year, which includes some independent research component and is taught by a member of the faculty.
3. *Thesis*: None.
4. *General Examination*: None.
5. *Other information*:
 - a. *Pass/Fail*: Two half-courses may be taken Pass/Fail and counted toward concentration. These ordinarily include courses in related fields. All anthropology tutorials are letter-graded.
 - b. *Languages*: No requirement, but proficiency in a foreign language is recommended for students planning to pursue a PhD in anthropology.

Biological Anthropology Requirements for Honors Eligibility: 13 half-courses

THESIS TRACK

1. *Required courses*: Same as **Basic Requirements**.
2. *Tutorials (all letter-graded)*:
 - a. *Sophomore year*: Same as **Basic Requirements**.
 - b. *Junior year*: Thesis honors candidates must take a thesis research-related course, either a junior research seminar or a supervised reading and research course (91r).
 - c. *Senior year*: Anthropology 99 (full course, letter-graded), culminating in the submission of a senior thesis, followed by an oral examination on the thesis.
3. *Thesis*: Required.
4. *General Examination*: The department will administer to each student a one-hour examination covering the substance of the thesis as well as general knowledge of the field.
5. *Other information*: Same as **Basic Requirements**.

NONTHESIS TRACK

1. *Required courses*:
 - a-g. Same as **Basic Requirements**.
 - h. Three additional half-courses in human evolutionary biology approved by the Head Tutor. These courses are ordinarily advanced lecture or supervised reading courses on a focused topic. They may not include HEB 99 (senior tutorial).
2. *Tutorials (all letter-graded)*:
 - a. *Sophomore year*: Sophomore tutorial. Same as **Basic Requirements**.
 - b. *Junior year*: Junior tutorial. Same as **Basic Requirements**.
 - c. *Senior year*: None.
3. *Thesis*: None.
4. *Submission of written work and General Examination*: Prior to reading period in the eighth term, each student will submit to the department a substantive piece of writing in the field, ordinarily a term paper or report on original research, as well as an essay assigned by the department that integrates the advanced courses selected for the focused honors topic. The department will then administer to the student a General Examination covering the substance of the honors essay as well as general knowledge of the field.
5. *Other information*: Same as **Basic Requirements**.

Social Anthropology

Basic Requirements: 10 half-courses

1. *Required courses:* Eight half-courses plus tutorials (see item 2).
 - a. *Entry course:* May be Anthropology 1600 or other designated social anthropology entry course.
 - b. *One half-course in ethnographic methods:* May be Anthropology 1610 or other course with Head Tutor approval, including an appropriate individual Anthropology 91zr course.
 - c. Four additional social anthropology courses, any level.
 - d. One additional anthropology course, any wing (social anthropology, biological anthropology, or archaeology).
 - e. *One related course:* One half-course in any social sciences field or advanced foreign language. Students may substitute a relevant course in humanities or science fields with approval from the Head Tutor for Social Anthropology.
2. *Tutorials:*
 - a. Anthropology 97z: Sophomore Tutorial, spring term. Letter-graded.
 - b. Anthropology 98z: Junior Tutorial. A selection of courses offered each year, usually in the fall term. Taught by advanced graduate students or faculty. Letter-graded.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* One half-course may be taken Pass/Fail and counted for concentration credit. This will ordinarily be in the related course category. All anthropology tutorials are letter-graded.
 - b. *Languages:* The department itself has no language requirement. However, the importance of modern languages for research in all branches of anthropology cannot be too highly stressed. Concentrators who expect to do work in anthropology beyond the AB degree are most strongly urged to develop their language skills as undergraduates.
 - c. *Statistics:* Competence in handling quantitative data is extremely important in anthropological research, and such competence is best obtained through formal training in statistics.
 - d. *Study Abroad:* We especially encourage students' participation in study abroad programs or internships, through which they can get their own cross-cultural experience. If a student has received Harvard degree credit for courses taken in a Harvard-approved overseas studies program, that student may petition the Social Anthropology Head Tutor for permission to count these courses toward the requirements of the Social Anthropology concentration. Ordinarily up to two courses per semester may be counted for concentration credit.

Social Anthropology

Requirements for Honors Eligibility: 12 half-courses

THESIS TRACK (Honors, High Honors, and Highest Honors attainable)

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorials:*
 - a-b. Same as **Basic Requirements**, plus

- c. *Senior year*: Anthropology 99 (full course individual tutorial, letter-graded), culminating in the submission of a senior thesis.
 - d. *Oral Examination*: Ordinarily a defense of the thesis.
3. *Thesis*: Required.
 4. *General Examination*: None.
 5. *Other information*: Same as **Basic Requirements**.

NONTHESIS TRACK (Honors; not eligible for High or Highest Honors)

All graduating seniors in social anthropology who are not thesis candidates may be considered for a non-thesis honors recommendation of Honors (but not High or Highest Honors), provided that their concentration grade point averages calculated at the end of their next to last terms are among the highest twenty-five percent of non-thesis candidates in their graduating class in social anthropology.

Combining Two Wings Basic Requirements: 10 half-courses

1. *Required courses*:
 - a. *Wing requirements*: Six half-courses plus tutorials (below). Three in each wing. Consult the Head Tutors.
 - b. *Courses in the third wing*: One half-course in the remaining wing.
 - c. *Reading and related courses*: One half-course.
2. *Tutorials*: Both Anthropology 97 courses, sophomore tutorials taught in each wing (two half-courses, spring term).
3. *Thesis*: None.
4. *General Examination*: None.
5. *Other information*:
 - a-b. Same as **Basic Requirements** for each wing.
 - c. *Statistics*: Biological Anthropology concentrators are specifically encouraged to take Statistics 100 or 102 to fulfill their Quantitative Reasoning Core requirement. Concentrators in Archaeology are encouraged to take courses in statistics and/or computer science (including GIS). Competence in handling quantitative data is extremely important in anthropological research, and such competence is best obtained through formal training in statistics.

Combining Two Wings Requirements for Honors Eligibility: 13 half-courses

Nonthesis honors are not available to students doing a combined wing concentration. These students may pursue honors via the thesis track only. Consult the Head Tutors.

ADVISING

Advising in the Department of Anthropology is carried out by the Head Tutors, faculty members at all levels, senior graduate students, and the Undergraduate Coordinator. The three Head Tutors—one each in Archaeology, Biological Anthropology, and Social Anthropology—have overall responsibility for the academic progress of undergraduates and for supervising sophomore and junior tutorials. These individuals are available by appointment for advice on academic and administrative matters. The Undergraduate Coordinator also provides information

on departmental and College requirements and on administrative matters. Starting in the junior year and depending on their interests, undergraduates often begin to work more closely with individual faculty members or with senior graduate students within the tutorial system. Choice of a faculty adviser is made by the Head Tutor for the wing through consultation between student and faculty members and depends largely upon the academic and research interests of the student.

For up-to-date information on advising in Anthropology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Anthropology.html.

RESOURCES

The Peabody Museum of Archaeology and Ethnography contains one of the finest collections of its kind in the country. In it are located the offices and research and teaching laboratories of Biological Anthropology and Archaeology. Adjacent to it stands the Alfred P. Tozzer Memorial Library, containing a collection of 200,000 volumes, as well as current holdings of a wide range of the most important anthropological periodicals. The Social Anthropology Wing offices and many of the Social Anthropology faculty offices are located in William James Hall. In addition to those on the staff of the department and the museum, there are anthropologists associated with the Center for Middle Eastern Studies, the Harvard-Yenching Institute, the East Asian Research Center, the Committee on Latin American Studies, and the Faculties of Medicine, Public Health, and Education. There are also archaeologists in the departments of Near Eastern Languages and Civilizations, Classics, and History of Art and Architecture, as well as a Standing Committee on Archaeology that includes individuals from across FAS who are practicing archaeologists or for whom use of the results of archaeological study are integral to their teaching and research. From time to time distinguished visiting scholars hold teaching appointments in the department. Harvard students have access to an exceptionally large number of professional anthropologists.

FIELD WORK

Field work may be taken for credit through an approved university. Although concentrators will register directly with the other university, they must first obtain permission from the Department of Anthropology at Harvard, and apply for credit through the Office of International Programs. Upon completion of this work and receipt of the official transcript, the department will make a recommendation to the Office of International Programs regarding the amount of concentration credit to be granted toward the AB degree.

HOW TO FIND OUT MORE

The Undergraduate Office is located in William James Hall, Room 352 (617-495-3814). Elizabeth Rew is the undergraduate coordinator. The department's website address is www.fas.harvard.edu/~anthro. The Head Tutor for Archaeology is Dr. Richard Meadow, Peabody Museum 35B, 617-495-3354, meadow@fas.harvard.edu. The Head Tutor for Biological Anthropology is Professor Daniel Lieberman, Peabody Museum 53, 617-495-5479, danlieb@fas.harvard.edu. The Head Tutor for Social Anthropology is Professor Mary Steedly, William James 440, 617-495-3730, msteed@wjh.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Anthropology	149	126	151	195	173
Anthropology + another field	9	10	11	14	12
Another field + Anthropology	8	7	5	6	9

Applied Mathematics

Professor Michael P. Brenner, Director of Undergraduate Studies

We can characterize what applied mathematicians should learn by examining what they do. Mathematical modeling is ubiquitous throughout the physical, biological, social, engineering, and management sciences. Mathematical scientists who identify themselves primarily as applied mathematicians function in complementary dual roles in varying proportions. First, they develop, implement and study mathematical, statistical and computational techniques broadly applicable in various fields. Second, they bring mathematical modeling skills to bear on particular scientific problems, through judicious approximations to obtain novel insights and predictions when the underlying phenomena are thought to be relatively simple and well understood, or through the creation of conceptual frameworks for quantitative reasoning and measurement when the underlying phenomena are complicated and less well understood. In their methodological role, they may function temporarily as mathematicians, statisticians or computer scientists; in their phenomenological role, they may function temporarily as physicists, chemists, biologists, economists, engineers, and the like. In both roles, they must possess relevant knowledge, technical mastery, and educated taste; clearly this necessitates specialization. Avowed practitioners of mathematically-oriented segments of other disciplines equally may function temporarily as applied mathematicians.

The range of activities carried on under the aegis of the principal professional organization in the field, the Society for Industrial and Applied Mathematics (SIAM), can serve as an operational definition of the scope of the discipline. Various SIAM publications are readily accessible to Harvard students and student memberships are available. Ideally, applied mathematicians demonstrate over time substantive involvement with both the mathematical and scientific aspects of their dual roles. In the long run, their contributions must be evaluated based on some balanced measure of both methodological and phenomenological impact. Inside academia, their activities are usually carried out in collaboration with students or colleagues; outside academia, they often serve as part of a multidisciplinary team tackling complex problems under time and resource constraints. In either context, a premium is placed on outstanding ability to communicate with fellow technical professionals. Applied mathematics is inherently interdisciplinary, in motivation and in operation. This vision informs the design of the concentration.

The Applied Mathematics concentration involves a broad undergraduate education in the mathematical sciences, especially in those subjects that have proved vital to an understanding of the world around us, and in some specific area where mathematical methods have been substantively applied. The goal is to acquire experience at a mature level, consistent with the nature of a Harvard undergraduate education. The requirements are flexible, but structured and demanding. Individual programs are arranged in consultation with an adviser, and are approved by the adviser and by the Director of Undergraduate Studies. The concentration is overseen by an interdepartmental Committee on Undergraduate Studies in Applied Mathematics, and administered by the School of Engineering and Applied Sciences (SEAS).

Generally, students select the concentration because they like mathematics, especially the use of mathematics to solve real-world problems. Some want a deeper involvement with an area of application than may be provided within a mathematics, statistics, or computer science concentration. Others want a more mathematically-oriented approach to an area of application than that normally provided within the corresponding concentration: mathematical economics is a prime example. Yet others want a special program not otherwise available, usually involving an area of application in which mathematical modeling is less common. Inevitably, there are trade-offs and compromises to be worked out. Applied Mathematics programs will typically involve a broader range of study within the mathematical sciences and a narrower range of study within

the area of application than alternate programs offered by neighboring concentrations. With a little forethought, it is ordinarily straightforward to change the chosen area of application or to transfer between this concentration and neighboring ones until the end of the sophomore year, and sometimes beyond.

Some concentrators go on to graduate work or to employment in their area of application, or in applied mathematics. Others go on to professional schools in law, medicine or business. Students interested in entering a PhD program should plan to take more technical electives than the minimum required for concentration.

For information on the secondary field in Mathematical Sciences, please see page 349 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Math/program-desc-math.htm).

REQUIREMENTS

16 half-courses

The concentration requirements are discussed in detail in the *Applied Mathematics Concentration Guidelines* document available from the Academic Office, Pierce Hall 110, or on the SEAS website (www.seas.harvard.edu). The *Guidelines* contain an exegesis of the overall requirements and of specific areas of application. Placement information relevant to first year-students is also included. Prospective concentrators are encouraged to make early contact with concentration representatives. Students wishing to enter the concentration must obtain the Applied Mathematics program of study and related instructions from the Academic Office and review these materials before meeting with the Director of Undergraduate Studies. Students should be aware that interdisciplinary and interdepartmental programs will usually be more demanding than conventional programs in an established discipline. Prerequisite or corequisite courses not included in the program of study may be needed to provide background or perspective.

In addition to the courses listed specifically below, more advanced courses may be approved by petition in the context of a particular program of study. A petition must propound in writing a coherent and persuasive argument for the intellectual merit of the proposal in question. In certain areas of application, undergraduates routinely take courses designated as primarily for graduate students. Recommendations or restrictions on course selection may flow from the choice of a particular area of application: see *Guidelines* for more information.

Total course requirements may be reduced from 16 to no less than twelve half-courses by placement out of basic courses listed below in item 1a. Such placement is granted based on an appropriate Advanced Placement examination, the Harvard Mathematics Placement Test, or an equivalent college-level course taken elsewhere, provided this bypass is validated by successful completion (honor grades) of more advanced courses. Students seeking placement based on college-level work done elsewhere must submit a petition to the Director of Undergraduate Studies, supplemented by suitable supporting materials. Transfer students from other colleges will have their programs considered on a case-by-case basis in response to a petition documenting their previous preparation.

1. *Required courses:*
 - a. Four half-courses in calculus, linear algebra, and differential equations:
 - i. Mathematics 1a and Mathematics 1b.
 - ii. Applied Mathematics 21a, Mathematics 21a, or Mathematics 19a.
 - iii. Applied Mathematics 21b, Mathematics 21b, or Mathematics 19b.
 - iv. Theoretically-inclined students may substitute Mathematics 23a and 23b or 25a and 25b for Mathematics 21a and 21b. Mathematics Xa and Xb may be substituted for Mathematics 1a. Consult *Guidelines* regarding placement issues.

- b. Three half-courses from the following two categories, including at least one half-course from each category:
 - i. *Analysis*: Applied Mathematics 105a, 105b, 147; Mathematics 106, 112, 113, 115, 116, 118r.
 - ii. *Algebra*: Applied Mathematics 106, 107, 120; Mathematics 121, 122, 123, 152.
 - c. Three half-courses from the following three categories, including at least one half-course from each of the first two categories:
 - i. *Statistics*: Either Statistics 110, Mathematics 191, or Applied Mathematics 101; Statistics 111, 139, 171.
 - ii. *Computation*: Applied Mathematics 111, 205; Computer Science 50, 51.
 - iii. *Physics*: Physics 11a, 11b, 15a, 15b, 15c, 16; Applied Mathematics 50hf.
 - d. Five half-courses from an area of application in which mathematics has been substantively applied, selected to provide a coherent and cumulative introduction to mathematically-oriented aspects of the field. At most two half-courses designated as primarily for undergraduates (numbered below 100 or 1000 depending on the department involved) may be included. Programs in specific areas of application are discussed in detail in the *Guidelines*.
 - e. Applied Mathematics 115 or 91r, or an advanced technical elective.
2. *Tutorial*: Optional (available as Applied Mathematics 91r).
 3. *Thesis*: Optional (see item 5c).
 4. *General Examination*: None.
 5. *Other information*:
 - a. *Pass/Fail*: All courses counted for concentration credit must be letter-graded.
 - b. *Program of Study*: Students entering the concentration must file an Applied Mathematics program of study. The program must be reviewed with the student's adviser and updated as necessary each term thereafter before the study card will be signed. Programs of study are approved by the adviser, filed with the Academic Office, and subsequently approved by the Director of Undergraduate Studies.
 - c. *Honors*: Requirements for honors degree recommendations are complicated and in transition. Details are discussed in the *Guidelines*. To be eligible for honors, all students must satisfy a writing requirement. Recommendations for Honors are based primarily on the grade average in the courses included in the final program of study. Recommendations for High or Highest Honors are based primarily on this grade average and on faculty evaluations of a senior thesis; however, alternatives to a senior thesis may be permissible for High Honors (see *Guidelines*).
 - d. *Joint Concentration*: Applied Mathematics may not be combined with any other field of concentration because of its intrinsically interdisciplinary nature; study of an area of application is already an essential part of the program.

ADVISING

The Director of Undergraduate Studies, Professor Michael Brenner (617-496-3336, brenner@seas.harvard.edu), serves as interim adviser to all students entering the concentration. Subsequently, an adviser appropriate to the student's chosen area of application is assigned. Special arrangements are made for students whose area of application is mathematical economics, in cooperation with the Economics Department. If students do not request a change in adviser, they ordinarily will have the same adviser until they graduate. However, if an adviser becomes unavailable, the student is reassigned to a new adviser. Students may seek further advice from the Director of Undergraduate Studies at any time.

For up-to-date information on advising in Applied Mathematics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/AppliedMath.html.

RESOURCES

See the *Mathematical Sciences at Harvard* booklet and other materials available from the Academic Office.

HOW TO FIND OUT MORE

Further information and advice is available from Sandra Godfrey, Academic Programs Administrator, Academic Office, Pierce Hall 110, 617-495-2833, godfrey@seas.harvard.edu; or Dr. Marie Dahleh, Assistant Dean for Academic Programs, Pierce 111, 617-495-1485, mdahleh@seas.harvard.edu. Ms. Godfrey can also arrange an appointment with an appropriate faculty member, or with the Director of Undergraduate Studies.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Applied Mathematics*	125	104	101	103	114

*Applied Mathematics does not participate in joint concentrations

Astronomy and Astrophysics

Professor George Rybicki, Director of Undergraduate Studies

The science of astronomy and astrophysics involves the study of matter and radiation in the universe as understood through the laws of physics. Modern astronomical instruments reveal a great variety of objects scarcely imagined a few decades ago, including X-ray binary stars, pulsars, and quasars. Astronomical phenomena exhibit an extreme range of physical conditions, from superfluid neutrons in neutron stars, high-temperature nuclear reactions in supernovae, and strong gravitational fields near black holes, to the unique state of the universe during its earliest phases. Theoretical attempts to describe these and more familiar phenomena (such as stars and galaxies) have achieved a useful understanding in many cases. However, our overall knowledge of the universe is still woefully incomplete, and our contemporary physical knowledge is often stretched to its limits in attempting to understand physical conditions which cannot be reproduced in terrestrial laboratories.

The concentration in Astronomy and Astrophysics introduces students to a broad range of phenomena through a program of both observational and theoretical courses. This program builds from a foundation of modern physics to a general account of the known contents of the universe. The introductory and junior tutorials place students in close contact with the wide range of research activities at the Harvard-Smithsonian Center for Astrophysics. Undergraduates are strongly encouraged to pursue research projects (conducted under the supervision of members of the faculty), which culminate in their junior papers and senior theses. Since the emphasis of astronomy and astrophysics is on the explanation of phenomena in the universe in terms of physical theory, the initial stages of a concentration in Astronomy and Astrophysics closely resemble those of the Physics concentration, and the courses offered by the Department of Astronomy are readily accessible to any student with a good physics background. Our concentration offers avenues similar to Physics for future employment and research opportunities.

The concentration in Astronomy and Astrophysics offers three options: the basic concentration, the honors-eligible concentration, and the joint concentration. The basic concentration is intended for those students who have a strong interest in astronomy and astrophysics, but who do not wish to explore the subject to the same depth of physical theory as honors candidates. The specific course requirements for each track are described in the next section. Our gateway course, Astronomy 16, is encouraged for freshmen who would like to get a feel for what the concentration involves. The introductory tutorial (Astronomy 97hf) is taken as a fifth course running throughout the sophomore year and is optional but strongly encouraged of all concentrators. Both basic and honors candidates must enroll in the junior tutorial (Astronomy 98hf). The senior thesis (Astronomy 99) is required of honors candidates, but not of basic concentrators. Some flexibility in requirements is possible for late entrants to the concentration who have a suitable background in physics and mathematics.

Astronomy and Astrophysics offers joint concentrations with other departments. In general, such concentrations involve meeting requirements for honors candidates in both fields, although the Astronomy junior tutorial and senior thesis are not required of joint concentrators if they have not listed Astronomy and Astrophysics as their primary concentration. Joint concentrations combining Astronomy and Astrophysics with either Physics or with Earth and Planetary Sciences are particularly encouraged, although various other combinations are certainly possible. Students interested in joint concentrations are encouraged to contact the Director of Undergraduate Studies at 617-495-7452.

Students interested in completing a Master's degree in Astronomy and Astrophysics during their fourth year can find more detailed information in our section of the *Advanced Standing at Harvard College* booklet, and should contact the Astronomy Department early in their degree program.

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required Courses:*
 - a. Physics 15a, 15b, and 15c. Qualified students may replace 15a with 16, to be followed by 15b and 15c.
 - b. Mathematics 1a and 1b, followed by 21a and 21b. Qualified students may start with Mathematics 21a.
 - c. Astronomy 16.
 - d. One half-course in Astronomy at the 100- or 200-level.
 - e. Two other half-courses offered by the Department of Astronomy (except Astronomy 2). Astronomy 97hf is strongly encouraged. Only one of these half-courses may be chosen from among Science A-35, A-36, A-47, A-54, or Astronomy 5 or 7.
 - f. Additional half-courses in Astronomy or a related subject to complete the requirement of at least twelve half-courses.
2. *Tutorials:*
 - a. *Sophomore year:* Astronomy 97hf, optional but strongly encouraged, taken as a fifth half-course running throughout the year. Freshmen who have qualified for Advanced Placement in Physics, and especially those students who contemplate accepting Advanced Standing, may take Astronomy 97hf in their first year.
 - b. *Junior year:* Astronomy 98hf, required, providing an introduction to contemporary astronomical research.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Two half-courses, not including the tutorials or Physics 15a, 15b, 15c, or 16, may be taken Pass/Fail.
 - b. *Related subjects:* Physics, mathematics, applied physics, and applied mathematics courses are always admissible in this category. Appropriate courses in history of science, earth and planetary sciences, computer science, engineering sciences, and chemistry may be admitted by permission of the Director of Undergraduate Studies. Students interested in our graduate program should note that courses like Physics 151, 153, and 181 are generally expected of applicants to it.
 - c. Astronomy 2 may not be taken for concentration credit.
 - d. The twelve half-courses required for the basic concentration include the prerequisites for the courses listed above. For example, a student who begins with Mathematics 21a may count two half-courses for Mathematics 1a and 1b towards the required total of twelve half-courses.
 - e. Students who intend further study in Astronomy and Astrophysics are strongly urged to complete the requirements for honors eligibility.

Requirements for Honors Eligibility: 16 half-courses

1. *Required courses:*
 - a. Physics 15a, 15b, and 15c. Qualified students may replace 15a with 16, to be followed by 15b and 15c.
 - b. Physics 143a.
 - c. Two courses selected from Applied Mathematics 105a, 105b, or 111. Courses in Mathematics at the 100- or 200-level may be substituted by permission of the Director of Undergraduate Studies. Note that Mathematics 21a and 21b (or Mathematics 23a and 23b or 25a and 25b) are prerequisites for these courses, and hence should be taken early.
 - d. Astronomy 145.
 - e. Two additional half-courses selected from Astronomy 16 and Astronomy courses at the 100 or 200 level. Astronomy 191 is encouraged. One cross-listed course in Physics and in Earth and Planetary Sciences may be substituted by permission of the Director of Undergraduate Studies.
 - f. Additional half-courses, if necessary, in astronomy or physics to complete the requirement of at least 16 half-courses including prerequisites. Courses in related subjects may be substituted by permission of the Director of Undergraduate Studies.
 - g. Honors candidates are required to have an observational/instrumental component to their undergraduate studies. This requirement can be met by Astronomy 191 or Physics 191, or by a project in Astronomy 91, Astronomy 98, or Astronomy 99 that clearly has a strong observational/instrumental component. Such a project may be used to satisfy the requirement upon request of the student and approval by the student's project supervisor and the Astronomy Director of Undergraduate Studies.
2. *Tutorials:*
 - a-b. Same as **Basic Requirements** (see item 5e for exceptions).
 - c. *Senior year:* Astronomy 99, required, in which the student undertakes supervised research leading to the senior thesis (see item 5e).
3. *Thesis:* Required, and normally based upon research undertaken in Astronomy 99 (see item 5e).
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* At most, one Astronomy course at the 100- or 200-level may be taken Pass/Fail. Letter-graded credit is required for all physics and mathematics courses.
 - b. *Related subjects:* Physics, mathematics, applied physics, and applied mathematics courses are always admissible in this category, and various earth and planetary sciences, computer science, engineering sciences and chemistry courses may be admitted (by permission of the Director of Undergraduate Studies). Students interested in our graduate program should note that courses like Physics 151, 153, and 181 are generally expected of applicants to it.
 - c. Astronomy 2, 5, 7, and Science A-35, A-36, A-47, and A-54 may not be counted towards the concentration requirements for honors candidates.
 - d. The 16 half-courses required for honors eligibility include the prerequisites for the courses listed above. For example, a student who begins with Mathematics 21a may count two half-courses for Mathematics 1a and 1b towards the required total of 16 half-courses.

- e. Joint concentrators who have not listed Astronomy and Astrophysics as their primary concentration are not required to take any of the tutorials, but may be admitted upon request.

ADVISING

Upon joining the concentration, students are assigned a faculty adviser; students continue with the same adviser throughout their three years, unless there is a particular reason for making a change. Students meet with their adviser at least once per term and at other times as needed.

For up-to-date information on advising in Astronomy and Astrophysics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Astronomy.html.

RESOURCES

The Department of Astronomy is located within the Harvard-Smithsonian Center for Astrophysics, which also contains the Smithsonian Astrophysical Observatory and Harvard College Observatory, at 60 Garden Street and 160 Concord Avenue, Cambridge. The Center for Astrophysics has a large staff of scientists and is among the largest institutions devoted to astronomy and astrophysics in the world. A very broad range of astrophysical research is conducted by the many scientists at the Center, in its divisions of Atomic and Molecular Physics; High-Energy Astrophysics; Optical and Infrared Astronomy; Radio and Geoastronomy; Theoretical Astrophysics; and Solar, Stellar and Planetary Sciences. Scientists in these divisions encourage students to participate in their research. Full-time summer and part-time academic year employment is often available for Harvard undergraduates at the Center; please contact the Director of Undergraduate Studies for more information.

Through the Center for Astrophysics students may make use of a wide range of observational, experimental, and theoretical facilities. These include two 6.5-meter Magellan Telescopes in Chile; the Multiple-Mirror Telescope and the 60- and 48-inch reflecting telescopes of the Whipple Observatory on Mount Hopkins, Arizona; and the Submillimeter Array on Mauna Kea in Hawaii. Access to the 120-foot radome-enclosed radio telescope of the Northeast Radio Observatory Corporation at Westford, Massachusetts, is also possible. In addition, students may participate in the analysis of data from a number of national and international observatories, including X-ray data from the Chandra X-ray Observatory, ultraviolet and optical data from the Hubble Space Telescope, solar data from SOHO, radio data from the Very Large Array and the VLBI network, and infrared data from the Spitzer Space Telescope.

HOW TO FIND OUT MORE

The Director of Undergraduate Studies for the concentration is Professor George Rybicki. His Observatory office is 60 Garden Street, Room P-238 (617-495-7452); his email address is grybicki@cfa.harvard.edu. A map showing the location of the Observatory complex can be found at the Center for Astrophysics website, cfa-www.harvard.edu. The Astronomy Department Office is located at the same address in room C-25 (617-495-3752). On-line information about the Astronomy Department is available at cfa-www.harvard.edu/ast. If you are interested in study abroad, please contact the Director of Undergraduate Studies.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Astronomy & Astrophysics	6	8	10	9	8
Astronomy & Astrophysics + another field	6	7	3	8	4
Another field + Astronomy & Astrophysics	5	7	8	9	5

Biochemical Sciences

Professor Rachelle Gaudet, Co-Head Tutor

Professor Richard M. Losick, Co-Head Tutor

**THE REQUIREMENTS BELOW ARE FOR BIOCHEMICAL SCIENCES
CONCENTRATORS WHO ENTERED THE COLLEGE BEFORE SEPTEMBER 2006.
THE BIOCHEMICAL SCIENCES CONCENTRATION IS NOT OPEN TO
STUDENTS WHO ENTERED THE COLLEGE IN SEPTEMBER 2006 OR LATER.**

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. *Life Sciences:* Life Sciences 1a and Life Sciences 1b are ordinarily required for students entering the college in September 2005 or later. Students who entered before September 2005 are not required to complete Life Sciences 1a and Life Sciences 1b.
 - b. *Biology:* Biological Sciences 52 and 54 (now MCB 52 and 54). Students who have not taken Life Sciences 1b must also include a course in genetics—ordinarily Biological Sciences 50 or a more advanced course (see items 5c and 5d).
 - c. *Chemistry:* Three half-courses for students who have taken Life Sciences 1a or four half-courses for those who have not (see item 5e).
 - d. *Mathematics:* Two half-courses (see item 5f).
 - e. *Physics:* Two half-courses (see item 5g).
 - f. Any other half-course above the introductory level in biology, chemistry, mathematics, or physics (see item 5b).
2. *Tutorial:* Required of all concentrators in their sophomore, junior and senior years; non-credit.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Courses counted for concentration may not be taken Pass/Fail.
 - b. Only four half-courses counted for concentration may be introductory. Courses currently regarded as introductory are: Chemistry 5; Mathematics 1a, 1b; Physics 1a, 1b; Life Sciences 1a, 1b.
 - c. Students who entered the College before September 2005 must include in their programs a course in genetics - ordinarily Biological Sciences 50 or Life Sciences 1b, or a more advanced course where appropriate.
 - d. Since basic courses in mathematics, chemistry, and physics are prerequisite to all further study, it is important that these courses be taken early. In particular, it is essential that concentrators complete a course in organic chemistry no later than the end of the sophomore year.
 - e. Students who entered the College before September 2005 and started with Chemistry 17 and 27 or Chemistry 20 and 30 (rather than with Chemistry 7) receive the credit equivalent of Chemistry 5 and 7. Students who entered the College after 2005 and started with Chemistry 17 and 27 or Chemistry 20 and 30 (rather than with Chemistry 7 or Physical Sciences 1) receive the credit equivalent of Chemistry 7.
 - f. Mathematics at the level of 21a is a prerequisite for the Physics 11 and 15 sequences.

- g. Honors candidates must elect the Physical Sciences 2 and 3 sequence, the Physics 11 sequence (11a or 11c and 11b) or Physics 15a (or 16) and 15b. This requirement is based on the conviction that it is important in all areas of science to have experience in making formal models of physical systems and in working out the relationship between mathematical derivations and physical reality. Physics 1 satisfies item 1e of the **Basic Requirements** but not the **Requirements for Honors Eligibility**.
- h. Courses offered by the School of Engineering and Applied Sciences and by the Division of Medical Sciences may be counted for concentration credit wherever appropriate.
- i. Courses given under the Core Curriculum may not be counted for concentration credit, except by special approval.

Requirements for Honors Eligibility: 15 half-courses

1. Required courses:

a.-f Same as **Basic Requirements**.

- g. One additional half-course above the introductory level in biology, chemistry, mathematics, or physics. A course in physical chemistry and macromolecular biology is required for honors candidates who entered the College before September 2005.
- h. To be eligible for honors in the field, a student may take either 13 half-courses and write a thesis (see item 1i, below), or complete the Advanced Course Option by taking two additional courses at an advanced level with a laboratory course (see item 1j, below).
- i. *Thesis option*: Students generally enroll in Biochemical Sciences 91r during their junior year, and complete Biochemical Sciences 99 during the fall and spring of their senior year.

-or-

- j. *Advanced Course Option*: counts as the equivalent of the senior thesis option. Two additional half-courses (MCB courses numbered 100 or above) or as approved by the Head Tutor, plus a laboratory course such as Biochemical Sciences 91r; MCB 100; MCB 116 or 117; Chemistry 135 or 165; LS 100r; or Physics 123 or 191r. The laboratory course can be used to fulfill the requirement in 1g.

2. Tutorial: Required of all concentrators in the sophomore, junior, and senior years; non-credit.

3. Thesis: See items 1h and 1i.

4. General Examination: None.

5. Other information:

- a. Advanced Placement credits may be counted (with or without Advanced Standing), provided the total number of courses taken at Harvard does not fall below twelve half-courses, and provided the student does not enroll in a course for which the advanced placement credit was granted.
- b. Advanced Placement credit for Mathematics 1a and 1b may ordinarily be counted only if the student begins with Mathematics at the level of 19 or 21 (or a more advanced course) at the College. Advanced Placement credit for Chemistry 7 may ordinarily be counted if the student begins with Chemistry 17 or Chemistry 20.

ADVISING

The Board of Tutors advises undergraduates and provides academic resources as well as individualized instruction (tutorials) to all students in the concentration. Tutors hold an MD and/or PhD degree and are engaged in laboratory research in Cambridge, at Harvard Medical School, or at a related institution. Advising for courses, laboratory research, summer plans, and career choices takes place as a logical extension of the tutorial.

Students entering the concentration as juniors or seniors are advised by a member of the Board of Tutors before being assigned to a tutor. The Head Tutor makes all tutorial assignments and is available throughout the academic year to answer questions from students or their tutors.

The concentration adviser, Dr. Thomas Torello, is available to concentrators to provide guidance on course selection, laboratory research, and the fulfillment of concentration requirements. Contact Dr. Torell (torello@fas.harvard.edu or 617-495-4106) for more information. For up-to-date information on advising in Biochemical Sciences, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Biochemical.html.

RESOURCES

A Tutorial Reference Library is housed in the Student Affairs Office at 7 Divinity Avenue, and contains books and journals frequently used for tutorial reading.

HOW TO FIND OUT MORE

Co-Head Tutor: Professor Richard M. Losick, 7 Divinity Avenue, 617-495-4106. Co-Head Tutor: Professor Rachele Gaudet, 7 Divinity Avenue, 617-495-5616. Concentration Adviser: Dr. Thomas Torello, 7 Divinity Avenue, torello@fas.harvard.edu or 617-495-4106.

Lists of members of the Board of Tutors in Biochemical Sciences and of the Department of Molecular and Cellular Biology and descriptions of their research interests are available in the Tutorial Office, 7 Divinity Avenue. See also www.mcb.harvard.edu.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Biochemical Sciences	241	234	225	245	209
Biochemical Sciences + another field	0	1	1	4	2
Another field + Biochemical Sciences	1	1	0	0	0

Biology

Professor David A. Haig, Head Tutor

THE REQUIREMENTS BELOW ARE FOR BIOLOGY CONCENTRATORS WHO ENTERED THE COLLEGE BEFORE SEPTEMBER 2006. THE BIOLOGY CONCENTRATION IS NOT OPEN TO STUDENTS WHO ENTERED THE COLLEGE IN SEPTEMBER 2006 OR LATER.

REQUIREMENTS

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Six half-courses in Biology
 - i. Biological Sciences 50 (or Life Sciences 1b).
 - ii. Three half-courses chosen from OEB 10, MCB 52, OEB 53, MCB 54 (formerly Biological Sciences 51, 52, 53, 54).
 - iii. Two additional life science half-courses, to be chosen from Biological Sciences, OEB and MCB courses.
-or-
 - i. Life Sciences 1a and Life Sciences 1b.
 - ii. Two half-courses chosen from OEB 10, MCB 52, OEB 53, MCB 54 (formerly Biological Sciences 51, 52, 53, 54).
 - iii. Two additional life science half-courses, to be chosen from Biological Sciences, MCB and OEB courses.
 - b. Four half-courses in related fields:
 - i. One half-course in inorganic chemistry (Physical Sciences 1 or Chemistry 7 or 15).
 - ii. One half-course in organic chemistry (e.g., Chemistry 17 or 20).
 - iii. Mathematics 1b.
 - iv. One half-course in physics (e.g., Physics 1a or 11a or Physical Sciences 2 or 3).
 - c. Scientific electives to bring the total to 13 half-courses. Courses in biology, biological anthropology, chemistry, human evolutionary biology, mathematics, molecular and cellular biology, organismic and evolutionary biology, and physics can be counted as scientific electives. Other courses will be considered for concentration credit on a case-by-case basis, and must be approved prior to course enrollment. With prior approval, up to two courses taken while studying abroad can be counted as scientific electives.
2. *Thesis:* None.
3. *Supervised Research and Reading Courses (Biology 91r, 98r, 99r; OEB 121b):* No more than three supervised research and reading half-courses may be taken for concentration credit, and no more than one half-course may be taken Pass/Fail. Any supervised research and reading course undertaken with mentors outside of MCB or OEB should be co-sponsored by a Biology concentration faculty member (your faculty adviser assumes this role by default, unless someone more suitable can be found), who is responsible for assigning the course grade in consultation with your mentor.
4. *General Examination:* None.

5. *Other information:*

- a. *Advanced Placement:* Because equivalency is in reality very hard to assess, Biology discourages the use of AP credit in lieu of chemistry or physics courses. Nonetheless, with exam grades of 5, students may petition to use their AP credits to offset concentration requirements as follows:
- AP Math BC to substitute for Math 1b and reduce concentration requirements by one half-course.
 - AP Chemistry to substitute for Chemistry 7 and reduce concentration requirements by one half-course.
 - AP Physics to substitute for one half-course of introductory physics and reduce concentration requirements by one half-course.
 - AP Biology does not substitute for any concentration requirement in Biology.

It is important to note that, for students interested in post-graduate programs in such fields as medicine or the life sciences, AP science courses may not fulfill the entrance requirements of these post-graduate programs. Students should consult with appropriate premedical or other advisers to ensure that the options they are considering are consistent with their career plans.

- b. *Pass/Fail:* All specific requirements (items 1a-1b) must be taken for letter grade credit. One half-course of elective concentration credit (item 1c) may be taken Pass/Fail, but only if the student has not used any Advanced Placement, Harvard Summer School or Studies Elsewhere courses for concentration credit.

Requirements for Honors Eligibility: 16 half-courses

1. *Required courses:*

- a. Seven half-courses in Biology.
- Same as **Basic Requirements**.
 - One half-course of independent research for letter grade credit (Biology 99r or OEB 121b) or one half-course of project laboratory (MCB 100, 116, 117, 119 or OEB 121a).
- b. Seven half-courses in related fields.
- Same as **Basic Requirements**.
 - Two half-courses of organic chemistry (e.g., Chemistry 17 and 27 or Chemistry 20 and 30).
 - Mathematics 1b (or a higher-level math course) plus an additional half-course of mathematics, statistics, or computer science (including Mathematics 19a, 19b, 21a, 21b, Computer Science 50, Quantitative Reasoning 20, or an introductory half-course in statistics).
 - Two half-courses of physics (e.g., Physics 1a and 1b, Physics 11a and 11b, Physics 15a and 15b, or Physical Sciences 2 and 3).
- c. Scientific electives to bring the total to 16 half-courses, otherwise the same as **Basic Requirements**.

2. *Thesis:* Required for award of degree with Highest Honors in Field. Optional for award of Honors or High Honors in Field. The thesis is based on original research in biology, and may be conducted in the field, the laboratory, through mathematical analysis or computer simulation. Thesis research is generally carried out in combination with registration in supervised research half-courses (Biology 99r, OEB 121b), although this is not a requirement. Theses undertaken with mentors outside of MCB or OEB should be co-sponsored by a Biology concentration faculty member (your faculty adviser assumes this role by default,

unless someone more suitable can be found). All students planning to submit a senior thesis must submit a short thesis proposal. The thesis proposal is usually submitted during spring term of junior year, but must be submitted prior to the first day of classes of the fall term of senior year. The thesis proposal form is available at the concentration website or from the Biology Undergraduate Office. The Biology Undergraduate Committee evaluates theses based on input from mentor, co-sponsor and other readers.

3. *Supervised Research and Reading Courses*: Same as **Basic Requirements**.
4. *General Examination*: None.
5. *Other information*:
 - a. *Advanced Placement*: Same as **Basic Requirements**.
 - b. *Pass/Fail*: Same as **Basic Requirements**.
 - c. *Tutorials*: Same as **Basic Requirements**.
 - d. *Honors Recommendations*: In addition to grades and thesis achievements, the Biology Undergraduate Committee will consider the rigor and breadth of a student's concentration program in its recommendation.

Neurobiology Requirements for Honors Eligibility: 16 half-courses

For concentrators wishing to specialize in neuroscience, the Biology program offers a track in Neurobiology. This is one of the tracks developed in collaboration with the Standing Committee on Mind, Brain, and Behavior. Biology concentrators must file an application (available on the Biology website or in the Biology Concentration Office) to enroll in Neurobiology.

1. *Required courses*:
 - a. Seven half-courses in biology with an emphasis on neurobiology.
 - i. Biological Sciences 50 (or Life Sciences 1b).
 - ii. Two half-courses chosen from OEB 10, MCB 52, OEB 53, MCB 54 (formerly Biological Sciences 51, 52, 53, 54).

-or-

 - i. Life Sciences 1a and Life Sciences 1b.
 - ii. One half-course chosen from OEB 10, MCB 52, OEB 53, MCB 54 (formerly Biological Sciences 51, 52, 53, 54).
 - iii. MCB 80 (formerly Biological Sciences 80).
 - iv. Science B-29 (but only if taken freshman year) or OEB 57 (formerly Biological Sciences 57).
 - v. One neurobiology elective (MCB 105, 115, 117, 129, 138, 141) or other MCB or OEB course in neurobiology approved in advance by petition.
 - vi. One half-course of independent research for letter grade credit in a topic appropriate to the neurosciences (Biology 99r).
 - b. Seven half-courses in related fields. Same as **Requirements for Honors Eligibility**.
 - c. *Tutorial or MBB-Approved Seminar*: Required during junior year.
 - d. Mind, Brain, and Behavior electives to bring the total to 16 half-courses, to be chosen from a list of such courses approved by the Biology Undergraduate Committee. For a list of approved electives for Neurobiology MBB students only, consult the Biology website (www.biology.harvard.edu). Other courses not on this list will be considered for concentration credit on a case-by-case basis, and must be approved prior to course enrollment.
2. *Tutorial*: See 1c above.

3. *Thesis*: Required. Theses undertaken with mentors outside of MCB or OEB should be co-sponsored by a Biology concentration faculty member (your faculty adviser assumes this role by default, unless a more suitable faculty member can be found). The Biology Undergraduate Committee evaluates theses based on input from mentor, co-sponsor and other readers.
4. *Supervised Research and Reading Courses*: Same as **Requirements for Honors Eligibility**.
5. *General Examination*: None.
6. *Other information*: Same as **Requirements for Honors Eligibility**.

ADVISING

A faculty adviser is selected at the time that a Biology concentrator submits the concentration worksheet to the Biology Concentration Office. The adviser is responsible for providing individualized guidance in program design, course selection, and other matters related to the Biology concentration. Students are responsible for arranging meetings with their advisers at the beginning of each term. A list of advisers' office hours and telephone numbers is posted on the Biology website. Students should keep their advisers informed of changes in their courses. The advisers' signature on study cards is required. Students are encouraged to contact their advisers as appropriate when concentration issues arise during the year.

For up-to-date information on advising in Biology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Biology.html.

HOW TO FIND OUT MORE

All questions concerning Biology undergraduate policies should be directed to Barbara Cerva, Coordinator of Biology Undergraduate Programs (617-495-2319, barbara@mcb.harvard.edu). The Head Tutor for Biology is Professor David Haig (dhaig@oeb.harvard.edu).

The Biology Undergraduate Office in the Biological Laboratories, staffed by the Coordinator of Biology Undergraduate Programs, is the central office for Biology concentrators. The Office administers Biology 91r, 95hf, 99r, and the Thesis Program, and also serves as the clearinghouse for information on all aspects of the concentration.

The Biology concentration website address is biology.harvard.edu.

The Biology Undergraduate Committee is a board of faculty and students whose responsibility is to formulate and review policies relating to the undergraduate curriculum and then to present these to the two Biology faculties for review. In turn, the two faculties propose issues to the Committee for review. The Committee is comprised of faculty members from MCB and OEB (one of whom serves as the Head Tutor), student representatives, and the Coordinator of Biology Undergraduate Programs. Students interested in serving on the Committee should contact the Coordinator for information on how to apply.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Biology	297	290	308	300	228
Biology + another field	2	2	2	3	0
Another field + Biology	2	1	0	1	2

Chemical and Physical Biology

Professor Daniel E. Kahne, Co-Head Tutor

Professor Erin K. O'Shea, Co-Head Tutor

The Chemical and Physical Biology (CPB) concentration provides students with a broad foundation in the physical and life sciences. This concentration is designed for students interested in applying quantitative tools, physical concepts, and chemical principles to the study of biology.

Remarkable progress in the last four decades has revealed the atomic structure of proteins, enzymes, and genes, the nature of the genetic code, and how genes can be turned on or off in response to the demands of the environment. As our understanding of fundamental biological processes has increased, so has our appreciation that the focus on information transfer through nucleic acids provides an inadequate basis for understanding living systems. The activities of proteins are regulated by post-translational modifications – chemical changes in protein structure – and are affected by small signaling molecules. Dissecting metabolic pathways and reconstructing cellular networks requires supplementing the traditional arsenal of molecular, genetic, biochemical, and cell biological techniques with advances in chemical and physical methods that make it possible to characterize the state of a biological system under a given set of conditions. Chemical and physical biology provides a link between classical approaches to studying biology and the chemical tools and physical methods required to understand dynamic changes in complex biological systems.

Students who are interested in understanding living systems in detail will require considerable proficiency in mathematics and physics as well as a broad background in both chemistry and biology. In its emphasis on quantitative, physical, and chemical tools, this concentration represents a significant departure from traditional biochemistry and molecular biology concentrations. Our goal is to provide the next generation of life scientists with the background needed to make new advances in the quantitative understanding of living systems.

All students are required to participate in a tutorial unless engaged in thesis research. Tutorials for students in both Chemical and Physical Biology and Molecular and Cellular Biology are offered by the Board of Tutors in Biochemical Sciences, which was established in 1926. Each tutor holds a PhD and/or an MD degree and meets with her or his students, singly or in small groups, about twice a month to discuss topics tailored largely to individual interests and needs. Tutorial sessions typically consist of readings selected from the primary literature or relevant texts.

All students are required to obtain a minimum of one term of laboratory research experience. This requirement may be fulfilled through a project lab course, a term of laboratory research (Chemical and Physical Biology 91r), or research for a senior thesis (Chemical and Physical Biology 99).

A thesis based on laboratory research is required to be eligible for honors in the Chemical and Physical Biology concentration. Students are encouraged to begin thesis research in a laboratory no later than the start of their junior year.

REQUIREMENTS:

Basic Requirements: 15 half-courses

1. *Required courses:*
 - a. *Life Sciences:* Life Sciences 1a and Life Sciences 1b, or equivalent.
 - b. *Molecular and Cellular Biology:* Molecular and Cellular Biology 52 and 54 (Formerly Biological Sciences 52 and 54).
 - c. *Chemistry:* Physical Sciences 1 or Chemistry 160, or a suitable advanced course.
 - d. *Organic Chemistry:* Chemistry 20 and 30, or Chemistry 17 and 27, or equivalent.
 - e. *Physical Chemistry:* Molecular and Cellular Biology 199 or Chemistry 60 or 161.
 - f. *Mathematics:* Mathematics 19a and 19b, or 21a and 21b, or Applied Mathematics 21a and 21b.
 - g. *Physics:* Physics 11a and 11b or 15a (or 16) and 15b, or equivalent.
 - h. Three upper-level courses in the natural sciences, engineering, and/or mathematics. Courses that meet this requirement include any 100-level chemistry, molecular and cellular biology, or physics course. Other courses that meet this requirement include: Computer Science 50; Engineering Science 123, 130, 145, 156; Applied Mathematics 105a, 105b, 106, 115, 147; Mathematics 106, 121; Systems Biology 200; Statistics 102, 110, 115. Students who do not write a thesis based on laboratory research (see item 3 under **Requirements for Honors Eligibility**) must take one upper level project lab course or enroll in one term of Chemical and Physical Biology 91r.
2. *Tutorial:* Required of all concentrators in sophomore and junior years unless engaged in thesis research. Tutorial sessions are non-credit, take place approximately twice per month, and typically consist of readings selected from the primary literature or relevant texts.

Requirements for Honors Eligibility: 16 half-courses

1. *Required Courses:* Same as **Basic Requirements**.
2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* A thesis based on independent laboratory research is required for honors eligibility. Students should therefore enroll in two terms of Chemical and Physical Biology 99, one of which counts towards the upper-level course requirement (see item 1h, above).

ADVISING

The Co-Head Tutors, Professors Erin O'Shea and Dan Kahne, serve as the advisers to students in Chemical and Physical Biology. The Board of Tutors in Biochemical Sciences runs the tutorial for CPB concentrators, which offers individualized instruction to all concentrators beginning after declaration. Mentoring on career choices, the research experience, and other academic issues is a logical extension of the tutorial. The Co-Head Tutors make all tutorial assignments and are available throughout the academic year to answer questions from students or their tutors.

For up-to-date information on advising in Chemical and Physical Biology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Chemical-PhysBio.html.

RESOURCES

A Tutorial Reference Library is housed in the Student Affairs Office at 7 Divinity Avenue, and contains books and journals frequently used for tutorial reading.

HOW TO FIND OUT MORE

Co-Head Tutors of Chemical and Physical Biology: Professor Erin O'Shea, Bauer 307, 7 Divinity Avenue, 617-495-4328, erin_oshea@harvard.edu; and Professor Daniel Kahne, Naito 104; 617-496-0208, kahne@chemistry.harvard.edu. The Student Affairs Office for Chemical and Physical Biology is located in Sherman Fairchild Room 195, 7 Divinity Avenue (617-495-4106). Lists of members of the Board of Tutors in Biochemical Sciences and of the Committee on Chemical and Physical Biology and descriptions of their research interests are available in the Student Affairs Office. For more information about the CPB concentration, visit www.lifescience.fas.harvard.edu and click on the link for Chemical and Physical Biology under the "concentrations" tab.

ENROLLMENT STATISTICS

Number of concentrators as of November

Concentrators	2006
Chemical and Physical Biology	27
CPB + another field	2
Another field + CPB	0

Chemistry

Professor Daniel Kahne, Director of Undergraduate Studies
Dr. Gregg Tucci, Co-Director of Undergraduate Studies

Chemistry is the science of the structure, properties, and reactions of matter. It is both a basic science, fundamental to an understanding of the world we live in, and a practical science with an enormous number and variety of important applications. Knowledge of chemistry is fundamental to an understanding of biology and biochemistry and of certain aspects of geology, astronomy, physics, and engineering.

The most important motivation for concentration in Chemistry is an intrinsic interest in the subject. Career opportunities in chemistry include the areas of basic research, applied research and development, biotechnology, chemical analysis, manufacturing, and marketing. In addition, a degree in chemistry can be an excellent background for careers in many related fields, including law, medicine, business, environmental science, and other areas of science. Because of the diversity of interests of prospective chemistry concentrators, the Department of Chemistry and Chemical Biology has designed a very flexible program of requirements which allows each student to select an area of emphasis. Courses in organic, physical, and inorganic chemistry and biochemistry are offered. A few of these courses include required laboratory work, and special laboratory courses are available to advanced students in each area. In addition, concentrators may elect to pursue an individual research project with one of the research groups of the department. Each research group consists of advanced undergraduates, graduate students, postdoctoral fellows, and a faculty member. In order to introduce students to chemical research and current topics of faculty interest, the department offers a non-credit sophomore tutorial in the spring term, a series of lectures by faculty members on their current research. This lecture series serves as the prerequisite for the junior tutorial, Chemistry 98r, in which the student joins a research group under the supervision of a faculty member. Often this work is continued throughout the senior year as Chemistry 99. Here the student becomes associated with current research in a particular area either by reading and studying recommended advanced material in that area or by undertaking an individual research project. Such projects often result in publications.

All of the courses in the department are open to properly prepared undergraduates and most upper-level courses do have some undergraduates. The courses emphasize fundamental laws and principles. The more advanced courses are designed to be related closely to active areas of research in chemistry. Current research activity is further stressed in the numerous seminars and colloquia in organic, physical, biophysical, and inorganic chemistry, some of which are held jointly with other departments at Harvard as well as at MIT. Most research groups have meetings and informal seminars at which topics of interest are discussed.

In addition to a balanced program of at least eight half-courses in chemistry, concentrators are encouraged to take courses in physics, biology, biochemistry, applied science, and mathematics as part of their concentration requirements. Because of the sequence of prerequisites for chemistry courses, the department strongly recommends some work in mathematics as well as chemistry in the first year. Freshmen contemplating this program are urged to consult the Co-Director of Undergraduate Studies of the Chemistry concentration in planning their work for the first year.

For information on the secondary field in Chemistry, please see page 319 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Chem/program-desc-chem.htm).

REQUIREMENTS

Basic Requirements: 12-14 half-courses

1. *Required courses:* Twelve to 14 half-courses required, including at least eight half-courses in chemistry (see item 5a):
 - a. *General chemistry (two half-courses):* Life Sciences 1a and Physical Sciences 1, or satisfactory placement out of the requirement.
 - b. *Inorganic chemistry (one half-course):* Chemistry 15, 40, or equivalent.
 - c. *Organic chemistry (two half-courses):* Chemistry 20 and 30, or Chemistry 17 and 27, or equivalent.
 - d. *Physical chemistry (two half-courses):* Chosen from Chemistry 160, or equivalent, and Chemistry 60, 161, 163, or equivalent.
 - e. *Advanced laboratory (one half-course):* Chemistry 135 or 165. Laboratory work performed in Chemistry 91r, 98r, or 99r may not be counted in fulfillment of the advanced laboratory requirement.
 - f. *Chemistry with a strong biological orientation (one half-course):* Life Sciences 1a, or Chemistry 27 or 170, or Molecular and Cellular Biology 52 or 54 (formerly Biological Sciences 52 or 54, or equivalent. (Life Sciences 1a may count for both this requirement and 1a above; Chemistry 27 may count for this requirement and 1c above.)
 - g. *Mathematics (at least one half-course):* Mathematics 21a or equivalent. Mathematics 21b is strongly recommended.
 - h. *Physics (at least two half-courses):* Physics 11a, 11b or the 15a (16), 15b, 15c sequence is strongly preferred to Physics 1a, 1b. (Physics 15a and 15b alone do not constitute a complete overview of general physics.) Physics 1a and 1b, and Physical Sciences 2 and 3, are not acceptable for honors candidates.
 - i. Additional half-courses as needed to meet the total of twelve in chemistry or in related fields (13 if the student places into Mathematics 1b; 14 if the student must take Mathematics 1a.)
2. *Tutorial:*
 - a. *Sophomore year:* Spring term. Optional, but highly recommended before enrolling in Chemistry 98r. Non-credit. A series of lectures by faculty members on their current research. A few very well prepared sophomores or first year students who are accepted for laboratory research work may register for Chemistry 91r, graded SAT/UNS only.
 - b. *Junior year:* Chemistry 98r, optional, for approved students only. Graded SAT/UNS only. Each term of Chemistry 98r involves individual reading and research projects under the direction of a member of the staff. Junior concentrators are advised to consult with their advisers and to inquire at the office of the Director of Undergraduate Studies concerning the tutorial program. Any student enrolling in Chemistry 98r must register the name of his or her research mentor at the office of the Director of Undergraduate Studies when study cards are submitted.
3. *General Examination:* None.
4. *Thesis:* Not required.
5. *Other information:*
 - a. Related fields, in the present context, include departmental courses in physics and mathematics, applied physics and applied mathematics, and upper-level departmental courses in biology, biochemistry, and earth and planetary sciences, that carry a chemistry prerequisite. Chemistry courses include many biochemistry courses.
 - b. *Prior work:* Students granted actual course credit by the College toward the AB degree for work done prior to admission will receive concentration credit on the same basis

as corresponding work done in residence. Other students substituting an advanced science course for a more elementary course may petition for a reduction in the total number of courses required for honors, but not below a minimum of 12 half-courses (excluding Mathematics 1a and 1b).

- c. *Pass/Fail*: Two half-courses counted for concentration credit may be taken Pass/Fail. This does not include SAT/UNS grades given in Chemistry 91r, 98r or 99r.

Requirements for Honors Eligibility: 14-16 half-courses

1. *Required courses*: 14 half-courses required, including at least eight half-courses in chemistry (see item 5a).
 - a-i. Same as **Basic Requirements**.
 - j. Two additional half-courses in chemistry or biochemistry, or at a suitable advanced level in a related field. Courses that meet this requirement include:
 - i. MCB 52, 54 (formerly Biological Sciences 52, 54).
 - ii. Life Sciences 1b.
 - iii. Mathematics 21b.
 - iv. Applied Mathematics 105a, 105b.
 - v. Physics 15c, 143a, 143b, 151, 153, 181.
 - vi. Other courses significantly related to chemistry may also be accepted on petition to the department.
 - k. Total program must include at least four half-courses in chemistry numbered higher than 100.
2. *Tutorials*:
 - a. *Sophomore year*: Same as **Basic Requirements**.
 - b. *Junior year*: Same as **Basic Requirements**.
 - c. *Senior year*: Chemistry 99r, optional, for honors candidates only. Graded SAT/UNS only. Chemistry 99r involves individual reading and research projects under the direction of a faculty member. Any student enrolling in Chemistry 99r must register the name of his or her research mentor at the office of the Director of Undergraduate Studies when study cards are submitted.
3. *General Examination*: None.
4. *Thesis*: Optional. Students enrolled in Chemistry 99r have the option of writing a thesis.
5. *Other information*: Same as **Basic Requirements**.

ADVISING

The Director of Undergraduate Studies initially serves as faculty adviser for new concentrators until they join research groups, usually through the Chemistry 98r tutorial, or otherwise establish a working relationship with another faculty member who agrees to serve as faculty adviser. Either the Director or Co-Director of Undergraduate Studies or another faculty adviser may sign study cards or advise on concentration matters. Students interested in concentrating in Chemistry should discuss their plans of study with the Co-Director of Undergraduate Studies.

For up-to-date information on advising in Chemistry, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Chemistry.html.

HOW TO FIND OUT MORE

Further information is available at the Office of the Co-Director of Undergraduate Studies in Chemistry, Dr. Gregg Tucci, Science Center 114 (617-496-4668), tucci@fas.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Chemistry	73	89	91	86	82
Chemistry + another field	1	1	2	4	5
Another field + Chemistry	1	2	1	1	1

Chemistry and Physics

Professor Howard Georgi, Director of Undergraduate Studies

The concentration in Chemistry and Physics is supervised by a committee comprised of members of the Departments of Physics and of Chemistry and Chemical Biology, and is administered through the office of the Director of Undergraduate Studies. As the name implies, the concentration has been established to serve those students desiring to develop a strong foundation in both physics and chemistry, rather than to specialize in one or the other. Because of the need to cover a wide range of material in considerable depth, only an honors-eligible program is available in this concentration.

Concentrators in Chemistry and Physics receive an education that provides suitable preparation for graduate work in the science of matter on the scale of atoms, molecules and bulk materials, a broad area including, but not restricted to, physical chemistry and chemical physics. Such graduate work could be carried on in a physics or chemistry department, depending on the particular institution and on the specific area chosen for advanced study. The concentration is also often chosen by students whose career goals lie in medicine. In addition, the intellectual disciplines involved provide a suitable background for careers in quite different professions.

Because the requirements of the concentration lie between those of Chemistry and of Physics, it is possible that a given set of courses could satisfy the requirements of one of those concentrations as well as those of the concentration in Chemistry and Physics. By the same token, a transfer to or from one of these concentrations, even as late as the junior year, normally causes little difficulty.

The concentration is structured to assure that all concentrators are introduced to the core subjects of chemistry (organic, inorganic, and physical), of physics (mechanics, electromagnetism, and quantum theory), and of mathematics. Beyond this core, students take additional half-courses in chemistry, physics, or related sciences, according to their personal interests and objectives.

Tutorial or individual study and research are optional, and may be undertaken within the framework of Physics 90r and/or 91r, or of Chemistry 98r and 99r, to the extent that facilities and staff are available.

REQUIREMENTS **13–16 half-courses**

1. *Required courses:*
 - a. *General Chemistry:* Life Sciences 1a and Physical Sciences 1, or satisfactory placement out of the requirement.
 - b. *Inorganic Chemistry:* Chemistry 15, 40, 154, or 158, or equivalent.
 - c. *Organic Chemistry:* Chemistry 20 and 30, or Chemistry 17 and 27. Chemistry 20 and 30 are strongly recommended, but, particularly for students preparing for medical school, Chemistry 17 and 27 may be a preferred alternative.
 - d. *Physical Chemistry or Statistical Mechanics:* Chemistry 60 or one of Chemistry 161, Physics 181 or Engineering Sciences 181. One of the statistical mechanics courses is strongly recommended.
 - e. *Mechanics, Electromagnetism, and Waves:* Physics 15a (or Physics 16), 15b, and 15c.
 - f. *Quantum Mechanics:* Physics 143a or Chemistry 160.

- g. *Mathematics*: Two courses at the level of Mathematics or Applied Mathematics 21a, 21b or above. While not required, taking one or more additional mathematics courses is strongly recommended. Among those courses to choose from, consider especially Applied Mathematics 105a or Mathematics 113, Applied Mathematics 105b, Mathematics 115, and Mathematics 119. Students planning to go into research should consider taking a course in computer science and/or numerical analysis.
- h. Additional half-courses from the list below, to complete the requirement of 13 to 16 half-courses (see item 5b). It is strongly recommended that one course be a laboratory course. In all cases, the student must take at least four physics courses and four chemistry courses.
 - i. A course of independent research from the following: Chemistry 91r, 98, 99 or Physics 90r.
 - ii. Any 100- or 200-level Chemistry course.
 - iii. Any 100- or 200-level Physics or Applied Physics course (see 5g).
 - iv. Any 100- or 200-level Math or Applied Math course.
 - v. An intermediate- or advanced-level course in a science, engineering sciences, or computer science with significant direct application to chemistry or physics. These courses should be approved in advanced by the Director or Assistant Director of Undergraduate Studies. To fulfill particular needs, a concentrator, with the adviser's consent, may petition the Committee to use other intermediate- or advanced-level science courses for this requirement.
2. *Tutorials*: Optional. Admission to tutorials requires prior approval by the Director of Undergraduate Studies of the Department of Chemistry and Chemical Biology.
 - a. *Junior year*: Chemistry 98r.
 - b. *Senior year*: Chemistry 99r.
3. *Thesis*: Optional.
4. *General Examination*: None.
5. *Other information*:
 - a. *Pass/Fail*: Two half-courses counted for concentration may be taken Pass/Fail, but not Physics 15a, 15b, 15c, or 16.
 - b. The number of required courses is reduced by one half-course (up to a maximum reduction of three; the number of required courses cannot drop below 13) for each of the half-courses—Mathematics 1a and 1b; Life Sciences 1a; and/or Physical Sciences 1—that a student is permitted to skip by virtue of his or her performance on the appropriate Advanced Placement Examination.
 - c. *Substitutions*: Students can substitute a more advanced course for one or more of the required elementary courses on the same topics, provided they have the written permission of the Director or Assistant Director of Undergraduate Studies. Students granted course credit by the College toward the AB degree for work done prior to admission will receive concentration credit on the same basis as corresponding work done in residence. However, with the exception of transfer students, the total number of half-courses taken at Harvard in this concentration cannot drop below a minimum of 13.
 - d. *Advanced Placement*: Students who have Advanced Placement in physics should consult the prerequisites printed in *Courses of Instruction* under Physics 16 for the conditions of entering that course directly.
 - e. *Teaching*: Students who are interested in receiving eligibility for the certification needed to teach both physics and chemistry in public schools are invited to look at Degree in Physics with Teacher Certification in both Physics and Chemistry on

page 251. Completing the Chemistry and Physics concentration with eligibility for teacher certification in both physics and chemistry requires taking the UTEP program, described on page 47, in addition to the required courses listed in items 1a–h.

- f. *Individual Study and Research courses*: Physics 90r and/or 91r, and Chemistry 91r are optional.
- g. Applied physics and engineering science courses listed in the requirements for the Physics concentration as “counting as physics” for Physics concentrators are also counted as physics courses in the Chemistry and Physics concentration.

ADVISING

Students interested in concentrating in Chemistry and Physics should discuss their Plans of Study with the Assistant Director of Undergraduate Studies. When Plans of Study are approved, each undergraduate who elects to concentrate in the field is assigned a faculty adviser from either the Physics or Chemistry department. If students do not request a change in adviser, they have the same adviser until they graduate. It is expected that students will discuss their programs and review their progress with faculty advisers at the beginning of each term. Students are told to seek advice at any time and can see their advisers at regularly scheduled office hours or by making an appointment. Students may also seek advice from the Director or Assistant Director of Undergraduate Studies or Chair of the Chemistry and Physics Committee at anytime.

For up-to-date information on advising in Chemistry and Physics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/ChemistryPhysics.html.

RESOURCES

The resources and facilities available to this concentration are essentially those of the Chemistry and Physics departments combined. Hence the descriptions of those concentrations should be consulted for further information.

HOW TO FIND OUT MORE

The pamphlet *The SPS Guide to Physics and Related Fields*, available from the Assistant Director of Undergraduate Studies in Lyman 233, provides useful information about the opportunities for the study of physics and physics-related areas at Harvard. Much of this information is also relevant to the concentration in Chemistry and Physics.

Advice and personal consultation concerning the concentration can be obtained from the Director of Undergraduate Studies, Professor Howard Georgi, Jefferson 456, georgi@physics.harvard.edu, 617-496-8293, and the Assistant Director of Undergraduate Studies, Dr. David Morin, Lyman Laboratory 233, morin@physics.harvard.edu, 617-495-3257. For office hours, check the website: schwinger.harvard.edu/~georgi/schedule.htm.

Official acceptance into the concentration program is made only through the office of the Assistant Director of Undergraduate Studies, who must sign the Plan of Study.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Chemistry & Physics	38	39	45	45	45
Chemistry & Physics + another field	1	5	6	4	7
Another field + Chemistry & Physics	2	1	0	0	0

Classics

Professor Jeremy Rau, Director of Undergraduate Studies

The Department of the Classics offers a variety of concentration options for those who wish to explore the heritage of ancient Greece and Rome. Through its own courses, and through concentration credit for courses in other departments and in the Core Curriculum, the Classics Department encourages its students to appreciate the whole range of classical civilization from the Bronze Age through Byzantium and medieval Europe to Modern Greece. Its faculty provide instruction in the major areas of classical study—language and linguistics, literature, archaeology, history, philosophy, and religion. In conformity with its conviction that Classics lies at the root of many important academic fields, the department supports a large number of joint concentrations with other departments. It is hoped that a Classics graduate will have acquired an understanding of the production, transmission, and reception of Greco-Roman culture.

Seven different options are offered: (1) *Classics*, for those who wish to study Greek and Latin literature in equal depth; (2) *Classics-Greek*, and (3) *Classics-Latin*, for those who wish to concentrate on Greek or Latin literature alone; (4) *Classical Archaeology*, for those who wish to emphasize the art and architecture of the ancient world, and to approach its prehistory and history through the methods of archaeology; (5) *Greek and Roman History*, for those who wish to combine a focus on ancient history with language study; (6) *Joint Concentration*, for those who wish to combine an interest in Greek or Latin, or both, with the study of a related subject, such as English, history of art and architecture, history, philosophy, etc.; (7) *Classics and Medieval Greek/Medieval Latin/Modern Greek*, for those who wish to combine an interest in Classics with Medieval Greek, Medieval Latin and/or Modern Greek. Students with no previous knowledge of Greek or Latin may prefer to choose *Classics-Greek* or *Classics-Latin* rather than *Classics*, so as to have more freedom to concentrate on the language of their choice.

Concentrators in all options are expected to acquire an exact knowledge of Greek or Latin, or both. The Department's flagship tutorials in the History of Greek Culture and the History of Roman Culture are provided as a gateway to classical studies conceived more broadly. Students are also urged to investigate topics not covered by the formal courses, and in their senior year the option of writing a thesis, embodying the results of research, is available to honors candidates. At the end of the senior year all concentrators in the class of 2007 and later are required to take a General Examination, which is designed to assure the department that its graduates have a knowledge that is both broad and deep. A basic reading list of classical authors is issued to concentrators to guide them in preparation for the General Examination.

In recent years a Classics concentration has proved rewarding for those who anticipate further study in the humanities, as well as for students who go on to law, medicine, divinity, journalism, and business, or the arts.

For information on the secondary field in Classics, please see page 320 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Classics/program-desc-Classics.htm).

OPTIONS

1. Classics
2. Classics-Greek
3. Classics-Latin
4. Classical Archaeology
5. Greek and Roman History
6. Joint Concentrations in Classics
7. Classics and Medieval Greek/Medieval Latin/Modern Greek

REQUIREMENTS

Classics

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Four half-courses in Greek.
 - b. Four half-courses in Latin.
 - c. Four additional half-courses in the Classics or related courses (see item 5e).
2. *Tutorials:*
 - a. *Sophomore year:* Classical Studies 97a and 97b, required.
 - b. *Junior year:* Greek or Latin 98r, optional.

Note: Tutorial courses may be counted as required courses and are letter-graded. Students may take tutorial courses in any order.
3. *Thesis:* None.
4. *General Examination for students graduating before June 2010:* Required of all concentrators; students may choose between the following formats:
 - a. A 90-minute examination in each of the following areas: Greek translation, Greek literature, Latin translation, and Latin literature.
 - b. One examination in the ancient languages (3 hours; translation and analysis of passages in Greek and Latin) and one examination in the ancient world (3 hours; short answers and essays in at least 3 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields beyond literature in the sophomore tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.
5. *Other information:*
 - a. No more than four half-courses from the following list may be counted toward Classics concentration: Greek Aa, Ab, Aab, Ac, Ba, Bb; Latin Aa, Ab, Aab, Ac, Ba, Bb.
 - b. *Pass/Fail:* Four half-courses counted for concentration may be taken Pass/Fail.
 - c. *Undergraduate Reading List:* By the time of the General Examination, concentrators should have read the works listed in the Greek and Latin Undergraduate Reading List, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.

- d. *Related courses:* Any course designated Classics, Classical Studies, Classical Archaeology, Medieval Greek, Modern Greek, or Medieval Latin. Other courses in classical art, history, literature, philosophy, religion, etc., with the permission of the Director of Undergraduate Studies.

Classics

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a–c. Same as **Basic Requirements**.
 - d. Two additional half-courses in either Greek or Latin. Classics 99 is usually taken to fulfill this requirement.
2. *Tutorials:*
 - a. *Sophomore year:* Classical Studies 97a and 97b, required.
 - b. *Junior year:* Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year:* Greek or Latin 93r, optional. Classics 99 (two terms), required for the-
sis.

Note: Tutorial courses may be counted as required courses and are letter graded. Students may take tutorial courses in any order.

3. *Thesis:* Optional for honors candidates as follows:
 - a. *Candidates for Honors:* Thesis or one of the following courses, letter-graded with a grade of A- or better: Latin H, K; Greek H, K.
 - b. *Candidates for High Honors:* Thesis or two of the following courses, letter-graded with a grade of A- or better: Latin H, K; Greek H, K.
 - c. *Candidates for Highest Honors:* Thesis or both Latin K and Greek K, letter-graded with a grade of A- or better.

The student must submit two copies of the thesis to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text.

4. *General Examination:* Same as **Basic Requirements**.
5. *Other information:* Same as **Basic Requirements**.

Classics-Greek and Classics-Latin Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Eight half-courses in either Greek or Latin—all eight courses must be in the same language. Any Greek or Latin courses can be taken to fulfill this requirement.
 - b. Four additional half-courses in Greek, Latin, and/or Classical Studies. Related courses such as classical archaeology, art, history, philosophy, religion, or selected courses from the Core Curriculum may be taken to fulfill this requirement.
2. *Tutorials:*
 - a. *Sophomore year:* Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).
 - b. *Junior year:* Greek or Latin 98r (as appropriate), optional.

Note: Two terms of tutorial are required. This requirement may be fulfilled with Classical Studies 97a and 97b or with one term of Classical Studies 97 (a or b) and one term of Greek or Latin 98r (as appropriate). Consultation with the Director of Undergraduate Studies is

required. Tutorial courses may be counted as required courses and are letter-graded. Students may take tutorial courses in any order.

3. *Thesis*: None.
4. *General Examination for students graduating before June 2010*: Required of all concentrators; students may choose between the following formats:
 - a. Two exams of three hours each in translation and literature of chosen language.
 - b. One examination in the appropriate ancient language (3 hours; translation and analysis of passages in Greek or Latin) and one examination in the ancient world (3 hours; short answers and essays in at least 3 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields beyond literature in the sophomore tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.

5. *Other information*:
 - a. There is no restriction as to the number of elementary Greek or Latin courses that may be counted toward concentration in these options.
 - b. *Pass/Fail*: Four half-courses counted for concentration may be taken Pass/Fail.
 - c. *Undergraduate Reading List*: By the time of the General Examination, concentrators should have read the works listed in the Greek or Latin Undergraduate Reading List, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.
 - d. *Related courses*: Any course designated Classics, Classical Studies, Classical Archaeology, Medieval Greek, Modern Greek, or Medieval Latin. Other courses in classical art, history, literature, philosophy, religion, etc., with the permission of the Director of Undergraduate Studies.

Classics-Greek and Classics-Latin Requirements for Honors Eligibility: 14 half-courses

1. *Required courses*:
 - a. Same as **Basic Requirements**. Honors candidates may also take Greek or Latin 93r and 98r to fulfill this requirement.
 - b. Same as **Basic Requirements**.
 - c. Two additional half-courses in the chosen language. Classics 99 is usually taken to fulfill this requirement.
2. *Tutorials*:
 - a. *Sophomore year*: Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).
 - b. *Junior year*: Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year*: Greek or Latin 93r, optional. Classics 99 (two terms), required for the thesis.

Note: Two terms of tutorial are required. This requirement may be fulfilled with Classical Studies 97a and 97b or with one term of Classical Studies 97 (a or b) and one term of Greek or Latin 98r or 93r (as appropriate). Consultation with the Director of Undergraduate Stud-

ies is required. Tutorial courses may be counted as required courses and are letter-graded. Students may take tutorial courses in any order

3. *Thesis*: Optional for honors candidates as follows:
 - a. *Candidates for Honors*: Thesis or one half-course in composition, letter-graded with a grade of A- or better.
 - b. *Candidates for High Honors*: Thesis or any two half-courses in composition, letter-graded with a grade of A- or better.
 - c. *Candidates for Highest Honors*: Thesis required.

The student must submit two copies of the thesis to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text.

4. *General Examination*: Same as **Basic Requirements**.
5. *Other information*: Same as **Basic Requirements**.

Classical Archaeology Basic Requirements: 10 half-courses

1. *Required courses*:
 - a. Two half-courses in Greek or two in Latin, above the level of Greek Bb or Latin Bb (i.e., courses numbered H, K, 93, 98, or 100 and above).
 - b. Four half-courses in classical art and archaeology, two of which must be Classical Archaeology 131 and History of Art and Architecture 13k.
 - c. Two half-courses in ancient history, one of which must have a social or cultural focus (e.g., Historical Study B-06, Classical Studies 158, Ancient Near East 126).
 - d. Two additional half-courses in classical art and archaeology, or in a related area (see item 5b).
2. *Tutorials*: Sophomore and/or junior year. One term of Classical Studies 97 (a or b as appropriate to the language of concentration) and one term of Classical Archaeology 97r (or equivalent course, as approved by the Director of Undergraduate Studies).

Note: Tutorial classes may be counted as required courses and are letter-graded.

3. *Thesis*: None.
4. *General Examination for students graduating before June 2010*: Required of all concentrators; students may choose between the following formats:
 - a. Four 90-minute examinations: one in Greek or Latin translation and three in fields chosen from the following list:
 - i. Greek art and archaeology.
 - ii. Roman art and archaeology.
 - iii. Near Eastern art and archaeology.
 - iv. Greek or Roman history.

A basic reading list is issued to concentrators to guide them in preparation for the General Examinations. Copies of the reading list may be obtained in Boylston 204.

- b. One examination in the ancient languages (3 hours; translation and analysis of passages in Greek and/or Latin) and one examination in the ancient world (3 hours; short answers and essays in at least 3 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields in the sopho-

more tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.

5. *Other information:*
 - a. *Pass/Fail:* Four half-courses counted for concentration may be taken Pass/Fail, but not more than one in Greek or Latin.
 - b. *Related courses:* Related courses must be approved in advance by the Director of Undergraduate Studies. Such courses may include courses in anthropology, comparative literature, earth and planetary sciences, folklore and mythology, history, history of art and architecture, linguistics, Near Eastern languages and civilizations, religion, the Core Curriculum, and visual and environmental studies.
 - c. *Field Work:* Concentrators are encouraged to acquire training in field work.
 - d. *Modern Languages:* Concentrators are encouraged to acquire reading knowledge of German as well as French, Italian, modern Greek, or other languages in which current research is being published.
 - e. *Undergraduate Reading List:* By the time of the General Examination, concentrators should have read the works listed in the Greek and/or Latin Undergraduate Reading List for Classical Archaeology concentrators, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.

Classical Archaeology Requirements for Honors Eligibility: 12-14 half-courses

1. *Required courses:*
 - a–d. Same as **Basic Requirements**.
 - e. Two additional half-courses in classical archaeology. Classics 99 may be taken to fulfill this requirement.
2. *Tutorial:*
 - a. *Sophomore and/or junior year:* One term of Classical Studies 97 (a or b as appropriate to the language of concentration) and one term of Classical Archaeology 97r (or equivalent course, as approved by the Director of Undergraduate Studies).
 - b. *Junior year:* Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year:* Greek or Latin 93r, optional. Classics 99 (two terms), required for thesis.

Note: Tutorial classes may be counted as required courses and are letter-graded.
3. *Thesis:* Required. The thesis is normally written under the direction of a member of the Department. A director from another department may be chosen with approval of the Director of Undergraduate Studies. Two copies of the thesis must be submitted to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text.
4. *General Examination:* Same as **Basic Requirements**.
5. *Other information:* Same as **Basic Requirements**.

Greek and Roman History

Basic Requirements: 10 half-courses

1. *Required courses:*
 - a. Two half-courses in Greek or two in Latin, above the level of Greek Bb or Latin Bb (i.e., courses numbered H, K, 93, 98, or 100 and above).
 - b. Six half-courses in ancient history.
 - c. Two half-courses in ancient art and archaeology, of which one may be replaced by a half-course in a related area with permission of the Director of Undergraduate Studies.
2. *Tutorials:* Sophomore and/or junior year. One term of Classical Studies 97 (a or b as appropriate to the language of concentration) and one term of an approved tutorial, reading course, or research seminar in ancient history (consultation with the Director of Undergraduate Studies required; this requirement was formerly met with History 90i).
Note: Tutorial courses may be counted as required courses and are letter-graded.
3. *Thesis:* None.
4. *General Examination for students graduating before June 2010:* Required of all concentrators; students may choose between the following formats:
 - a. Four 90-minute examinations, one in Greek or Latin translation and three in fields chosen from the following list: archaic and classical Greek history, the Hellenistic world, the Roman republic, the Roman empire, Greek or Roman archaeology.
 - b. One examination in the ancient languages (3 hours; translation and analysis of passages in Greek and/or Latin) and one examination in the ancient world (3 hours; short answers and essays in at least 3 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields in the sophomore tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.

5. *Other information:*
 - a. *Pass/Fail:* Four half-courses counted for concentration may be taken Pass/Fail, but no more than one in Greek or Latin.
 - b. *Study Abroad:* Concentrators are strongly encouraged to travel to the Mediterranean area, either to participate in archaeological fieldwork, or to undertake a program of study at an approved institution. Under appropriate circumstances such study abroad may fulfill concentration requirements.
 - c. *Undergraduate Reading List:* By the time of the General Examination, concentrators should have read the works listed in the Greek and/or Latin Undergraduate Reading List for Greek and Roman History concentrators, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.

Greek and Roman History Requirements for Honors Eligibility: 12 half-courses

1. *Required courses:*
 - a–c. Same as **Basic Requirements**.
 - d. Two additional half-courses in ancient history. Classics 99 is usually taken to fulfill this requirement.
2. *Tutorials:*
 - a. *Sophomore and/or junior year:* One term of Classical Studies 97 (a or b as appropriate to the language of concentration) and one term of an approved tutorial, reading course, or research seminar in ancient history (consultation with the Director of Undergraduate Studies required; this requirement was formerly met with History 90i).
 - b. *Junior year:* Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year:* Greek or Latin 93r, optional. Classics 99 (two terms), required for thesis.

Note: Tutorial courses may be counted as required courses and are letter-graded.
3. *Thesis:* Required. Two copies of the thesis must be submitted to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text.
4. *General Examination:* Same as **Basic Requirements**.
5. *Other information:* Same as **Basic Requirements**.

Joint Concentration: Classics as the Primary Concentration Basic Requirements: 12 half-courses

(These requirements apply only to students who declared a joint concentration prior to June 2007. Students who declare a joint concentration after June 2007 should refer to the Requirements for Honors Eligibility, below.)

1. *Required courses:*
 - a. Four half-courses in the Classics (Greek or Latin).
 - b. Four half-courses in the allied concentration.
 - c. Four additional half-courses in the Classics or in the other field. May be in a related subject, with approval of the Director of Undergraduate Studies.
2. *Tutorial: Sophomore year:* Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).

Note: Tutorial courses may be counted as required courses and are letter-graded.
3. *Thesis:* None required by Classics. If required by the allied field, see **Requirements for Honors Eligibility**.
4. *General Examination for students graduating before June 2010:* Required in both the Classics and the other field. Students ordinarily take a three-hour examination in the Classics and a three-hour examination in the other field. If there is no General Examination in the other field, students must take both three-hour examinations in the Classics. Students may choose between the following formats:
 - a. One examination each in translation and literature (Greek or Latin, according to the language of concentration). Each exam will be either 90 minutes or three hours, depending on whether there is a General Examination in the other field.

- b. One examination in the ancient languages (3 hours, or 1.5 hours if there is an exam in the other field; translation and analysis of passages in Greek and/or Latin) and one examination in the ancient world (3 hours or 1.5 hours; short-answers and essays in at least 2 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields beyond literature in the sophomore tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.

5. *Other information:*
 - a. All joint concentrators must meet with the Director of Undergraduate Studies/Head Tutor in both Classics and the allied field at the beginning of each term; sophomores should discuss their Plans of Study with both.
 - b. No more than four half-courses from the following list may be counted toward Classics and the allied field: Greek Aa, Ab, Aab, Ac, Ba, Bb; Latin Aa, Ab, Aab, Ac, Ba, Bb.
 - c. *Pass/Fail:* Four half-courses counted for concentration may be taken Pass/Fail.
 - d. *Undergraduate Reading List:* By the time of the General Examination, concentrators should have read the works listed in the Greek and/or Latin Undergraduate Reading List, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.
 - e. Related courses must be approved individually by the Director of Undergraduate Studies.

Joint Concentration: Classics as the Primary Concentration Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Six half-courses in the Classics (Greek or Latin).
 - b. Six half-courses in the allied field.
 - c. Two additional half-courses in the Classics or the allied field. May be in a related subject, with approval of the Director of Undergraduate Studies. Classics 99 is usually taken to fulfill this requirement.
2. *Tutorials:*
 - a. *Sophomore year:* Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).
 - b. *Junior year:* Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year:* Greek or Latin 93r, optional. Classics 99 (two terms), required for thesis.

Note: Tutorial courses may be counted as required courses and are letter-graded.

3. *Thesis:*

Students who declared a joint concentration prior to June 2007: With the approval of the Directors of Undergraduate Studies/Head Tutors in both Classics and the other field, optional as follows:

- a. *Candidates for Honors*: Thesis or one half-course in prose composition, letter-graded with a grade of A- or better: Greek H, K; Latin H, K.
- b. *Candidates for High Honors*: Thesis or any two half-courses in composition, letter-graded with a grade of A- or better.
- c. *Candidates for Highest Honors*: Thesis only.

Students who declare a joint concentration after June 2007: Thesis required.

If a thesis is written, the student must submit two copies to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text. Subject to the regulations of the allied field, the topic of the thesis may be in Classics, or in the allied field, or may embrace both.

4. *General Examination*: Same as **Basic Requirements**.
5. *Other information*: Same as **Basic Requirements**.

Classics and Medieval Greek/Medieval Latin/Modern Greek Basic Requirements: 12 half-courses

1. *Required courses*:
 - a. Four half-courses in Classical Greek or Latin.
 - b. Four half-courses in Medieval Greek/Medieval Latin/Modern Greek.
 - c. Four additional half-courses in Classical Greek or Latin and/or Medieval Greek/Medieval Latin/Modern Greek. One may be in a related subject, with approval of the Director of Undergraduate Studies.
2. *Tutorials*:
 - a. *Sophomore year*: Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).
 - b. *Junior year*: Greek or Latin 93r, optional.

Note: Two terms of tutorial are required. This requirement may be fulfilled with Classical Studies 97a and 97b or with one term of Classical Studies 97 (a or b) and one term of Greek or Latin 98r or 93r. Consultation with the Director of Undergraduate Studies is required. Tutorial courses may be counted as required courses and are letter-graded.
3. *Thesis*: None.
4. *General Examination for students graduating before June 2010*: Required of all concentrators; students may choose between the following formats:
 - a. Two 90-minute examinations in literature and translation of Classical Greek or Latin, and a three-hour examination in Medieval Greek/Medieval Latin/Modern Greek (normally 90-minutes each in literature and translation).
 - b. One examination in languages (3 hours; translation and analysis of passages in Greek and/or Latin, and in Medieval Greek/Medieval Latin/Modern Greek, as appropriate) and one examination in the ancient world (3 hours; short answers and essays in at least 3 of the following fields: Greek literature; Latin literature; art and archaeology; language, meter, and transmission of texts; Greek and Roman history; philosophy; Medieval Latin, Byzantine Greek, Modern Greek literature; classical tradition). Concentrators are introduced to a range of fields in the sophomore tutorials, and are encouraged to pursue these through the selection of specialized courses. Sample exams can be obtained in Boylston 204.

General Examination for students graduating in June 2010 or later: Required of all concentrators. Information regarding the format of the exam is available from the Director of Undergraduate Studies.

5. *Other information:*
 - a. No more than four half-courses from the following list may be counted toward concentration requirements: Greek Aa, Ab, Aab, Ac, Ba, Bb; Latin Aa, Ab, Aab, Ac, Ba, Bam, Bb; Modern Greek A, B.
 - b. *Pass/Fail:* Four half-courses counted for concentration may be taken Pass/Fail.
 - c. *Undergraduate Reading List:* By the time of the General Examination, concentrators should have read the works listed in the Greek and/or Latin Undergraduate Reading List, copies of which may be obtained in Boylston 204. This list serves as a required minimum preparation for the General Examination.
 - d. Related courses must be approved individually by the Director of Undergraduate Studies.

Classics and Medieval Greek/Medieval Latin/Modern Greek Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Six half-courses in Classical Greek or Latin.
 - b. Six half-courses in Medieval Greek/Medieval Latin/Modern Greek.
 - c. Two additional half-courses in Classical Greek or Latin and/or Medieval Greek/Medieval Latin/Modern Greek. These may be in a related subject, with approval of the Director of Undergraduate Studies. Classics 99 is usually taken to fulfill this requirement.
2. *Tutorials:*
 - a. *Sophomore year:* Classical Studies 97 (at least one term required, a or b as appropriate to the language of concentration).
 - b. *Junior year:* Greek or Latin 98r, optional. Greek or Latin 93r, optional.
 - c. *Senior year:* Greek or Latin 93r, optional. Classics 99 (two terms), required for the thesis.

Note: Two terms of tutorial are required. This requirement may be fulfilled with Classical Studies 97a and 97b or with one term of Classical Studies 97 (a or b) and one term of Greek or Latin 98r or 93r. Consultation with the Director of Undergraduate Studies is required. Tutorial courses may be counted as required courses and are letter-graded.

3. *Thesis:* Required for honors candidates. The student must submit two copies of the thesis to the department office on or before the Friday before the spring recess. The length of the thesis should be decided upon by the student and the thesis adviser but should not ordinarily exceed 60 pages of text.
4. *General Examination:* Same as **Basic Requirements**.
5. *Other information:* Same as **Basic Requirements**.

ADVISING

At the beginning of each term concentrators meet with the Director of Undergraduate Studies to discuss their Plans of Study and their progress through the concentration. In addition, junior and senior members of the department are available throughout the year to offer advice on particular academic matters as the need arises.

For up-to-date information on advising in Classics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Classics.html.

RESOURCES

The Smyth Classical Library, on the top floor of Widener Library, is open to all concentrators in the department. It contains an extensive and up-to-date collection of Greek and Latin authors, principal commentaries, works of reference, corpora of inscriptions, and major books on classical archaeology, history, literature, and philosophy. The library is locked at all times because there is no regular attendant. Key-card access will be granted to any concentrator upon request. Items from the McDaniel collection of antiquities illustrating Greek and Roman life are on display in the Smyth Library; the bulk of the collection, together with an extensive collection of ancient coins, is housed in the Arthur M. Sackler Museum. The antiquities are available for study by qualified students.

HOW TO FIND OUT MORE

For further information about the concentration, contact Professor Jeremy Rau, Director of Undergraduate Studies (617-495-5216).

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Classics	37	44	48	41	37
Classics + another field	3	4	5	2	6
Another field + Classics	7	9	4	5	4

Computer Science

Professor David M. Brooks, co-Director of Undergraduate Studies
Professor Steven J. Gortler, co-Director of Undergraduate Studies

“Computer science” has many meanings. Although the professional society for computer scientists is still called the Association for Computing Machinery, the discipline of computer science has less to do with how devices work than with the concepts behind what they do and how they do it. According to one popular but abstract definition, computer science is the study of algorithms: finitely specified, executable procedures for obtaining output values from input values. This definition embraces both the mathematical theory of algorithms (do algorithms for solving a problem exist and which is best?), and the more concrete study of the programming languages and machine architectures used in solving real problems with algorithms. Other definitions stress other features. For some computer scientists the data on which computations are performed are more fundamental than the computational processes themselves; they would define computer science as the study of the structure and transformation of information. Others would stress the craft of problem solving with computers—a craft involving techniques as rich and varied as the formal and exact methods of algorithm design, specification, and mathematical analysis. Still others would argue that computer science has no exclusive domain of its own, and that its importance comes from the problems to which it is applied.

The concentration in Computer Science is designed to educate students from several perspectives. Computer scientists must know basic mathematics, the *lingua franca* of all the quantitative sciences; they must understand something about the abstract models that describe universal computational phenomena; and they must have some knowledge of how computers are currently designed, programmed, and used. Concentration requirements are intended to ensure balanced programs with emphasis on subjects that will endure through rapid technological change. At the same time, they permit students to choose courses in computer science and related fields that reflect individual interests and preferences.

The Computer Science concentration has both basic and honors-eligible options. While students are advised to obtain the needed mathematical background early in their careers, failure to take Computer Science 50 until the sophomore year in no way precludes students from completing the honors-eligible program. The Computer Science concentration is administered by the School of Engineering and Applied Sciences and transfer between it and the School’s other concentrations, Applied Mathematics and Engineering Sciences, is ordinarily simple if the course requirements can be completed in time for graduation.

For information on the secondary field in Computer Science, please see page 321 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Comp%20Sci/program-desc-comp%20sci.htm).

REQUIREMENTS

The Computer Science website (www.seas.harvard.edu/academic/undergradstudy/computerscience/index.html) contains current information on the Computer Science concentration, concentration requirements, and honors standards.

Basic Requirements: 10-12 half-courses

1. *Required courses:*

- a. *Basic mathematics (2-4 half-courses):* Mathematics 1a and b (unless placed out) and Mathematics 21a and b or equivalent. Equivalents include Applied Mathematics 21a and b; Mathematics 23a and b; Mathematics 25a and b; Mathematics 55a and b; Mathematics 21a and 121.
- b. *Theory (2 half-courses):* Computer Science 121 and one of the following: another theory half-course in Computer Science (numbered in the 120s and 220s), Applied Mathematics 106, or Applied Mathematics 107.
- c. *Systems (2 half-courses):* Computer Science 50 and Computer Science 51.
- d. *Technical electives (4 half-courses):* Four additional half-courses in Computer Science. Statistics 110 and Applied Mathematics 106 and 107 may also count toward this requirement.

Breadth: In order to ensure breadth in the program, the courses taken towards this requirement must include two half-courses in different subfields of Computer Science, as indicated by having middle digits taken from the following list: 4 (computer hardware), 5 (programming languages), 6 (systems), 7 (graphics), 8 (artificial intelligence).

Reading and research: No more than one Computer Science 91r is allowed towards satisfying this requirement.

2. *Tutorial:* Optional. Available as Computer Science 91r (see item 5d).

3. *Thesis:* None.

4. *General Examination:* None.

5. *Other information:*

- a. *Approved courses:* Courses other than those listed in the relevant sections may be used to satisfy the course requirements above subject to the express approval of the Director of Undergraduate Studies. Students must secure approval for courses not listed above before filing their study cards.
- b. *Pass/Fail:* None of the courses used to satisfy concentration requirements may be taken pass/fail.
- c. *Credit for prior work:* No credit for prior work is typically given, though students with strong computer programming background (as evidenced for instance by excellent performance on the Computer Science Advanced Placement exam) may not need to take Computer Science 50 as part of the systems requirement. In these cases, the Computer Science 50 requirement is replaced by an additional technical elective.
- d. *Reading and research courses:* Computer Science 91r offers opportunities for study of material not covered in ordinary courses for individual or small group instruction and for pursuit of undergraduate research projects. This course is repeatable, but ordinarily not more than one term may be used for concentration credit.
- e. *Plans of study:* All course programs will be reviewed and approved individually by the Committee on Undergraduate Studies in Computer Science. It is the responsibility of every concentrator to file a departmental Plan of Study in the fall of the sophomore

year and to keep this Plan of Study up-to-date. Departmental Plans of Study may be obtained from the Academic Office, Pierce 110.

Requirements for Honors Eligibility: 12-14 half-courses

1. *Required courses:*
 - a. *Basic mathematics (2-4 half courses):* Same as **Basic Requirements**.
 - b. *Theory (2 half-courses):* Same as **Basic Requirements**.
 - c. *Systems (2 half-courses):* Same as **Basic Requirements**.
 - d. *Technical electives (6 half-courses):* Same as **Basic Requirements**, except that six half-courses are required and three are subject to the breadth requirement.

In addition, up to three half-courses outside of the list in item 1d of the **Basic Requirements** may be taken towards satisfying this requirement provided that the courses are sufficiently technical and are contributory to a student's senior thesis. Such exceptions are subject to the approval of the student's adviser and the Director of Undergraduate Studies in Computer Science; approval requires an approved thesis topic before the beginning of the senior year, so as to allow time for planning the integration of the thesis and courses.
2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* Optional but encouraged. See item 5f below for honors requirements. Students writing theses are often enrolled in Computer Science 91r.
4. *General Examination:* None.
5. *Other information:*
 - a-e. Same as **Basic Requirements**.
 - f. *Degrees of honors:* Recommendations for all honors are decided individually by vote of the Committee on Undergraduate Studies in Computer Science, taking into account the student's course selection and achievement and other evidence of scientific achievement at an advanced level. Ordinarily a recommendation for High Honors requires superior performance in an ambitious set of advanced courses or an excellent thesis, and a recommendation for Highest Honors requires an outstanding thesis. For more detailed information, see the concentration website.
 - g. *Grade point average:* Each level of honors requires a sufficiently high grade point average within the concentration, roughly in accord with those of the cohorts of students the College deems appropriate for receipt of honors.
 - h. *Joint concentrations:* Joint concentrations with certain other fields are possible. This option is intended for students who have interests in the intersection of two fields, not simply in the two fields independently; for example, a combined concentration in Computer Science and Linguistics might be appropriate for a student with a special interest in computational linguistics. Course requirements are the same as for the honors-eligible program, except that up to three technical electives may be replaced by courses in the other field, and Computer Science 91r may be used to fulfill the breadth requirement. A thesis in the intersection of the fields is required for joint concentrators, read by both concentrations. The student is typically awarded the minimum honors recommended by the two concentrations separately. Guidelines for such joint programs are available from the Academic Office, Pierce 110. Students interested in combined programs should consult the Director of Undergraduate Studies at an early date.

The Mind, Brain, and Behavior Program

Students interested in addressing questions of neuroscience and cognition from the perspective of computer science may pursue a special program of study affiliated with the University-wide Mind, Brain, and Behavior initiative, that allows them to participate in a variety of related activities. (Similar programs are available through the Anthropology, History and Science, Human Evolutionary Biology, Linguistics, Neurobiology, Philosophy, and Psychology concentrations.) Requirements for this program are based on those of the computer science requirements for honors eligibility, except that:

In item 1b, either Statistics 110 or Computer Science 124 replaces the second theory course.

In item 1d, the six half-courses comprise: MCB 80 (formerly Biological Sciences 80); one approved biology or psychology course; an approved MBB junior tutorial; Computer Science 181 or 182; one half-course in Computer Science for which the middle digit is either 4 (computer hardware), 5 (programming languages), 6 (systems), or 7 (graphics); and one additional half-course in Computer Science (which may be Computer Science 91r).

In item 3, a computationally-oriented thesis on a Mind, Brain, and Behavior-related topic is required. Students pursuing thesis research may want to enroll in Computer Science 91r under item 1d.

Students pursuing the computational neuroscience track are assigned an adviser in the field and are expected to participate in the University-wide Mind, Brain, and Behavior research milieu, including a non-credit senior year seminar for Mind, Brain, and Behavior thesis writers. To participate in the MBB track, students must both complete the Computer Science concentration plan of study and register at the beginning of every academic year on the MBB website: mbb.harvard.edu/undergrad/home.html. Interested students should contact the Computer Science liaison to the MBB program, Professor Avrom Pfeffer (avi@eecs.harvard.edu).

ADVISING

Students interested in concentrating in Computer Science are urged to consult the Directors of Undergraduate Studies early and often for advice on placement in courses and selection among courses. The Directors of Undergraduate Studies are happy to talk with sophomores about their Plans of Study and to answer questions. When a student enters the concentration mid-way through the sophomore year, the Directors of Undergraduate Studies assign a professor to serve as the student's faculty adviser. Every effort is made to match the student's special interests to the expertise of the adviser. Students should consult their advisers regularly, certainly at the beginning of each term. When a faculty adviser is on leave, the student is temporarily reassigned to a new adviser. Students desiring a change of adviser for any reason should contact the Directors of Undergraduate Studies. The Directors of Undergraduate Studies are also available to discuss problems or questions of any kind with students in the concentration.

For up-to-date information on advising in Computer Science, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/ComputerScience.html.

HOW TO FIND OUT MORE

Announcements covering academic and nonacademic topics of interest to computer science undergraduates are distributed by email from the Directors of Undergraduate Studies or the Academic Office. Announcements cover information about new courses, announcements of talks about graduate school applications, job listings, and more. Concentrators receive these mailings automatically; others who would like to receive them should contact the Directors of Undergraduate Studies or the Academic Office.

For further information, students should consult Mrs. Sandra Godfrey, Academic Programs Administrator (Academic Office, Pierce Hall 110a, 617-495-2833, godfrey@seas.harvard.edu), Marie Dahleh, Assistant Dean for Academic Programs (Pierce Hall 111, 617-495-1485, mdahleh@seas.harvard.edu), or one of the co-Directors of Undergraduate Studies: David Brooks (dbrooks@eecs.harvard.edu) or Steven Gortler (sjg@cs.harvard.edu).

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Computer Science	139	98	79	67	64
Computer Science + another field	10	8	10	16	12
Another field + Computer Science	4	9	8	5	4

Earth and Planetary Sciences

Professor Ann Pearson, co-Head Tutor

Professor Steven C. Wofsy, co-Head Tutor

Harvard offers outstanding opportunities for students who wish to pursue studies in Earth and Planetary Sciences. The field encompasses a broad range of science disciplines, technology, and applications to environmental and economic endeavors. Studies of the Earth involve students in the development and application of new tools and technologies such as space probes and sophisticated instruments, as well as field work in remote and challenging settings.

These are intellectually exciting times for the earth and planetary sciences, which are of unprecedented importance to contemporary society. Our environment is increasingly subject to stresses placed upon it. As never before, we must understand the consequences of human activities for the Earth's atmosphere, the oceans, the solid Earth, and the organisms that live on it. Exploring for, extracting, and conserving natural resources are vital to the global political economy. We must mitigate the ill effects of earthquakes, landslides, volcanic eruptions, and severe weather by learning to predict their time and place.

Because the Earth's natural systems (atmosphere, ocean, biosphere, solid earth) are interconnected, the training of Earth scientists broadly spans the boundaries between physics, chemistry, biology, engineering, plus the Earth sciences themselves. This intellectual breadth is not always possible to acquire in a "pure" science program. The department trains students rigorously in the basic sciences, typically in the same foundational courses as students in Engineering, Chemistry, Physics, and Astronomy, followed by upper-level courses that focus on the elements of Earth and planetary science. Within the EPS Department students may focus on geology, geophysics, atmospheric sciences, oceanography, or environmental geoscience. Alternatively, many students choose to take courses across these disciplines. All students are encouraged to participate in Department-sponsored field experiences. Most students complete their studies with a senior thesis that affords the opportunity to do original research under the guidance of department faculty, often involving field work or studies of original data or samples.

Career opportunities in earth and planetary sciences are diverse, spanning the private, government, and academic sectors. Government service includes research and administration in NASA, the National Oceanographic and Atmospheric Agency, the US Geological Survey, the Environmental Protection Agency, and many other agencies and departments. Earth scientists work in and direct a number of oil and mineral exploration and production companies. There are abundant opportunities in the academic world. Many opportunities continue to grow for entrepreneurs who build companies specializing in resources, natural hazards, waste repositories and cleanup, and environmental impact. In addition to scientific career paths, an undergraduate degree in earth and planetary sciences is an excellent background for continuing study in law, business, public administration, and medicine.

The research environment of the department is an unparalleled resource for undergraduate education. Concentrators may work with faculty and graduate students on major research projects as a research or field assistant, in the context of course work, or as part of an undergraduate research project. Class sizes are small and student-professor contact is frequent and informal. Each graduating senior becomes personally acquainted with virtually every faculty member in the department. Writing a senior thesis, which may be based on field, laboratory, or theoretical research, provides students with the opportunity to explore beyond the elementary level in one or more of the subspecialties of Earth and Planetary Sciences.

For information on the secondary field in Earth and Planetary Sciences, please see page 323 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/EPS/program-desc-eps.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Requirements: 14 half-courses

1. *Required courses:*
 - a. *Three introductory EPS half-courses:* EPS 5, EPS 7 and EPS 8 (3 half-courses).
 - b. Physics 11a and 11b, or 15a, 15b, and 15c (2-3 half-courses).
 - c. *Chemistry:* (1-2 half-courses)
 - i. Physical Sciences 1a (or approved equivalent) and one additional half-course in Chemistry
 - or-
 - ii. one course at the level of Chemistry 17 or higher.
 - d. Mathematics through Applied Mathematics 21a and 21b, or Mathematics 21a and 21b (2 half-courses).
 - e. Three additional half-courses in EPS (3 half-courses).
 - f. Additional half-courses in EPS or in related fields to complete the requirement of at least 14 half-courses (ordinarily 1-3 half-courses).
2. *Honors eligibility:*
 - a. *EPS 99r, Senior Thesis Tutorial:* students must complete at least one term of EPS 99r to be eligible for honors. EPS 99r must be taken for a letter grade. One semester of EPS 99r will count toward concentration credit in 1a-f. An oral presentation of the thesis is required.
3. *Tutorial:* Required. (Generally taken in the sophomore year. Non-credit.)
4. *Thesis:* Optional for basic concentration; required for departmental (English) honors.
5. *General Examination:* None.
6. *Substitutions:* Advanced placement may substitute for required courses in 1b-1d, but a minimum of 14 half-courses must be completed to satisfy concentration requirements.
7. *Other information:*
 - a. None of the courses required for concentrators may be taken Pass/Fail.
 - b. Students should plan to complete at least two of the three introductory courses in 1a before the end of their first year in the concentration (usually the sophomore year). Selected Science courses in the Core may substitute for one of the required introductory courses (EPS 5, 7, and 8), if the Core class is taken before any other EPS course. A-30 may substitute for EPS 5; A-24 or A-43 may substitute for EPS 7; and B-35 or B-57 may substitute for EPS 8. Note that only one substitution is permitted.
 - c. EPS 131, EPS 132, or EPS 133 may substitute for EPS 5 in 1a.
 - d. Students are strongly encouraged to consult with a faculty advisor *during freshman year* to plan appropriate choices of coursework in math, chemistry, and physics.
 - e. *Related fields:* Includes all departmental courses offered in Applied Mathematics, Astronomy, Biology, Chemistry, Computer Science, Engineering, Environmental Science and Public Policy, Mathematics, Physics, and Statistics which count towards the

respective concentration requirements. Courses offered through the Core program are not admissible for the related field requirement.

- f. *Plan of Study*: Students discuss and develop individual plans of study together with their concentration adviser. This ensures that the upper-level courses in EPS and related fields provide a coherent focus in some area of Earth and Planetary Science. Normally, students wishing to focus in the following sub-disciplines should include three or more of the listed courses in their plan of study:
 - i. *For students wishing to focus in Geological Science*: EPS 74, EPS 145, EPS 150, EPS 161, EPS 171, EPS 181.
 - ii. *For students wishing to focus in Environmental Geoscience*: EPS 107, EPS 109, EPS 133, Engineering Sciences (ES) 162.
 - iii. *For students wishing to focus in Solid Earth Geophysics*: EPS 161, EPS 166, EPS 167, ES 162, AM 105a, AM 105b.
 - iv. *For students wishing to focus in Geochemistry*: EPS 107, EPS 133, EPS 137, EPS 141, EPS 145, EPS 150.
 - v. *For students wishing to focus in Atmospheric and Ocean Science*: EPS 131, EPS 132, EPS 133, OEB 118, AM 105a, AM 105b.
 - vi. *For students wishing to focus in Planetary Sciences*: EPS 121, EPS 150, Astronomy 135, AM 105a, AM 105b.
 - vii. *For preparation for advanced work in any sub-discipline*: EPS 100, or AM111, AM115, or CS50.

Joint Concentration Requirements: 11 half-courses

1. *Required Courses*:
 - a. Two introductory EPS half-courses selected from EPS 5, EPS 7, and EPS 8 (2 half-courses).
 - b. Physics 11a and 11b, or 15a, 15b, and 15c (2–3 half-courses).
 - c. *Chemistry*: (1–2 half-courses)
 - i. Physical Sciences 1a (or approved equivalent) and one additional half-course in Chemistry
 - or-
 - ii. one course at the level of Chemistry 17 or higher.
 - d. Mathematics through Applied Mathematics 21a and 21b, or Mathematics 21a and 21b (2 half-courses)
 - e. Three additional half-courses in EPS (3 half-courses).
 - f. Further half-courses in EPS or in related fields to complete the requirement of at least 11 half-courses (0–1 half-courses).
2. *Honors eligibility*:
 - a. EPS 99r: Senior Thesis Tutorial, or similar course in the student's other concentration; Students must complete at least one term as part of the Joint Concentration. EPS 99r must be taken for a letter grade. One semester of EPS 99r will count toward concentration credit in 1a–f. An oral presentation of the thesis is required.
3. *Tutorial*: Required. (Generally taken in the sophomore year. Non-credit.)
4. *Thesis*: Required. An oral presentation of the thesis is required.
5. *General Examination*: None.

6. *Substitutions:* Advanced placement may substitute for required courses in 1b–1d, but a minimum of 11 half-courses must be completed to satisfy joint concentration requirements.
7. *Other information:* Same as **Concentration Requirements**. An EPS faculty member must serve as a thesis reader.

ADVISING

At the beginning of the first term of concentration each student is assigned a faculty adviser. Students normally continue with the same adviser throughout their concentration, although advisers may be changed upon student request. For students writing a thesis, the senior thesis adviser will also act as the concentration adviser. Students should meet individually with their advisers at least once each term to discuss course selections and other academic matters. Students may also seek advice from the Head Tutors at any time. Students seeking additional advising about course options in chemistry are encouraged to speak with Professor Ann Pearson (Hoffman Labs 302, 384-8392; pearson@eps.harvard.edu).

For up-to-date information on advising in Earth and Planetary Sciences, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/EarthPlanetarySci.html.

RESOURCES

The Department of Earth and Planetary Sciences is housed partly in the Hoffman Laboratory of Experimental Geology, which is directly connected with department classrooms, offices, and the Kummel Library in the Geological Museum on Oxford Street. Some of the atmospheric sciences and physical oceanography are housed in Pierce Hall, just across Oxford Street from Hoffman Laboratory. Biological oceanography and paleontology are housed in the Geological Museum, with direct connection through the museum to the parts of the department housed in Hoffman Laboratory.

HOW TO FIND OUT MORE

All essential information about the concentration is included in this book or in the Earth and Planetary Sciences section of *Courses of Instruction*. Additional information may be obtained from the offices of the department, on the fourth floor of Hoffman Laboratory, from the Head Tutor, or on our website (www.eps.harvard.edu). Outside of those offices is the bulletin board that contains many notices of job opportunities, lectures, fellowships, and other matters of interest.

Head Tutors: Professor Steven C. Wofsy, Geological Museum Room 453, 615-495-4566, wofsy@fas.harvard.edu; Professor Ann Pearson, Hoffman 302, 617-384-8392, pearson@eps.harvard.edu. Academic Administrator: Chenoweth Moffatt, Hoffman Laboratory Room 402, 617-384-9760, moffatt@eps.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
EPS	21	24	23	34	37
EPS + another field	0	0	3	4	4
Another field + EPS	3	2	1	2	2

East Asian Studies

Professor Wilt Idema, Head Tutor

The concentration in East Asian Studies seeks to develop a critical understanding of the human experience in East Asia. A concentrator develops skills in a language, participates in the tutorial program, and selects from a rich offering of lecture courses and seminars. Each student is trained in the study of East Asia as a whole and pursues specialized study of one East Asian society: China, Japan, Korea, or Vietnam. The program provides preparation for a variety of fields of work and advanced study after graduation. Study abroad is encouraged.

The concentration offers both a social sciences track, stressing approaches to modern East Asia drawn from the social science disciplines, and a humanities track, in which the history, literature, religion, and philosophy of modern and premodern times are studied. It draws upon faculty working on East Asian topics from the Department of East Asian Languages and Civilizations, the Departments of Anthropology, Economics, Government, History, and Sociology, and the schools of Business, Law, and the Kennedy School of Government. The sophomore tutorial, a two-term course on East Asia from ancient times to the present, introduces a variety of perspectives from both the humanities and the social sciences, as well as offering concentrators an opportunity to meet with Harvard's East Asia faculty. At the end of the sophomore year, each concentrator chooses to study China, Japan, Korea, or Vietnam, and to enter either the humanities track or the social sciences track. Juniors take EAS 98 or an approved course to serve as EAS 98 fall term requirement, and EAS 98 in spring (Junior Writing Seminar). It is usual for honors candidates to spend the senior year researching and writing the honors thesis.

The East Asian Studies concentration welcomes joint concentrators. Primary concentrators in another field who are interested in language study take six half-courses of language and two half-courses of sophomore tutorial. Those interested in area studies take two half-courses of sophomore tutorial, two half-courses of junior tutorial or courses designated as tutorial equivalents, and two additional half-courses on East Asia. Consult the East Asian Studies tutorial office for detailed requirements.

For information on the secondary field in East Asian Studies, please see page 325 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/EAS/program-desc-EAS.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Humanities Track

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Six half-courses in Chinese, Japanese, Korean, Mongolian, Tibetan, or Vietnamese; or an approved combination of courses involving two East Asian languages. The language requirement is met by attaining a level of competence equivalent to six half-courses of language study; thus it is possible for the requirement to be satisfied in part by work done or experience gained elsewhere than in formal course work at Harvard. However, students who are allowed to take fewer than six half-courses of language due to previous training or knowledge are required to substitute other courses.

- b. Three half-courses of tutorial or courses designated as equivalents.
 - c. Four non-language half-courses in East Asian or related subjects, selected from the list available in the tutorial office. One of these courses must be one of the following survey courses: Historical Study A-13 (China), Historical Study A-14 (Japan), Historical Study A-75 or Korean 111 (Korea), or Historical Study B-68 (Vietnam).
2. *Tutorials:*
 - a. East Asian Studies 97a (may be taken in sophomore or junior year). For the class of 2010, it is strongly recommended that students take this course in the fall of the sophomore year.
 - b. East Asian Studies 97b (may be taken in sophomore or junior year). For the class of 2010, it is strongly recommended that students take this course in the spring of the sophomore year.
 - c. East Asian Studies 98 (ordinarily taken in spring of junior year; 97a and 97b must be completed before enrolling in 98). With permission of the Head Tutor, an approved replacement course may be substituted for EAS 98.
 3. *Thesis:* None.
 4. *General Examination:* None.
 5. *Other information:* Courses counted for concentration credit may not be taken Pass/Fail, except by special petition.

Humanities Track

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Six half-courses in Chinese, Japanese, Korean, Mongolian, Tibetan, or Vietnamese, or an approved combination of courses involving two East Asian languages (see **Basic Requirements**, item 1a).
 - b. Five half-courses of tutorial or courses designated as equivalents.
 - c. Three half-courses selected from among East Asian or related subjects (see item 1c of **Humanities Track Basic Requirements**), including language courses beyond **Basic Requirements**.
2. *Tutorials:*
 - a-c. Same as **Basic Requirements**.
 - d. *Senior year:* East Asian Studies 99 (two terms), preparation of thesis, required. Letter-graded.
3. *Thesis:* Required of all honors candidates.
4. *General Examination:* None.
5. *Other information:* Courses counted for concentration credit may not be taken Pass/Fail, except by special petition.

Social Sciences Track Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Four half-courses of an East Asian language (or equivalent).
 - b. Three half-courses of tutorial or courses designated as equivalents.
 - c. Six half-courses selected from among East Asian or related subject course offerings (see item 1c of **Humanities Track Basic Requirements**). Additional language courses may replace up to one full year of these courses.
2. *Tutorials:*
 - a. East Asian Studies 97a (may be taken in sophomore or junior year). For the class of 2010, it is strongly recommended that students take this course in the fall of the sophomore year.
 - b. East Asian Studies 97b (may be taken in sophomore or junior year). For the class of 2010, it is strongly recommended that students take this course in the spring of the sophomore year.
 - c. East Asian Studies 98 (ordinarily taken in spring of junior year; 97a and 97b must be completed before enrolling in 98). With permission of the Head Tutor, an approved replacement course may be substituted for EAS 98.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:* Courses counted for concentration credit may not be taken Pass/Fail, except by special petition.

Social Sciences Track Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Six half-courses of an East Asian language (or equivalent).
 - b. Five half-courses of tutorial or courses designated as equivalents.
 - c. Three half-courses chosen from East Asian course offerings (see item 1c of **Humanities Track Basic Requirements**).
2. *Tutorials:*
 - a-c. Same as **Basic Requirements**.
 - d. *Senior year:* East Asian Studies 99 (two terms), preparation of thesis, required. Letter-graded.
3. *Thesis:* Ordinarily a senior thesis is required for all levels of honors in Field. In rare cases, a student with an outstanding record of course work may be recommended for Honors in Field, though not for High or Highest Honors, without having written a thesis.
4. *General Examination:* None.
5. *Other information:* Courses counted for concentration credit may not be taken Pass/Fail, except by special petition.

Joint Concentration in East Asian History

Students whose interest in East Asian civilization is primarily historical in character should consider concentrating in East Asian History. East Asian History is a joint concentration co-sponsored by the History Department and the East Asian Studies concentration. It aims to take

advantage of the strengths of both concentrations. The goal of the program is to introduce students to the craft of historical study—the ways historians make sense of the past, and the skills of historical analysis, writing, and research—as well as to promote a critical understanding of the historical experience of East Asian societies. In addition to in-depth language study and substantial course work in the history of East Asia, students enrolling in this concentration will do one-half of their tutorial work in the History Department and the other half in the East Asian Studies concentration. The sophomore tutorial in History introduces students to the analysis of historical writing in various genres, while the EAS sophomore tutorial introduces the history, literature and intellectual traditions of China, Japan, and Korea. By taking a history department research seminar or the EAS junior paper workshop (or both), students are introduced to methods of historical research and writing and have the opportunity to conduct in-depth research projects. In the senior year, joint concentrators will work with an appropriate faculty adviser and graduate student tutor to write a thesis, an original work in some aspect of East Asian history.

ADVISING

All concentrators meet individually with an Assistant Head Tutor during the first week of each term. At other times, students are welcome to drop in during office hours as often as is desired or necessary. At the end of the sophomore year students consult with an Assistant Head Tutor to decide whether they will enter the humanities or social sciences track. Students are also welcome to meet with the Head Tutor during office hours.

For up-to-date information on advising in East Asian Studies, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/EastAsianStudies.html.

RESOURCES

Students of East Asia at Harvard, in whatever program, benefit from a number of unusual resources. Among these are the magnificent collections of the Harvard-Yenching Library—the Chinese collection is perhaps the most comprehensive in the world, while those on Japan and Korea also are imposing. The Harvard-Yenching Institute, in addition to its support of the library, operates programs that bring younger East Asian scholars and graduate students to Harvard. The Fairbank Center for East Asian Research and the Reischauer Institute of Japanese Studies also have a number of scholars on East Asia in residence annually, and sponsor workshops and other enriching activities. Harvard, moreover, sponsors certain study programs abroad, and the existence of these and other opportunities have led to an increasing number of students spending one of their undergraduate years in East Asia.

HOW TO FIND OUT MORE

Freshmen or sophomores interested in concentrating on East Asia, in either the humanities or social sciences track, should meet with the Assistant Head Tutor for sophomores during office hours. A copy of our brochure, *East Asian Studies at Harvard University, A Guide for Undergraduates* may be obtained by mail or by visiting the tutorial office at 9 Kirkland Place (617-495-8365). The contents of the guide are also available on the EAS website: www.fas.harvard.edu/~easl/.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
East Asian Studies	48	32	26	21	25
EAS + another field	5	5	6	4	5
Another field + EAS	22	28	16	18	17

Economics

Professor Jeffrey Miron, Director of Undergraduate Studies

Economics is a social science that is at once very broad in its subject matter and unified in its approach to understanding the social world. An economic analysis begins from the premise that individuals have goals and that they pursue those goals as best they can. Economics studies the behavior of social systems—such as markets, corporations, legislatures, and families—as the outcome of interactions through institutions between goal-directed individuals. Ultimately, economists make policy recommendations that they believe will make people better off.

Traditionally, economics has focused on understanding prices, competitive markets, and the interactions between markets. Important topics such as monopolies and antitrust, income inequality, economic growth, and the business cycle continue to be central areas of inquiry in economics. Recently, though, the subject matter of economics has broadened so that economists today—and especially economists at Harvard—address a remarkable variety of social science questions. Will school vouchers improve the quality of education? Do politicians manipulate the business cycle? What sort of legal regime best promotes economic development? Why do cities have ghettos? What can be done about grade inflation? Why do people procrastinate in saving for retirement—or in doing their homework?

In understanding what economics is, it is crucial to keep in mind that economics today is a scientific discipline. Bringing their particular perspective to the questions of social science, economists formulate theories and collect evidence to test these theories against alternative ideas. Doing economic research involves asking questions about the social world and addressing those questions with data and clear-headed logic, employing mathematical and statistical tools whenever possible to aid the analysis. An undergraduate education in economics focuses on learning to analyze the world in terms of tradeoffs and incentives—that is, to think like an economist.

Students concentrating in economics begin, ordinarily, in their freshman year, with Social Analysis 10, the full-year introductory course in economics. Because marginal conditions hold a central place among economists' analytical tools, prospective economics concentrators who have not already covered the material in high school should also enroll in the first term of calculus, a prerequisite for the next level of required courses. Although math beyond the level of first-term calculus is not required for the concentration, students who have already covered this material may choose to continue their study of mathematics in order to prepare for courses that assume familiarity with more advanced topics in mathematics or for graduate study in economics.

Concentrators ordinarily take four or five half-courses related to Economics in their sophomore year. Two half-courses make up the intermediate theory sequence: one of 1010a or 1011a, Microeconomic Theory, and one of 1010b or 1011b, Macroeconomic Theory. These courses teach the analytical tools that economists use. The 1011 sequence assumes a more advanced background in mathematics than the 1010 sequence. Sophomores also advised to take an introduction to statistics: the ability to interpret quantitative data and to understand statistical arguments is essential to understanding the economy. The fourth half-course taken in the sophomore year is Economics 970, the spring term sophomore tutorial taught in small groups of about eight to ten students. The sophomore tutorial is an intensive experience aimed at helping concentrators develop the ability to present economic arguments both orally and in writing. Because the Economics Department has a very large number of concentrators, even upper-level courses can be large in size; thus the tutorial provides a key opportunity for small-group "active learning." Finally, some students choose to fulfill the econometrics requirement (Economics 1123 or 1126) in the sophomore year, although many students wait until the junior year.

Beyond these foundational courses, all concentrators are required to take at least three additional half-courses in the Economics Department. Honors candidates can choose either to write a senior thesis or to take advanced coursework beyond these three half-courses. These additional courses must be chosen to build on the intermediate theory courses, and to further develop the student's writing skills and skills in statistical and quantitative analysis. The specific requirements are listed below. In 2006-2007, the Economics concentration launched a program of faculty-led junior seminars on a variety of topics; these seminars, limited to 16 students, are designed to introduce students to research in a particular area of economics and to prepare students to undertake their own research. Students should work with faculty members and advisers to design a program that best helps them fulfill concentration requirements while furthering their own educational goals and interests.

In recent years, approximately thirty percent of Economics concentrators have chosen to write a senior thesis. Senior thesis topics usually spring from a question of interest first raised in a field course. Students are therefore strongly advised to take courses before their senior year in areas in which they might want to write their theses. Many theses have subsequently been published in some form. The Economics Department encourages all students to think seriously about writing a thesis, as the thesis experience can be a useful capstone to four years of study. However, concentrators may still be recommended for Honors in Economics (as opposed to High Honors or Highest Honors) without writing a thesis by participating in the concentration's advanced course track.

Undergraduates are welcome in graduate courses and often do well in them. Because coverage of the professional literature is a primary objective of such courses, they are, as a rule, very demanding and time-consuming for undergraduates.

A more complete description of the Economics Department and its requirements can be found in the handbook, *Undergraduate Economics at Harvard: A Guide for Concentrators*, available on our website: www.economics.harvard.edu/undergraduate/.

For information on the secondary field in Economics, please see page 327 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Basic Requirements: 10 half-courses

1. *Mathematical preparation:* Mathematics 1a or equivalent. Students who have not taken Mathematics 1a or received placement by the Mathematics Department beyond 1a should consult the Economics Undergraduate Office. Students who wish to take Economics 101a or 1011b are advised to take Mathematics 20 or 21a.
2. *Required courses:*
 - a. Social Analysis 10. Students in the classes of 2010 or earlier may use Economics AP scores of 5 or IB scores of 7 to count for Social Analysis 10 and thereby reduce the number of required courses to complete the concentration. Students in the classes of 2011 and beyond may use AP or IB scores to place into 1010a, 1011a, 1010b, and 1011b, but they must replace Social Analysis 10 with 2 EC electives. Consult the Department Handbook or a concentration adviser for details.
 - b. Economics 970.
 - c. Statistics 100, 104, or 110; or Engineering Sciences 101 or Math 191.

- d. Economics 1010a or 1011a.
- e. Economics 1010b or 1011b.
- f. Economics 1123 or 1126.
- g. Three additional half-courses in Economics that include:
 - i. one half-course that satisfies the writing requirement (see item 6a).
 - ii. one half-course that has Economics 1010a, 1010b, 1011a, or 1011b as prerequisite.

Many courses satisfy both requirements simultaneously.

- h. Three half-courses in related fields chosen from at least two of the related fields listed in item 6b. Exceptions are granted on a case-by-case basis by the Director of Undergraduate Studies.
3. *Tutorials* (All letter-graded):
 - a. *Sophomore Tutorial*: Economics 970 (one term) required.
 - b. *Theory Review*: Economics 975 (one term) is required of students who receive less than a B-/C+ average (that is, a 2.5 grade point average) for the two intermediate theory courses combined. This tutorial does not count toward the three half-courses required in item 2g.
 - c. *Junior Seminar*: Economics 980 (one term) optional. These seminars are limited to 16 students, with preference given to economics and applied math/economics track concentrators in their junior year. The seminars count toward the three half-courses required in item 2g and satisfy both the writing and the theory prerequisite requirement. Students may take more than one of these seminars if space is available.
 4. *Thesis*: None.
 5. *General Examination*: None.
 6. *Other information*:
 - a. *Writing Requirement*: A list of courses that satisfy the writing requirement is available from the Undergraduate Office, or at www.economics.harvard.edu/undergraduate/.
 - b. *Pass/Fail*: Concentrators may take one full or two half-courses Pass/Fail, except for those courses used to fulfill items 2a–f of the required courses and for tutorials.
 - c. *Joint Concentrations*: Ordinarily, the Economics Department does not participate in joint concentrations.

Requirements for Honors Eligibility: 12 half-courses

1. *Mathematical preparation*: Same as **Basic Requirements**.
2. *Required courses*:
 - a–h. Same as **Basic Requirements**.
 - i. Either Economics 985 (two terms) or 990 (two terms) and completion of a thesis; or the advanced course track (2 half-courses). See item 6d.
3. *Tutorials* (All letter-graded):
 - a–c. Same as **Basic Requirements**.
 - d. *Senior year*: Students who elect to write a thesis enroll in Economics 985 (two terms) or Economics 990 (two terms). Economics 990 is usually reserved for students who are completing their theses in the fall term.
4. *Thesis*: Required for a recommendation for High or Highest Honors in Field. See item 6d.
5. *General Examination*: In the spring term of their senior year, all honors candidates write a General Examination covering microeconomics, macroeconomics, and econometrics.

6. *Other information:*a–c. Same as **Basic Requirements**.

d. In order to be considered for a High or Highest Honors recommendation in Economics, a student must complete a thesis. In order to be considered for an Honors recommendation in Economics, a student has two options:

i. *Successful completion of a thesis:* Thesis writers receive credit for two terms of Economics 985 or 990.ii. *Completion of the Advanced Course Track:* Two additional half-courses in economics, beyond the three half-courses that are required under item 2g. Within this total of five half-courses, the student must satisfy the requirements of item 2g plus an additional half-course that has Economics 1010a, 1010b, 1011a, or 1011b as a prerequisite and an additional half-course that satisfies the writing requirement.

e. A document explaining how the Department of Economics calculates honors recommendations is available from the Undergraduate Office.

f. *Joint Concentrations:* Ordinarily, the Economics Department does not participate in joint concentrations.

ADVISING

All students interested in economics (freshmen and sophomores, economics concentrators, and concentrators in other fields) are encouraged to come to the Economics Undergraduate Office, located on the first floor of Littauer Center, for information and advice about economics courses and the Economics concentration. The office is headed by one faculty member—the Director of Undergraduate Studies—and by Emily Neill, the Undergraduate Program Administrator. Concentration advisers are available at the Undergraduate Office on a walk-in basis, from 10am to 4pm, Monday through Friday. The advisers are graduate students in the Economics Department who have been trained to respond to the questions and concerns of undergraduate concentrators. They can sign plans of study, study cards, add/drop forms, and so on. More importantly, they can explain department requirements, discuss students' academic interests, offer advice on course choices, and discuss future plans, such as graduate or professional school.

Each concentrator also has an assigned adviser. Students will hear from their concentration adviser periodically, to inform them of office hours, important deadlines, meetings, and requirements. Students may, at any time, contact their concentration adviser for help or for information. While students have assigned concentration advisers, they are welcome to seek advice from any of the advisers who staff the walk-in advising hours at the Economics Undergraduate Office.

For up-to-date information on advising in Economics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Economics.html.

RESOURCES

Harvard Institute for Economic Research: www.economics.harvard.edu/hier/.

STUDY ABROAD

The Economics Department encourages study abroad for a term or an academic year. It is generally best for students wishing to study abroad to go during their junior year, although students may postpone Economics 970 (Sophomore Tutorial) if they choose to go during their sophomore spring.

After choosing a university and obtaining College approval for planned courses from the Office of International Programs, the student should make an appointment with their adviser and bring course syllabi to the meeting. The adviser will grant credit toward fulfilling Economics concentration requirements for appropriate courses (although some students choose not to fulfill Economics concentration requirements while abroad). To count for concentration credit, a course must be primarily economic in content and methodology and roughly equivalent in difficulty to a Harvard Economics Department course. Courses with an intermediate theory prerequisite may count toward the theory prerequisite requirement. Students who write a paper longer than 15 pages for a course should submit the graded paper to their Economics adviser, who may grant writing requirement credit for the course if the paper has substantial economic content.

HOW TO FIND OUT MORE

Additional information is available from the Economics Undergraduate Office in Littauer Center. Office hours are Monday through Friday 10 am – 4 pm. The Undergraduate Program Administrator can be reached at 617-495-3247. The concentration advisers are available at 617-495-3290. A more complete description of the Economics Department and its requirements can be found in the handbook, *Undergraduate Economics at Harvard: A Guide for Concentrators*, available on our website: www.economics.harvard.edu/undergraduate/.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Economics	666	643	686	686	733
Economics + another field	21	30	39	40	37
Another field + Economics	24	35	33	38	43

Engineering Sciences

Professor Zhigang Suo, Director of Undergraduate Studies

In recognition of the pivotal role of technology in our society, Harvard is committed to broadly educating engineers "... to become leaders in an expanding economy based increasingly upon the utilization of science in an economic manner for human needs" ("Report of the Panel on the McKay Bequest to the President and Fellows of Harvard College," Vannavar Bush, Chair, 1950).

The concentration in Engineering Sciences is flexibly structured for a diversity of educational and professional objectives. For students who are planning to work as practicing engineers or who may be preparing for careers in business, education, government, law, or medicine, and for those whose career objectives may be less specific, the concentration provides an ideal framework for a well-rounded technical and scientific education.

The technologies engineers create are changing at an amazing rate, but the fundamental tools of engineering change more slowly. The Harvard engineering curriculum emphasizes a solid background in the applied sciences and mathematical analysis, with ample opportunity to learn about state-of-the-art technologies. Students also gain experience in the engineering design process, the unique engineering activity which requires creative synthesis as well as analysis to fulfill specified needs.

Two different Engineering Science degrees are offered at Harvard College: the Bachelor of Arts (AB) and the Bachelor of Science (SB). The objectives of the Engineering Sciences programs are to provide students a solid foundation in engineering within the setting of a liberal arts college for preparation for a diverse range of careers in industry and government or for advanced work in engineering, business, law or medicine. The program allows each student to specialize in one of five areas within the engineering sciences: biomedical sciences and engineering; electrical and computer engineering; engineering physics; environmental sciences and engineering; or mechanical and materials science and engineering. It enables the acquisition of a broad range of skills and attitudes drawn from the humanities, social sciences and sciences, in addition to engineering, which enhance engineering knowledge and which will contribute to future leadership and technical success.

The AB degree consists of 16 half-courses. This degree can provide adequate preparation for the practice of engineering and for graduate study in engineering, and it is an excellent preparation for careers in other professions (business, law, medicine, etc.). Because it requires fewer concentration courses than the SB degree, the AB program is appropriate for students who wish to take advantage of the great breadth of Harvard College course offerings. There are five options leading to the AB degree in engineering sciences: Biomedical Sciences and Engineering; Electrical and Computer Engineering; Engineering Physics; Environmental Sciences and Engineering; Mechanical and Materials Sciences and Engineering.

The SB degree program requires a minimum of twenty half-courses, and the level of technical concentration is comparable to engineering programs at other major universities and technical institutions. In particular, the SB program is recognized by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET), the national accreditation agency for engineering programs in the US. While accredited as preparation for the immediate practice of engineering, it is also good preparation for graduate study in engineering, the sciences, and other professions. The four options in this program are Biomedical Sciences and Engineering; Electrical Engineering and Computer Science; Environmental Sciences and Engineering; and Mechanical and Materials Science and Engineering. Students electing the SB degree may petition for a ninth term or additional year as described in the section 6g of the SB program requirements below.

The engineering science curriculum is highly structured, with advanced courses building on the knowledge acquired in math, science, and introductory engineering science courses. Concentrators are encouraged to complete the common prerequisite course sequence in their first two years at Harvard. This includes Math (through 1a and 1b; plus 21a and 21b, 23a and 23b, or, most preferably, Applied Mathematics 21a and 21b), Physics (through 11a and 11b or 15a and 15b), and Computer Science 50. Students are cautioned that it is more important to derive a solid understanding of these basic subjects rather than to complete them quickly without thorough knowledge; this material is extensively used in many subsequent courses. If in doubt, it may be wise to enroll in the Math 1 sequence rather than proceed to Math 21a or 23 with marginal preparation. Applied Mathematics 21a and 21b and Physics 11a and 11b are recommended for most engineering concentrators. SB degree candidates may want to complete additional requirements in their first two years.

The AB and SB programs share many course requirements, and there is some flexibility in moving between these programs, particularly through the first two years. To get an early sample of engineering course work, entering students are invited to enroll in Engineering Sciences 6 (environmental engineering), Engineering Sciences 50 (electrical engineering), Engineering Sciences 51 (mechanical engineering), and Engineering Sciences 53 (biomedical engineering). These introductory courses have minimal prerequisites, and have been very popular with prospective engineering concentrators. Engineering Sciences 50 and 51 have extensive hands-on laboratory sections.

Students who are interested in concentrating in engineering sciences should contact the Assistant Director of Undergraduate studies, Dr. Marie Dahleh, (mdahleh@seas.harvard.edu), to set up an appointment to learn more about the program.

OPTIONS

Bachelor of Arts in Engineering Sciences

Biomedical Sciences and Engineering
Electrical and Computer Engineering
Engineering Physics
Environmental Sciences and Engineering
Mechanical and Materials Science and Engineering

Bachelor of Science in Engineering Sciences

Biomedical Sciences and Engineering
Electrical Engineering and Computer Science
Environmental Sciences and Engineering
Mechanical and Materials Science and Engineering

REQUIREMENTS
Bachelor of Arts (AB) in Engineering Sciences
16 half-courses

1. *Required courses:*
 - a. *Mathematics:*
 - i. Math 1a and 1b.
 - ii. Applied Mathematics 21a and 21b; Mathematics 21a and 21b; or Mathematics 23a and 23b.
 - b. *Physics:* Physics 11a and 11b, 15a and 15b, or 16 and 15b.
 - c. *Computer Science:* Computer Science 50.
 - d. Required courses and electives in area of specialization (see item 6 below).
2. *Sophomore Forum:* Sophomore year. Non-credit. Spring term.
3. *Thesis:* Not required.
4. *General Examination:* None.
5. *Other information:*
 - a. Advanced Placement credit in Math 1a or 1b can be included in satisfying the requirement of 16 half courses, thus potentially reducing the number of required courses to 14 or 15. Credit for additional courses such as Math 21a or 21b does not further reduce the number of required courses. Moreover, in cases when a course can satisfy both an elective and a requirement of a specialization, the total number of courses is also not reduced. In these cases, additional electives must be taken.
 - b. By prior approval, other advanced undergraduate or graduate courses, as well as courses at MIT, can be used to satisfy general requirements and specialization requirements and electives. Electives alternative to those listed in the specializations may be counted for credit upon prior petition and approval.
 - c. Students taking Engineering Sciences 6, 50, 51, or 53 during the freshman or sophomore year can count one of these courses as an elective in any specialization that does not include that course as a requirement.
 - d. Highest Honors are decided by vote of the Committee on Undergraduate Studies, taking into account the student's course selection and achievement. Typically, a recommendation for Highest Honors requires superior performance in an ambitious set of advanced courses or an excellent thesis.
 - e. *Pass/Fail:* None of the courses used to satisfy concentration requirements may be taken Pass/Fail.
 - f. *Plan of Study:* Concentrators are required to file an approved departmental Plan of Study and to keep their plan up to date in subsequent years. Plan of Study forms may be obtained from the Academic Office (Pierce 110) or from the School of Engineering and Applied Sciences (SEAS) website (www.seas.harvard.edu/academic/undergrad-study/engineeringsciences/index.html).
6. *Areas of Specialization*
 - a. *Biomedical Sciences and Engineering*
 - i. *Required for all tracks, three half-courses:*
Engineering Sciences 53 and 145
Life Sciences 1a
 - ii. *Required for Mechanical track, four half-courses:*
Engineering Sciences 120, 123, and 181
Either Engineering Sciences 154 or Physics 123

- iii. *Required for Electrical track, four half-courses:*
Engineering Sciences 150, 154, and 156
Either Engineering Sciences 148 or 149
- iv. *Required for Chemical and Materials track, four half-courses:*
Engineering Sciences 123, 181, and 190
Physical Sciences 1
- v. *Approved Electives, two half-courses:*
Engineering Sciences 91r (one term only), 120, 122, 123, 128, 130, 148, 149,
157, 159, 181, 190, 216, 217, 220, 221, 240
Either Applied Mathematics 101 or Engineering Sciences 150
Only one of Engineering Sciences 139, 143, or 144
Either Engineering Sciences 154 or Physics 123
Physics 136, 140, 143a, 151, 153
One from Physical Sciences 1, Chemistry 17, 20
Applied Mathematics 105a or 105b.
- b. *Electrical and Computer Engineering*
 - i. *Required, five half-courses:*
Engineering Sciences 150, 151, 154, and 156
One from Computer Science 141, Engineering Sciences 173 or 174
 - ii. *Approved Electives, four half-courses:*
Engineering Sciences 91r (one term only), 120, 123, 145, 148, 157, 158, 159,
173, 174, 181, 190, 201, 202, 203, 258
Computer Science 51, 141, 143, 144r, 148, 161, 175, 246r, 283
Applied Mathematics 105a, 105b, 121, 147
Applied Physics 195
Chemistry 160
Physics 123, 143a, 153.
- c. *Engineering Physics*
 - i. *Required for all tracks, four half-courses:*
Either Physics 143 or Chemistry 160
Either Engineering Sciences 181 or Physics 181
Applied Physics 190
One from Applied Mathematics 105a, 105b, 111, or 147.
 - ii. *Required for Materials, Optoelectronics, and Photonics track, three half-courses:*
Engineering Sciences 173 and 174
One from Applied Physics 195, Physics 195, or Engineering Sciences 120.
 - iii. *Required for Earth and Planetary Physics track, three half-courses:*
One from Engineering Sciences 123, 162, Earth and Planetary Sciences 131,
132
One from Engineering Sciences 120, Earth and Planetary Sciences 108, 166,
167
One from Earth and Planetary Sciences 121, 161, Astronomy 135, 145.
 - iv. *Approved Electives, two half-courses:*
Engineering Sciences 91r (one term only), 120, 123, 125, 128, 162, 173, 174
Applied Mathematics 105a, 105b, 111, 115, 120, 147
Applied Physics 195
Astronomy 135, 145
Earth and Planetary Sciences 108, 109, 131, 132, 133, 161, 166, 167, 171
Physics 123, 140, 153, 175, 195.

- d. *Environmental Sciences and Engineering*
 - i. *Required, seven half-courses:*
 - Engineering Sciences 6
 - Physical Sciences 1
 - Life Sciences 1a
 - One from Earth and Planetary Sciences 108, Engineering Sciences 162 or 167
 - One from Earth and Planetary Sciences 133, Engineering Sciences 168 or 169
 - One from Engineering Sciences 150; Statistics 110; Applied Mathematics 101, 105a, 105b, 111, or 147
 - One from Engineering Sciences 123, Earth and Planetary Sciences 131 or 132
 - ii. *Approved Electives, two half-courses:*
 - Engineering Sciences 91r (one term only), 103, 123, 162, 165, 167, 168, 181, 220, 261, 262, 268
 - Earth and Planetary Sciences 107, 108, 109, 131, 132, 133
 - Either Engineering Sciences 154 or Physics 123
- e. *Mechanical and Materials Sciences and Engineering*
 - i. *Required, seven half-courses:*
 - Engineering Sciences 120, 123, 125, 181, and 190
 - One from Applied Mathematics 105a, 105b, 111, or 120
 - One from Engineering Sciences 50, 151, 154, or Physics 123.
 - ii. *Approved Electives, two half-courses:*
 - Engineering Sciences 91r (one term only), 96, 128, 142, 145, 151, 156, 159, 162, 173, 174
 - Applied Physics 195
 - Chemistry 160
 - Earth and Planetary Sciences 108, 131, 132
 - Physics 143a.

Bachelor of Science (SB) in Engineering Sciences **20 half-courses**

- 1. *Required courses:*
 - a. *Mathematics:* Mathematics 1a and b; Applied Mathematics 21a and 21b, Mathematics 21a and 21b, or Mathematics 23a and 23b.
 - b. *Physics:* Physics 11a and 11b, 15a and 15b, or 16 and 15b.
 - c. *Chemistry:* Life Sciences 1a and Physical Sciences 1.
 - d. *Computer Science:* Computer Science 50.
 - e. *Electronics:* At least one from Engineering Sciences 154, Computer Science 141, or Physics 123.
 - f. *Mechanics:* At least one from Engineering Sciences 120, 123, or 125.
 - g. *Materials:* At least one from Engineering Sciences 181, 190, Physics 143a, Chemistry 160, or Applied Physics 195.
 - h. *Applied Mathematics:* At least one from Applied Mathematics 105a, 105b, 106, 107 or 111.
 - i. *Probability and Statistics:* At least one from Applied Mathematics 101 or 121, Engineering Sciences 150, or Statistics 110.
 - j. *Engineering Design (two courses):* Engineering Sciences 96 (ordinarily taken during the spring term of the junior year), and Engineering Sciences 100hf or 100 (see item 3 below).

- k. At least four additional half-courses chosen to develop an area of specialization (see items 6a-d).

Note: Students entering Harvard with secondary school preparation that places them beyond the level of any of the required courses listed above may substitute appropriate advanced level courses. However, all SB programs must include a minimum of twenty approved half-courses and meet the overall ABET guidelines (see items 7a-b).

2. *Sophomore Forum:* Sophomore year. Non-credit. Spring term.
3. *Tutorial:* Required. Engineering Sciences 96 and Engineering Sciences 100hf or Engineering Sciences 100.
4. *Thesis:* Required: An individual engineering design project is an essential element of every SB program and is undertaken, ordinarily, during the senior year as part of Engineering Sciences 100hf. Faculty supervised reading and research is an important aspect of this requirement.
5. *General Examination:* None.
6. *Areas of specialization:*
 - a. *Biomedical Sciences and Engineering—Mechanical, Electrical, or Chemical & Materials tracks*
 - i. *Required for all tracks:* Engineering Sciences 53, Engineering Sciences 145.
 - ii. *Required for Mechanical track:* Engineering Sciences 120, 123, 181, 190.
 - iii. *Required for Electrical track:* Engineering Sciences 150, 154, 156; either Engineering Sciences 148 or 149.
 - iv. *Required for Chemical & Materials track:* Chemistry 17 or 20; Engineering Sciences 123, 181, 190.
 - v. *Suggested:*
 Engineering Sciences 120, 122, 123, 128, 130, 148, 149, 156, 157, 159, 181, 190, 216, 217r, 220, 221, 240
 One from Engineering Sciences 6, 50, or 51
 Either Engineering Sciences 139 or 144
 Physics 136, 140, 143a, 151, 153
 Applied Physics 225
 Either Chemistry 17 or 20
 MCB 80 (formerly Biological Sciences 80) (only acceptable if Engineering Sciences 148 is taken also)

Note: Engineering Sciences 125 may not be taken for credit in the biomedical sciences and engineering specialization.
 - b. *Electrical Engineering and Computer Science*
 - i. *Required:* Computer Science 51; Engineering Sciences 150, 151, 154, 156.
 - ii. *Suggested:*
 Computer Science 141, 143, 144r, 148, 161, 175
 Applied Mathematics 121, 147
 Engineering Sciences 50, 51, 139 or 144 (but not both), 145, 148, 157, 158, 159, 173, 174
 Physics 143a or Chemistry 160
 Physics 153
 By prior approval, advanced-level MIT courses in electrical engineering or computer science.

- c. *Environmental Sciences and Engineering*
 - i. *Required:* Engineering Sciences 123 plus four half-courses from Earth and Planetary Sciences 133; Engineering Sciences 6, 162, 165, and 168.
 - ii. *Suggested:*
 - Earth and Planetary Sciences 107, 108, 109, 132, 133
 - Engineering Sciences 6, 103, 139 or 144 (but not both), 162, 165, 167, 168, 261, 262, 268
 - Computer Science 246r
 - By prior approval, advanced-level MIT courses in environmental sciences and engineering.
 - d. *Mechanical and Materials Science and Engineering*
 - i. *Required:* Engineering Sciences 120, 123, 125, 181, 190.
 - ii. *Suggested:*
 - Applied Mathematics 105a, 105b, 147
 - Engineering Sciences 50, 51, 128, 139 or 144 (but not both), 145, 151, 159, 162, 220, 240
 - Applied Physics 195
 - Physics 123
 - Physics 143a or Chemistry 160
 - By prior approval, advanced-level MIT courses in mechanics or materials engineering.
7. *Other Information:*
- a. *Pass/Fail:* None of the courses used to satisfy the concentration requirements may be taken Pass/Fail.
 - b. *Plan of Study:* Concentrators are required to file an approved departmental Plan of Study at the end of their freshman year and to keep their plan up-to-date in subsequent years. All SB programs must meet the overall ABET program guidelines, (i.e., a minimum of eight half-courses in basic sciences and mathematics, eight in engineering sciences and four in engineering design). In addition, all programs must include some experimental and computer-based experience. Plan of Study forms may be obtained from the Division of Engineering and Applied Sciences Academic Office, Pierce Hall 110.
 - c. *Additional Terms:* Concentrators who wish to remain a fifth year or a ninth term to complete the SB requirements must be approved to do so by the Committee on Undergraduate Studies in Engineering Sciences. A written petition must be submitted by the end of October of the fall term of the fourth year for approval. Students must also petition the Administrative Board through their Allston Burr Resident Dean. Ordinarily, petitioners are expected to have fulfilled the requirements for an AB program in Engineering Sciences by the end of the fourth year to be eligible to petition for a fifth year or a ninth term.

ADVISING

Students interested in concentrating in Engineering Sciences should discuss their plans with Mrs. Sandra Godfrey, Academic Programs Administrator; the Director of Undergraduate Studies, or the Assistant Director of Undergraduate Studies. Each undergraduate who elects to concentrate in Engineering Sciences is assigned a faculty adviser depending on his or her area of specialization. The faculty adviser might also be a member of the Committee on Undergraduate Studies in Engineering Sciences, whose members have the responsibility for reviewing departmental Plans of Study. If students do not request a change in adviser, they have the

same adviser until they graduate. Each student is reassigned to another faculty member while his or her original faculty adviser is on leave. It is expected that students will discuss their Plans of Study and progress with their faculty adviser at the beginning of each term. Students may also seek advice from their faculty adviser, the Director of Undergraduate Studies, the Assistant Director of Undergraduate Studies, or the Academic Programs Administrator at any time.

For up-to-date information on advising in Engineering Sciences, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/EngineeringSci.html.

HOW TO FIND OUT MORE

Further information is available from the Academic Programs Administrator, Mrs. Sandra Godfrey in the School of Engineering and Applied Sciences Academic Office, Pierce Hall 110 (617-495-2833), godfrey@seas.harvard.edu, or the Assistant Director of Undergraduate Studies, Dr. Marie Dahleh, Pierce Hall 111 (617-495-1485), mdahleh@seas.harvard.edu. *Undergraduate Teacher Education Program*: Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and the forty-one states with which Massachusetts has reciprocity. See page 47 for more information about the Undergraduate Teacher Education Program (UTEP).

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Engineering Sciences	80	38	99	111	106
Engineering Sciences + another field	0	2	1	2	3
Another field + Engineering Sciences	2	1	2	1	1

English and American Literature and Language

Professor Daniel Donoghue, Director of Undergraduate Studies

The concentration in English and American Literature and Language introduces students to the full range of imaginative writing in English from Anglo-Saxon times to the present. The concentration also introduces students to the modern phenomenon of global literature in English, such as that written, for example, in India, Africa, and the Caribbean. Of course, students cannot cover the entire breadth of this immense field, but the department aims to offer the widest possible experience of it. At the same time, students receive intensive, sharply focused training in advanced forms of textual analysis, in the full range of literary genres and modes, in the formal intricacies of lyric poems and the architectonics of fiction, in the linguistic structures that underlie literary discourse, in the philosophical and historical contexts of literature, and in the careers of great authors, such as Chaucer, Spenser, Milton, Austen, Wordsworth, Melville, Tennyson, Eliot, Woolf, Morrison, and Heaney. Courses vary in character from large lectures to more specialized study seminars (in which enrollment is limited to 15), such as “Consciousness from Austen to Woolf,” “The Brontës,” and “Wit and Humor.” Lecture courses include the two parts of “Major British Writers,” “The American Novel: Dreiser to the Present,” “Chaucer and the Invention of Middle English Literature,” “Shakespearean Tragedy,” and “The Postcolonial Classic.” Advanced students have opportunities for still more concentrated research and tutorial work with faculty and graduate students. Most honors students write senior theses. Among the topics of recent senior theses are representations of cannibalism in modern theater, the novel in the age of digital media, violence in the religious poetry of John Donne, the iconography of portraiture in the fiction of Nathaniel Hawthorne, James Cook and the evolution of the author in the South Seas, female expression of desire in the eighteenth-century novel, Seamus Heaney’s poetry of identification, and the phenomenon of accident in the prose of Thomas De Quincey.

The department offers creative writing courses in fiction, poetry, screenwriting, playwriting, and the essay. Some honors students pursue creative projects, in verse or in prose, as senior theses. The vital presence of creative writing in the department is reflected by the distinguished authors on its faculty: Jorie Graham, Seamus Heaney, Jamaica Kincaid, James Wood, Bret Johnston, and others. The department sponsors frequent readings by notable authors. Informal events, such as “Readings in the Parlor,” in which a faculty member reads and discusses with students a favorite short poem or prose passage, are also part of life in the department.

The student who concentrates in English, whether as an elective concentrator or in the honors program, will be well prepared for graduate school in English, for teaching, and for other professions in which exact habits of thought, close textual analysis, and clear writing are required. But an education in English-language literature is also a source of moral reflection and aesthetic pleasure that will be a possession for life. Literature awakens the mind to the radical strangeness of human experience, to the “otherness” of others as much as to the qualities we share. Literature also helps us to see how complex problems will not admit of simple, technical solutions because they are deeply and subtly imbedded in their human contexts. Sharpening one’s powers of discernment as well as widening one’s intellectual horizons is at the heart of a liberal education. Such an education, to which literature is central, prepares the student not only for “life” in the abstract but also for life as an engaged, intelligently caring citizen of the world.

The English department has two options for English concentrators: the Elective Program and the Honors Programs. The Elective Program allows more flexibility for course selection within and outside the English department. Students in the Honors Program engage in more intensive study through seminars and the thesis options. A grade point average of 3.40 or higher in the concentration is required in the Honors Program, beginning in the junior year. A third option, for honors candidates only, is a joint concentration, which culminates in a critical thesis supervised jointly by a member of the English department and a member of the allied department (see the separate section below.)

The English Department offers a secondary field, which requires six courses altogether, three of which must meet specific requirements: English 10a, an American literature course, and a seminar. For more details see page 329 of this Handbook, the secondary field website (www.secondaryfields.fas.harvard.edu/Eng/program-desc-eng.htm), or the secondary field link on the English Department's web page: www.fas.harvard.edu/~english/programs/secondary_field.htm.

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Elective Program: 12 half-courses

Honors Program: 14 half-courses

Joint Concentration: 10 half-courses in English

1. *Required courses for all concentrators (seven half-courses):*
 - a. English 10a (Major British Writers I).
 - b. English 10b (Major British Writers II).
 - c. English 17 (American Literature).
 - d. English 97 (Sophomore Seminar).
 - e. One half course of Shakespeare.
 - f. Two half courses in pre-1800 literature other than Shakespeare.
2. *Close Reading Examination (for all concentrators):* To be taken at the end of the fall or spring term of sophomore year.
3. *Additional Requirements:*
 - a. *Elective Program (12 half-courses total):*
 - i. Five half-courses in addition to the seven listed above, one of which may be a related course from outside the English Department.
 - b. *Honors Program (14 half-courses total):*
 - i. English 98, Junior Tutorial.
 - ii. English 99, Senior Thesis Tutorial, two terms; or two English 90 seminars (see 4c below).
 - iii. English 90 seminar.
 - iv. Foreign literature (see 4a below).
 - v. Two additional half-courses.
 - c. *Joint Concentration (10 half-courses in English):*
 - i. Junior tutorial, either in English or the adjoined concentration.
 - ii. Senior tutorial, two terms.
 - iii. English 90 seminar.

- iv. Foreign literature (see 4a below).
- v. Electives to fill out remaining courses as necessary.

Notes:

- 1) Joint concentrators are exempt from one of the two pre-1800 courses.
- 2) Joint concentrators must meet with an adviser to determine in which concentration they will take the sophomore and junior tutorials. At least one must be in English (see 3b, below).

2. *Senior Year, Honors Concentrators:*

Honors students have three options for the senior year:

- a. *Critical thesis:* The two-term senior tutorial, English 99, culminates in a thesis submitted in March. The process begins in April of the junior year with a thesis proposal of 300 to 500 words. See the online Guide for Concentrators for further details (www.fas.harvard.edu/~english/guide/guide_main.html).
- b. *Creative thesis:* Like the critical thesis, a creative thesis is completed in the two-term English 99. Creative thesis proposals by honors juniors (out-of-phase students included) are submitted in February. Students applying for a creative writing thesis ordinarily will have completed one course in creative writing at Harvard before they apply. Questions about creative theses should be directed to Bret Johnston, Director of the Creative Writing Program, or to Jeff Berg, Undergraduate Program Administrator. Creative writing thesis information may be found on the department web site (www.fas.harvard.edu/~english/programs/c_w_thesis.htm).
- c. *Non-thesis option:* Honors students who do not wish to write a thesis may choose the option of taking two additional 90-level undergraduate seminars in their senior year. Students who choose this option will not be eligible to receive a departmental degree recommendation higher than *cum laude*.
- d. *Oral Examination for Highest Departmental Honors (summa cum laude):* To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.

3. *Joint Concentration:*

- a. Upon approval from the department's Undergraduate Program office, honors candidates may combine a concentration in English with a concentration in another department, supervised by advisers in each department. It is a challenging undertaking, in part because joint concentrators are expected to take more courses than other students. Ordinarily, only students with a concentration GPA of 3.6 or above, an overall strong record, and a clearly formulated project across two disciplines will receive approval. A critical senior thesis is required; the creative thesis option is not available.
- b. Joint concentrators may declare English to be either their primary or allied concentration; the requirements are the same for both. Students are encouraged to take both the sophomore and junior tutorials in English, but may opt out of one (not both) in favor of the requirements of the other department. The senior tutorial will be administered by the primary department, but even if English is the allied department, an English faculty member will be a joint adviser of the thesis. Decisions about each tutorial and the entire shape of the joint degree depend on close collaboration between the two departments at every stage.
- c. Students interested in declaring a joint concentration must complete a change of concentration form, which must be signed by both departments and by the student's Allston Burr Resident Dean. For further information contact Jeff Berg (jmberg@fas.harvard.edu).

4. *Other Information:*

- a. The foreign literature requirement for honors candidates goes beyond the College's foreign language requirement. In simple terms, it asks honors candidates to take one half-course in which foreign literature is read in the original language, and thus rules out basic grammar and comprehension courses. For options on how to fulfill this requirement, see the relevant section in the Guide for Concentrators (www.fas.harvard.edu/~english/guide/guide_main.html).
- b. *Pass/Fail:* Courses counting for concentration credit may not be taken Pass/Fail. The only exceptions are the senior tutorial and one Freshman Seminar taught by a member of the English department faculty.
- c. *Creative Writing Courses:* Admission to creative writing courses is by application only. Only two creative writing courses may count toward the total number of required courses for the concentration, although students may apply for and enroll in as many as they wish. See the Guide for Concentrators for details (www.fas.harvard.edu/~english/guide/guide_main.html).

ADVISING

Members of the faculty advising team are available during weekly, drop-in hours throughout the year to help students select courses. The staff of the undergraduate program office is available to answer questions on program requirements and other matters. Hours are listed online at www.fas.harvard.edu/~english/programs/advisingprogram.html.

For up-to-date information on advising in English and American Literature and Language, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/English.html.

RESOURCES

Child Memorial Library, located on the top floor of Widener Library, is the English Department research library. Its extensive, non-circulating collection comprises works from all areas and periods of English and American literature. Maintained and staffed by graduate students, Child Library is dedicated to providing up-to-date, scholarly editions of authors, as well as a cross-section of recent and influential criticism.

HOW TO FIND OUT MORE

The Guide for Concentrators, along with all worksheets and forms, is available on the Department website: www.fas.harvard.edu/english. Questions may be directed to the Undergraduate Program office at enghelp@fas.harvard.edu or 617-495-2533.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
English	242	270	246	247	245
English + another field	15	20	14	14	6
Another field + English	6	6	6	6	5

Environmental Science and Public Policy

Professor James J. McCarthy, Head Tutor

The concentration in Environmental Science and Public Policy is designed to provide a multidisciplinary introduction to current problems of the environment. It is founded on the premise that the ability to form rational judgments concerning many of the complex challenges confronting society today involving the environment requires both an understanding of the underlying scientific and technical issues and an appreciation for the relevant economic, political, legal, historical, and ethical dimensions. It offers students an opportunity to specialize in a specific area of either natural or social science relating to the environment. All students have to satisfy a core of requirements in biology, chemistry, earth and planetary sciences, economics, government, and mathematics. Depending on preparation, students are encouraged to substitute more advanced courses for those required and take elective courses in their main area of interest.

Students in the junior year take one of several seminars envisaged as a central integrating component of the concentration. The seminars cover a number of current environmental issues, comprehensively and in depth. They involve students and faculty from a number of departments in the Faculty of Arts and Sciences and from several of the professional schools, including the Kennedy School of Government, the Medical School, and the Graduate School of Design. Topics covered change from year to year, but have included policy issues relating to depletion of stratospheric ozone, conservation of wetlands, ecology and land use, environmental justice, conservation and biodiversity, and global change and human health.

In the senior year, students wishing to be considered for honors are expected to write a thesis applying skills and knowledge gained in their course and tutorial experience to a specific environmental issue.

The concentration is overseen by a Committee on Degrees functioning as a Board of Tutors including representatives from other departments of the Faculty of Arts and Sciences and from other Schools as appropriate to ensure the requisite breadth of the program.

For information on the secondary field in Environmental Science and Public Policy, please see page 331 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/ESPP/program-index-ESPP.htm).

REQUIREMENTS

Basic Requirements: 16 half-courses

1. *Required courses:*

- a. Environmental Science and Public Policy 10.
- b. Two half-courses in biology:
 - i. One chosen from: OEB 10, OEB 53, Life Sciences 1a, or Life Sciences 1b.
 - ii. OEB 55 (formerly Biological Sciences 55).

Students with Biology Advanced Placement credit may petition to be exempted from one of the introductory level biological sciences courses by substituting a suitable higher level course.

- c. Two half-courses in mathematics or statistics to be chosen from Mathematics 1a and 1b; Mathematics 1b plus Mathematics 19a, 20 or 21a; Mathematics 1b plus Statistics 100 or 102; Mathematics 1b plus Applied Mathematics 21a; Mathematics 19 plus

- Statistics 100 or 102; Mathematics 19a and 19b; Applied Mathematics 21a and 21b; or Mathematics 21a and 21b.
- d. Physical Sciences 1.
 - e. One-half course in organic chemistry (Chemistry 17 or 20). Physics 11a and 11b may be substituted for organic chemistry.
 - f. Two half-courses in Environmental Science/Engineering: EPS 5 and either EPS 7, EPS 8, or ES 6.
 - g. Two half-courses in economics: one half-course in microeconomics (e.g., Social Analysis 10a) and Economics 1661. Students may satisfy the microeconomics requirement by taking Social Analysis 10, a full course. The course may be divided with credit, in which case students may use the first term to satisfy the requirement. The second term of Social Analysis 10 may count as an elective within ESPP. (Students interested in a joint concentration with Economics ordinarily should take the full year of Social Analysis 10 since this course is required by Economics.)
 - h. ESPP 78.
 - i. One half-course junior seminar, ESPP 90.
 - j. Additional half-courses approved by the concentration to reach a total of 16 half-courses (see items 5a and 5b).
2. *Tutorials*: Junior year, ESPP 90 seminar required of all concentrators.
 3. *Thesis*: None.
 4. *General Examination*: None.
 5. *Other information*:
 - a. Students applying for the concentration are required to submit a short essay indicating why this concentration suits their interests and career plans. Concentrators are required to formulate plans of study designed to comply with the concentration requirements, to indicate when the courses will be taken without time conflicts and to identify elective courses that will provide in-depth understanding of a particular area of environmental science and/or policy. Study plans are established in consultation with and approved by the Head Tutor. Thereafter, study plans are reviewed and approved by the student's concentration adviser.
 - b. A list of courses judged of particular relevance for Environmental Science and Public Policy concentrators that may be chosen as electives is available from the Head Tutor. Other courses may be substituted by petition to the Committee on Degrees in Environmental Science and Public Policy.
 - c. *Pass/Fail*: One elective course may be taken Pass/Fail.

Requirements for Honors Eligibility: 17 half-courses

1. *Required courses*:
 - a–i. Same as **Basic Requirements**.
 - j. ESPP 99r (one term).
 - k. Additional half-courses approved by the concentration to reach a total of seventeen half-courses (see items 5a–c in **Basic Requirements**).
2. *Tutorials*:
 - a. *Junior year*: ESPP 90 seminar required of all concentrators.
 - b. *Senior year*: ESPP 99r (one term), required. Two terms may be taken, but only one term may count toward meeting concentration requirements.
3. *Thesis*: Required. Ordinarily written as part of ESPP 99r.

4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.

ADVISING

At the beginning of the first term of concentration the Head Tutor in Environmental Science and Public Policy assigns each student to one of the members of the Committee on Degrees in Environmental Science and Public Policy, based on the student's interests. If desirable, the student is then reassigned to an adviser more appropriate for the student's specific area of interest, depending on faculty availability. Students normally continue with the same adviser throughout their concentration, although advisers may be changed upon student request or faculty perception of academic needs. For honors candidates, the senior thesis adviser also acts as the concentration adviser. Students should meet individually with their adviser at least once each term to discuss course selections, research opportunities and other academic matters, but are encouraged to meet with their advisers more often throughout the year. The adviser's signature on study cards is required. Students may also seek advice from any member of the Committee on Degrees in Environmental Science and Public Policy.

For up-to-date information on advising in Environmental Science and Public Policy, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/EnviroSciPP.html.

RESOURCES

The Departments of Anthropology, Chemistry and Chemical Biology, Earth and Planetary Sciences, Molecular and Cellular Biology, and Organismic and Evolutionary Biology; the Harvard Museum of Natural History; and the corresponding laboratories and libraries (Converse, Farlow, Kummel, MCZ, Tozzer) are in an interconnected set of buildings near Harvard Yard. The Peabody Museum of Archaeology and Ethnography contains one of the finest collections of its kind in the country. The Museum of Comparative Zoology (MCZ) houses extensive systematic collections of recent and fossil vertebrates and invertebrates. The Botanical Museum contains the Ware collection of glass models and plants with almost 800 life-size models and 3,200 enlarged flowers and anatomical sections; it represents more than 780 species and varieties in 164 families. The Harvard University Herbaria houses the Farlow Herbarium (a collection of fungi, lichens, algae, and bryophytes), the Grey Herbarium (a collection of vascular plants), the Arnold Arboretum Herbarium (a collection of woody genera), and the Orchid Herbarium of Oakes Ames. The Mineralogical Museum houses a world class collection of minerals, rocks, ores and meteorites (totalling about 250,000 specimens), an impressive sampling of the Earth's crust.

Atmospheric, Physical Oceanography, and Engineering Sciences, as well as their laboratories and library (Blue Hill), are in Pierce Hall.

The Cabot Library in the Science Center has a capacity of 300,000 volumes and now contains an interdisciplinary science collection (114,000 volumes) and ancillary learning aids (TV viewing rooms, microfiche readers, computers, interactive lecture console). The Science Center contains many modern laboratories with research quality equipment and apparatus.

The research laboratories of the pertinent science departments contain machine and glass shops, computers, and a wide array of modern and sophisticated instruments (such as optical scanning and electron microscopes, mass spectrometers, Auger spectrometer, x-ray diffractometers, XRF, NMR, and FTIR, as well as equipment for cineradiography, electromyography, and photography).

Forestry and other plant research is conducted at Harvard Forest, located on 3,000 acres in Petersham (100 km from Cambridge); it contains the Fisher Museum of Forestry, an extensive library, and research laboratories. Animal respiratory physiology, locomotion, and ecological

physiology are studied at the Concord Field Station (CFS) in Bedford. A CFS van makes daily trips to and from Cambridge. The Arnold Arboretum (Jamaica Plain, Boston) consists of 265 acres of botanical gardens with 6,500 species and varieties of woody plants.

The main resources of the Economics Department are the Harvard Institute for Economic Research and Littauer Library.

The Government Department does not have its own library, but the various centers and institutes with which department members are affiliated have libraries available to undergraduates (i.e., the Weatherhead Center for International Affairs, the Center for European Studies, the Davis Center for Russian and Eurasian Studies, the Fairbank Center for East Asian Research, the Center for Middle East Studies, and the Joint Center for Urban Studies). The department also maintains a data center for computer and data analysis work.

At the Kennedy School of Government is the Institute of Politics, which has study groups, forums, and information about summer internships and travel grants.

For the religious and ethical dimensions of the Environmental Science and Public Policy concentration students can draw not only upon the collections at Widener Library, the Fogg Art Museum, and the undergraduate libraries, but also upon the Andover-Harvard Library at the Divinity School and on area studies libraries (such as the Harvard-Yenching library). Another resource is the Center for the Study of World Religions.

The Harvard University Center for the Environment provides a focus for interdisciplinary, cross-faculty research and education in environmental studies at Harvard. The Center draws its strength from faculty members and students from across the University and complements the environmental education and research activities of the community of scholars based in Harvard's academic units. Stewarded by the Faculty of Arts and Sciences, the Center is designed to serve the entire Harvard community by developing and facilitating projects and activities in the areas of environmental education, research, and outreach—adding the value of an integrated, collaborative approach to traditional academic pursuits.

The Center's website (www.environment.harvard.edu) provides a wealth of information resources, including: an on-line guide to environmental studies; courses; student groups; faculty and researchers; centers at Harvard; and electronic list serves for environmental events, jobs, and publications. The Center also supports a series of distinguished lectures, colloquia, and other events throughout the calendar year.

HOW TO FIND OUT MORE

Additional information may be obtained from Professor James J. McCarthy, Head Tutor (jmccarth@oeb.harvard.edu), or Ms. Lorraine Maffeo, Undergraduate Coordinator, 24 Oxford Street, Room 315, (617-496-6995, maffeo@fas.harvard.edu), or by visiting www.espp.fas.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Environmental Science & Public Policy	77	56	46	52	67
ESPP + another field	5	8	6	2	3
Another field + ESPP	1	2	1	1	1

Folklore and Mythology

Dr. Deborah D. Foster, Head Tutor

This concentration is a liberal education in itself. It encourages the study of any given society through its language and culture, offering a wide set of choices in applying the various disciplines in the humanities and social sciences. To focus on the folklore and mythology of a society (on sub-national as well as national levels) is to understand the traditional self-definition of that society, through such media as epics, ballads and other forms of music, folktales, legends, dramas, dance, rituals, “beliefs,” proverbs, customs, law codes, festival celebrations, “wisdom literature,” and many other such institutions. To study the folklore and mythology of any group is to discover how that group identifies itself in relation to other groups, even to the rest of humanity. Concentrators learn to conduct independent research on the oral or written media of folklore and mythology in a variety of cultures including African, American, Celtic, Chinese, English, Greek, German, Japanese, Indian, Scandinavian, and Slavic.

The purpose of the basic courses outlined below is to provide concentrators with a general knowledge of the materials of Folklore and Mythology, its genres and divisions, and the various kinds of intellectual approaches to the materials that have been, and still are, used to understand and interpret them. The course on fieldwork continues this purpose of providing general background by critiquing and applying various anthropological methods of interpreting cultural expressions. In these basic courses and early tutorials, materials from many cultures are used.

The special fields are designed to assure that the concentrator has an in-depth knowledge of Folklore and Mythology in one given area. There is considerable variety in the special fields that the Committee on Degrees in Folklore and Mythology administers, and the specific requirements vary from field to field. They can be roughly divided between those that are language and literature based and those that are not, such as Music or Social Anthropology. Sample programs for the several special fields are available through the Head Tutor’s office, but each student should work out the details of his or her own Plan of Study with the Committee member or members representing the particular special fields. The tutorials in the second half of the junior year and throughout the senior year are in the special field, the senior tutorial being devoted largely to developing the thesis required of all concentrators.

Students interested in concentrating in Folklore and Mythology should make an appointment with the Head Tutor to discuss the concentration and special field interests. Although occasionally joint concentrations with another department have been approved, the very nature of our system of special fields is in substance a joint concentration, and special arrangements are ordinarily unnecessary.

For information on the secondary field in Folklore and Mythology, please see page 333 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Folklore/program-index-fm.htm).

REQUIREMENTS

14 half-courses

1. *Required courses:*
 - a. Folklore and Mythology 100.
 - b. Folklore and Mythology 97, Folklore and Mythology 98a and b, Folklore and Mythology 99 (two terms). See item 2 below.
 - c. *Folklore and Mythology 90*: One half-course from among the Folklore and Mythology 90 series, or an approved substitute.
 - d. Five half-courses in a special field to be selected with the advice of a Committee member in that field.
 - e. Two half-courses outside the special field, to be selected from among such courses as the Committee may designate.
2. *Tutorials:*
 - a. *Sophomore year*: Folklore and Mythology 97 required. Letter-graded.
 - b. *Junior year*: Folklore and Mythology 98a and b required. Letter-graded.
 - c. *Senior year*: Folklore and Mythology 99 (two terms) required. Graded SAT/UNS.
3. *Thesis*: Required of all concentrators in the senior year.
4. *General Examination*: Required of all concentrators in the final term of the senior year.
5. *Other information:*
 - a. *Pass/Fail*: Courses counting for concentration credit may not be taken Pass/Fail, except that one Freshman Seminar may be counted for concentration credit if the student received a positive evaluation and if permission to do so is obtained from the Head Tutor.
 - b. *Special Fields*: Before or during fall term of the junior year each concentrator must choose a special field in consultation with the Head Tutor and an appointed adviser.
 - c. *Language Study*: Proficiency in a language other than English, equivalent to that acquired by two years of college study, is highly recommended. Up to three half-courses of language study may, in individual cases and with the approval of the Head Tutor or Chair in consultation with an adviser in the relevant special field, be counted toward concentration. The specifics of language study within the concentration should be discussed at an early stage with the Head Tutor or Chair and the adviser in the concentrator's special field.

ADVISING

Students planning to concentrate in Folklore and Mythology should see the Head Tutor and a faculty member in the student's prospective special field, normally a member, or affiliated member, of the Committee. Concentrators are required to see the Head Tutor at the beginning of each term about selection of courses and tutorials, preparation for the senior thesis and General Examination, and for her signature on study cards.

For up-to-date information on advising in Folklore and Mythology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/FolkMyth.html.

RESOURCES

The Milman Parry Collection of Oral Literature is one of the largest and best of its kind in the world. It contains unpublished epics, ballads, songs, tales, and other kinds of lore from Europe, Africa, Asia, and North America in the original languages. Students interested in folk life or ethnography will find the superb collections in the Peabody Museum of value. The Archives of World Music in the Music Building constitute a rich source, not only for ethnomusicologists but for folklorists in general.

HOW TO FIND OUT MORE

Students are invited to consult Dr. Deborah Foster, Head Tutor, Barker Center (Warren House), 12 Quincy Street, 617-495-4788.

Please see our website: www.fas.harvard.edu/~folkmyth.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Folklore & Mythology	20	17	11	9	11
Another field + Folklore & Mythology*	3	2	2	0	1

* Folklore and Mythology participates in joint concentrations only when the other concentration is the primary concentration.

Germanic Languages and Literatures

Professor Judith Ryan, Director of Undergraduate Studies, German
Professor Stephen A. Mitchell, Director of Undergraduate Studies, Scandinavian

The Department of Germanic Languages and Literatures offers a rich and diverse program of literary and cultural studies. The major aim of the concentration program is to provide students with the enriching experience of studying a language, literature, and culture markedly different from their own, thus enabling them to gain new perspectives on their native heritages. By acquiring proficiency in reading, speaking, and writing German or a Scandinavian language, students will gain a lasting skill useful in many fields of endeavor. The program is designed not only for students who wish to pursue graduate studies in Germanic studies, but also for students who elect to follow careers in medicine, law, government, business, and other areas.

A distinguishing feature of the concentration program is the availability of several options, including German Cultural Studies, which introduce students to German literature in the larger context of German cultural history. A special attraction of the department itself is the highly favorable ratio of full-time faculty to concentrators, which enables the faculty to provide students with individual guidance and support. Much of the tutorial work is done by full-time faculty, and all seniors writing a thesis have the opportunity to work individually with a professor. The department actively supports both work and study abroad, and all concentration options are designed to accommodate them.

Students beginning the study of the German language can start either with German A (elementary German) or with German Bab (intensive), which is best suited for students who have had some previous instruction in foreign languages. Most concentrators in German take the sequence of German D (second year) and a 60-level course (third year) in order to acquire command of the language. A more limited sequence exists for Swedish. Before enrolling in 100-level courses, students normally take the literary survey courses German 50a and 50b.

Concentrators desiring to be considered for honors write a thesis of 40 to 50 pages. In close consultation with the professor with whom the student has chosen to work, the student selects a topic for research. The thesis is designed to demonstrate that a candidate can read and interpret a literary text with authority, insight, and originality (or, in the case of German Cultural Studies, analyze a complex cultural or social phenomenon with equal skill), and that he or she is familiar with the major critical writings on the subject. All seniors are required to pass a one-hour oral or a three-hour written examination. The questions for this examination, designed to give students the opportunity to synthesize the knowledge they have gained from their studies, are based on individual reading lists submitted by each senior to a faculty committee.

The department offers an AB/AM degree option for Advanced Standing students. Information can be found on the department's website, www.fas.harvard.edu/~german; students interested in this option are encouraged to consult with the Director of Undergraduate Studies by the fall term of their third year.

For information on the secondary field in Germanic Languages and Literatures, please see page 335 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/German/program-desc-ger.htm).

OPTIONS

1. German Literature
2. German Cultural Studies
3. Scandinavian Studies
4. Joint Concentration in German and a related field.

REQUIREMENTS

Basic Requirements for All Options

1. *Required courses:* See **Specific Requirements** for each option.
2. *Tutorials:*
 - a. *Sophomore year:* German 97 or Scandinavian 97 required of all concentrators. Letter-graded.
 - b. *Junior year:* Optional, see **Specific Requirements**.
 - c. *Senior year:* German 99 (two terms) or Scandinavian 99 (two terms) required of honors candidates. Graded SAT/UNS.
3. *Thesis:* Required of honors candidates only.
4. *General Examination:* Required of all concentrators, including joint concentrators, in the senior year.
5. *Other information:*
 - a. *Pass/Fail:* None of the courses counted for concentration may be taken Pass/Fail except for 200-level courses.
 - b. Courses counted for concentration credit must be passed with a grade of B- or above.
 - c. The degree of honors recommended is based on the results of the General Examination, the grade average, and the thesis evaluation.

German Literature Specific Requirements

1. *Basic required courses:* Nine half-courses.
 - a. German 61 or 62 (may be waived by Director of Undergraduate Studies on the basis of equivalent preparation).
 - b. German 97 (sophomore tutorial).
 - c. German 193 or equivalent.
 - d. Six additional numbered half-courses in German:
 - i. Two of these should normally be German 50a and 50b.
 - ii. Four of these must be 100–200 level German courses, one from each of the following groups:
 - Medieval, Baroque
 - Age of Goethe, Romanticism, Realism
 - Turn-of-the-Century, Weimar, Postwar
 - A literary genre
2. *Courses required for honors eligibility:* Eleven half-courses.
 - a–d. Same as item 1, above.
 - e. German 99 (two terms). Honors thesis.

3. *Other information:*
- a. The concentration is designed to make it possible to begin with Elementary German (German A or Bab) in the freshman year and to complete the concentration without difficulty.
 - b. At the student's request, concentration credit is granted, beyond the basic required courses, for second-year language courses (German D).

German Cultural Studies Specific Requirements

1. *Basic required courses:* Ten half-courses.
 - a. A 60-level German course, German 193 or its equivalent.
 - b. German 97 (sophomore tutorial).
 - c. Four additional numbered half-courses in German:
 - i. One of these must be German 50a or 50b.
 - ii. Three of these must be 100-200 level courses, one each from three of the following groups:

Medieval	19th Century
Baroque	20th Century
18th Century	
 - d. A program of four additional half-courses in the following fields (with sufficient focus on the German aspect of the field), coordinated into a coherent but flexible program of study.

Economics	History of Art	Philosophy
Film/VES	& Architecture	Psychology
Folklore &	History of Science	Social Studies
Mythology	Linguistics	Comparative Study
Government	Literature	of Religion
History	Music	Studies of Women,
		Gender, & Sexuality
2. *Courses required for honors eligibility:* Twelve half-courses
 - a–d. Same as item 1, above.
 - e. German 99 (two terms). Thesis.
3. *Other information:*
 - a. The concentration is designed to make it possible to begin with Elementary German (German A or Bab) in the freshman year and to complete the concentration without difficulty.
 - b. At the student's request, concentration credit is granted, beyond the basic required courses, for second-year language courses (German D).
 - c. Where possible and appropriate, requirements listed under 1d should be fulfilled by taking 100-200 level German courses that treat the listed areas in depth.

Joint Concentration Requirements

This option is intended for students who wish to combine the study of German culture and literature with the study of one other field significantly related to some aspect of the larger field of Germanic Languages and Literatures. Programs in German and History of Art and Architecture and German and Philosophy have been approved by the departments concerned. Programs in German and another literature, in German and Music, and in German and certain sections of the social sciences may be submitted for approval of the departments concerned.

1. *Required courses:* Twelve half-courses.
 - a. Five numbered half-courses in German (should include German 97). Only one may be an introductory or survey course.
 - b. Five half-courses in the related subject.
 - c. German 99 (two terms). Thesis.

Scandinavian Studies Specific Requirements

This option is intended for students who wish to combine the study of Scandinavian literature and culture with the study of some aspect of Western civilization closely related to a special area of the larger field of Scandinavian Languages and Literatures. Programs in Scandinavian and other literatures (including German), drama, folklore, history, linguistics, or an aspect of the social sciences may be submitted for approval by the Director of Undergraduate Studies. Note that this is not considered a joint concentration and that the level of honors will be determined solely by the Department of Germanic Languages and Literatures.

1. *Basic required courses:* Ten half-courses.
 - a. Six half-courses in Scandinavian (may include Scandinavian 97 and 98).
 - b. Four half-courses in related subjects.
2. *Courses required for honors eligibility:* Twelve half-courses
 - a–b. Same as item 1, above.
 - c. Scandinavian 99 (two terms). Honors thesis.
3. *Other information:* For a list of approved related courses, see the Director of Undergraduate Studies, who must also approve each concentrator's courses.

ADVISING

Departmental advising of concentrators in all three years is carried out by the Directors of Undergraduate Studies. Students meet with the Director of Undergraduate Studies regularly at the beginning of each term and thereafter as desired (contact information can be found below).

For up-to-date information on advising in Germanic Languages and Literatures, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Germanic.html.

RESOURCES

Widener Library offers the most complete research collection in German and Scandinavian literatures, history, and civilization available in the US. Valuable manuscripts and papers from the estates of such distinguished German poets as Hofmannsthal, Rilke, and Brecht can be found in Houghton Library together with manuscripts from medieval Germany and Iceland. A unique and important resource is the Busch-Reisinger Museum, the only museum on this continent dedicated to Germanic art. The museum, located within the Fogg Museum, was established at the beginning of this century by Kuno Francke, a distinguished professor in the German Department, with the intention of acquainting language and literature students with the artistic heritage of the German-speaking peoples. The Goethe-Institut Boston (170 Beacon Street) offers a wide variety of lectures, exhibitions, films, and concerts on all aspects of Germany and its present and past culture. Students can gain additional practice in conversation by attending the German and Scandinavian tables held in the various Houses.

HOW TO FIND OUT MORE

More detailed information on all concentration programs can be obtained by contacting the Director of Undergraduate Studies for German, Professor Judith Ryan, Barker Center 352, 617-496-4923, jryan@fas.harvard.edu, or the Director of Undergraduate Studies for Scandinavian, Professor Stephen Mitchell, Warren House, 617-495-3513, samitch@fas.harvard.edu. They are available to answer all questions regarding the department's concentrations, and can provide students with reading guides, lists of courses approved each year, copies of past General Examinations, etc. All potential concentrators are encouraged to contact them. The department's offices are located in the Barker Center.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Germanic Languages & Literatures	3	3	6	2	1
Germanic Languages & Literatures + another field	1	2	3	0	2
Another field + Germanic Languages & Literatures	2	1	2	6	5

Government

Professor Timothy Colton, Director of Undergraduate Studies

The Department of Government was founded and named by President A. Lawrence Lowell in 1910 but the field of political science is much older. It is by far the oldest of the social sciences and was invented when Socrates, it was said, first called philosophy down from heaven and placed her in cities.

In its oldest definition, political science was called the master science. More modern definitions are less comprehensive, but of the social sciences, political science has perhaps the least definite boundaries and the widest concerns. If political science is not the imperious master of other disciplines (as it was for so long in the Aristotelian tradition), it is their pliable servant and the most receptive to the data and methods of its neighbors and rivals. Almost anything that is not politics can be made relevant to politics, and a political scientist is almost never heard to say modestly, "That is a nonpolitical question."

Consequently, political science covers many different subjects, uses several diverse methods, and appeals to a variety of students. The department is divided into four subfields: Political Theory, American Politics, Comparative Government, and International Relations. These fields cover "area studies" of the former Soviet Union and China, political development, voting behavior in American elections, forms of regimes, urban politics, strategy, and the presidency, among many other subjects. The methods used are borrowed from history, sociology, philosophy, economics, and psychology—and then refashioned and put to work in a discipline that includes them all. Political scientists may ponder old philosophical texts or gather data from a current opinion survey. They may form inductive generalizations or construct formal deductive models. They may call themselves institutionalist, behavioralist, or anti-, proto-, or postbehavioralist, or by some other name, or by none.

Students come to political science because they are interested in politics: some of them with an eye to a political career, some with a scholarly intent, and many wishing to know more about this central, inescapable human concern. The Government Department aims to make all students aware and critical of their first opinions (since human beings are at their most opinionated in politics), to open up the possibilities of politics, to reveal permanent political problems, to impart a discipline, and to supply a guide for choice. Some people think that political science comes out of the daily newspaper. But they are wrong. Since most citizens have their judgments influenced by others, one should say rather that political science goes into the newspaper; and it is the virtue of political scientists, not their defect, that they do not see differently from citizens, but farther and maybe sooner.

To acquaint students with the different topics, issues, and approaches in the study of government, the department requires each concentrator to take a course in each of the four subfields. In addition, to provide a foundation for thinking, reading, writing, and talking about questions of politics, each concentrator is required to take one term of Government 97, the sophomore tutorial, which uses the experience of political development to investigate the fundamental political questions that confront society.

Although the department does not require a concentrator to declare any particular subfield as an area of specialization, students often focus on a specific field in their course selection guided by their individual intellectual bent and curiosity. For honors candidates this informal specialization may help to bring a focus to the senior thesis project. Because political science cannot be ordered in a system of prerequisites from easy courses to difficult ones, the appropriate choice of courses is a challenge. Students must take care to choose with a pattern of exploration and development in mind and to avoid scattering their interests. For advice on course selection,

students should consult the department website (www.gov.harvard.edu), consult a concentration adviser, or contact the Director of Undergraduate Studies.

There are many ways to bring a sense of summation to the undergraduate experience and the program in Government. For some, the senior year is a time to explore new possibilities by enrolling in a graduate seminar, working with a professor on a directed reading, pursuing an independent study, or seeking a transition to life beyond college by joining a political, community, or business project. For others, who have an intense interest in a particular question of politics, the senior thesis may be the best capstone of their Government program. Many thesis writers regard the thesis as one of the high points of their undergraduate education. Writing a thesis is an endeavor that calls for planning, research, sustained thought and writing, and clarity and polish well beyond any previous experience in undergraduate work. For each concentrator the decision to write a thesis is an individual and personal one, governed almost entirely by the presence or absence of a desire to pursue a particular topic in depth over many months of concentrated effort. In past years, about half of the seniors in Government have written senior theses and become honors candidates.

For information on the secondary field in Government, please see page 336 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Government/program-desc-gov.htm).

REQUIREMENTS

Basic Requirements: 11 half-courses

1. *Required courses:*
 - a. *Field Requirements:* One half-course in each of the four subfields. These need not be introductory courses. The four subfields are:
 - i. Political Theory (introductory course: Government 10).
 - ii. Comparative Government (introductory course: Government 20).
 - iii. American Government (introductory course: Government 30).
 - iv. International Relations (introductory course: Historical Study A-12).
 - b. *Government Electives:* Three additional half-courses in Government.
 - c. *Additional Government Courses/Related Field Option:* Three half-courses. These three additional half-courses may all be taken in the Government Department. Alternatively, a student may take up to three half-courses in the following related fields: economics, history, sociology, philosophy, languages, or quantitative methods.

Note that not all courses in these disciplines qualify. A current list of courses that count for related field credit is available at the Undergraduate Program Office, or on the Department's website at www.gov.harvard.edu.
 - d. *Tutorial:* Government 97: Sophomore Tutorial (students will choose between Gov 97a and Gov 97b in the spring semester of their sophomore year). Letter-graded.
2. *Thesis:* Not required.
3. *General Examination:* Not required.
4. *Other information:*
 - a. *Pass/Fail:* Only one of the three additional half-courses in Government (item 1b) may be taken Pass/Fail. All other courses counted for concentration requirements must be letter-graded.
 - b. *Advanced Standing:* Advanced Standing students may enroll in Government 97, Sophomore Tutorial, in the spring term of their first year. They may also use appropriate credit from the History AP Examination to fulfill one half-course in History as a related field, if they actually graduate in three years.

Requirements for Honors Eligibility: 13 half-courses

1. *Required courses:*
 - a. *Field Requirements:* One half-course in each of the four subfields (same as **Basic Requirements**).
 - b. *Electives:* One additional half-course in government.
 - c. *Additional Government Courses/Related Field Option:* Three half-courses (same as **Basic Requirements**).
 - d. *Tutorials:*
 - i. *Sophomore year:* Government 97 (students will choose between Gov 97a and Gov 97b in the spring semester of their sophomore year). Letter-graded.
 - ii. *Junior year:* Government 98 (two terms); or Government 90 (two terms); or Government 98 (one term) and Government 90 (one term). All of these courses are letter-graded.
 - iii. *Senior year:* Government 99 (two terms), devoted to the writing of a thesis. Graded SAT/UNS. Students should consult the Director of Undergraduate Studies for more information.
2. *Thesis:* Required of all candidates for honors. A student who does not complete the thesis but wishes to receive full or half-course credit for Government 99 must submit at least thirty pages of written work in each term.
3. *General Examination:* A written General Examination is not required, however an oral examination is required under certain circumstances.
4. *Other information:*
 - a. *Pass/Fail:* Only the one additional half-course in Government (item 1b) may be taken Pass/Fail. All other courses counted for concentration requirements (except Government 99) must be letter-graded.
 - b. *Advanced Standing:* Same as **Basic Requirements**.

Joint Concentration

Requirements for Honors Eligibility: 15 half-courses, 9 in Government

1. *Required courses:*
 - a. *Government Field Requirements:* one half-course in each of the four subfields (same as **Basic Requirements**).
 - b. *Tutorials:*
 - i. *Sophomore year:* Government 97 (students will choose between Gov 97a and Gov 97b in the spring semester of their sophomore year). Letter-graded.
 - ii. *Junior year:* Two terms of junior tutorial or junior seminar, which may be drawn from either department. Government 98 or Government 90 may be used to satisfy this requirement. Letter-graded.
 - iii. *Senior year:* Government 99 (two terms), devoted to the writing of a thesis. Graded SAT/UNS. Students should consult the Director of Undergraduate Studies for more information.
 - c. *Additional Government Courses/Related Field Option:* Two half-courses (otherwise same as **Basic Requirements**). Government 98 or Government 90 may be used to satisfy this requirement as well as the junior tutorial requirement.
 - d. *Additional Courses:* Six half-courses in another concentration.

2. *Thesis*: Required.
3. *General Examination*: Required under certain circumstances.
4. *Other information*:
 - a. *Government as the allied field*: When Government is not the primary field, five half-courses in Government are required. These must include one semester of Government 97 and two half-courses in each of two of the four subfields listed under **Basic Requirements**. All joint concentrators must write a senior thesis, even if one is not required by the primary field.
 - b. *Petitions*: Properly qualified candidates for honors interested in pursuing a joint concentration must petition the Faculty Concentration Committee for approval, even if they do not intend Government to be their primary field. Further details are available at the Government Undergraduate Program Office and on the Department's website at www.gov.harvard.edu.

STUDY ABROAD

The Government Department encourages study abroad for a term, and it is also possible to study abroad for an entire academic year. Students taking study abroad should go during their junior year, as they need to be in residence for sophomore year and (if writing a thesis) for Government 99 (the senior thesis course). Many students use a term abroad to find a thesis topic and even to conduct preliminary research, and some students stay in the country after they have completed their studies or return to it after a term's hiatus in order to conduct senior thesis research. The Government Department is very flexible in granting credit towards the concentration requirements for political science courses taken elsewhere, as long as they are equivalent to courses offered at Harvard. Students must receive a grade of B- (or equivalent) or higher in order to receive final approval for courses taken abroad.

ADVISING

For information and advice about the Government concentration, students are encouraged to meet with the Undergraduate Program's concentration advisers (CAs), who hold regular office hours in the houses and in CGIS. The Government Resident Tutors in the houses serve as the official CAs in the Department. Please consult the Department's website at www.gov.harvard.edu to find a listing of CAs and their office hours.

For up-to-date information on advising in Government, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Government.html.

RESOURCES

The Fung library at the Center for Government and International Studies has collections of books and other materials associated with the Weatherhead Center for International Affairs, the Davis Center for Russian and Eurasian Studies, the Fairbank Center for East Asian Research, and the Reischauer Center for Japanese Studies. There are also libraries at the Center for European Studies, the Center for Middle East Studies, the Kennedy School of Government, and the Joint Center for Urban Studies. The Institute of Politics at the Kennedy School has study groups, forums, and information about summer internships. Many of the regional and international research centers at the University, along with the Institute of Politics, have summer travel grants. The department also maintains a data center for computer and data analysis work. With a little enterprise, students will find many intellectual and convivial activities outside their courses.

HOW TO FIND OUT MORE

For further information concerning concentration in Government, students should visit the Government Undergraduate Program Office (617-495-3249). The office, located at CGIS Knafel Building, room N151, 1737 Cambridge Street, is open Monday through Friday, 9:30–5:30. Additional information is also available on the Department’s website: www.gov.harvard.edu.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Government	553	552	549	575	532
Government + another field	2	6	13	16	22
Another field + Government	4	3	6	8	6

History

Professor Sven Beckert, Director of Undergraduate Studies

History is the study of the past. It encompasses every dimension of human interaction—social life, the economy, culture, thought, and politics. Students of history study individuals, groups, communities, and nations and they study them from every imaginable perspective using all the techniques of the humanities and social sciences to raise questions and probe for answers. There is no concentration more diverse than History. One can choose to study any part of the world in any epoch. History is as long ago as the most ancient civilizations or as current as yesterday's newspaper. Every moment but the present moment is part of the past and each can be the object of historical study.

The great Roman orator, Cicero, once said that the person who knows no history remains forever a child. History allows us to extend vastly our natural memory into the remote past, to benefit from the experience, not only of our own lifetimes, but of humankind as a whole. It teaches us who we are, but at the same time, like foreign travel, it introduces us to the incredible variety of human behavior and human achievements. It gives us a way of analyzing our current predicaments; it re-evokes "the world we have lost;" and it reminds us of the heavy cost past generations have paid for the achievements of the present. It forces us to question the basis of our own social, economic, and political structures and helps us distinguish between things of permanent value and things evanescent. The lessons of history cannot be enumerated like natural laws, but there is no kind of human wisdom that is not informed by a knowledge of the past. At the same time, history can be a consuming passion providing endless delights. There are few voyeuristic pleasures greater than turning the leaves of a diary or reading the correspondence of ordinary people who lived in another time. There are few moments of excitement greater than the moment one lights up some previously dark corner of the past for the first time.

The History concentration at Harvard is a carefully sequenced program designed to introduce students to the ways in which historians recreate the past, and to build skills of historical analysis, writing, and research. Concentrators are required to take History 97, one reading seminar, and one research seminar. History 97 introduces concentrators to the various genres of and approaches to historical writing, and should ordinarily be taken during the sophomore spring. Reading seminars are limited enrollment, discussion-oriented courses focusing on the historiography of a particular time period or place and are taught solely by a faculty member. Concentrators will be able to select from a wide variety of these seminars. Reading seminars are geared toward freshmen and sophomores (but may be fulfilled in the junior fall). Research seminars, on the other hand, are geared toward more advanced concentrators and are recommended for the junior or senior year. Concentrators will learn historical research methods by focusing on a region or time period of their choice. A variety of reading and research seminars will be offered both fall and spring, thereby giving concentrators great flexibility in designing their tutorial program. For those who plan to write a senior thesis, the research seminar requirement must be completed by the end of their junior year. Thesis writers will spend their senior year producing an original work of history using primary sources or an original interpretative essay in History 99. In addition to working individually with a thesis adviser (ordinarily a faculty member), thesis writers will also participate in a faculty-led seminar where they will have an opportunity to discuss their research and writing.

The Department of History offers a wide range of advising resources, including the faculty and staff in the Tutorial Office, history advisers in the Houses, and faculty members grouped by subfield. Freshmen with questions about course selection are referred to the "History" section of the *Guide to the First Undergraduate Year* and the Department's own *Handbook for Concentrators*.

With its emphasis upon critical reading skills, the evaluation of evidence, and writing, History's program offers an ideal preparation for professional, business, and scholarly careers. Historians gather and analyze large quantities of information, searching for patterns that allow them to answer important questions about the past—a set of skills at the core of many professions. While most concentrators choose careers in law, business, medicine and government, each year, a number of History concentrators decide to become professional historians and enter leading graduate programs in America and abroad. In any case, long after it ceases to become an academic study, reading history will provide a lifetime of pleasure.

For information on the secondary field in History, please see page 340 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/History/program-desc-history.htm).

REQUIREMENTS FOR STUDENTS ENTERING THE COLLEGE BEFORE SEPTEMBER 2006

Please consult the Department's 2007-08 Handbook for Concentrators or the 2005-2006 *Handbook for Students* for the requirements of the concentration.

REQUIREMENTS FOR STUDENTS ENTERING THE COLLEGE IN SEPTEMBER 2006 OR LATER

Basic Program: 12 half-courses
Thesis Program: 14 half-courses

1. *Required courses:*
 - a. One course in western history.
 - b. One course in non-western history.
 - c. One course in pre-modern history.
 - d. Six additional half-courses in history, to be chosen in consultation with the student's House Adviser, who signs the study card. Two may be in related fields (by petition). A related field course is defined as a non-historical course that complements a student's history program. They are normally chosen from courses in the humanities (with the exception of language-skill courses) or social sciences.
2. *Tutorials:*
 - a. History 97 (offered in spring) during the first term in the concentration (required and letter-graded).
 - b. Reading seminar ordinarily by the end of the first term of the junior year (required and letter-graded).
 - c. Research seminar in the junior or senior year (required and letter-graded). For thesis writers, the research seminar must be completed by the end of junior spring.
3. *Basic Program:* No thesis.
Thesis Program: History 99 (full-year, required, and graded SAT/UNS).
4. *General Examination:* None.
5. *Other information:*
 - a. *History courses:* The courses listed under History in the course catalog as well as other courses taught outside the department by members of the History Department are available for History credit without petition. Courses of an historical nature taught by other faculty in the College may be taken for History credit by petition to the Direc-

tor of Undergraduate Studies. Courses can only be counted for credit in related fields by petition to the Director of Undergraduate Studies.

- b. *Pass/Fail*: Courses taken on a Pass/Fail basis may not be counted for concentration credit.
- c. *Advanced Placement*: For students given Advanced Standing status, Advanced Placements in History regularly count for a maximum of two courses towards concentration course requirements.
- d. *Study Abroad*: The History Department encourages study out of residence and urges interested students to consult the Director of Undergraduate Studies about their programs at their earliest convenience. Additional information is available in the Department's own Handbook for Concentrators.
- e. *Freshman Seminars*: Please consult the Tutorial Office on which Freshman Seminars count for History credit.
- f. *Joint Concentration in East Asian History*: Consult the Tutorial Office of either History or East Asian Studies.

ADVISING

Students are encouraged to come to the History Tutorial Office for information and advice about the History concentration. It is particularly important for freshmen considering a concentration in History to stop by the Tutorial Office as soon as possible to receive advice about planning their sophomore year program. The Director of Undergraduate Studies is Professor Sven Beckert. He and the Assistant Director of Undergraduate Studies, Dr. Adam Beaver, both hold weekly office hours and see students throughout the year. Each House has a history adviser on staff (resident or non-resident), and each History concentrator is assigned a faculty advising consortium based on field of interest. Caron Yee, the Coordinator of Undergraduate Studies, is available in the History Tutorial Office on a walk-in basis during regular office hours.

Freshmen interested in exploring History as a concentration should take one or more of the following in the pre-concentration period: a Freshman Seminar with a member of the Department; any lecture course designated as a broad survey in the Department; and/or a reading seminar in the fall of the sophomore year.

For up-to-date information on advising in History, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/History.html.

RESOURCES

In addition to the History Department Library, located on the second floor of Robinson Hall, many other valuable resources available to undergraduates are listed in *A Student Guide to the Harvard University Library*.

HOW TO FIND OUT MORE

Copies of the Handbook for Concentrators may be obtained at the History Tutorial Office. For further information, call or visit the History Tutorial Office, Robinson Hall 101 (617-495-2157); our web address is www.fas.harvard.edu/~history. The staff will happily make appointments for students with the Director of Undergraduate Studies or Assistant Director of Undergraduate Studies.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
History	280	293	234	219	197
History + another field	11	11	12	7	17
Another field + History	7	7	6	7	5

History and Literature

Dr. Jeanne Follansbee Quinn, Director of Studies

Celebrating its centennial in 2006, History and Literature is the oldest Harvard concentration; for many years it was the only concentration. Conceived as an antidote to President Eliot's "elective system," it served as a model for the reconstruction of undergraduate education under President Lowell, who had been among the founders of History and Literature.

The initial understanding was that history and literature were to be studied as quite separate disciplines, but in a way that illuminated and enriched one's understanding of both. Professor Barrett Wendell, the first chair of History and Literature, insisted that writers "could never have been what they were but for the historical forces that surged about them," and that, conversely, it is through the literary voices of the past that the historian comes to understand "not only bare facts but also how those facts made the living men feel who knew them in the flesh."

Since Wendell's day there have been many other arguments as to why and how literature and history ought to be studied together. The concentration presupposes no single mode of integrating the two disciplines; indeed the primary goal of tutorial (the only instruction offered in History and Literature, all other courses being offered through other Departments) is to introduce students to several means of pursuing interrelationships. Through this range of approaches, concentrators come to see history and literature not as two subjects but as one.

At the heart of the program is tutorial. While course work provides the indispensable grounding in both disciplines, tutorial is intended to supply avenues for synthesis, an opportunity to pursue specific topics in depth, and a general framework within which the disparate elements in a student's plan of concentration may be integrated. Sophomore tutorial—normally taught in small groups under the supervision of two tutors—is partly methodological in orientation. Junior and senior tutorials are individual and more varied. Written work is an important part of both sophomore and junior tutorial, leading to the thesis in the senior year. While students are encouraged to identify and explore areas of special interest within the concentration, a broad knowledge of major literary figures and historical events—as tested on the oral examination at the end of the senior year—is equally stressed. History and Literature thus aspires to promote the integration of the two disciplines and a balance between general knowledge and specific expertise. It is a demanding enterprise, but it is immensely rewarding as well.

The History and Literature program requires an application so that students will give careful thought to their decision to pursue interdisciplinary work in the Humanities and to their choice of field within the concentration.

REQUIREMENTS: 14 HALF-COURSES

In the spring of sophomore year each student submits a full Plan of Concentration to members of the Committee on Instruction for approval. Revised Plans are submitted in the junior and senior years. A list of the courses that count in the various fields is available in the office and on the web. Courses in the history of philosophy, government, economics, history of art and architecture, or subjects related in chronology, geography, or method to the student's special field may be accepted for concentration credit by the Committee on an individual basis.

1. *Required courses:*

- a. At least nine half-courses in a special field (see item 9a), normally divided equally between history and literature. Specific courses are required in several of the special fields. Details are available in the departmental pamphlet *Handbook for Concentra-*

tors. Courses must be letter-graded. Ordinarily, lower-level language courses may not be counted toward this requirement.

- b. History and Literature 97 (one term), 98r (two terms), and 99 (full year). With the permission of the Director of Studies, concentrators may be allowed to take History and Literature 91r for credit in any term.

2. *Tutorials:*

- a. *Sophomore year:* History and Literature 97 (one term) required. Letter-graded.
- b. *Junior year:* History and Literature 98r (two terms) required. Letter-graded.
- c. *Senior year:* History and Literature 99 (full year) required. Graded SAT/UNS.

3. *Sophomore Essay:* A required 3,000-4,000 word interdisciplinary paper which is part of the student's regular tutorial work.

4. *Sophomore Examination:* Required of all concentrators. Oral examination on historical and literary texts. Coverage of the entire field will not be expected.

5. *Junior Essay:* A required 5,000-6,000 word research paper which is part of the student's regular tutorial work.

6. *Junior Seminar:* A required reading assignment, short writing assignment, and small group discussions of the work of a visiting scholar, followed by a lecture by that scholar.

7. *Senior Thesis:* 10,000–15,000 words. Required of all concentrators. A student enrolled in History and Literature 99 who does not complete a thesis can receive credit for this course only by completing a paper in the relevant field.

8. *Oral Examination:* Required of all concentrators except those who do not complete the thesis; covers the entire field of concentration.

9. *Other information:*

a. *Special Fields:*

- i. *Countries:* America, Britain, France, Germany, Russia.

- ii. *Other fields of study:*

- The Middle Ages (focus developed in consultation with advisers) ca. 400–ca. 1500.
- Europe ca. 1300–ca. 1750 (focus developed in consultation with advisers).
- Postcolonial Studies (focus developed in consultation with advisers).
- Modern Europe (focus on two countries) 1750–the present.

Britain and France	France and Germany
Britain and Germany	France and Russia
Britain and Russia	Germany and Russia
- Britain and America (qualified students may petition to enter this field at the end of the sophomore year), 1588–the present.
- France and America, 1750–the present.
- Germany and America, 1750–the present.
- Russia and America, 1750–the present.
- Latin America, 1492–the present.
- Latin America and North America (focus developed in consultation with advisers).
- Additional special fields within the competence of the Board of Tutors may be approved by petition to the Committee on Instruction.

- b. *Language requirement*: Reading knowledge of foreign language(s) required in each special field as follows:
- i. *Germany, France, or Russia*: The language of the country being studied.
 - ii. *Britain, America, or Britain and America*: Must take a reading course in one foreign literature.
 - iii. *Latin America*: Spanish.
 - iv. *The Middle Ages*: The languages relevant to the student's work.
 - v. *Europe ca. 1300–ca. 1750*: The languages relevant to the student's work.
 - vi. *Modern Europe*: The languages relevant to the student's work.
 - vii. *Postcolonial Studies*: The languages relevant to the student's work.
 - viii. *Additional special fields*: Language requirements will be set by the Committee on Instruction.
- Each student must receive a grade of B– or higher in at least one half-course in a foreign literature in which the texts are read in the original language. A list of the courses that count for the foreign literature requirement is available in the office and on the web. This requirement must be met by the end of junior year. This course can be counted as one of the 14 required courses.
- c. *Study Abroad*: History and Literature strongly encourages study abroad for one term of the junior year. Students who study abroad take only one term of junior tutorial, though they must still complete the junior essay and 14 total concentration half-courses.

ADVISING

Each student is assigned to a tutor, who also functions as that student's academic adviser. They work closely together to assemble a Plan of Concentration that fits the student's needs and fulfills concentration requirements. Since the roles of tutor and academic adviser are performed by the same person in History and Literature, the advising system is close and personalized.

For up-to-date information on advising in History and Literature, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/HistoryLiterature.html.

HOW TO FIND OUT MORE

Students interested in learning more about History and Literature are invited to pick up a copy of the Handbook for Concentrators in the Committee office at the Barker Center. Our website is www.fas.harvard.edu/~histlit. Jeanne Follansbee Quinn is the Director of Studies.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
History & Literature	197	192	167	165	158
History & Literature + another field*	10	5	5	7	3

* History and Literature participates in joint concentrations only as the primary field.

History and Science

Professor Steven Shapin, Director of Undergraduate Studies

History and Science is an interdisciplinary undergraduate concentration. It was established in the early part of the 20th century by Harvard scientists who believed that students who combined the study of history with the study of science would become both better scientists and better citizens in a world increasingly influenced by science and technology. Most instruction in the concentration now takes place within the Department of the History of Science, which was itself created in the mid-1960s, and formal responsibility for granting undergraduate degrees is held by the department.

The program offers students a variety of opportunities to expand their understanding of the scientific enterprise, to explore in some detail how the past has shaped the development of science and, in turn, how science has shaped other human activities. Besides doing course work at an advanced level in science, history, and history of science, every concentrator takes five semesters of tutorial, taught by faculty members from the Department of the History of Science, and writes a senior thesis.

Sophomore tutorial introduces students to important episodes in the history of science and the challenges of historical research and interpretation as they present themselves in primary, secondary, and archival materials. Students meet in small groups of six to eight with individual tutors. Weekly lectures supplement tutorial readings and written assignments.

Students considering concentrating in History and Science are strongly encouraged to enroll in History of Science 100, *Knowing the World: An Introduction to the History of Science*, a course to be given for the first time in the Fall of 2007. Junior concentrators take two terms of tutorial: one term of a research seminar (History of Science 98) and one term of a junior seminar (to be chosen from a list of specially designated department seminars). The research seminar is designed to help students come to a better understanding of the craft of history research and writing. The junior seminars cover special topics in a small group setting, and are structured so as to develop ways of thinking about material that students will be able to apply to other projects and topics.

The senior thesis is the culmination of the tutorials' integrative effort. The range of subjects is great. Some examples of theses written by students in the concentration recently are: "On Lawrence Summers, Women, and Science: Changing Debates About the Biology of Sex Differences at Harvard Since 1969," "The Uncivilized Camera: Television Technology and the Vietnam War," "Andino-Medical Power, Politics, and Prejudice: The Schism of Modern and Indigenous Peruvian Medicine, 1922-2005," "Questioning an Illusion: The Athenian Mercury's Struggle With Systems of Natural Knowledge, 1691-1697," "'Public Enemy Number One': The Conceptual Reevaluation of Heroin Addiction in Nixon-Era America, 1968-1972," "The Anatomy of Medical Translation: Embracing Cross-Cultural Therapies in Japan and Holland during the Tokugawa Era (1641-1868)," and "Wild Goose Chase: The Communal Science of Waterfowl Migration Study in North America, 1880-1940." Students are welcome to look through the collection of past and present senior theses that are located in the Department of the History of Science.

History and Science is an application-only concentration; students must complete an application form (available from the department) before entering the concentration.

For information on the secondary field in History of Science, please see page 344 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Hist%20Sci/program-desc-histsci.htm).

REQUIREMENTS

14 half-courses

1. *Required courses:*
 - a. Five half-courses in history and history of science. At least three of the five courses must be in the history of science. Ordinarily, the others will be in history, but historically-oriented courses in other fields may be counted towards this requirement, with the approval of the Director of Undergraduate Studies. No more than two of the five courses may be introductory, and one of the five must cover a period of time before 1800.
 - b. Four half-courses in science, all in one field though not necessarily in one department. No more than two may be introductory. *Note:* Courses may be drawn from any of the physical and biological or life sciences and, with the approval of the Director of Undergraduate Studies, certain of the social and behavioral sciences.
2. *Tutorials:*
 - a. *Sophomore year:* History of Science 97 (one half-course) required (group tutorial). Letter-graded.
 - b. *Junior year:* History of Science 98 (one term) and a junior seminar (one term) required. Letter-graded.
 - c. *Senior year:* History of Science 99 (two terms) required, primarily senior thesis writing. Letter-graded.
3. *Thesis:* Required.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Two half-courses taken Pass/Fail may be counted for concentration.
 - b. Freshman seminars taught by department faculty may count towards concentration credit.
 - c. Students may elect to study abroad during their junior year. The concentration will count up to two (2) approved courses out-of-residence towards concentration requirements. Please consult with the Director of Undergraduate Studies for more information.

Mind, Brain, and Behavior Track

Students interested in integrating serious study of the sciences of mind, brain, and behavior with thoughtful attention to sociocultural, philosophical, and historical questions raised by those sciences may pursue a Mind, Brain, and Behavior track in History and Science, developed in collaboration with the Standing Committee on Neuroscience and the University-wide Mind, Brain, and Behavior Interfaculty Initiative. (Mind, Brain, and Behavior tracks are also available in Anthropology, Computer Science, Human Evolutionary Biology, Linguistics, Neurobiology, Philosophy, and Psychology.) Requirements for this program are based on those of the History and Science concentration, except that:

At least three of the five sociocultural half-courses should be historical in nature. Up to two courses may be taken in an auxiliary area, such as: (1) Health and Science Policy, (2) Medical Anthropology, (3) Religion and Ethics, (4) Philosophy of Mind & Behavior.

The four half-courses in science must include MCB 80 (ordinarily in the sophomore year), and three half-courses that focus in one of the following areas: (1) Cognitive Systems, (2) Psychopathology, (3) Human Evolutionary Biology, (4) Child Development and the Brain, (5)

Computational Neuroscience, (6) Neurobiology. In some circumstances, courses from two areas may be combined.

Students may substitute an approved Mind, Brain, and Behavior interdisciplinary seminar for the History of Science junior seminar.

Students pursuing the Mind, Brain, and Behavior track are also expected to participate in the University-wide Mind, Brain, and Behavior research milieu, including a non-credit senior year seminar for Mind, Brain, and Behavior thesis writers.

ADVISING

Prof. Steven Shapin is Director of Undergraduate Studies and has overall responsibility for advising in the concentration. He is also available for individual consultation (shapin@fas.harvard.edu). Students seeking advice on course selection, or any other aspect of the concentration, should first contact Alice Belser, the Manager of Student Programs (ajbelser@fas.harvard.edu). Faculty in charge of students' History of Science tutorials also function as advisers: sophomores may consult with the faculty in charge of the sophomore tutorial; juniors with faculty responsible for their junior tutorials; and seniors with the senior tutorial course head.

For up-to-date information on advising in History and Science, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/HistoryScience.html.

RESOURCES

Located in Widener Library, Room 91, the History of Science Library maintains a non-circulating collection including journals, reference works, and a major reprint collection. In the Department of the History of Science, students can consult the senior honors theses written in recent years.

HOW TO FIND OUT MORE

For more information contact the Manager of Student Programs, Alice Belser, ajbelser@fas.harvard.edu, 617-495-3742, Science Center 355, or the Director of Undergraduate Studies, Professor Steven Shapin, shapin@fas.harvard.edu, 617-384-7997, Science Center 451. Our website is www.fas.harvard.edu/~hsdept/.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
History and Science	121	100	92	88	85
History and Science + another field	6	5	5	3	2
Another field + History and Science	4	4	6	1	0

History of Art and Architecture

Professor Joseph Koerner, Director of Undergraduate Studies

The History of Art and Architecture concentration offers training in the historical interpretation and critical analysis of the visual arts and architecture. It develops the skills of visual discrimination and verbal expression fundamental to art historical analysis.

Encompassing material from the widest range of geographic and historical origins, art history is itself a multifaceted discipline embracing many different methods, perspectives and interests. Sometimes it deduces from works of art the time and place of their making, or the identity of their makers. Sometimes it examines how concepts, ideals, and sensibilities of people of the past are expressed in their art, and further, how that art influenced wider aspects of their culture. These and other approaches are reflected in the teaching and scholarship of the History of Art and Architecture faculty.

Training in the critical analysis of art seeks to clarify the perception—and understanding—of how artworks relate to the techniques and materials used in their making, and to the environment in which they are seen. It also fosters the ability to make and explain judgments of quality and value. Instruction in critical analysis is aided by the History of Art and Architecture Department's partnership with one of the world's greatest teaching museums, comprising the Fogg, Busch-Reisinger, and Sackler Museums. This offers students a unique opportunity of first-hand study of original works of art in many media.

Concentration requirements insure that students are well versed in both the historical and critical facets of the field. Generally, course work offers coverage of the history of art, while a sequence of small-group tutorials develop critical skills. Courses in the History of Art and Architecture undergraduate curriculum are structured as a three-tier system, consisting of a sequence of entry-level and field-specific introductory courses, upper-level courses, and tutorials.

History of Art and Architecture (HAA) 1, HAA 10, and HAA 11 are general, conceptual introductions (to world art from pre-history to the present, history of later western art, and history of world architecture, respectively) each of which could serve as a point of entry into the courses and concentration of History of Art and Architecture.

Tutorials are small-group seminars which discuss the methodology of the discipline or examine a specific research topic in the discipline. These are intended to provide increasing expertise in critical and analytical thinking, and serve as a basis for independent senior research projects. The senior thesis offers a student the opportunity to apply in greater depth one or more of the methods and aims developed in courses and tutorials, although, of course, theses often deal with subjects not included in class work.

The concentration in History of Art and Architecture can be pursued in conjunction with several other concentrations, most commonly Visual and Environmental Studies, History, English, Anthropology, Literature, area studies, or Romance Languages. Together with the Departments of the Classics, Near Eastern Languages and Civilizations, and Anthropology, the Department of History of Art and Architecture initiates students in the study of archaeology.

Students wishing to pursue specific interests, such as architecture, may receive advising from appropriate faculty as arranged by the Director of Undergraduate Studies.

Requirements for all concentrators, joint and full, provide exposure to a variety of areas within art history, as well as allow for the selection of a major field focus from among the following: African, Ancient (Egypt, Ancient Near East, Greece, Rome), Architectural History and Theory, Baroque and Rococo, Byzantine, Chinese, Japanese, Indian, Islamic, Latin American/Pre-Columbian, Medieval, Modern and Contemporary, and Renaissance.

A History of Art and Architecture concentration is an effective core to a liberal arts education, and not merely pre-professional training for future art historians. The History of Art and Architecture is virtually unique among academic disciplines in studying the products of societies in every part of the world over the entire span of history, from the Paleolithic cave paintings to the works of our closest contemporaries.

Students concerned with joint concentration, credit for work done elsewhere, and late transfer into History of Art and Architecture should consult with the Director of Undergraduate Studies. All concentrators should arrange advising appointments with the Director of Undergraduate Studies at the start of each term.

For information on the secondary field in History of Art and Architecture, please see page 342 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/HAA/program-desc-haa.htm).

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*

- a. Four half-courses from offered introductory courses, numbered History of Art and Architecture 1–89. (Freshmen considering the concentration should normally take at least one of these in their freshman year, although this is not a prerequisite for the concentration.)
- b. Three half-courses in a major field chosen from the list in item 5c.
- c. Two half-courses in two different areas outside the major field to be chosen from courses with two or three-digit numeration or the Core.
- d. One half-course of History of Art and Architecture 97r (see item 2a).
- e. One half-course of History of Art and Architecture 98ar (see item 2b).
- f. One half-course of History of Art and Architecture 98br (see item 2b).

Note: Of the twelve half-courses required, a distribution requirement must be fulfilled as follows:

- i. One half-course in items 1a, 1b, 1c, or 1d must be in Asian, Islamic, African, or Latin American/Pre-Columbian if the major field is in any area of European or North American art or architecture; or one half-course in European or North American art or architecture if the major field is Asian, Islamic, African, or Latin American/Pre-Columbian.
- ii. Two half-courses in two different periods other than that of the major field.

No more than five of the series of courses numbered History of Art and Architecture 10–89 may be taken for concentration credit, except with the approval of the Director of Undergraduate Studies. The balance should be tutorials and upper-level courses.

2. *Tutorials:*

- a. *Sophomore year:* History of Art and Architecture 97r (one term) required. Letter-graded. Group tutorial, offers concentrators the choice of several study groups investigating a particular field of art history.
- b. *Junior year:* History of Art and Architecture 98ar (one term) and History of Art and Architecture 98br (one term) required. Letter-graded. History of Art and Architecture 98ar, faculty tutorial, consists of weekly meetings with designated faculty, where regular reading and writing assignments are focused on a topic of mutual interest. History of Art and Architecture 98br is an introduction to the methods and research skills of art history. History of Art and Architecture 98ar and 98br need not be taken in sequential order.

3. *Thesis*: None.
4. *General Examinations*: None.
5. *Other information*:
 - a. History of Art and Architecture courses may include: Core courses given by members of the Department of History of Art and Architecture; all historical courses in visual and environmental studies; classical archaeology; selected courses in the Core Curriculum, the humanities, anthropology, and african and african american studies; certain offerings of the Graduate School of Design; and certain Freshman Seminars. The designation of any course taken outside the Department of History of Art and Architecture as a concentration course is subject to the approval of the Director of Undergraduate Studies. No more than two half-courses may be “imported” into the concentration by petition over and above those which are already cross-listed; exceptions for coursework done as part of study abroad programs will be considered on a case-by-case basis.
 - b. *Pass/Fail*: Normally, no work taken Pass/Fail will be accepted as part of the concentration; however, the Director of Undergraduate Studies may make an exception for not more than one half-course in studio arts, or a Freshman Seminar.
 - c. *Major fields*: Students elect one of the categories below as an area of focus.

African	Islamic
Ancient	Japanese
Architectural History and Theory	Latin American/Pre-Columbian
Baroque and Rococo	Medieval
Byzantine	Modern and Contemporary
Chinese	Renaissance
Indian	

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses*: Same as **Basic Requirements**.
2. *Tutorials*:
 - a–b. Same as **Basic Requirements**.
 - c. *Senior Year*: History of Art and Architecture 99 (two terms) required. Graded SAT/UNS. In the fall term, History of Art and Architecture 99 includes several group tutorial meetings with the Senior Honors Adviser, where assignments are aimed at facilitating the writing of a senior thesis (See item 3).
3. *Thesis*: Required, ordinarily written as part of History of Art and Architecture 99. A student who does not complete the thesis but wishes to receive full- or half-course credit for History of Art and Architecture 99 must submit a paper or other substantial piece of work. Only students with a minimum grade point average of 3.00 within the concentration are eligible to write a thesis.
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.

Joint Concentration Requirements: 8 half-courses and thesis

Students applying for a joint concentration must confer with the Director of Undergraduate Studies to establish a well-conceived three-year plan.

1. *Required courses (six)*: Two courses chosen from the introductory course offerings numbered History of Art and Architecture 1-89, two upper-level courses in the major field, and two in other fields.
2. *Tutorials (two)*: History of Art and Architecture 98ar, and History of Art and Architecture 98br.
3. *Thesis*: Required. Full course (2 terms). Should be registered in the primary concentration, with the approval of the allied concentration.
4. *General Examination*: None.

ADVISING

Departmental academic advising is provided by the faculty, and by the Director of Undergraduate Studies, who meets individually with concentrators to discuss course selection, tutorials, and thesis topics (usually at the beginning of each term and by appointment at other times). In addition, each concentrator will be assigned a faculty member contact with whom they will meet at the beginning of term and when otherwise useful for counsel. Students are reminded, however, that they are each ultimately responsible for the fulfillment of concentration requirements, and should check regularly on the current status of their progress. Procedural information and advice is available throughout the year in the Undergraduate Office. Please contact the Undergraduate Coordinator, Thomas Batchelder (Sackler Museum, Room 208, 617-495-2310), who is available on a walk-in basis during most regular office hours.

For up-to-date information on advising in History of Art and Architecture, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/HistoryArtArch.html.

RESOURCES

History of Art and Architecture concentrators benefit from the unusually rich University collections of Harvard's five museums: the Fogg, Sackler, Busch-Reisinger, Semitic, and Peabody museums containing Western, Asian, and ethnographic art. Concentrators often have an opportunity to be involved in aspects of museum operations, working with curators and museum staff to research pieces in the collection and/or share in the mounting of exhibitions. Harvard's library holdings in art and archaeology include more than 250,000 books and more than 1,500,000 photographs and slides.

The Museum of Fine Arts is one of Boston's great cultural resources. It is located on Huntington Avenue in Boston, on the Green 'E' line, only a short ride from Harvard Square by the T. Entrance to the Museum is free to undergraduates who show their Harvard ID cards at the door. For more information about hours and exhibits, you may call 617-267-9300; after reaching the Museum, dial 800 for information.

HOW TO FIND OUT MORE

For further information regarding the concentration contact the Undergraduate Office, Sackler Museum Room 208, 617-495-2310. Office hours: Monday through Friday, 9–5.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
History of Art & Architecture	58	57	50	51	47
History of Art & Architecture + another field	4	5	4	4	3
Another field + History of Art & Architecture	6	10	7	7	5

Human Evolutionary Biology

Professor David Pilbeam, Co-Head Tutor

Professor Daniel E. Lieberman, Co-Head Tutor

Human Evolutionary Biology addresses why humans and primates are the way they are from an evolutionary perspective. Understanding the biological bases for the behavioral and physical traits that distinguish humans from other primates is one of the great challenges of modern biology, and is the focus of Human Evolutionary Biology. Many new, unprecedented opportunities make this an exciting time to tackle the question of how evolution made us human. We now have the complete human and chimpanzee genomes, considerable data on human genetic diversity, and even some fossil DNA. New genetic techniques enable us to identify important candidate genes in human evolution, and study their expression and developmental effects in the lab. The fossil and archaeological records of human evolution are expanding rapidly in size and quality, and include for the first time a number of our earliest ancestors from very close to the split between the human and chimpanzee lineages. Recent advances in geochemistry now permit us to calculate the age of many fossils to give a detailed chronology of our species' history, and to study ancient diets and life histories from fossils. And we have a rich and increasingly sophisticated understanding of the behavioral and reproductive ecology of our closest non-human relatives, especially the chimpanzees, as well as of humans.

Human Evolutionary Biology provides a general foundation in human and organismic biology as part of the Life Sciences cluster of concentrations. Human Evolutionary Biology is also linked to the social sciences at Harvard, and complements the pre-existing track in Biological Anthropology within the Anthropology Concentration. Students interested in addressing questions about human and non-human primate cognition from the perspective of human evolutionary biology also may pursue a special program of study affiliated with the University-wide Mind, Brain and Behavior Initiative.

The concentration is designed to offer a rigorous background in human and evolutionary biology while encouraging a broad range of interdisciplinary work. All students take a sophomore tutorial, and we offer many small, advanced courses, which afford them the opportunity to work intensively with members of the faculty. We encourage all concentrators to get involved in research at some level, and require a research experience within the concentration as part of a junior research seminar. We also encourage concentrators to do senior theses, and/or to get involved in research opportunities in the laboratory and the field.

For information on the secondary field in Human Evolutionary Biology, please see page 345 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/HEB/program-desc-HEB.htm).

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required Courses:*
 - a. Life Sciences 1a and 1b (normally in freshman year).
 - b. Four half-courses, to be chosen from among the following subfields: human evolution, human anatomy and/or physiology, human reproductive biology, primate behavioral ecology, human behavioral ecology, evolutionary biology, genetics and genomics.
 - c. Four additional half-courses in related fields. These can include: up to three half-courses from Physical Sciences 1, 2, and 3; up to two half-courses of Math and/or Bio-statistics; one half-course of organic chemistry; up to two half-courses in approved courses in additional related fields (e.g., anthropology, organismic and evolutionary biology, molecular and cellular biology, psychology).
2. *Tutorials (All letter-graded)*
 - a. *Sophomore year:* Sophomore tutorial (ordinarily taken in the spring term of the sophomore year). This seminar integrates the field with modules on each of the major subfields within the discipline; it also provides a joint experience for all concentrators in an intimate seminar environment.
 - b. *Junior year:* Junior research seminar. A small, intensive research course, normally to be taken in the junior year, which includes some independent research component and is taught by a member of the faculty.
3. *Thesis:* None
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Two courses may be taken pass/fail and counted towards concentration with permission from the Head Tutor. These ordinarily include courses in related fields. All tutorials are letter graded.
 - b. *Languages:* No requirement, but proficiency in a foreign language is recommended for students planning to pursue a PhD in Anthropology.

Requirements for Honors Eligibility: 14 half-courses

THESIS TRACK

1. *Required Courses:*
 - a-c. Same as **Basic Requirements**.
2. *Tutorials (All letter-graded):*
 - a. *Sophomore year:* Sophomore tutorial (ordinarily taken in the spring term of the sophomore year). Same as **Basic Requirements**.
 - b. *Junior year:* Thesis candidates must take a thesis research-related course, either a junior research seminar or a supervised reading and research (91r).
 - c. *Senior year:* 99 (full course, letter graded), culminating in the submission of a senior thesis, followed by an oral examination on the thesis.
3. *Thesis:* Required
4. *General Examination:* The department will administer to each student a one-hour examination covering primarily the substance of the thesis as well as general knowledge of the field.
5. *Other information:* Same as **Basic Requirements**.

NON-THESIS TRACK

1. *Required Courses:*
 - a-c. Same as **Basic Requirements**.
 - d. Two additional half-courses in human evolutionary biology approved in advance by the Head Tutor. These courses are ordinarily advanced lecture or supervised reading courses on a focused topic; the topic should be related to one half-course selected from the **Basic Requirements**. They may not include HEB 99 (senior tutorial).
2. *Tutorials (All letter-graded):*
 - a. *Sophomore year:* Sophomore tutorial (ordinarily taken in the Spring term of the sophomore year). Same as **Basic Requirements**.
 - b. *Junior year:* Junior research seminar. Same as **Basic Requirements**.
 - c. *Senior year:* None.
3. *Thesis:* None.
4. *Submission of written work and General Examination:* Prior to reading period in the eighth term each student will submit to the department a substantive piece of writing in the field, ordinarily a term paper or report on original research, as well as a senior essay assigned by the Head Tutor that integrates the advanced courses selected for the focused topic. The department will then administer to the student a General Examination covering the substance of the senior essay as well as general knowledge of the field.
5. *Other information:* Same as **Basic Requirements**.

Human Evolutionary Biology/Mind Brain and Behavior Track
14 half-courses

1. *Required Courses:*
 - a. Life Sciences 1b (normally in freshman year).
 - b. Science B-62 (or B-29 for classes of 2010 and earlier).
 - c. MCB 80 (formerly Biological Sciences 80).
 - d. Two half-courses, to be chosen from among the following subfields: human evolution, human anatomy and/or physiology, human reproductive biology, primate behavioral ecology, human behavioral ecology, evolutionary biology, genetics and genomics.
 - e. Two additional half-courses in Mind, Brain, and Behavior.
 - f. Three additional half-courses in related fields. These can include: up to three half-courses from Physical Sciences 1, 2, and 3; up to two half-courses of Math and/or Biostatistics; one half-course of organic chemistry; up to two half-courses in approved courses in additional related fields (e.g., anthropology, organismic and evolutionary biology, molecular and cellular biology, psychology).
2. *Tutorials (All letter-graded):*
 - a. *Sophomore year:* Sophomore tutorial (ordinarily taken in the spring term of the sophomore year). Same as **Basic Requirements**.
 - b. *Junior year:* One half-course MBB-approved seminar.
 - c. *Senior year:* 99 (full course, letter graded), culminating in the submission of a senior thesis, followed by an oral examination on the thesis.
3. *Thesis:* Required.
4. *General Examination:* None.
5. *Other information:* Same as **Basic Requirements**.

ADVISING

Dr. Carole Hooven, the concentration adviser, is available to provide guidance on course selection, laboratory research, and the fulfillment of concentration requirements. Visit www.lifescience.fas.harvard.edu/concentrations/ for more information. The Head Tutors and members of the Biological Anthropology wing of the Anthropology Department also provide mentoring on academic and career issues.

For up-to-date information on advising in Human Evolutionary Biology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/HumanEvolBiology.html.

HOW TO FIND OUT MORE

Concentration adviser: Dr. Carole Hooven, Peabody 26, 617-495-1870, hooven@fas.harvard.edu. Co-Head Tutors of Human Evolutionary Biology: Professor David Pilbeam, Peabody 51B, 617-495-4736, pilbeam@fas.harvard.edu; and Professor Dan Lieberman, Peabody 53H, 617-495-5479, danlieb@fas.harvard.edu. More information about the Human Evolutionary Biology concentration can be found at www.lifescience.fas.harvard.edu/concentrations/.

ENROLLMENT STATISTICS

Number of concentrators as of November

Concentrators	2006
Human Evolutionary Biology	72
HEB + another field	0
Another field + HEB	0

Linguistics

Professor Gennaro Chierchia, Head Tutor

Linguistics, the scientific study of language, is perhaps the ultimate interdisciplinary enterprise, cutting across the humanities, social sciences, cognitive sciences, physical sciences, and biological sciences. Since it is not taught in high school, most undergraduates, including many future Linguistics concentrators, only “discover” linguistics after they come to college. Some are intrigued by the prospect of discovering formal rules to model a complex form of behavior like language; others are interested in the relationship of natural languages to other symbolic systems; still others are curious about similarities and differences they have noticed among individual languages. In exploring these and similar topics, students of linguistics not only learn a great deal about a fascinating field; they also master a variety of conceptual and empirical techniques that stand them in good stead after graduation. Recent Harvard Linguistics concentrators have gone to graduate school in linguistics, mathematics, computer science, cognitive science, English, and music; to medical school, law school, and business school; and into employment in fields as diverse as editing, writing, translating, and language-processing software design.

The Department understands that undergraduates are interested in linguistics for a variety of reasons. Some plan to pursue graduate studies in linguistics or a related discipline; some plan to go on to professional work; and some see a concentration in Linguistics as interesting and valuable intellectually, but do not base their future vocational plans upon it. The Department has kept all of these considerations in mind in designing its course offerings and concentration requirements.

Many students who are curious about linguistics but who have never taken a linguistics course assume that it is chiefly a subject for people with an extensive background in foreign languages. This is incorrect. While it is true that some kinds of linguists need to have active control of a variety of languages, the overriding fact is that linguistics and language learning are completely separate pursuits. People who are “good at languages” are not always good at linguistics, and vice versa; many of the world’s most successful professional linguists are fluent only in their native language.

The courses offered by the Department of Linguistics reflect the extraordinary diversity of the field. The emphases are on linguistic theory, historical linguistics, and the cognitive aspects related to language.

Linguistic theory

Every normal child learns a language between the ages of one and five. Linguistic theory seeks to characterize this knowledge explicitly and to account for the ease and speed with which humans acquire it. Since the bulk of the knowledge that enables us to speak and use language is unconscious, most people are unaware of its almost unbelievable complexity and richness. Nor is it obvious to the casual observer that the underlying structures of languages as superficially different as English, Zulu, and Navajo are deeply and fundamentally the same. The traditional branches of linguistic theory are syntax, the study of sentence structure; phonology, the study of the sounds and sound systems; morphology, the study of word structure; and semantics, the study of meaning.

Historical linguistics

All languages change over time, sometimes giving rise to one or more daughter languages and, eventually, to families of related languages. Depending on their specific interests, historical linguists may investigate the processes and principles by which language change occurs, or study the documented history of individual languages, or try to recover the prehistory of language families by using the “comparative method” to reconstruct the unattested common parent

of a set of attested daughter languages. A much-studied example of a reconstructed language is “Proto-Indo-European,” the parent language of the family that includes most of the ancient and modern languages of Europe (including English) and northern India.

The Linguistics track in Mind, Brain, Behavior (MBB)

The numerous connections between linguistics and other fields are reflected in the rules for the Linguistics concentration, which allow a range of combined “tracks” (NB: not joint concentrations) such as Linguistics and Psychology, Linguistics and East Asian Languages, Linguistics and Computer Science, etc. An exciting new option is the Linguistics track in Mind, Brain, Behavior (MBB).

Since language is a distinctively human characteristic, the study of language provides an important take-off point for investigating the complexities of the human mind/brain. Linguistics spearheaded the “cognitive revolution” in the 1950’s and has occupied a privileged position in debates on cognitive issues ever since. At Harvard, the MBB Initiative was founded to help faculty in distinct research areas collaborate on projects making use of emerging techniques in neuroscience. One such technique, brain imaging, has long been of interest to linguists; newer experimental work is establishing connections between linguistic theory and language processing, language acquisition, language use, spatial and social cognition, evolutionary psychology and biology, and neuroscience.

The Linguistics/MBB track gives students an opportunity to delve into the neurobiological, psychological, philosophical, and evolutionary aspects of language, in the process becoming familiar with the different ways that researchers in these fields approach language-related problems. Another option encourages exploration of the relationships between language and computer science, including computational neuroscience. Whatever their specific choices, students who elect to concentrate in Linguistics/MBB graduate with a unique knowledge base and an invaluable set of skills and tools.

The implications of the study of language are broad and interdisciplinary. Modern linguistics theory attempts to characterize a very complex domain of human knowledge, and is thus an area of central concern to philosophers of mind as well as to cognitive psychologists. Furthermore, since the models of language constructed by theoretical linguists are formal in character and inspired by computational and mathematical methodologies, linguistics has a mutually beneficial relationship with computer science and the study of artificial intelligence. Linguistics also offers a firm understanding of the nature of language to literary scholars and language teachers. Finally, since languages are cultural artifacts, the reconstruction of an extinct language can shed light on the physical surroundings and the social institutions of its speakers, making linguistics a topic of interest to anthropologists, sociologists, and archaeologists.

Since high schools and even many universities do not offer courses in linguistics, the department’s introductory courses presuppose no prior background in the field. Many linguistics concentrators, in fact, were unaware of the existence of linguistics as a subject before they took their first linguistics course at Harvard. Our courses therefore aim to introduce students to linguistic analysis and actively engage them in it. They also expose students to the great diversity found in the languages of the world. Extensive foreign language background is not required or assumed.

Concentrators in Linguistics can choose between three tracks: Linguistics; Linguistics with Related Field; and Linguistics with Mind, Brain, and Behavior. The three tracks have the same tutorial program and share a core set of required courses that emphasize argumentation and methodology in phonology, syntax, semantics, and historical linguistics. The Linguistics with MBB track has an additional set of three required core courses that emphasize argumentation and methodology in mind, brain, and behavioral science. Students who choose the straight Linguistics track meet the remainder of the non-tutorial course requirement by taking a combination of more advanced linguistics courses within the Department and linguistics-related

offerings in other departments. Examples of linguistics-related offerings in other departments include courses on the linguistic structure of particular languages (e.g., History of the German Language) and on the computational, philosophical, and psychological aspects of language (e.g., Psychology of Language). Students who choose the Linguistics with Related Field combine courses in linguistics proper with linguistics-related courses in an approved second field such as Anthropology, Classics, Computer Science, or Psychology. Students who choose Linguistics with MBB meet the remainder of the non-tutorial course requirement by taking a combination of more advanced courses on linguistics or on mind, brain, and behavior. Examples of MBB-related courses typically include courses offered by the Philosophy Department (e.g., Philosophy of Language), by the Psychology Department (e.g., Cognitive Neuropsychology), and by the Computer Science Department (e.g., Natural Language Processing).

Note that the Linguistics with Related Field and the Linguistics with MBB tracks are not the same as a joint concentration in Linguistics and another field. Joint concentrators have their study cards approve by both concentrations, and the other field may require additional courses beyond those needed for the Linguistics with Related Field or Linguistics with MBB tracks. Such students graduate with a concentration in Linguistics and the other field (e.g., Linguistics and Mathematics; Linguistics and Anthropology). Students in the Linguistics with Related Field or with MBB tracks, on the other hand, have their study plans approved only in Linguistics, and graduate with a concentration in Linguistics alone. Students in the Linguistics with MBB track receive a certificate from the MBB program as well. Additional information about the requirements for joint concentrators is provided below.

For information on the secondary field in Linguistics, please see page 346 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Linguistics/program-index-ling.htm).

OPTIONS

- Linguistics
- Linguistics with Related Field
- Linguistics with MBB
- Joint Concentration with a second field

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

**Basic Requirements: 12 half-courses
Requirements for Honors Eligibility: 14 half-courses**

Linguistics Track

1. *Required non-tutorial courses* (9 half-courses):
 - a. Linguistics 110: Introduction to Linguistics or Social Analysis 34: Knowledge of Language.
 - b. Linguistics 112a: Introduction to Syntactic Theory.
 - c. Linguistics 115a: Introduction to Phonetics and Phonology.
 - d. One of the following:
 - i. Linguistics 114: Introduction to Morphology.
 - ii. Linguistics 116a: Introduction to Semantics.

iii. Linguistics 117r: Linguistic Field Methods.

e. Linguistics 120: Introduction to Historical Linguistics.

-or-

Linguistics 122: Introduction to Indo-European.

f. Four additional half-courses, at least one of which must be in linguistics. For the other three courses, any course in linguistics or in the Supplement to the Related Field Requirement (available upon request from the Department) is acceptable. Alternatives outside this domain must be approved by the Head Tutor.

2. *Required Tutorials (Basic: 3 half-courses; for Honors eligibility: 5 half-courses):*

a. *Sophomore year:* Linguistics 97 is required in the spring term and consists of two consecutive six-week small-group tutorials.

b. *Junior year:* Linguistics 98a (fall) consists of two consecutive six-week small-group tutorials. Linguistics 98b (spring) is a one-term individual tutorial with a faculty member (for Honors candidates) or two consecutive six-week small-group tutorials (for non-honors candidates).

The specific topics covered in group tutorials change from year to year. Students are free to choose the tutorials they find most interesting, though the Head Tutor may require a student to select a different tutorial if enrollments have exceeded a certain level. With respect to group tutorials, non-honors candidates must take at least one tutorial in phonetics/phonology, one in syntax/semantics, and one in historical linguistics. Honors candidates must take a group tutorial in at least two of these fields.

c. *Senior year:* Linguistics 99, full course, required for Honors candidates. Linguistics 99 is a full course of individual tutorial with a faculty member and writing of the Linguistics thesis. Graded SAT/UNS.

3. *Required Languages:*

a. *Basic* concentrators must demonstrate knowledge of one foreign language by the end of the junior year. This can be done in the following ways:

- by being a native speaker of the language.
- by obtaining at least a B grade in a full-year, second year language course.
- by passing a Harvard College language placement exam.
- in some cases, by passing a special departmental reading exam.

b. *Honors* candidates must demonstrate a knowledge of an additional foreign language by the end of the junior year, either by the appropriate coursework (as described above) or by a placement exam.

Note: Native speakers of a foreign language are normally not allowed to take courses of basic instruction in that language. Any such courses taken by a native speaker will not be counted toward the departmental language or Related Field requirements.

4. *Thesis:*

a. *Basic:* Not required.

b. *Honors candidates:* Required. During the fall term of the senior year, honors candidates produce a thesis prospectus for approval by the Head Tutor. After completing the thesis, honors candidates present the results of their research at a departmental colloquium during Reading Period of the spring term.

5. *Other information:* Courses taken Pass/Fail may not be counted for concentration.

Linguistics with Related Field Track

1. *Required non-tutorial courses in Linguistics (5 half-courses):*
 - a. Linguistics 110: Introduction to Linguistics or Social Analysis 34: Knowledge of Language
 - b. Of the following three half-courses, Basic concentrators must take two half-courses, Honors concentrators must take all three:
 - i. Linguistics 112a: Introduction to Syntactic Theory
 - ii. Linguistics 115a: Introduction to Phonetics and Phonology
 - iii. Linguistics 120: Introduction to Historical Linguistics

-or-

 Linguistics 122: Introduction to Indo-European
 - c. Basic concentrators take two additional half-courses in Linguistics; honors candidates take an additional course in Linguistics.
2. Four half-courses in a related field (for example, psychology, romance languages, computer science, etc.). These may include half-courses relevant for the scientific study of language, but not directly within its purview; for example, not only courses such as “Semitic Linguistics” are acceptable, but also courses such as “Complex Fournier Analysis” and “Philosophy of the Mind.” Each program of study is approved on an individual basis by the Head Tutor.
3. *Required Tutorials:* Same as **Linguistics Track**.
4. *Required Languages:* Same as **Linguistics Track**.
5. *Thesis:* Same as **Linguistics Track**.
6. *Other information:*
 - a. *Pass/Fail:* Courses taken Pass/Fail may not be counted for concentration credit.
 - b. Students with an unusually strong background may be permitted to substitute another linguistics course for Linguistics 110.

Linguistics with Mind, Brain, and Behavior Track

14 half-courses

1. *Required non-tutorial courses (9 half-courses):*
 - a. *Three required half-courses in Linguistics:*
 - i. Linguistics 110: Introduction to Linguistics or Social Analysis 34.
 - ii. Linguistics 112a: Introduction to Syntactic Theory.
 - iii. Linguistics 115a: Introduction to Phonetics and Phonology.

-or-

 Linguistics 116a: Introduction to Semantics.
 - b. *Three required half-courses in MBB:*
 - i. Science B-62 (or Science B-29 for classes of 2010 or earlier).
 - ii. MCB 80: Neurobiology of Behavior.
 - iii. An MBB interdisciplinary seminar (*see mbb.harvard.edu/undergrad_prog_junior_sem.html*).
 - c. One additional half-course in linguistics.
 - d. One additional half-course in MBB.
 - e. One additional half-course in linguistics with an MBB focus. Examples of such courses include “Natural Language Processing,” “Philosophy of Language,” and “Cognitive Neuropsychology.”

Note: No course can be counted doubly to satisfy requirements a–c.

The courses to be counted towards the MBB requirements must be approved by the Head Tutor. Approval is automatic if the course is chosen from those listed in the Requirements for the Linguistics with MBB Track (available upon request from the Department).

2. *Required Tutorials:* Same as **Linguistics Requirements for Honors Eligibility**.
3. *Required Languages:* Same as **Linguistics Requirements for Honors Eligibility**.
4. *Thesis:* Same as **Linguistics Track**.
5. *General Information:* Same as **Linguistics Track**.
6. *Other information:*
 - a. *Pass/Fail:* Courses taken Pass/Fail cannot be counted for concentration credit.
 - b. Students with an unusually strong background may be permitted to substitute another linguistics course for Linguistics 110.

Joint Concentrations

Note: There is a crucial difference between the **Linguistics with Related Field** track or the **Linguistics with MBB** track and a *joint concentration* in Linguistics and another field. A student in Linguistics with Psychology as a related field or in Linguistics with MBB is solely under the jurisdiction of the Linguistics Department, while a student with a *joint concentration* in Linguistics and Psychology is under the jurisdiction of both Linguistics and Psychology—that is, he or she needs to fulfill the requirements for joint concentration outlined by both fields. A student in Linguistics with Psychology as a related field graduates with a concentration in Linguistics; a student in Linguistics with MBB also graduates with a concentration in Linguistics and is awarded a certificate by the MBB program. A joint concentrator graduates with a concentration in Linguistics and Psychology.

Joint concentrations must be approved by both participating concentrations. Typically, joint concentrators take six courses in Linguistics and six in the joint field and write a thesis that to some degree combines the two fields. Note that the same course cannot be counted as a required course for both fields simultaneously. Courses in the joint field should be selected in consultation with the Head Tutor of that field. Under normal circumstances, the following courses will be taken:

1. *Linguistics as primary field:* Linguistics 97r or Linguistics 98a (1 term), Linguistics 110 or Social Analysis 34, Linguistics 112a, Linguistics 115a, Linguistics 120 or Linguistics 122, one additional half-courses in Linguistics;
2. *Linguistics as allied field:* Linguistics 110 or Social Analysis 34, Linguistics 112a, Linguistics 115a, Linguistics 120 or Linguistics 122, two additional half-courses in Linguistics.

Joint concentrators ordinarily also enroll in two terms of senior tutorial in the primary field (the field listed first). Thesis advisers may be drawn from either of the two departments, subject to approval by the Head Tutors of both concentrations.

ADVISING

The Head Tutor and Assistant Head Tutor meet with concentrators individually at the beginning of each term to approve course selection and determine tutorial assignments. In addition, they are available to meet with students during regularly scheduled office hours or by appointment. Concentrators are also encouraged to contact other members of the faculty to discuss specific linguistics issues throughout the term.

For up-to-date information on advising in Linguistics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Linguistics.html.

RESOURCES

Concentrators are welcome to use the Departmental lounge, library, and computing facilities located on the third floor of Boylston Hall. A phonetics lab where students can experiment with the acoustic and articulatory properties of the sounds of the world's languages is located in Boylston 334. Concentrators may also frequent the Department's special collection of linguistic materials in Room B, on the top floor of Widener Library. Information about admission to these locations can be obtained from the Department Administrator, Cheryl Murphy, in Boylston 305.

STUDY ABROAD

The Department of Linguistics encourages study abroad for concentrators. Students working on a specific language or language area may wish to spend a term or a summer abroad. They should discuss their options with the staff of the Office of International Programs before meeting with the Head Tutor. Under appropriate circumstances, work done abroad may be counted toward the concentration requirement. Concentrators are encouraged to discuss their interests with the Head Tutor.

HOW TO FIND OUT MORE

For further information about the Linguistics concentration, please contact the Head Tutor, Professor Gennaro Chierchia, Boylston 316, 617-495-8181, or the Department Office located on the third floor of Boylston Hall. The department website (www.fas.harvard.edu/~lingdept) also contains a variety of useful information for undergraduates, including the department Handbook for Undergraduate Concentrators.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Linguistics	35	27	33	31	25
Linguistics + another field	6	5	3	5	5
Another field + Linguistics	3	4	2	1	4

Literature

Dr. Sandra Naddaff, Director of Studies

The Committee on Degrees in Literature is designed to meet the needs of students interested in the study of literature, literary and cultural theory, and other forms of representation in more than one culture or language. The concentration offers these students an individually tailored but carefully structured program, centered around a core of special courses and tutorials.

The Literature concentration provides students with the opportunity to explore a number of fundamental questions. What is literature? How has it been defined, analyzed, and valued? Are literary studies restricted to written texts? What tools and methods are used to study related forms like oral culture, film, mass cultural media, and visual and performance art? How do the definitions and functions of these literary and cultural forms change with differing languages, contexts, and purposes? The concentration proposes less to answer these questions than to investigate them.

The concentration in Literature considers that knowledge of more than one language and one national literature is essential to addressing these comparative questions. In cases where a student does not have the necessary linguistic competence at the time of application, we are happy to help him or her make arrangements to acquire proficiency through continued course work or summer study.

During the sophomore year students participate in a group tutorial. By studying a variety of works, drawn from different genres, periods, media, and national literatures, sophomore concentrators will be introduced to some of the fundamental questions and techniques of literary and cultural interpretation.

Junior tutorial allows students to design an individual program of study. During the fall term, students explore, with the help of their tutors, possible areas of specialization. At the end of the term, they submit a statement defining a special topic within literary and cultural studies. During the spring term of junior tutorial, they further their knowledge in their special topic and write a 20–25 page junior essay. Following the submission of the junior essay, each student takes a special field exam consisting of one essay question designed expressly with the student's special field in mind.

Senior tutorial focuses primarily on thesis preparation. A senior thesis of 45–70 pages is required of all concentrators and is due on March 15. Second term of senior tutorial will also help students prepare for the senior General Examination.

Before the second term of the senior year, if possible, concentrators are required to enroll in at least three courses offered by members of the Committee on Degrees in Literature and listed or cross-listed under the rubric of Literature in *Courses of Instruction*. These courses are especially designed to pursue theoretical topics in literary and cultural study.

Admission to the concentration is based on interviews, as well as on academic records and non-English language preparation.

The concentration supports students in their petitions to study out of residence. Subject to the approval of the Director of Studies, students may receive one term of tutorial credit and up to three other half-course concentration credits for corresponding course work done outside Harvard. However, to ensure that students get the most out of their individualized tutorials, such credit will, as a rule, only be extended for work done outside Harvard during the junior year. Students must also follow the Faculty procedures for petitioning for this credit.

Petitions for joint concentrations with other departments or programs will be considered.

For information on the secondary field in Literature, please see page 348 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Lit/program-desc-Lit.htm).

REQUIREMENTS

15 Half-Courses

1. *Required Courses:*
 - a. Literature 97; Literature 98a and 98b; Literature 99a and 99b (see item 2, Tutorials).
 - b. Three or four half-courses from among the courses listed under Literature in *Courses of Instruction*, including those courses listed under Comparative Literature, and those courses cross-listed under Literature. Each of these courses must be passed with a grade of B– or above.
 - c. Three or four half-courses in one non-English literature, each passed with a grade of B– or above. If a student takes three courses under Literature (see b above), four non-English literature courses are required; if a student takes four Literature courses, three non-English literature courses are required. Note: A student may petition the Director of Studies to take one non-English course at the advanced language level for concentration credit in this category.
 - d. Three half-courses drawn from a variety of related departments. These may include, but are not limited to, English literature; foreign or classical literatures or Folklore and Mythology (including additional courses in the literature chosen under 1c above); Philosophy; Visual and Environmental Studies; Studies of Women, Gender, and Sexuality; Linguistics; Core offerings under Literature and Arts A and C, as well as appropriate Foreign Cultures courses. Students should consult the Director of Studies to determine whether a specific course will count for concentration credit in this category.
2. *Tutorials:*
 - a. *Sophomore year:* Literature 97. A grade of B– or above is required.
 - b. *Junior year:* Literature 98a and 98b. Graded SAT/UNS.
 - c. *Senior year:* Literature 99a and 99b (the writing of the senior thesis). Graded SAT/UNS. In order for a student to receive a grade of SAT for the first semester of senior tutorial, one chapter of the thesis must be submitted by the end of the semester in which the thesis work is begun.
3. A junior essay of 5,000-6,250 words is required of all students in the junior year.
4. A senior thesis of 11,250-17,500 words is required of all concentrators in the senior year.
5. *General Examination:* A three-part written examination, covering the student's special field, general literary problems, and skills in close readings. The special field examination is given at the end of the junior year. The other two parts of the General Examination are given at the end of the senior year.
6. *Study Abroad:* Literature encourages study abroad for one semester of the junior year. Students who study abroad take only one term of junior tutorial, although they must still complete the junior essay, the special field examination, and 15 total concentration courses.

ADVISING

Each Literature concentrator is assigned a tutor who also functions as the student's adviser. In the sophomore year, this tutor is assigned by the Director of Studies, but in following years a student may either request a tutor from among the members of the Committee on Degrees in Literature and the Literature Tutorial Board; or the student will be assigned a tutor (generally

a member of the Tutorial Board) by the Director of Studies according to his or her interests. Generally, this tutor changes from year to year as the student's program and interests change. In certain cases, however, a student may request the same tutor for more than one year.

Literature offers no course designed exclusively for freshmen and first-semester sophomores, although students interested in the program are encouraged to take courses in their first three semesters with members of the Committee on Degrees in Literature. Students interested in Literature might also wish to take a language course in their language of choice, if they wish to improve their foreign language competency.

For up-to-date information on advising in Literature, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Literature.html.

HOW TO FIND OUT MORE

Freshmen interested in finding out more about Literature should contact Dr. Sandra Naddaff by email (snaddaff@fas.harvard.edu) or should make an appointment to see her during office hours by calling 617-495-4186.

For general information contact Dr. Sandra Naddaff, Director of Studies; or Ms. Barbara Akiba, Department Administrator, at Dana Palmer House, 617-495-4186.

ENROLLMENT STATISTICS Number of Concentrators as of November

Concentrators	2002	2003	2003	2005	2006
Literature	60	55	53	45	44
Literature + another field	2	1	5	7	3
Another field + Literature	2	1	0	0	3

Mathematics

Professor Peter Kronheimer, Director of Undergraduate Studies

Mathematics is the science of order, and mathematicians seek to identify instances of order and to formulate and understand concepts that enable us to perceive order in complicated situations.

Perhaps the most important concept of mathematics is that of function, which provides us with the means to study dependence and change. The study of real functions of a real variable (and later complex functions), particularly in connection with the limit concept, is called analysis. The most effective tool for this study is the infinitesimal calculus that analyzes the relation between functions and their derivatives. The study of number systems and their generalizations is called algebra. Here the primary concepts are group, ring, field, and module. The last great branch of mathematics is geometry that now goes far beyond the classical study of the space we live in to include spaces of high dimension and topology, the abstract theory of shape.

Pure mathematics is concerned with these concepts and their interrelationships, while applied mathematics considers the relation of mathematical concepts to problems arising in other disciplines. Applied mathematics is not a single subject; rather it is almost as many different subjects as there are other disciplines. (But it would be a mistake to think that applied mathematics is organized in terms of the disciplines to which it is applied.)

The concentration in Mathematics is designed to acquaint the student with the most important general concepts underlying the three branches of modern mathematics. Concentration in mathematics will provide an adequate basis for further study in either pure or applied mathematics. Because so many disciplines now rely on the mathematical sciences, a concentration in mathematics provides a valuable background for many different careers. Concentrators who do not choose to continue in mathematics have often gone on to graduate work in other academic subjects or to professional training in law, business, or medicine.

Concentration in Mathematics requires a minimum of either twelve letter-graded half-courses or eleven letter-graded half-courses plus one freshman seminar, subject to the following conditions: Eight of the letter-graded half-courses must be listed as courses taught by the Mathematics Department while the remaining half-courses can be either mathematics courses or courses in approved, related subjects. These eight mathematics courses must include at least one course in analysis, one in algebra or group theory, and one in geometry or topology (all at the 100 level or higher). Tutorials (Math 99r) are encouraged, but not required. Ordinarily no more than one Math 99r course may count toward the concentration requirement. Reading courses, Math 91r, and Math 60r (the latter for senior thesis research only; SAT/UNS only), can be arranged, but do not ordinarily count toward concentration requirements. A Freshman Seminar can be used in lieu of one of the twelve letter-graded half-courses in mathematics or related fields if it is taught by a faculty member of the Mathematics Department and if permission to do so is obtained from the Director of Undergraduate Studies in Mathematics.

Each student is required to submit a five-page expository paper in mathematics. The paper should be an original, coherent, and correct exposition of a topic in pure or applied mathematics. The paper should be written during the sophomore or junior year under the supervision of a professor or tutor in a tutorial (Math 99r), a Math 91r reading course, or a 100- or 200-level course that the student is contemporaneously enrolled in. The paper must be accepted by both that professor or tutor and the Director of Undergraduate Studies. Ordinarily students enrolled in a tutorial automatically satisfy the expository requirement as part of the structure of the tutorial. The expository requirement must be met before the end of the Reading Period of the second term of the junior year. Extensions may only be granted by the Director of Undergraduate Studies.

A candidate for honors must, in addition to the course requirements, submit a senior thesis. The thesis may be on any topic in pure or applied mathematics not directly covered in a student's course work. It need not be an original piece of mathematical research, but should be an original exposition of material culled from several sources.

In addition, the department offers a Mathematics and Teaching option designed for students who are enrolled in the Undergraduate Teacher Education Program (UTEP). Students who choose this option will acquire eligibility for the teaching certification required for public school teaching in many states.

The department encourages students to take the most advanced courses for which they are qualified. Nevertheless, students who enter as freshmen or Advanced Standing sophomores will not ordinarily be permitted to count courses taken elsewhere toward the twelve half-course requirement. Transfer students wishing to concentrate in Mathematics should consult the Director of Undergraduate Studies, who will review their transcripts and arrange their concentration requirements.

The department welcomes students who want to change their concentration to Mathematics as long as it is plausible that they can fulfill the requirements within the time remaining. Students considering Mathematics may also wish to consider Applied Mathematics, Computer Science, or Statistics. Joint concentrations with Computer Science, Philosophy, Physics, or other fields can be arranged.

For information on the secondary field in Mathematical Sciences, please see page 349 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Math/program-desc-math.htm).

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Eight letter-graded half-courses in Mathematics, at least four of which must be at the 100 level and including at least one in each of the areas of analysis (numbered 110–119), algebra (numbered 120–129), and geometry (numbered 130–139). Appropriate graduate-level courses may be substituted for these area requirements. Courses listed in the course catalog in other departments which are cross-listed by the Mathematics Department do not count towards this requirement but may count toward requirement 1b.
 - b. Four letter-graded half-courses in either Mathematics or related subjects. Related courses include:
 - i. Applied Mathematics 21a, 21b, 50hf (may not be counted in addition to Mathematics 99r or a Freshman Seminar), 105a, 105b, 106 (may not be counted in addition to Mathematics 122), 107, 111, 115, 120 (may not be counted in addition to Mathematics 121), 147, 201, 202, 203, 205, 210, 211, 212, 213. Neither Applied Mathematics 21a nor 21b may count toward requirements 1a or 1b in addition to any of the following half-courses: Mathematics 19, 20, 21a, 21b, 23a, 23b, 25a, 25b, 55a, 55b.
 - ii. Astronomy 145, 150, 193.
 - iii. OEB 152, 181, 252.
 - iv. MCB 140.
 - v. Chemistry 160, 161, 242.
 - vi. Computer Science 51, 121, 124, 187, 220r, 221, 222, 223, 224r, 225, 226r, 228, 277.
 - vii. Economics 1052, 2010a, 2010b, 2010c, 2052, 2120.

- viii. Engineering Sciences 101, 102, 123, 125, 145, 148, 156, 181, 201, 202, 203, 209, 210, 220, 241, 255.
- ix. Philosophy 144
- x. Quantitative Reasoning 22.
- xi. Physics or Applied Physics, all except 90r, 91r, 95, 120, and courses which are primarily laboratory courses such as 123 and 191.
- xii. Statistics 110, 111, 139, 170, 171, 210, 211, 214, 215, 220, 221.

Many other courses are given in the University that make substantial use of mathematics. Such courses may be counted as related for concentration credit if approved by the Director of Undergraduate Studies. Students must secure approval for courses not listed in item 1b *before* filing their study cards.

- c. One Freshman Seminar (graded SAT/UNS) can be substituted for one of the twelve letter-graded half-courses listed in parts 1a and 1b above provided that the following three conditions are met:
 - i. The Freshman Seminar is taught by a faculty member of the Department of Mathematics.
 - ii. The Freshman Seminar is not used in lieu of one of the required 110–119, 120–129, or 130–139 courses noted in 1a above.
 - iii. Permission is obtained from the Director of Undergraduate Studies in Mathematics before the approval of the Plan of Study. A grade of SAT in the seminar is a necessary but not sufficient condition for such permission.
- d. Each student is required to submit a five-page expository paper in mathematics. The paper should be an original, coherent, and correct exposition of a topic in pure or applied mathematics. The paper should be written during the sophomore or junior year under the supervision of a professor or tutor in a tutorial (Math 99r), a Math 91r reading course, or a 100- or 200-level course that the student is contemporaneously enrolled in. The paper must be accepted by both that professor or tutor, and the Director of Undergraduate Studies. Ordinarily students enrolled in a tutorial automatically satisfy the expository requirement as part of the structure of the tutorial.

The expository requirement must be met before the end of the Reading Period of the second term of the junior year. Extensions may only be granted by the Director of Undergraduate Studies.

- 2. *Tutorial*: None are required, but Math 99r is suggested. Although Math 99r may be repeated, only one tutorial will count for concentration.
- 3. *Thesis*: None.
- 4. *General Examination*: None.
- 5. *Other information*:
 - a. Exceptional programs are frequently approved, especially for students doing advanced work. Consult the Director of Undergraduate Studies.
 - b. A student whose record does not include a course in calculus may be asked to demonstrate his/her familiarity with this subject by a special examination.
 - c. Mathematics 91r will not ordinarily be counted for concentration credit.
 - d. Mathematics 60r will not be counted for concentration credit.
 - e. Mathematics Xa and Xb together count as one half-course of concentration credit.

Requirements for Honors Eligibility: 12 half-courses plus thesis

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* Required of all honors candidates.
4. *Special Examination:* A special examination on the area of mathematics germane to the thesis is required of all honors candidates.
5. *General Examination:* None.
6. *Other information:* Same as **Basic Requirements**.

MATHEMATICS AND TEACHING OPTION

This option is offered by the Department of Mathematics to encourage students with a degree in mathematics to enter secondary school teaching. It is designed for undergraduates who are enrolled in the Undergraduate Teacher Education Program (UTEP). Students who complete UTEP will thereby obtain eligibility for the teaching certificate required for public school teaching by about thirty states, including Massachusetts. See page 47 for more information on UTEP.

Note: Those who plan to teach only in *independent* schools will not need a teaching certificate, and hence do not need to take this program. However, they too may wish to take UTEP courses to enhance their career preparation.

Requirements for Mathematics and Teaching Option: 12 half-courses

1. *Required Courses:*
 - a. Seven letter-graded half-courses in Mathematics, including at least one in each of the areas of analysis (numbered 110-119), algebra (numbered 120-129), and geometry (numbered 130-139). Mathematics 101 or 102 can be used to fulfill any one (but only one) of these area requirements. Courses listed in the course catalog in other departments which are cross-listed by the Mathematics Department do not count toward this requirement.
 - b. Graduate School of Education (HGSE) T-300a or equivalent practicum in the teaching of Mathematics.
 - c. Three letter-graded half-courses in computer science, statistics, or physics, with at least two half-courses in the same field. The courses that can be used to satisfy this requirement include the courses listed in **Basic Requirements** item 1b (vi, xi, and xii), and, in addition, Computer Science 50 and Statistics 100.
 - d. One Freshman Seminar or one letter-graded half-course in Mathematics or a related field in addition to those chosen in 1a and 1c, above. Related courses include all the courses listed in **Basic Requirements** 1b, and also Computer Science 50 and Statistics 100. A course in the history of science may be included with the prior permission of the Director of Undergraduate Studies. The Freshman Seminar can be used for this requirement provided the conditions listed in **Basic Requirements** are met.

Note: Other courses in statistics or applied mathematics offered in the Harvard Graduate School of Education or in the Graduate School or Arts and Sciences may count as related courses with the approval of the Director of Undergraduate Studies.

2. *Tutorial:* Same as **Basic Requirements**.

3. *Thesis*: None.
4. *General Examination*: None.
5. *UTEP*: The course and teaching requirements of the Undergraduate Teaching Education Program must be completed before graduating under the Mathematics and Teaching option. See page 47 for more information.
6. *Other information*: Interested students are encouraged to inquire about the program at any time. Questions should be directed to the UTEP Associate Director, Orin Gutlerner (Orin_Gutlerner@gse.harvard.edu), who is responsible for advising program participants. For further information please contact the Teacher Education Office at the Graduate School of Education, Longfellow Hall, (617-495-2783) utep@fas.harvard.edu, or visit the UTEP website (www.fas.harvard.edu/~utep/).

ADVISING

Concentrators are assigned a faculty member to act as their concentration adviser when their Plan of Study is approved by the Director of Undergraduate Studies. Advisers assist concentrators in selecting courses and also sign study cards. In addition, each sophomore and junior will be asked to meet privately at some point during the academic year with two faculty members to discuss academic progress and career goals.

For up-to-date information on advising in Mathematics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Mathematics.html.

RESOURCES

The department common room (fourth floor, Science Center) is open to all concentrators and friends of the Mathematics Department. The department library (third floor, Science Center) is open to all concentrators during regular hours (Monday through Friday, 9–5). The library may be used at other hours by seniors writing theses and by other math concentrators with permission from the department.

HOW TO FIND OUT MORE

Six pamphlets are available at the Mathematics Department: Concentration in Mathematics describes the resources of the department; Courses in Mathematics may be useful in the selection of a study plan; Beyond Math I focuses on the differences among the 20-level math courses; Honors in Mathematics gives details of the procedure for writing a senior thesis; Graduate Schools and Fellowships in Mathematics may be useful in formulating graduation plans; Mathematical Sciences at Harvard, published by the School of Engineering and Applied Sciences, describes the resources, courses, and concentrations available to undergraduates interested in pure or applied mathematics. These pamphlets can be obtained from the Undergraduate Studies Coordinator, Svetlana Alpert, Science Center Room 503, 617-495-9116, svetlana@math.harvard.edu. Other information about the concentration and the department can be found on the Internet at www.math.harvard.edu.

All questions about the Mathematics concentration should be directed to the Director of Undergraduate Studies, Professor Peter Kronheimer, Science Center Room 343, 617-495-5745. Information about tutorials, jobs, fellowships, and other matters is posted on the undergraduate bulletin board opposite Science Center Room 320. All math concentrators are urged to subscribe to the department's undergraduate electronic news network by sending their email addresses to Svetlana Alpert (svetlana@math.harvard.edu).

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Mathematics	69	73	65	77	95
Mathematics + another field	14	18	17	8	18
Another field + Mathematics	31	36	51	56	49

Molecular and Cellular Biology

Professor Richard M. Losick, Head Tutor

The Molecular and Cellular Biology concentration is primarily concerned with the understanding of biological processes based on the study of molecules and their interactions in the context of cells and tissues. It integrates many different methodologies ranging from chemistry and genetics to computer science and engineering. The concentration is administered by the Department of Molecular and Cellular Biology and the Board of Tutors in Biochemical Sciences, which includes faculty members from other science departments in the Faculty of Arts and Sciences and the Harvard Medical School.

The cell is the fundamental unit of all living things and is therefore an ideal framework for integrating one's understanding of the structure and chemistry of macromolecules with their higher order organization and behavior in a living context. Molecular and Cellular Biology is therefore intended for students who wish to synthesize fundamental concepts in chemistry, physics, and mathematics through the study of cellular processes. It is designed especially for those who anticipate careers in the biological sciences, including developmental biology, immunology, stem cell biology, microbiology, genomics, and bioinformatics, or in medicine.

Many critical advances in molecular and cellular biology have been made possible by the use of sophisticated chemical and physical methods; others have involved a combination of genetic and biochemical techniques. The explosive growth in our understanding of the properties and functions of individual macromolecules creates new opportunities to integrate this knowledge into a more coherent understanding of fundamental biological processes. The concentration requirements establish a solid foundation in basic biology, chemistry, mathematics, and physics, which is followed by more advanced course work designed to expose students to major avenues of inquiry in molecular and cellular biology. Questions that can now be studied directly include many of the central issues in biology: How is genetic information transformed into the structure of an organism? How does one cell divide accurately into two? How do individual cells coordinate with their neighbors in the context of a multicellular organism? Molecular descriptions are being sought for the ways in which cells differentiate and communicate, for the nature of hormonal control, for mechanisms that convert sensory stimuli into nerve impulses, for events in the immune response, and for the pathogenesis of human diseases.

A minimum of 14 half-courses is required for the concentration, one of which must have a significant component of independent laboratory research. A written thesis or the non-thesis option is required for honors candidates. This option requires one additional half-course chosen from advanced project lab offerings or supervised research and an honors essay assigned by the Board of Tutors that integrates their research experiences. Concentration requirements may not be taken Pass/Fail. Transfer credits are considered on an individual basis by the Head Tutor.

The Board of Tutors in Biochemical Sciences, which was established in 1926, runs the Tutorial program for the Molecular and Cellular Biology concentration and the Chemical and Physical Biology concentration. The Tutorial program offers individualized instruction to all concentrators beginning at the time of declaration. Concentrators typically meet with their tutors every two weeks and discuss primary research literature in a small group or one-on-one setting. Mentoring on career choices, the research experience, and other academic issues is a logical extension of the tutorial. The Head Tutor makes all tutorial assignments and is available throughout the academic year to answer questions from students or their tutors.

For information on the secondary field in Molecular and Cellular Biology, please see page 354 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/MCB/program-desc-MCB.htm).

REQUIREMENTS

Basic Requirements: 14 half-courses

1. *Required courses:*
 - a. *Life Sciences:* Life Sciences 1a and Life Sciences 1b.
 - b. *Biology:* MCB 52 and 54 (formerly Biological Sciences 52 and 54).
 - c. *Chemistry:* Three half-courses. One of these courses should be general chemistry and may be chosen from Chemistry 7 or Physical Sciences 1. The remaining two courses should be organic chemistry and may be chosen from Chemistry 17 and Chemistry 27, or Chemistry 20 and Chemistry 30.
 - d. *Mathematics:* One half-course at the level of Mathematics 19a, Mathematics 21a, or equivalent.
 - e. *Physics:* Two half-courses which may be chosen from Physics 1a and Physics 1b, or Physical Sciences 2 and Physical Sciences 3.
 - f. *Advanced courses:* Three half-courses above the introductory level. Students are advised to select courses in each of the following broad areas of inquiry: molecular analyses of gene regulation, cell structure and function, and cell differentiation and developmental biology. All 100- and 200-level MCB courses may be used to fulfill this requirement. Certain advanced courses in Chemistry and OEB may also be used to fulfill this requirement. Consult the concentration office for a list of courses categorized by area of inquiry.
 - g. *Research experience:* One half-course chosen from advanced project lab offerings such as MCB 100r, Life Sciences 100r, or supervised research such as MCB 91r. Students doing thesis work ordinarily enroll in two terms of MCB 99r, one of which will fulfill this requirement.
2. *Tutorial:* Required of all concentrators beginning after declaration; non-credit.
3. *General Examination:* None.
4. *Other information:*
 - a. *Pass/Fail:* Courses counted for concentration credit may not be taken Pass/Fail.
 - b. Advanced Placement credits may be counted (with or without Advanced Standing), provided the total number of concentration courses taken at Harvard does not fall below twelve half-courses, and provided the student does not enroll in a course for which the advanced placement credit was granted.
 - c. Courses offered by the School of Engineering and Applied Sciences and by the Division of Medical Sciences may be counted for concentration credit wherever appropriate. Please consult the concentration office for more information.
 - d. Courses given under the Core Curriculum may not be counted for concentration credit, except by special approval.

Requirements for Honors Eligibility: 15 half-courses

THESIS OPTION

1. *Required courses:* Same as **Basic Requirements**.
2. *Thesis:* Required. See item 1g above.
3. *Tutorial:* Same as **Basic Requirements**.
4. *Other information:* Same as **Basic Requirements**.

NON-THESIS OPTION

1. *Required courses:* Same as **Basic Requirements**, plus one additional half-course chosen from advanced project lab offerings or supervised research, as described in 1g above, is required. Students completing this advanced course option for honors eligibility will be required to submit an honors essay assigned by the Board of Tutors that integrates their research experiences.
2. *Thesis:* None.
3. *Tutorial:* Same as **Basic Requirements**.
4. *Other information:* Same as **Basic Requirements**.

ADVISING

The MCB concentration adviser, Dr. Thomas Torello, is available to concentrators and pre-concentrators to provide guidance on course selection, laboratory research, and the fulfillment of concentration requirements. Visit lifescience.fas.harvard.edu and follow the link for Molecular and Cellular Biology under the “concentrations” tab or contact Dr. Torello (torello@fas.harvard.edu or 617-495-4106) for more information.

The Board of Tutors in Biochemical Sciences oversees the tutorial program, which offers individualized instruction to all concentrators beginning after declaration. Mentoring on career choices, the research experience, and other academic issues is a logical extension of the tutorial. The Head Tutor makes all tutorial assignments and is available throughout the academic year to answer questions from students or their tutors.

For up-to-date information on advising in Molecular and Cellular Biology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Molecular-CellularBiology.html.

RESOURCES

A Tutorial Reference Library is housed in the Student Affairs Office at 7 Divinity Avenue, and contains books and journals frequently used for tutorial reading.

HOW TO FIND OUT MORE

The Head Tutor of Molecular and Cellular Biology is Professor Richard Losick, and the concentration adviser is Dr. Thomas Torello, 7 Divinity Ave (617-495-4106). Lists of members of the Board of Tutors in Biochemical Sciences and of the Department of Molecular and Cellular Biology and descriptions of their research interests are available in the Student Affairs Office, 7 Divinity Avenue, Sherman Fairchild 195. For more information about the MCB concentration, visit lifescience.fas.harvard.edu and follow the link for Molecular and Cellular Biology under the “concentrations” tab.

ENROLLMENT STATISTICS

Concentrators as of November

Concentrators	2006
Molecular and Cellular Biology	55
MCB + another field	0
Another field + MCB	0

Music

Professor Thomas Forrest Kelly, Head Tutor

The concentration in Music emphasizes the acquisition of a solid foundation in the theory, analysis, history, and literature of music. It thereby provides an understanding of music in cultural and historical contexts as well as an introduction to composition, analysis, and criticism. The Department of Music also strongly encourages performance on the part of its students. The program is not directed primarily toward students planning careers in performance fields, but serves such students by deepening their intellectual involvement with the music they are to play.

Many of the courses in the field are required, leaving few electives. Students begin musicological training with an intensive one-year survey (Music 97); this course gives students an extensive basic knowledge of the history and literature of Western music, as well as an introduction to basic principles of ethnomusicology. Further musicological work proceeds through proseminars, for small groups and taught for the most part by senior faculty, that explore in detail selected musicological issues and direct students toward significant independent projects. Training in theory and composition begins with two full-year courses dealing with the notation and structure of Western music. Students then choose among several options for further training in courses that focus on composition (counterpoint, in the style of Palestrina or of Bach) or analysis (of tonal music or of twentieth-century compositions).

Students who enter with a significant background in theory can bypass the first year of the theory sequence and replace it with an elective. Students lacking a theory background are urged to take Music 51 in the freshman year, if at all possible, or in the sophomore year in any case. It is very difficult to complete the concentration requirements if Music 51 is not completed before the junior year (although it is sometimes possible for joint concentrators).

All concentrators are required to take Music History and Repertory (Music 97). Juniors intending a senior thesis are particularly invited to take at least one term of junior tutorial (Music 98) as an elective. This consists of individual work with a faculty member of the student's choice; it is especially useful in preparation for a senior thesis. Students not intending a senior thesis are also welcome to take junior tutorial as an elective, should they wish to and should they find a willing supervisor on the faculty. For those writing senior theses, a year of senior tutorial (Music 99) is required. Senior theses involve written documents, in connection either with studies of a scholarly nature, or with original compositions. Senior recitals are encouraged, but do not count as senior theses. There are no General Examinations for undergraduates, though there is a musicianship examination described in item four of **Basic Requirements**.

The department encourages joint concentrations combining two subjects such as Music and English, Music and History, Music and Psychology, or others. For joint concentrators each of the two departments involved generally reduces its requirements to some extent. A senior thesis is required on a topic in which both fields are represented.

For students who wish to pursue a program with more emphasis on performance, the department offers the Five-Year Program. Students approved by the department and the Administrative Board for this program take the normal number of courses in their freshman year, but then work at the three-course rate for the four years following. This permits more intensive work in performance. These students are expected to give a senior recital.

Students who have taken college courses in music at other institutions may receive concentration credit for work done elsewhere. This ordinarily involves a written petition to the faculty and may require taking an examination in the materials of the course for which credit is requested.

For information on the secondary field in Music, please see page 356 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Music/program-desc-Music.htm).

REQUIREMENTS

Basic Requirements: 14–15 half-courses

1. *Required courses:*
 - a. Music 51: Theory I (full course).
 - b. Music Ar: Musicianship (2 terms, in the sequence fall/spring).
 - c. Music 154: Theory II (full course).
 - d. Two of the following: Music 155: Modal Counterpoint; Music 156: Tonal Counterpoint; Music 157x: Tonal Analysis; Music 157y: Twentieth-Century Analysis; Music 158: Interpreting Musical Performance.
 - e. Music 97: Music History and Repertory (full course).
 - f. Three of the following proseminars: Music 190r: Topics in World Music; Music 191r: Topics in Medieval and Renaissance Music; Music 192r: Topics in Music from 1600 to 1800; Music 193r: Topics in Music from 1800 to the Present; Music 194r: Special Topics.

Note: Music 182: 17th-Century and 18th-Century Performance Practice may be counted for concentration credit for Music 192r. Music 183: 19th-Century and 20th-Century Performance Practice may be counted for concentration credit for Music 193r.
 - g. One of the following:
 - i. Music 160r: Composition: Proseminar; or Music 167r: Electro-Acoustic Composition.
 - ii. An additional half-course from those listed in 1d above, or Music 158r: Interpreting Musical Performance.
 - iii. An additional half-course from those listed in 1f above.

Note: A student electing a fourth proseminar from the list in 1f above may take more than one half-course under any of its number headings. However, at least three different number headings must be represented among the courses chosen.
2. *Tutorial:* Music 97: Music History and Repertory. See item 1e.
3. *Senior Project:* Students not producing a senior thesis (as described below) will undertake a senior project. The project must be executed within the senior year. It will demonstrate a capacity for original work at an advanced level in a suitable area. Projects will generally engage the work of one term. A project may be undertaken:
 - a. Within one of the musicology proseminars (Music 190r, 191r, 192r, 193r, 194r) or one of the performance practice seminars (Music 182, 183).
 - b. As an independent study to pursue further work in a particular area of musicology, via Music 92r during the senior year, following earlier work in one of the proseminars not being offered during the senior year. Such a Music 92r will count toward the department's musicology requirement only when an extra term in the pertinent proseminar would have counted, and only by explicit petition to the department at the beginning of the term.
 - c. During the second term of Music 160r (composition).
 - d. During the second term of Music in 167r (electronic composition).
 - e. As an independent study in composition, via Music 92r during the senior year, following work in Music 160r or 167r during an earlier year.

- f. During a second or later term of Music 180r (performance and analysis).
- g. As an independent study to pursue a more advanced project in counterpoint or analysis, via Music 92r during the senior year, after having taken a one term course at an entry level in such a subject (Music 155, 156, 157x, 157y, 158).

A brief, written prospectus for any senior project must be approved (signed) by the instructor and submitted to the Head Tutor no later than the second week of the term.

4. *Examination:* An examination in musicianship is required of full concentrators to demonstrate a suitable level of proficiency for the major. Music Ar will be helpful in preparing for this examination, but conscientious work and progress in Music Ar, even over two terms with passing grades, does not in itself certify the desired level of proficiency. No concentrator in Music will receive a degree until this requirement has been met.
5. *Other information:*
 - a. Students who receive a grade of C+ or lower in Music 51 are discouraged from continuing with Music as a concentration.
 - b. Concentrators exempted from any required course must take at least 14 half-courses nevertheless.
 - c. Music 1, 2, 3, 93, 98, 99r, 121a, 125a, and 174 may not be counted for concentration credit. Core courses may not be taken for concentration credit. Music 91r may be counted for concentration credit only with prior approval of the department.
 - d. *Advanced Placement:* A theory placement examination is given at the beginning of the fall term. See Dr. John Stewart (617-495-2791).
 - e. Courses counting for concentration credit may not be taken Pass/Fail, except that one Freshman Seminar may be counted for concentration credit if all of the following conditions are met:
 - i. The student has been exempted from at least one term of Music 51.
 - ii. The seminar is taught by a faculty member of the Department of Music.
 - iii. The seminar is consistent with Music Department offerings.
 - iv. Approval for concentration credit for the seminar is obtained from the Head Tutor in Music.
 - v. The student has received a grade of SAT in the seminar in question.

Requirements for Honors Eligibility: 16 half-courses

1. *Required courses:* Same as **Basic Requirements**, plus two terms of Music 99r, senior tutorial (see item 2).
2. *Tutorial:* Two terms of Music 99r, senior tutorial, are required. At least one term of Music 98r, junior tutorial, is strongly recommended, but not required.
3. *Thesis:* Required of all honors candidates. May be either an original composition or a verbal thesis. Plan or subject to be approved by the department at the end of the junior year. Students wishing to submit a composition as their thesis are requested to submit a portfolio of work for consideration by the composition faculty early in the second term of the junior year. Any change of plan must be resubmitted to the department.
4. *Examination:* Same as **Basic Requirements**.
5. *Other information:* Same as **Basic Requirements**.

Joint Concentration Requirements: 8 half-courses

1. *Required courses:* Must include Music 51 (full course), Music 154 (full course), Music 97 (full course), Earlab portion of Music Ar (two terms in the sequence fall/spring; not for credit), and two of the proseminars in music history and world music listed in **Basic Requirements** item 1f (Music 190r, 191r, 192r, 193r, 194r); two different number headings must be represented. (Music 182 may count for 192r; Music 183 may count for 193r.)
2. *Tutorial:* Students should enroll in two terms of 99r in their primary department. A faculty adviser in Music will be provided in any case.
3. *Thesis:* Required. Plan or subject to be approved by both departments at the end of the junior year.
4. *Examination:* None.

ADVISING

All students are required to confer with the Head Tutor or the Assistant Head Tutor at the outset of their concentration or joint concentration, in order to develop an overall plan for fulfillment of requirements. All concentrators will continue to be advised by one of these two officials at the start of each term.

For up-to-date information on advising in Music, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Music.html.

RESOURCES

The Eda Kuhn Loeb Music Library offers an outstanding collection of books and scores, as well as listening equipment for its extensive recording collection. An electronic music studio is available. Instrumentalists have access to the practice rooms, all of which have pianos, and a limited number of instrument lockers are provided. The many musical organizations include the Harvard-Radcliffe Orchestra, the Bach Society Orchestra, the Mozart Society Orchestra, the Harvard Glee Club, the Collegium Musicum, the Radcliffe Choral Society, the Memorial Church Choir, the Group for New Music at Harvard, and the Organ Society. Students interested in composition may submit works for performance at concerts offered by the department and for the Harvard University Prizes. The Office for the Arts offers a special lesson subsidy program (by audition), as well as information on private teachers in the area (see page 514 for more information).

HOW TO FIND OUT MORE

For further information, please contact the Head Tutor, Assistant Head Tutor, or Assistant to the Chair in the Music Building (617-495-2791). You may also wish to consult the department website at www.music.fas.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Music	24	31	24	17	25
Music + another field	12	13	8	12	10
Another field + Music	8	7	9	9	10

Near Eastern Languages and Civilizations

Professor Peter Machinist, Director of Undergraduate Studies

The Department of Near Eastern Languages and Civilizations introduces students to the peoples, languages, cultures, and societies of the Near and Middle East. Beyond the development of skills in one (or more) of the languages of the region and participation in the Department's one-term sophomore tutorial, a wide variety of directions of study is available to concentrators. The concentration is intended to provide a solid grounding in the student's area of focus and to offer an in-depth look at the ways in which modern scholars seek to understand the languages and cultures that have come from this region and that have been so influential throughout the world.

One of the strengths of the concentration in Near Eastern Languages and Civilizations is the individual attention each student receives, which allows for flexibility in developing a program of study within the broader arena of the Near East that reflects her or his specific interests. Depending, then, on the availability of faculty and other resources, students may elect to follow a direction such as Modern Middle Eastern Studies, Islamic Studies, Jewish Studies, Biblical Studies, Arabic, Iranian Studies, Turkish Studies, or Near Eastern Archaeology. This list gives only a sample of the possibilities and whichever a student chooses, the choice will be made in consultation with an appropriate faculty member from Near Eastern Languages and Civilizations or an affiliated department, who will then serve as the student's mentor throughout her or his work, helping to arrange a coherent curriculum of courses in accordance with the guidelines below.

A common thread uniting the various possible directions of study in the concentration is the conviction that facility with the appropriate language(s) is the starting point of all serious work in the various areas involved. Accordingly all concentrators must complete at least four terms of a language of the region taught by the department. To further this goal, as well as to provide prolonged exposure to the civilizations of the region, the Department makes possible a junior year abroad, provided that the course work completed abroad falls within the concentration and is approved by the student's adviser.

Many possibilities for joint concentrations exist and are welcome in Near Eastern Languages and Civilizations. Joint concentrators take four terms of a language, the sophomore and junior tutorials, and at least one other course in Near Eastern studies, in addition to a senior tutorial in two terms focused on the writing of a senior thesis.

The Near Eastern Languages and Civilizations concentration will be of interest to students who are considering careers in government and foreign service, law, journalism, education, business, and divinity, among others, as well as those who anticipate graduate study in Near Eastern or related fields.

For information on the secondary field in Near Eastern Languages and Civilizations—comprising Ancient Near Eastern Studies, Islamic Studies, and Jewish Studies—please see page 357 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/NELC/program-index-NELC.htm).

REQUIREMENTS

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Four half-courses in a language of the region taught by the Department. The language will be chosen in consultation with the student's mentor to fit each student's particular focus. If students can show evidence at the beginning of their concentration that they already have two years' knowledge of their language, they will be asked to take the two years at a more advanced level or in another language relevant to their focus.
 - b. Five half-courses to be chosen in consultation with and requiring the approval of the student's mentor/adviser, in addition to the tutorials listed below. These should represent a coherent intellectual program. At least two half-courses should make substantial use of the language used to satisfy item 1a. None of these courses may be taken Pass/Fail, with the possible exception of a Freshman Seminar already taken by the student, providing that Seminar is accepted as relevant by the student's departmental mentor and the Director of Undergraduate Studies.
2. *Tutorials:*
 - a. *Sophomore year:* Near Eastern Civilizations 97 (one term). A group tutorial required of all concentrators in the spring term. It will comprise an introduction to the cultures and literatures of the Near East in ancient, classical, and modern times, and will also emphasize major themes and problems that cut across individual cultures and historical periods.
 - b. *Junior year:* Two terms of tutorial or seminar work required:
 - i. Near Eastern Civilizations 98. An individual tutorial normally required of all concentrators in the fall of their junior year. It will normally lie in the particular direction the student has chosen and will require a paper or papers.
 - ii. Normally, in the spring of the junior year, after consulting with their advisers, concentrators will take either a departmental seminar, an appropriate seminar in another department, or a second junior tutorial with a faculty member in the department or in an affiliated department.
 - c. *Senior year:* Near Eastern Civilizations 99 (one term) required, culminating in a paper or other approved project that brings together each student's learning in the field.
3. *Thesis:* Not required. See item 2c.
4. *General Examination:* Required. An oral examination based on the student's work, to be arranged under the supervision of the student's mentor and the Director of Undergraduate Studies.

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorials:* Same as **Basic Requirements** except, in the senior year, a full year of Near Eastern Civilizations 99, focused on the writing of the senior thesis, is required.
3. *Thesis:* Required.
4. *General Examination:* This will be based on the student's work in the field and his or her thesis, and will be arranged under the supervision of the student's mentor and the Director of Undergraduate Studies.

Joint Concentration Requirements: 9 half-courses

1. *Required courses:* Four half-courses in a language of the region taught by the department and at least one other half-course in the department, in addition to those listed below.
2. *Tutorials:*
 - a. *Sophomore year:* Near Eastern Civilizations 97 (one term) required.
 - b. *Junior year:* Tutorial to be arranged between the two departments.
 - c. *Senior year:* Near Eastern Civilizations 99 (two terms) or two terms of tutorial in the other concentration. Should be registered with the primary concentration, and have the approval of the allied concentration.
3. *Thesis:* Required. Thesis must be related to both fields. Both concentrations will participate in the grading of the thesis.
4. *General Examination:* Same as **Requirements for Honors Eligibility**.

ADVISING

Sophomores and other new concentrators meet first with the Director of Undergraduate Studies, with whom they discuss their interests and arrange to meet with a member of the faculty who will serve as mentor/adviser in the concentration. Junior and senior concentrators meet with their mentors on a regular basis.

For up-to-date information on advising in Near Eastern Languages and Civilizations, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/NearEastern.html.

RESOURCES

Harvard's library resources in the various fields of Near Eastern Studies are virtually unparalleled. Widener Library, for example, has vast holdings in Arabic, Armenian, Hebrew, Persian, Turkish, and Yiddish literature. The Reading Room of the Center for Middle Eastern Studies (Room 410 at 1430 Mass. Ave.) and the Andover-Harvard Library of the Harvard Divinity School also have excellent resources available to students.

Students wishing to specialize in modern Near Eastern political or social studies should familiarize themselves with the resources and personnel of the Center for Middle Eastern Studies. Those interested in Jewish studies should become familiar with the resources and personnel of the Center for Jewish Studies.

The Harvard Semitic Museum, in which the department is housed, has a superb collection of ancient and medieval artifacts representing many of the cultures of the Near East. As a University teaching museum, the Semitic Museum is dedicated to providing access to these materials for study and teaching.

For concentrators interested in Biblical or other ancient Near Eastern studies, or in the archaeology of the Near East, a variety of opportunities for archaeological work in the Middle East are available. These include the Leon Levy Expedition to Ashkelon, which is conducted by the Harvard Semitic Museum under the directorship of Professor Lawrence E. Stager of Near Eastern Languages and Civilizations.

HOW TO FIND OUT MORE

First-year students interested in a concentration in Near Eastern Languages and Civilizations should arrange to meet with the Director of Undergraduate Studies, Professor Peter

Machinist. Students are also encouraged to obtain a copy of our brochure, *The Concentration in Near Eastern Studies at Harvard*, either by mail or in person from the department office at 6 Divinity Avenue, 617-495-5757.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Near Eastern Languages & Civilizations	7	6	6	10	13
NELC + another field	2	3	4	7	5
Another field + NELC	4	5	14	12	14

Neurobiology

Professor John E. Dowling, Head Tutor

Neurobiology is the science of how the nervous system organizes behavior. This singular question has spawned a field of study with remarkable vertical range. It investigates phenomena on vastly different scales, from molecules to societies, and draws on many of the classical disciplines for experimental tools and explanatory frameworks.

For example, the function of an individual nerve cell is largely determined by channel and receptor proteins in the cell membrane. These are the domains of biochemistry and biophysics. Specialized neural structures like the synapse, and the unique nerve cell shapes that allow for a vast number of connections with other neurons, are the province of cell biology. At the level of neural circuits, where many thousands of neurons interact, collective phenomena arise that require a different approach. Contributions from physics and engineering have been successful here, by providing tools to observe the brain's activity patterns, and analysis methods to understand them. On the scale of the entire organism, approaches from psychology, genetics, and behavioral biology are essential to investigate the rules and patterns of behavior and ultimately to link them to biological brain functions. Along the way, one is forced to contemplate how complex nervous systems can arise, questions that lie in the domain of evolutionary and developmental biology. Finally, there are increasing efforts in computer science to draw on insights from neurobiology in making machines that mimic functions of the brain.

The neurobiology concentration has its natural hub in the life sciences but emphasizes a solid grounding in other relevant fields. The only prerequisite for students entering this concentration is an intense curiosity about how the brain works. By following this single-“minded” focus, the student will in fact obtain a generalist education in the natural sciences. This provides a broad preparation for advanced studies in any of the life sciences or medicine.

The typical curriculum begins with a series of foundation courses in life sciences, physical sciences, and mathematics. A central course on “Neurobiology of Behavior,” MCB 80, then lays out the corpus of knowledge and how it connects to other disciplines. In elective courses, students explore specific areas more deeply. Neuroscience is also one of the most vibrant fields of research at Harvard, and advanced students will have many opportunities for hands-on laboratory experience and independent research projects.

For information on the secondary field in Neurobiology, please see page 360 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Neuro/program-desc-neuro.htm).

REQUIREMENTS

Basic Requirements: 13 half-courses

Required courses:

1. *Eight half-courses in biology and neuroscience:*
 - a. Life Sciences 1a and Life Sciences 1b.
 - b. One half-course chosen from MCB 52, MCB 54, OEB 53, or Life Sciences 2.
 - c. MCB 80 (formerly Biological Sciences 80).
 - d. OEB 57.
 - e. Three advanced half-courses in neurobiology (chosen from a list maintained on the concentration website; at least one of these courses should address behavior).

2. *Five half-courses in related fields:*
 - a. Three half-courses in physical sciences (Ordinarily these courses include PS1, PS2, PS3, Chem 17, Chem 20, Chem 27, Chem 30, Chem 40, Chem 60, Physics 11 series, or Physics 15 series).
 - b. Two half-courses in mathematics (above the level of Math 1a).
3. *Other Information:*
 - a. *Advanced Placement:* Ordinarily the Neurobiology concentration does not give AP credit. Students with very strong science backgrounds should meet with the concentration adviser or the Head Tutor for advice on course placement. Students who place out of Math 1b need to take only one math course instead of two; however, this does not reduce the total number of courses required for the concentration.
 - b. *Pass/Fail:* All requirements for the concentration must be taken for letter-grade credit.
 - c. *Tutorials:* Different Neurobiology 95hf courses (formerly Biology 95hf) are offered each year. These tutorials are considered advanced Neurobiology courses and may fulfill the “behavior” requirement for an advanced course. Neurobiology 95hf courses (half-course throughout the year) cannot be divided or combined for credit. Tutorial seminars that are offered in 2007-08 are listed in the *Courses of Instruction*.

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Same as **Basic Requirements 1 & 2**.
 - b. Half-course in independent research (normally Neurobiology 98). No more than three supervised research half-courses may be taken for concentration credit. Any supervised research courses undertaken with mentors outside of MCB or the Committee on Degrees in Neurobiology should be co-sponsored by a Neurobiology concentration faculty member (your faculty adviser assumes this role by default, unless someone more suitable can be found), who is responsible for assigning the course grade in consultation with your mentor.
2. *Tutorial:* Neurobiology 95hf, recommended but not required (see 3c above).
3. *Thesis:* Required for Highest Honors in Field. Optional for award of Honors or High Honors in Field. The thesis is based on original research in neurobiology and is ordinarily conducted in the laboratory. Students may also take Neurobiology 99r, the thesis-writing course, but it is not required. Theses undertaken with mentors outside of MCB or the Committee on Degrees in Neurobiology should be co-sponsored by a Neurobiology faculty member (your faculty adviser assumes this role by default unless someone more suitable can be found). All students planning to submit a senior thesis must submit a short thesis proposal. The thesis proposal is usually submitted during the spring term of junior year. The thesis proposal form is available at the concentration website or from the Life Sciences Undergraduate Office. Members of the Committee on Degrees in Neurobiology evaluate theses based on input from mentor, co-sponsor, and other readers.

ADVISING

Dr. Jonathan Matsui, concentration adviser for Neurobiology, is available to provide concentrators and pre-concentrators guidance on course selection, laboratory research, and fulfilling concentration requirements. Visit www.lifescience.fas.harvard.edu/concentrations/ or contact Dr. Matsui (BioLabs Room 1082a, 617-495-0758, jmatsui@fas.harvard.edu) for more

information. The Head Tutor and members of the Committee on Degrees in Neurobiology also provide mentoring on academic and career issues.

For up-to-date information on advising in Neurobiology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Neurobiology.html.

HOW TO FIND OUT MORE

Head Tutor of Neurobiology: Professor John Dowling, BioLabs Room 2081, 16 Divinity Ave, 617-495-2245, dowling@mcb.harvard.edu. Concentration adviser: Dr. Jonathan Matsui, Biolabs 1082a, 16 Divinity Ave., 617-495-0758, jmatsui@fas.harvard.edu. More information about the Neurobiology concentration can also be found at www.lifescience.fas.harvard.edu/concentrations/.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2006
Neurobiology	52
Neurobiology + another field	0
Another field + Neurobiology	0

Organismic and Evolutionary Biology

Professor David Haig, Head Tutor

Biology was a term introduced in the nineteenth century to encompass all aspects of the scientific study of life. Since then, the biological sciences have undergone an explosive growth of knowledge making it possible to spend one's entire career within the confines of a single subdiscipline. A specialist in a narrow field, however, is unlikely to make the kinds of connections between biological disciplines that will lead to major new advances in understanding. Therefore, the concentration in Organismic and Evolutionary Biology (OEB) has been designed with an appreciation of the need for both learning in breadth and learning in depth.

OEB asks questions about the function, evolution, and interaction of organisms, both now and in the past. What kinds of organisms are there and how are they related? How is an organism's functional design and behavior related to its environment? What are the genetic and morphological mechanisms underlying an organism's development, and how is evolution influenced by development? The study of Organismic and Evolutionary Biology can be approached in many ways, reflecting primary interest in a specific lineage (e.g., plants, animals, microorganisms), level of organization (e.g., ecological systems, evolutionary genetics), approach (e.g., biomechanics, developmental biology), or even a desire to sample broadly across these themes. OEB is, therefore, inherently an interdisciplinary field, ranging over different levels of biological organization, evolutionary process, biological taxa, and physiological systems.

Students who are considering OEB as a concentration are encouraged to complete the three introductory courses (Life Sciences 1a, 1b, OEB 10) by the end of their sophomore year. From the firm foundation of these introductory courses, students explore one or more areas in depth by taking upper-level courses. Students are encouraged to consult the Life Sciences undergraduate website (www.lifescience.fas.harvard.edu) for further details on various pathways through the concentration (i.e., recommended combinations of mid-level and upper-level courses) and lists of faculty who can provide advice in these areas. Students may also design their own pathway.

For many students, the concentration will culminate in independent research leading to a senior thesis, but a thesis is not the only means by which a student may participate in research. The concentration website provides information on research opportunities in OEB as well as general advice about how to identify and contact faculty whose research you find interesting. The concentration also provides opportunities for students to study biological diversity in the field, whether this is close to home or abroad.

For information on the secondary field in Organismic and Evolutionary Biology, please see page 362 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/OEB/oeb.htm).

REQUIREMENTS

13 half-courses

1. *Required courses:*
 - a. Three half-courses in introductory biology: Life Sciences 1a, 1b, OEB 10.
 - b. At least four half-courses introducing broad fields of biology to be chosen from OEB 51, 52, 53, 54, 55, 57, 59; MCB 52, 54, 80; Life Sciences 2 (or OEB 102).
 - c. Two advanced-level half-courses in biology.
 - d. At least four half-courses to be chosen from offerings in applied mathematics, chemistry, computer science, mathematics (above the level of Math 1a), physics, and statistics.
2. *Thesis:* Required for Highest Honors in Field.
3. *Supervised Research and Reading Courses:* (OEB 91r, 99r, OEB 121b): Supervised research and reading half-courses do not satisfy requirement 1c. Any supervised research and reading course undertaken with mentors outside of OEB must be approved and co-sponsored by an OEB faculty member. Students undertaking a senior thesis usually take OEB 99r in both terms of their senior year.
4. *General Examination:* None.
5. *Pass/Fail:* All concentration requirements must be taken for letter-grade credit.

ADVISING

Academic advisers for students choosing to concentrate in OEB will be identified from among the OEB faculty, according to the student's range of interests. The OEB concentration adviser (Andrew Berry; 617-495-0684; berry@oeb.harvard.edu) is also available to answer questions about the concentration. Students considering doctoral studies in the life sciences should consult with their concentration advisers and other faculty to ensure that their undergraduate program is appropriate to their interests and goals. Those contemplating careers in medicine, dentistry or veterinary medicine are encouraged to consult with their appropriate pre-professional advisers regarding entrance requirements for these programs.

For up-to-date information on advising in Organismic and Evolutionary Biology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/OrganismicEvolBiology.html.

RESOURCES

In addition to faculty research laboratories, there are several special facilities that offer unique and exciting opportunities for OEB concentrators. These include computer clusters, DNA sequencing facilities, imaging centers, an electron microscope, greenhouses and animal facilities. The Museum of Comparative Zoology (MCZ) houses extensive systematic collections of recent and fossil vertebrates and invertebrates. The Harvard University Herbaria (HUH) houses the Farlow reference library and Farlow Herbarium, the Gray Herbarium, and the Orchid Herbarium of Oakes Ames. The Botanical Museum houses the Ware collection of glass models of botanical specimens. The Arnold Arboretum in Jamaica Plain, the Harvard Forest in Petersham, and the Concord Field Station in Bedford also provide research facilities. Links to these and other facilities can be found on the OEB website (www.oeb.harvard.edu).

HOW TO FIND OUT MORE

Head Tutor of OEB: Professor David Haig, Botanical Museum 42B, 26 Oxford Street (617-495-5667), dhaig@oeb.harvard.edu. More information about the OEB concentration can be found at www.lifescience.fas.harvard.edu. The OEB concentration adviser is Dr. Andrew Berry, Biological Laboratories, Room 1082B (617-495-0684, berry@oeb.harvard.edu).

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2006
Organismic and Evolutionary Biology	23
OEB + another field	0
Another field + OEB	0

Philosophy

Professor Edward J. Hall, Head Tutor

Philosophy is the study of fundamental questions. These questions concern the nature of reality (e.g., Is there an external world? What is the relationship between physical stuff and mental stuff? Does God exist? Does language play a role in constructing reality?), the nature of ourselves as rational, purposive, and social beings (e.g., Do we act freely? Where does moral obligation come from? What is justice?), and the nature and extent of our knowledge about these things (e.g., What is it to know something, rather than merely believe it? What are the limits of knowledge? Does all of our knowledge come from sensory experience or are there truths we know independently of experience?). Many of these questions come from everyday life, but some come from other disciplines (e.g., What is a scientific explanation? What is a biological function? What is a mental representation?). Philosophers examine these questions in a disciplined and systematic way, aiming not simply to answer them but also to understand just what is being asked in the first place.

For information on the secondary field in Philosophy, please see page 364 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Philosophy/program-index-phil.htm).

OPTIONS

Philosophy
Mind, Brain, and Behavior Track
Joint Concentrations with Philosophy

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. One introductory half-course in Philosophy, which may be either an introduction to the problems of philosophy, an introduction to the history of philosophy, or a cross-listed Moral Reasoning course.
 - b. One half-course in each of the following four areas, taken by the end of the first term of senior year and passed with a grade of C– or better:
 - i. Logic.
 - ii. Contemporary metaphysics, epistemology, philosophy of science, philosophy of mind, philosophy of language.
 - iii. Ethics, political philosophy, aesthetics.
 - iv. History of ancient, medieval, or modern pre-20th-century philosophy.
 - c. Four additional half-courses in Philosophy; tutorials count toward this requirement.
 - d. Three additional half-courses in Philosophy or approved related subjects. Related courses are approved individually by the Head Tutor, in many cases depending on the interests and overall program of the student. They count for concentration only if they are needed to reach the minimum number of concentration courses required.
2. *Tutorials:*
 - a. *Tutorial 1:* Philosophy 97, group tutorials at the introductory level on different philosophical topics, required. Letter-graded. A one-semester course typically taken in the spring of the sophomore year.

- b. *Junior Tutorial*: Philosophy 98hf, group tutorials at the advanced level on different philosophical topics, required. Two semesters half time (one semester's credit). Tutorial 1 is prerequisite. Letter-graded.
3. *Thesis*: None.
4. *General Examination*: None.
5. *Other information*:
 - a. Philosophy courses include all courses listed under Philosophy in *Courses of Instruction*, regardless of title, but no others.
 - b. *Pass/Fail*: All courses counted for concentration must be letter-graded.
 - c. No more than four half-courses numbered lower than 97 may be counted for concentration.

Requirements for Honors Eligibility: 13 half-courses

1. *Required courses*:
 - a. One introductory half-course in Philosophy, which may be either an introduction to the problems of philosophy, an introduction to the history of philosophy, or a cross-listed Moral Reasoning course.
 - b. One half-course in each of the following five areas, taken by the end of the first term of senior year and passed with a grade of C– or better:
 - i. Logic.
 - ii. Contemporary metaphysics, epistemology, philosophy of science, philosophy of mind, philosophy of language.
 - iii. Ethics, political philosophy, aesthetics.
 - iv. History of ancient or medieval philosophy.
 - v. History of modern pre-20th-century philosophy.
 - c. Five additional half-courses in philosophy; tutorials count toward this requirement.
 - d. Two additional half-courses in philosophy or approved related subjects. Related courses are approved individually by the Head Tutor, in many cases depending on the interests and overall program of the student. They count for concentration only if they are needed to reach the minimum number of concentration courses required.
2. *Tutorials*:
 - a-b. Same as **Basic Requirements**.
 - c. *Senior Tutorial*: Philosophy 99, individual supervision of senior thesis. Permission of the Head Tutor is required for enrollment. Letter-graded. Honors candidates ordinarily enroll in both fall and spring terms. Enrolled students who fail to submit a thesis when due must, to receive a grade above E for the course, submit a substantial paper no later than the beginning of the spring term Reading Period.
3. *Thesis*: Required of all senior honors candidates. Due at the Tutorial Office on the Friday after spring recess. No more than 18,000 words (approximately 65 pages). Oral examination on the thesis, by two readers, during the first week of spring Reading Period.
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.

Mind, Brain, and Behavior Track

15 half-courses

Students interested in studying philosophical questions that arise in connection with the sciences of mind, brain, and behavior may pursue a program of study affiliated with the University-wide Mind, Brain, and Behavior (MBB) initiative, that allows them to participate in a variety of related activities. MBB track programs must be approved on an individual basis by the Philosophy MBB adviser. Further information can be obtained from the Undergraduate Coordinator.

1. *Required courses:*
 - a. *Three basic MBB half-courses:*
 - i. Science B-62 (or B-29 for classes of 2010 or earlier).
 - ii. MCB 80 (formerly Biological Sciences 80).
 - iii. Junior year seminar in Mind, Brain, and Behavior.
 - b. One introductory half-course in Philosophy, preferably an introduction to the problems of philosophy.
 - c. Philosophy 156.
 - d. One half-course in logic.
 - e. Two further half-courses in contemporary metaphysics, epistemology, philosophy of science, philosophy of mind, or philosophy of language.
 - f. Two half-courses covering two of history of ancient philosophy, history of modern philosophy, ethics.
 - g. Two further MBB-listed half-courses from outside the Philosophy Department, to be selected in consultation with the MBB adviser.
2. *Tutorials:*
 - a. *Tutorial 1:* Same as **Basic Requirements**.
 - b. *Senior Tutorial:* Same as **Requirements for Honors Eligibility**.
3. *General Examination:* None.
4. *Other information:* Same as **Basic Requirements**.

Joint Concentrations

Philosophy as Primary Concentration

9 half-courses in Philosophy

1. *Required courses:*
 - a. One introductory half-course (see item 1a of **Requirements for Honors Eligibility**).
 - b. One half-course in four of the five areas (see item 1b of **Requirements for Honors Eligibility**).
 - c. Four additional half-courses in philosophy; tutorials count toward this requirement.
 - d. At least four half-courses in the other field. Many departments require more; consult Head Tutor of other field.
2. *Tutorial:* *Tutorial 1*, Philosophy 97 (usually taken in the sophomore year). Normally a tutorial is also required in the other field.
3. *Thesis:* Required as for honors eligibility in Philosophy, but must relate to both fields. Oral examination by two readers, one from each department.
4. *General Examination:* None required in Philosophy.

5. *Other information:* See **Basic Requirements**. Joint concentrations: with Classics, Economics, Government, History, Mathematics, Psychology, Religion, and occasionally others by special arrangement.

Another Field as Primary Concentration 6 half-courses in Philosophy

1. *Required courses:*
 - a. One introductory half-course (see item 1a of **Requirements for Honors Eligibility**).
 - b. One half-course in three of the five areas (see item 1b of **Requirements for Honors Eligibility**). The introductory course (item 1a) also counts toward this requirement.
 - c. Three additional half-courses in philosophy; tutorial counts toward this requirement.
2. *Tutorial:* Tutorial 1, Philosophy 97 (usually taken in the junior year).
3. *Thesis:* Required. Must relate to both fields. Directed in the primary field; one reader from Philosophy.
4. *General Examination:* None required in Philosophy.
5. *Other information:* See **Basic Requirements**. Primary fields: Classics, Government, History, Mathematics, Religion, and occasionally others by special arrangement.

ADVISING

Advising is done by the Head Tutor, Professor Ned Hall, and other faculty in the Department. The Head Tutor's hours are posted outside the Tutorial Office.

For up-to-date information on advising in Philosophy, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Philosophy.html.

RESOURCES

The Department of Philosophy is housed in Emerson Hall, which contains the Department and Tutorial Offices, the offices of faculty members and teaching fellows, and the Robbins Library of Philosophy.

HOW TO FIND OUT MORE

Further information may be obtained from Ms. Nanette de Maine, Undergraduate Coordinator, in the Tutorial Office, Room 303 Emerson Hall (617-495-2153); philtut@fas.harvard.edu.

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Philosophy	59	64	62	56	47
Philosophy + another field	11	6	8	9	4
Another field + Philosophy	14	10	10	9	6

Physics

Professor Howard Georgi, Director of Undergraduate Studies

The concentration in Physics, administered by the Department of Physics, serves a variety of goals and interests. Many concentrators seek an understanding of the subtle, profound, and fundamental laws—relativity, quantum mechanics, and the basic force laws—that govern the behavior of all matter. Often these studies involve the smallest units of matter: molecules, atoms, nuclei, and subnuclear particles. A major interest of other Physics concentrators is the exploration and explanation of the diverse properties to which these laws give rise in macroscopic systems such as fluids and solids. Still others study aspects of more complex systems like oceans and atmospheres, stars, and living matter.

A concentration in Physics provides a foundation for subsequent professional work in physics, and also for work in astronomy, biophysics, chemical physics, engineering and applied physics, earth and planetary sciences, geology, astrophysics, and the history and philosophy of science. Less obviously perhaps, the intellectual attitudes in physics—blending imagination, prediction, observation, and deduction—provide an excellent base for subsequent graduate work in professional schools of medicine, education, law, business, and public administration.

It should be emphasized that since all the physical sciences require basic training in physics and mathematics, an early choice of concentration need not be a final one. It is quite possible to design a program that will permit a change in concentration at the end of the sophomore year or even later. For example, a student who has satisfied most of the requirements for a concentration in astronomy probably has also satisfied most of the physics requirements as well, and vice versa.

The department tries to provide the essential content of undergraduate physics in concentrated form, leaving students sufficient time to develop interests through related courses offered by other science departments, to pursue more advanced and specialized aspects of physics through graduate-level courses and independent study or laboratory work, or to take advantage of the opportunities Harvard provides for a broad liberal arts education. By keeping the number of required courses small (twelve half-courses in Physics and related fields; 13 to 15 half-courses for honors candidates) and matching advisers to students, individual students are able to construct programs suited to their interests and career plans.

There are two basic avenues for entering Physics or one of the other concentrations in which it plays a major role. Most students commence their studies with the Physics 15a, 15b, 15c sequence of courses. This avenue is recommended for those who have had a normal high school course in physics or no previous physics at all. Students who enter with the appropriate Advanced Placement background may begin their study of physics with Physics 16 instead of Physics 15a. The Physics 15a, 15b, 15c courses are taught both terms, so that those students who wish to begin Physics in the second term may do so.

The Physics Department does not require that undergraduates take tutorials, i.e., individual instruction. This is not because independent study is considered unimportant, but rather because it has been deemed more important to keep the concentration requirements flexible enough to satisfy the differing goals of a great variety of students. There are programs that enable students to examine special fields and topics in some detail under the guidance of experts. We offer the following optional tutorial and independent study programs: (1) Physics 91r: individual study of material not covered in regular courses, supervised by a member of the department; (2) Physics 90r: individual research under the supervision of a faculty member interested in the field. The exact form of the project depends on the student's experience and interest, the nature of the particular field, and the availability of necessary facilities and funds. Concentrators desiring to write a senior thesis may do so under this program.

Physics does offer joint concentrations with other programs (e.g., Physics and Mathematics, Physics and Astronomy, and Physics and History and Science) with the provision that the student's Plan of Study be approved by the Director or Assistant Director of Undergraduate Studies and that the student meet the requirements for honors eligibility in both concentrations. Within the Physics Department we provide an Applied Physics option, which emphasizes courses covering physical applications (see **Requirements for the Applied Physics Option**). We also offer a biophysics option, which allows a limited substitution of biology courses for physics-related courses (see **Requirements for Biophysics Option**). Finally, we offer a Physics and Teaching option, which provides both preparation in physics and eligibility for the teaching certificate required for public school teaching in many states (see **Requirements for the Physics and Teaching Option**). See also the concentration in Chemistry and Physics. We also collaborate in offering many of the courses required for concentrations in Astronomy and in applied sciences.

No thesis or General Examination is required for a degree with honors in Physics.

For information on the secondary field in Physics, please see page 367 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Physics/program-desc-physics.htm).

OPTIONS

Physics

Physics with Applied Physics emphasis

Physics with Biophysics emphasis

Physics and Teaching

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Physics 15a, 15b, 15c. Students who have demonstrated sufficiently strong preparation in physics and mathematics may take Physics 16 in place of Physics 15a (See item 5f).
 - b. Physics 143a.
 - c. Mathematics at least through Mathematics 21a and 21b; Mathematics 23a and 23b; Mathematics 25a and 25b; or Applied Mathematics 21a and 21b. While not required, taking one or more additional mathematics courses is strongly recommended. Students should give special consideration to the courses listed in item 1c of the **Requirements for Honors Eligibility**.
 - d. Two additional half-courses in Physics.
 - e. Additional half-courses in Physics, or a related field, to complete the requirement of twelve half-courses (see item 5d).
2. *Tutorial:* None.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Courses counted as Physics courses include:*
 - i. Applied Mathematics 201, 202.
 - ii. Applied Physics (all courses).
 - iii. Astronomy 145, 150, 191.
 - iv. Chemistry 160, 161, 242.

- v. Engineering Sciences 120, 123, 125, 128, 151, 154, 173, 181, 190, and any 200-level course containing a significant amount of physics. See the Director or Assistant Director of Undergraduate Studies for approval.
- vi. Summer School PHYS S-123ab, an eight-week course that counts as a half-course.
- b. *Related courses include:*
 - i. Applied Mathematics.
 - ii. Applied Physics.
 - iii. Astronomy (except Astronomy 1 and 2).
 - iv. Biophysics 164r.
 - v. Chemistry.
 - vi. Computer Science.
 - vii. Earth and Planetary Sciences 108, 121, 131, 132, 133, 140, 161, 166, 167, 200, 201, 236, 243, 260, 263, 264.
 - viii. Engineering Sciences.
 - ix. Mathematics at the 100 or 200 level.
 - x. Statistics (except Statistics 100, 101, 102, and 104).
- c. Neither Physical Sciences 2 or 3, Physics 11a or 11b, nor any Core course may be counted for concentration.
- d. Physics 90r and 91r can be used, together or individually, to satisfy at most two of the required courses.
- e. *Pass/Fail:* Two half-courses may be taken Pass/Fail. These may not include Physics 15a, 15b, 15c or 16.
- f. Students with exceptional preparation in physics may wish to discuss the possibility of substituting more advanced courses for some of these introductory courses. Written permission of the Director of Undergraduate Studies is required if this is done.

Requirements for Honors Eligibility: 13–15 half-courses

- 1. *Required courses:*
 - a–b. Same as **Basic Requirements**.
 - c. Mathematics courses including at least two half-courses above the level of Math-ematics 21a, 21b; Mathematics 23a, 23b; Mathematics 25a, 25b; or Applied Mathematics 21a, 21b. Among those courses to choose from, consider especially Applied Mathematics 105a or Mathematics 113; Applied Mathematics 105b, Mathematics 112, or Mathematics 134; Mathematics 115; and Mathematics 119.
 - d. The laboratory course Physics 191r (see item 5h).
 - e. Three additional half-courses in Physics that should normally include Physics 143b and 181.
 - f. Additional half-courses in Physics, or a related field, to complete the requirement of 13 to 15 half-courses (see items 5f–g).
- 2. *Tutorial:* None.
- 3. *Thesis:* Optional: Students wishing to submit a thesis should obtain a copy of the Departmental regulations from the Assistant Director of Undergraduate Studies Office, Lyman 233.
- 4. *General Examination:* None.
- 5. *Other information:*
 - a–d. Same as **Basic Requirements**.

- e. *Pass/Fail*: Two half-courses may be taken Pass/Fail. These may not include Physics 15a, 15b, 15c, 16 or 191r.
- f. The number of courses required for honors candidates is reduced by one half-course for each of the half-courses, Mathematics 1a and/or Mathematics 1b, which a student is permitted to skip by virtue of his or her performance on the appropriate Advanced Placement Examination.
- g. With the exception of transfer students, the total number of half-courses actually taken at Harvard in this concentration cannot drop below a minimum of 13 chosen from the courses listed as required (items 1a–f).
- h. Astronomy 191 may be substituted for Physics 191r with the permission of the Director of Undergraduate Studies by students who have demonstrated a serious academic interest in astrophysics by completing a number of appropriate courses in astronomy and astrophysics. Honors candidates are advised to obtain additional experience in experimental physics by assisting in research through Physics 90r, or by working during the summer in an industrial, university, or government laboratory.

Requirements for the Applied Physics Option 13-15 half-courses

1. *Required courses*:
 - a–b. Same as **Basic Requirements**.
 - c. Mathematics courses must include at least one half course above the level of Mathematics 21a and 21b; Mathematics 23a and 23b; Mathematics 25a and 25b; or Applied Mathematics 21a and 21b. Among courses to choose from, consider especially Applied Mathematics 105a, 105b, 111, 120.
 - d. The laboratory course Physics 191r.
 - e. Physics 175: Quantum Electronics and Modern Optics and Engineering Sciences 173: Electronic and Photonic Semiconductor Devices.
 - f. Additional half-courses in physics or a related field, to complete the requirement of 13 to 15 half-courses.
2. *Tutorial*: None.
3. *Thesis*: Optional.
4. *General Examination*: None.
5. *Other information*:
 - a–d. Same as **Basic Requirements**.
 - e–g. Same as **Requirements for Honors Eligibility**.
 - h. Applied Physics 190 (Materials Physics) or Applied Physics 195 (Solid State Physics), and Engineering Sciences 123 (Fluid Mechanics) are highly recommended.
 - i. Students taking this option are advised to take Physics 123 and to obtain additional experience in experimental physics by taking Physics 90r or Engineering Sciences 91r, and/or by working during the summer in an industrial, university or government laboratory.

Requirements for the Biophysics Option 13-15 half-courses

1. *Required courses:*
 - a–c. Same as **Basic Requirements**.
 - d. Two half-courses of Physics 90r under the supervision of a member of the Committee on Higher Degrees in Biophysics or another biophysicist approved by the Director of Undergraduate Studies in Physics.
 - e. Two additional half-courses in physics.
 - f. Additional half-courses in physics or a related field, to complete the requirement of 13 to 15 half-courses.
2. *Tutorial:* None.
3. *Thesis:* Optional.
4. *General Examination:* None.
5. *Other information:*
 - a–e. Same as **Basic Requirements**.
 - f–g. Same as **Requirements for Honors Eligibility**.
 - h. In fulfilling the requirement in item 1f, a student may take up to two half-courses from the following: Life Sciences 1a, 1b; MCB 52, 54, 56, and 80 (formerly Biological Sciences 52, 54, 56, 80); and Biophysics courses numbered above 100
 - i. Students choosing this option are advised to take Physics 181 or Chemistry 161, and Physics 140 and/or Physics 136 in completing the requirements for honors eligibility in Physics. They should also take steps to acquire a basic knowledge of organic chemistry in its relation to biochemistry, although they need not enroll in Chemistry 20.

Requirements for the Physics and Teaching Option

This option is offered by the Department of Physics to encourage well-prepared students with a degree in physics to enter secondary school teaching in the much-needed areas of physics, physics and chemistry, physics and general science, and physics and mathematics. Students who choose this option will complete the Undergraduate Teacher Education Program (UTEP, see page 47 for more information) as part of this program. They will thereby obtain eligibility for the teaching certificate required for public school teaching by about thirty states, including Massachusetts.

Note: Those who plan to teach only in independent schools will not need a teaching certificate, and hence do not need to take this program. However, they too may wish to take UTEP courses to enhance their career preparation. (Basic physics concentrators who plan public school teaching after graduation should inquire at the Graduate School of Education about the possibility of admission to UTEP, independent of this option.)

Under this option, there is a variety of choices depending upon the intended subject area of school teaching. *But note that in each case Advanced Placement credit is acceptable in lieu of the corresponding required course work.*

Physics with Teacher Certification in Physics

1. *Required courses in Physics and related subjects (13 half-courses):*
 - a. Physics 15a, 15b, 15c or Physics 16, 15b, 15c as in the **Basic Requirements**.
 - b. Physics 143a and 181.
 - c. Mathematics at least through Mathematics 21a, 21b (or Mathematics 23a, 23b or Mathematics 25a, 25b).

- d. One half-course chosen from Life Sciences 1a, Physical Sciences 1, or Chemistry 40. See item 6e.
 - e. One half-course in a related subject (see item 6b).
 - f. Additional courses in physics or related subjects (see item 6b), to make a minimum total of 13 half-courses.
2. *Tutorial*: None.
 3. *Thesis*: None.
 4. *General Examination*: None.
 5. *UTEP*: The course and teaching requirements of the Undergraduate Teaching Education program **must** be completed before graduating under this program. These consist of four half-courses, including Student Teaching, as well as (noncourse) fieldwork, as described in detail in the booklet entitled *UTEP Courses that Form Part of the Requirements for the Physics and Teaching Options*.

Normally, it should be possible to meet the UTEP requirements and to also fulfill the requirements in item 1 above during a four-year period as an undergraduate; but it is also possible to graduate under the physics program without the Teaching Certification option and to complete the teacher preparation subsequently under UTEP as a post-baccalaureate student. To obtain more information on this option, contact the UTEP administrator (see item 6f).

6. *Other information*:
 - a. Courses counted as Physics courses: See item 5a of **Basic Requirements**.
 - b. Related courses: See item 5b of **Basic Requirements** but also including the courses in History of Science.
 - c. Physical Sciences 2 or 3, Physics 1a, 1b, 11a, or 11b, or any Core course may not be counted for concentration.
 - d. *Pass/Fail*: Two half-courses may be taken Pass/Fail. These may not include Physics 15a, 15b, 15c, 16, or 123.
 - e. The appropriate Advanced Placement credit or Harvard Chemistry placement credit may substitute for the required Chemistry course in item 1d, but the minimum of 13 half-courses total of actual courses taken in items 1a–f must be completed.
 - f. Additional information regarding UTEP, its courses and related activities, financial aid, the option of doing student teaching after graduation, and answers to other inquiries can be found in the UTEP Handbook (available in the UTEP Office, 222 Longfellow Hall). The UTEP administrator (617-495-3732) is responsible for advising all students who are considering or are enrolled in the program. In addition, each student in this option will have a Physics Department adviser for the subject area requirements.

Physics with Teacher Certification in both Physics and Chemistry

The requirements are the same as for *Teacher Certification in Physics*, except that:

1. Physics 143a and 181 are replaced by Chemistry 160 and 161.
2. An additional half-course, Chemistry 17 or 20, is also required; but the minimum number of subject area courses to be taken will still be 13.
3. If the UTEP program is not completed, Physics 143a must be taken to meet the basic requirements in Physics.

Physics with Teacher Certification in Physics and General Sciences

The requirements are the same as for *Teacher Certification in Physics*, with the addition of:

1. Two half-courses in Biology, normally Life Sciences 1a and 1b; but the minimum number of subject area courses to be taken will still be 13.

Physics with Teacher Certification in Physics and Mathematics

The requirements are the same as for *Teacher Certification in Physics*, except that:

1. The one half-course in a related subject (see item 5b of **Basic Requirements**) must be chosen from Mathematics, Statistics, or Computer Science courses (excluding Mathematics Xa, Xb).
2. One additional half-course in Probability and Statistics is required, normally Statistics 100 or HGSE H-102.
3. One additional half-course in Computer Science is required, normally chosen from Computer Science 50 or 51.

Note: It may be possible in items 2 or 3 to substitute other courses with a strong statistical or computer component, but in all cases the minimum number of subject-area courses taken must be 13.

ADVISING

Students interested in concentrating in Physics should discuss their Plans of Study with the Director or Assistant Director of Undergraduate Studies. When these are approved, each undergraduate who elects to concentrate in Physics is assigned an additional faculty adviser. If students do not request a change in adviser, they have the same adviser until they graduate. It is expected that students will discuss their programs and review their progress with faculty advisers at the beginning of each term. Students are told to seek advice at any time and can see their advisers at regularly scheduled office hours or by making an appointment. Students may also seek advice from the Director or Assistant Director of Undergraduate Studies at any time.

For up-to-date information on advising in Physics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Physics.html.

RESOURCES

The Science Center houses many modern facilities for undergraduate instruction in Physics. For example, concentrators will find most of the books and journals needed for their undergraduate courses in the Godfrey Lowell Cabot Science Library which is located there. (More advanced references are available in the Physics Research Library in the Jefferson Laboratory.) In addition, the computers used in undergraduate Physics courses are located in the Science Center as are the instructional laboratories, one in practical laboratory electronics and an advanced physics laboratory.

Students desiring to extend their research experience beyond the experiments available through the teaching laboratories may obtain access through the Physics 90r program to facilities for ongoing research in atomic and molecular physics in the Lyman Laboratory, solid-state physics in the Gordon McKay Laboratory, high energy physics in the High Energy Physics Laboratory, astrophysics through the Center for Astrophysics, and in biophysics through the various Biological Laboratories.

HOW TO FIND OUT MORE

For further information about the Physics concentration, the Physics Department, and related departments with a major physics component, the best single reference is the pamphlet *The SPS Guide to Physics and Related Fields*. Copies are available from the Assistant Director of Undergraduate Studies in Lyman 233. Information is also available at www.physics.harvard.edu/academics/undergrad.

Advice and personal consultation concerning the concentration can be obtained from the Director of Undergraduate Studies, Professor Howard Georgi, Jefferson 456, georgi@physics.harvard.edu (617-496-8293); or Assistant Director of Undergraduate Studies, Dr. David Morin, Lyman 233, morin@physics.harvard.edu (617-495-3257). For office hours, check the website: schwinger.harvard.edu/~georgi/schedule.htm.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Physics	90	88	78	74	75
Physics + another field	34	37	44	43	26
Another field + Physics	6	12	11	15	17

Psychology

Professor Ken Nakayama, Acting Head Tutor

Psychology is the scientific study of thought and behavior, and as such is an extremely broad discipline. To understand the internal and external events that lead us to behave as we do, we need to know a number of things. We must look at the biological basis of behavior, such as the nervous system, the endocrine system, and genetic influences. We also need to consider the role of learned behaviors acquired through experience and about the roles of sensation, perception, memory, and cognition. We have to address individual differences, such as the characteristics that distinguish the individual from every other. We also need to consider the effects of social interaction, for people live among others and are influenced by their contacts and communications with other people. Because people change over time, we also need to know something about developmental processes. Understanding the roles of these various factors in the production of thought and behavior is a complex task, and therefore psychology is a complex and fascinating discipline.

Although many people believe that psychology is concerned primarily with the diagnosis and treatment of mental illness, most of the research conducted in Harvard's Department of Psychology concerns basic psychological processes such as perception, memory, social influence, motivation, social support, nonverbal communication, and decision making. Many members of the department have interests in behavioral neuroscience, such as understanding the biological basis of temperament and understanding how various brain structures are related to behavior. Some members of the department use psychology to understand other disciplines, such as law, medicine, and business. Finally, some members of the department conduct research on the etiology, development, and treatment of psychopathology. All members of the department share the common goal of understanding behavior through empirical investigation, and their teaching and research reflect this goal.

The Department understands that undergraduates concentrate in psychology for various reasons. Some seek to prepare themselves for graduate work in psychology or a related discipline; some plan to go on to professional work; and some see a concentration in psychology as interesting and valuable intellectually but do not base their future vocational plans upon it. The Department has kept all these reasons in mind in designing its concentration requirements. The requirements have been structured so that students start with a Tier 1 course that provides an introduction to the field, progress to Tier 2 courses that each provide a foundation in a sub-area of psychology, and then take electives in more specialized areas of interest.

For information on the secondary field in Psychology, please see page 369 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Psych/program-desc-psych.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. *Introductory/Tier 1:* Psychology 1, half-course, first or sophomore year. Letter-graded.
 - b. *Sophomore Tutorial:* Psychology 971, half-course, sophomore year. Letter-graded. (See item 2a.)
 - c. *Basic Methods:* Psychology 1900, Introduction to Quantitative Methods in Psychology, half-course, sophomore year. Must be passed with a grade of C or higher.
 - d. *Tier 2:* Two half-courses, recommended by end of sophomore year. Letter-graded. Select two of Psychology 13, 15, 16, 18, or Molecular and Cellular Biology 80.
 - e. *Advanced Methods:* Psychology 1901, Methods of Behavioral Research, half-course, junior year.
 - f. *Concentration Electives:* Six half-courses. All letter-graded. (See items 2b, 2c, 5a, and 5b.)
2. *Tutorials:*
 - a. *Sophomore Tutorial:* Psychology 971 is a semester-long, House-based tutorial required for concentrators. Students who enter the concentration late should enroll in Psychology 971 upon entering the concentration. The sophomore tutorial will examine from a variety of perspectives issues and phenomena addressed in contemporary psychological research.
 - b. *Senior Seminar:* General Psychology (Psychology 995): Optional one-term group tutorial that provides an overview of the field for senior concentrators not engaged in a thesis project.
 - c. *Supervised Research (Psychology 910r):* Optional one-term individual tutorial consisting of empirical research conducted under the supervision of a departmental faculty member. A research report is required. The number of times this course can be taken is limited (see item 5b). May be taken Pass/Fail if not for concentration. Applications must be approved by the Undergraduate Office prior to filing of study cards.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Elective Requirement, Nondepartmental Courses:* Up to two nondepartmental half-courses may be taken in partial fulfillment of the concentration elective requirement. These courses may be any combination of affiliate, expedited, or petition courses. These courses vary each year; a current list and relevant deadlines are available on the concentration website. Not counting toward the limit of two nondepartmental courses are those taught by regular psychology faculty (e.g., Science B-60, B-62; Social Analysis 43, Freshman Seminar 26p).

Affiliate Courses are nondepartmental courses taught by departmental affiliates. Affiliated courses in Education require cross-registration with instructor and departmental signatures. These courses are automatically approved and designated for nondepartmental elective concentration credit.

Expedited Courses are nondepartmental courses that include significant psychological content and could be a useful component of one's concentration in psychology. These courses are automatically approved but require students to designate them for nondepartmental elective concentration credit by emailing psychology@wjh.harvard.edu by the appropriate deadline.

Petitioned Courses are other nondepartmental courses that students believe will contribute significantly to their study of psychology. These courses must include significant psychological content and relate directly to their own concentration program. A petition is required (forms available in the Undergraduate Office and on the concentration website) and must be submitted by the appropriate deadline.

- b. *Elective Requirement, Research Courses*: Students may take up to three research courses (any combination of 910r and lab methods courses; for students changing from honors-eligible tracks, this also includes 985 and senior thesis tutorials) in partial fulfillment of concentration elective requirements. Additional research courses may be taken for College elective credit; students may enroll in 910r up to a total of three times.
- c. *Graded Course Requirement*: All courses taken for concentration must be letter-graded. The only exceptions are cross-listed Freshman Seminars.
- d. *Undergraduate Teacher Education Program*: Concentrators may be eligible to obtain certification to teach middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. See page 47 for more information about the Undergraduate Teacher Education Program (UTEP).

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses*:
 - a–e. Same as **Basic Requirements**.
 - f. *Concentration Electives*: Five half-courses. All letter-graded (see item 5a of **Basic Requirements** and item 5c below).
 - g. *Laboratory Methods Requirement*: Half-course, sophomore or junior year. Letter-graded. Select one from a list that varies each year. See item 5b.
 - h. Psychology 990, Senior Tutorial, full course. Graded SAT/UNS. (See item 2c.)
2. *Tutorials*:
 - a. *Sophomore year*: Same as **Basic Requirements**.
 - b. *Junior Tutorial: Preparation for the Honors Thesis (Psychology 985)*: Optional but recommended one-term tutorial consisting of individual reading and research leading to a thesis prospectus, under the supervision of a Departmental faculty member, supplemented by occasional required group meetings. Particularly recommended for students working outside of the department or planning summer research. Graded SAT/UNS. Prospectus or paper required. Application must be made to the Undergraduate Office prior to filing Study Card. See also item 3.
 - c. *Senior Tutorial: The Honors Thesis (Psychology 990)*: Full-year individual tutorial consisting of research leading to submission of the thesis, supplemented by required spring poster session and occasional optional but highly recommended group meetings. Graded SAT/UNS.
 - d. *Supervised Research (Psychology 910r)*: Application required; optional one-term individual tutorial consisting of empirical research conducted under the supervision of a departmental faculty member. A research report is required. Applications must be approved by the Undergraduate Office prior to filing of study cards. May be used

to meet the lab methods requirement, but will not meet the concentration elective requirements for honors-eligible students (see also item 5c).

3. *Thesis*: Required. An adviser-approved thesis application is normally due in April of the junior year. A thesis prospectus meeting giving thesis committee approval of the prospectus is normally required by late October of the senior year. The completed thesis is due the Wednesday before spring recess of the senior year. Required poster session spring of senior year.
4. *General Examination*: None.
5. *Other information*:
 - a. *Elective Requirements, Nondepartmental Courses*: Same as **Basic Requirements**, item 5a.
 - b. *Laboratory Methods Requirement*: Laboratory methods courses acquaint students with research in various areas of psychology and provide valuable preparation for honors candidates designing thesis projects. The list of concentration courses varies each year; see the website.
 - c. *Elective requirement, Research Courses*: With the exception of 985, students may not count any additional research courses (any combination of 910r and lab methods courses) toward concentration requirements. Additional research courses may be taken for College elective credit; students may enroll in 910r up to a total of three times.
 - d. *Graded Course Requirement*: All concentration courses except Psychology 985, Psychology 990, and cross-listed Freshman Seminars must be letter-graded.
 - e. *Admissions Requirement*: An honors application is required, normally in April of the junior year. To apply to the honors thesis program, students must have completed basic, advanced, and laboratory methods and have a 3.5 College grade point average.
 - f. *Determination of Departmental Honors*: Honors degree recommendations are normally determined by a combination of the concentration grade point average and the thesis evaluation.
 - g. *Joint Concentrations*: Students who are interested in completing study in two related fields are strongly encouraged to pursue a concentration in one field and a secondary field in the other. In rare cases, qualified honors candidates may combine Psychology with other fields in a joint concentration if they can demonstrate a clear integrative research path deserving of a joint concentration. Students considering a joint concentration should speak with an adviser no later than the beginning of junior year to determine the feasibility of completing it.
 - h. *Undergraduate Teacher Education Program*: See item 5d of **Basic Requirements**.

Psychology and Neuroscience Track Requirements: 14 half-courses

The Psychology and Neuroscience track is affiliated with the University-wide Mind/Brain/Behavior (MBB) Interfaculty Initiative, and is administered through the Psychology Undergraduate Office. An application is required. MBB tracks are also available in Computer Science, History and Science, Human Evolutionary Biology, Linguistics, and Philosophy.

1. *Required courses*:
 - a. *Introductory*: Science B-62, half-course, first or sophomore year. Letter-graded.
 - b. *Sophomore Tutorial*: Psychology 971, half-course, sophomore year. Letter-graded.
 - c. *Basic Methods*: Psychology 1900, half-course, sophomore year. Letter-graded; must be passed with a grade of C or higher.

- d. *Tier 2*: MCB 80 (formerly Biological Sciences 80), half-course, sophomore year, and one other half-course from Psychology 13, 15, 16, and 18, recommended by end of sophomore year. Letter-graded.
- e. *Seminar in Mind/Brain/Behavior*: Half course, junior year. Letter-graded. Select one from a list that varies each year.
- f. *Advanced Methods*: Psychology 1901, half-course, junior year. Letter-graded.
- g. *Laboratory Methods*: Half course, sophomore or junior year. Letter-graded. Select one from a list on the concentration website.
- h. *Senior Tutorial*: Psychology 992, full course, senior year. Graded SAT/UNS. See item 5a.
- i. *Track Electives*: Four half-courses. Letter-graded. See item 5b.

2-4. See Psychology **Requirements for Honors Eligibility**, items 2-4.

5. *Other information*:

- a. *Senior Tutorial*: Psychology 992 requires participation in the psychology spring poster session and MBB thesis activities; attendance at optional group meetings of Psychology 990 is also highly recommended.
- b. *Track Electives*: Track electives are selected in consultation with a concentration adviser, and may include non-departmental courses by petition. Course selection will be reviewed and approved by the MBB Head Tutor in Psychology. With the exception of 985, students may not count any additional research courses (any combination of 910r and lab methods courses) toward track elective requirements. Additional research courses may be taken for College elective credit; students may enroll in 910r up to a total of three times.
- c. *Admission Requirements*: Admission to the track is by application. To apply to the track, students must have a 3.5 College grade point average. We recommend that students apply as soon as they are reasonably certain they want to be in the track to ensure that their coursework is appropriate for the track. Applications must be submitted no later than the first term of the junior year.

Social and Cognitive Neuroscience Track
Basic Requirements: 12 half-courses
Requirements for Honors Eligibility 14 half-courses

Social and Cognitive Neuroscience is a specialized track within the Psychology concentration and part of the Life Sciences cluster of concentration options. As such, it is one of the major paths toward bridging the social and life sciences at Harvard. The track reflects the increasingly interdisciplinary nature of learning and research in psychology, emphasizing integration across the sub-disciplines within psychology (social psychology, cognitive psychology, development, psychopathology) as well as connections between psychology and the other life sciences. Students in this track have the opportunity to study the interplay between traditional interests in psychology such as vision, memory, language, emotion, intergroup relations, and psychological disorders, and recent developments in neuroscience and evolutionary science.

To support this learning, the track will provide a strong foundation of basic knowledge in psychology and the life sciences, as well as analytical, quantitative, and laboratory research skills scientists in these areas employ. Students will also take more advanced courses in social and cognitive neuroscience and conduct research in a faculty laboratory. A thesis option is available for students with strong interests in the research component of the program.

1. *Required courses:*
 - a. *Introductory/Tier 1:* Psychology 1, half-course, first or sophomore year. Letter-graded.
 - b. *Sophomore Tutorial:* Psychology 975, half-course, sophomore year. Letter-graded. See item 2a.
 - c. *Basic Methods:* Psychology 1900, half-course, sophomore year. Letter-graded; must pass with a grade of C or higher.
 - d. *Tier 2:* MCB 80 (formerly Biological Sciences 80), half-course, sophomore year, and other half-course from Psychology 13, 15, 16, and 18, recommended by end of sophomore year. Letter-graded.
 - e. *Advanced Methods:* Psychology 1901, half-course, sophomore or junior year. Letter-graded.
 - f. *Laboratory Methods:* half-course, sophomore or junior year. Letter-graded. Select from a list on the concentration website.
 - g. *Life Sciences Courses:* Life Sciences 1a or Life Sciences 1b (both may count, but only one is required); and one or two additional basic-level courses in life sciences and related areas selected from a list on the concentration website to total three half-courses.
 - h. *Psychology Electives:* Two half-courses, both letter-graded. Only one may be non-departmental. (All students see **Basic Requirements**, item 5a. Non-honors students also see **Basic Requirements**, item 5b; honors-eligible students also see **Requirements for Honors Eligibility**, item 5c.)
 - i. *For Honors Eligibility:* Senior Tutorial: Psychology 993, full course, senior year. Graded SAT/UNS. See item 2c.
2. *Tutorials:*
 - a. *Sophomore Tutorial (Psychology 975):* Examines issues and phenomena addressed in contemporary psychological and life science research from a variety of perspectives. A sophomore essay is required.
 - b. *Junior Tutorial:* Preparation for the Honors Thesis (Psychology 985): Optional but recommended half-course tutorial consisting of individual reading and research leading to a thesis prospectus, supplemented by occasional required group meetings. Course particularly recommended for students working outside of department or planning summer research. Graded SAT/UNS. Prospectus or paper required. Application must be made to the Psychology Undergraduate Office prior to filing study cards.
 - c. *Senior Tutorial:* The Honors Thesis (Psychology 993): Full-year individual tutorial consisting of research leading to submission of the thesis, supplemented by required spring poster session and occasional optional but highly recommended group meetings. Graded SAT/UNS.
 - d. *Supervised Research (Psychology 910r):* Application required; optional one-term individual tutorial consisting of empirical research conducted under the supervision of a departmental faculty member. A research report is required. Applications must be approved by the Undergraduate Office prior to filing study cards. May be used to meet the lab methods requirement, but will not meet concentration elective requirements for honors-eligible students (see Psychology **Requirements for Honors Eligibility** item 5c).
3. *Thesis:* Required for honors eligibility. A College GPA of 3.5 or greater is required to apply for the thesis. An adviser-approved thesis application is normally due in April of the junior year. A thesis prospectus meeting giving thesis committee approval of the prospectus is normally required by late October of the senior year. The completed thesis is due the

Wednesday before spring recess of the senior year. Required poster session spring of senior year.

4. *General Examination*: None.

ADVISING

The Department of Psychology offers numerous opportunities for students to obtain advice about the field and concentration. The first stop for information should be the undergraduate website (www.wjh.harvard.edu/psych/ug/), which is a comprehensive collection of requirements, departmental policies, and advice about navigating through the concentration. Students may also get advice and information throughout the year from program staff in the Psychology Undergraduate Office, William James 218 House-based concentration advisers are available to upperclass students throughout the academic year. Students may email brief questions to psychology@wjh.harvard.edu. Concentration advising includes discussing concentration requirements, signing Study Cards and Plans of Study, helping plan future courses, and answering other related questions students may have. A more detailed description of advising resources is available on the concentration website.

Pre-concentrators should read the Advising and Requirements sections of the undergraduate website (links to those sections are on the home page: www.wjh.harvard.edu/psych/ug/) for posted pre-concentration drop-in advising hours and should feel free to e-mail psychology@wjh.harvard.edu or stop by the Undergraduate Office with questions.

For up-to-date information on advising in Psychology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Psychology.html.

RESOURCES

The Department of Psychology is situated in William James Hall, at the corner of Kirkland Street and Divinity Avenue. Copying machines are available in the library and in the basement of the building. Special facilities exist for individual interviews; personality studies; observation of small groups, infants, and children; and for work in the areas of vision and perception, animal behavior, and the behavioral and cognitive neurosciences. These laboratories are directed by individual faculty members and access is arranged through them.

The Psychology Undergraduate Office is located on the second floor of William James Hall (218–222) and is open year-round, Monday through Friday, 9–5. Students are welcome to come here for general information about the concentration and related matters. The Psychology undergraduate website (www.wjh.harvard.edu/psych/ug/) includes information on concentration requirements, prizes, awards, volunteer and job opportunities, graduate schools, and various psychology-related activities throughout the University and the country.

The Department of Psychology has long been committed to active student involvement in departmental activities. Each year, several concentrators serve as student representatives to the departmental Committee on Undergraduate Instruction (CUI). The CUI considers a wide variety of policy matters, and student participation in its deliberations allows concentrators to help plan and review aspects of the undergraduate curriculum and programs.

HOW TO FIND OUT MORE

The Psychology concentration has an extensive website (www.wjh.harvard.edu/psych/ug/) that includes information about basic and honors concentration requirements, joint concentrations, the psychology MBB and Life Science tracks, and sample plans of study in general psychology, pre-medical studies, pre-clinical studies, and pre-professional studies. Also on the website is information on departmental research opportunities, potential non-department thesis

advisers, grant applications, and other forms. You can also contact the Undergraduate Office at psychology@wjh.harvard.edu or 617-495-3712.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Psychology	318	388	352	347	336
Psychology + another field	5	7	4	5	5
Another field + Psychology	2	5	10	11	7

Comparative Study of Religion

Professor Anne Monius, Acting Director of Undergraduate Studies

The Comparative Study of Religion offers undergraduates access to a range of human experiences that have produced much of the greatest literature of the world, inspired its art and philosophy, and shaped its moral consciousness. The concentration trains students to think critically about religions in interaction with other cultural, historical, intellectual, and social phenomena. The concentration also provides students with a basic understanding of one or two of the major religious traditions of the world through study of sacred books, rituals, and symbols; philosophy and theology; and the lived experiences and history of participants in the tradition. To achieve its ends, the concentration stresses the acquisition of certain specific skills: (1) the arts of reading and interpreting texts; (2) clear writing (essays are a substantial part of the requirements of the sophomore and junior tutorials); and (3) an understanding of the basic modern literature on the theory of religion and of the methods of the study of religious phenomena.

Concentrators draw up a concentration plan and statement of focus under the supervision of the Director of Undergraduate Studies and their adviser in consultation with appropriate members of the Committee on the Study of Religion. There are four options within the field: a focus on two religious traditions, a focus on a single tradition, a joint concentration with religion as the primary field of study, and a joint concentration with another field as the primary field of study. All four programs involve required general, methodological, or comparative courses outside of the major religious tradition(s) being studied. These courses provide analytical tools and knowledge of other traditions that enable students to think with comparative and theoretical imagination about diverse phenomena in religion. Concentration credit for study abroad is possible; students interested in such credit must petition the Committee on the Study of Religion, through the Director of Undergraduate Studies.

For information on the secondary field in the Comparative Study of Religion, please see page 371 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Religion/program-desc-rel.htm).

OPTIONS

- A. Two major traditions in comparative context
- B. One major tradition in comparative context
- C. Joint concentration with religion as the primary field.
- D. Joint concentration with another field as the primary field.

REQUIREMENTS

Students entering Harvard College prior to September 2005 should consult the requirements listed in the Handbook for Students 2004–2005

12 half-courses

1. *Required courses:* These vary with the option chosen, as detailed below under each of the four programs.
2. *Tutorials:* The tutorial program under each option is integrated closely into that program of studies as detailed below. In Options A, B, and C the required tutorial courses are as follows:
 - a. *Sophomore year:* Religion 97, tutorial seminar (one term), required. Letter-graded.

- b. *Junior year*: Religion 98a, individual or small-group tutorial, required. Letter-graded.
3. *Senior Project*: Either a capstone project or a thesis.
- Students who do not write a senior thesis will designate an advanced course, typically a seminar, as the capstone course for her or his concentration. The course will be selected in consultation with the concentration advisor and other faculty as appropriate. Within the context of the course, the student will complete a capstone project, typically a research paper. Students who complete this type of senior project but do not write a thesis will be eligible to be recommended for Honors (but not High or Highest Honors) in the concentration.
 - Thesis*: Required only of candidates for High Honors or Highest Honors in Field. To be eligible to write a thesis, a student must maintain a minimum average of B+ in the concentration.
 - Senior Seminar*: Religion 99a and 99b (two terms), required only of students writing a thesis. Graded SAT/UNS.
4. *Other Information*:
- Traditions*: The “tradition” can be either a major religious tradition, such as Judaism, or a historical complex, such as East Asia. The traditions listed are those for which there are ordinarily sufficient resources at Harvard. Other traditions may be possible, depending upon the availability of faculty and course offerings.

Ancient Near Eastern and Israelite	Hinduism
Buddhism	Islam
Christianity	Judaism
East Asian	Modern West
Greek, Hellenistic, Roman	South Asian
 - Language Instruction*: A consideration in the evaluation of an honors thesis will be the ability of a student to demonstrate an awareness of primary texts in their original language. Honors candidates are thus advised to study the language(s) they will need to interpret texts from the tradition(s) they choose. In general, students may count language courses towards concentration credit when the texts they are reading are either from a religious tradition or relevant to the study of a religious tradition, beginning with the second term of a given language track.
 - Pass/Fail*: In addition to Religion 99a and 99b (see below), one half-course taken Pass/Fail at Harvard can be counted for concentration credit. Consult with the Director of Undergraduate Studies regarding Pass/Fail credit for courses taken abroad.
 - Joint Concentration*: The Comparative Study of Religion may be combined with another field in the overall framework of a joint concentration. Ordinarily, students wishing to combine Religion as the primary field will do so in the context of Option C. For rules governing joint concentrations involving Religion, consult the Director of Undergraduate Studies.

Option A: Two Major Traditions in Comparative Context

- General*: Comparative and Methodological Studies: three half-courses.
 - One half-course chosen from Religion 11-20 or Humanities 15.
 - Religion 97 (one term).
 - One other half-course.
- Tradition I*: five half-courses.

- a. Four half-courses focusing on a particular era or cultural/geographical area important in the tradition. For thesis writers, one of these courses will be Religion 99a.
 - b. Religion 98a (one term).
3. *Tradition II*: Four half-courses focusing on a particular era or cultural/geographical area important in the tradition. For thesis writers, one of these courses will be Religion 99b.

Option B: One Major Tradition in Comparative Context

1. *General*: Comparative and Methodological Studies: four half-courses.
 - a. One half-course chosen from Religion 11-20 or Humanities 15.
 - b. Religion 97 (one term).
 - c. Two other half-courses, of which normally one considers a tradition other than the major tradition.
2. *Major Tradition*: eight half-courses.
 - a. Seven half-courses, of which normally three focus on a particular era or cultural geographical area important in the tradition. For thesis writers, two of these courses will be Religion 99a and 99b.
 - b. Religion 98a (one term).

Option C: Joint Concentration with Religion as Primary Field

1. *General*: Comparative and Methodological Studies: three half-courses.
 - a. One half-course chosen from Religion 11-20 or Humanities 15.
 - b. Religion 97 (one term).
 - c. One other half-course.
2. *Major Tradition*: five half-courses.
 - a. Four half-courses focusing on a particular era or cultural/geographical area important in the tradition. For thesis writers, one of these courses will be Religion 99a.
 - b. Religion 98a (one term).
3. *Other Field*: At least four half-courses. For thesis writers, one of these courses will typically be Religion 99b, though in some instances, a senior tutorial in the other field may be substituted for Religion 99b or combined with it. One term of junior tutorial in the other field is ordinarily required. Precise course requirements are subject to concentration requirements of the department or committee that administers the program in the other field.

Option D: Joint Concentration with Another Field as Primary Field 7 half-courses

1. *General*: Comparative and Methodological Studies: three half-courses.
 - a. Either one half-course chosen from Religion 11-20, Humanities 15, or the sophomore tutorial (Religion 97).
 - b. Two other half-courses.
2. *Major Tradition*: Four half-courses focusing on a particular era or cultural/geographical area important to the tradition.

ADVISING

Each student will be assigned a concentration adviser who will meet with the student at the beginning of each term and, when occasion warrants, to assist with the student's Concentration Plan and Statements of Focus. In most cases the concentration adviser will also serve as the special field adviser who counsels the student on issues related to the major tradition(s). When these two advisers are not the same a special field adviser will be appointed in addition to the concentration adviser.

For up-to-date information on advising in the Comparative Study of Religion, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Religion.html.

RESOURCES

Faculty members from many Faculty of Arts and Sciences departments and from the Divinity School share in the teaching and administration of the concentration. For study resources concentrators draw not only upon the collections at Widener Library, the Fogg Art Museum, and the undergraduate libraries, but also upon the Andover-Harvard Library at the Divinity School and area studies libraries, such as the Harvard-Yenching and Tozzer libraries.

HOW TO FIND OUT MORE

A handbook for concentrators and names of current concentrators willing to discuss the program are available at the office of the Study of Religion, 302 Barker Center. For more information, contact Anne Monius (amonius@hds.harvard.edu), Acting Director of Undergraduate Studies.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Comparative Study of Religion	54	41	34	22	18
Religion + another field	13	11	10	6	4
Another field + Religion	6	11	8	9	6

Romance Languages and Literatures

Professor Mary Gaylord, Director of Undergraduate Studies

Today, Romance languages are spoken in Europe, North and South America, the Caribbean, the Middle East, Africa, and Southeast Asia. Their rich cultural and literary heritage play a key role in the world's multicultural societies. The Department of Romance Languages and Literatures welcomes concentrators in one or more of the following fields: French and Francophone Literature or French and Francophone Studies, Hispanic Literature or Hispanic Studies, Italian Literature or Italian Studies, Latin American Studies, Portuguese and Brazilian Literature or Portuguese and Brazilian Studies, and Romance Studies. Basic language instruction in Catalan is offered; advanced reading and research in Catalan is also available. The Department encourages students to study abroad and recommends a selection of programs based on each student's specific needs.

Each program has its own requirements, as described below. All provide concentrators with a solid grounding in their chosen language and encourage the study of culture. In each program, tutorials supplement course work by discussing the techniques of literary and cultural analysis and, in certain instances, literary theory. The department offers a wide spectrum of courses that accommodate students planning careers in medicine, law, business, social work, or other fields, as well as those intending to pursue graduate degrees in literature, art, and related fields.

The track in French and Francophone Studies emphasizes French language, literature, and culture, including influential recent work in various fields of the humanities and social sciences. The track in French and Francophone Literature, while similarly broad in scope, allows for greater focus on the study of literature. In both, students are encouraged to develop individual programs of study. Some students may wish to focus on the evolution of fiction, drama, or film, or the literary history of a particular period; others may opt for cultural, theoretical, or political issues. All concentrators acquire proficiency in reading, writing, and speaking French, a familiarity with the long French literary tradition, and an awareness of current intellectual and political trends.

The track in Hispanic Literature offers students the opportunity to explore the many riches of both Spanish and Latin American literature, art, and film, as well as the history and politics of cultural production. The Hispanic Studies track combines an interest in literature with additional courses in related fields such as Anthropology, Government, History of Art and Architecture, and History. Course offerings in the two programs cover the full range of Hispanic cultures, from the Middle Ages to the present. Students are encouraged to design individual programs of study in consultation with faculty members, and will acquire proficiency in the Spanish language. The growing importance of Spanish, both in the US and abroad, has greatly increased the opportunities for Hispanic concentrators to put their knowledge and communication skills to practical use.

The tracks in Italian Literature and in Italian Studies provide students with proficiency in the language and a knowledge of the major periods and authors of the Italian literary tradition, from Dante and the Trecento through the Renaissance to the present, including contributions to modern culture, theater, and film. Both the literature and the studies tracks encourage concentrators to supplement the required courses with individual projects under the supervision of faculty members and to incorporate interdisciplinary studies in their program. Harvard is a Local Chapter of Gamma Kappa Alpha National Italian Honor Society, formed to acknowledge outstanding undergraduate scholarship in the field of Italian language, literature, and culture.

The tracks in Portuguese and Brazilian Literature and Portuguese and Brazilian Studies thoroughly acquaint students with both the Portuguese language and the Brazilian literary tradition. At the same time, concentrators may take courses outside of the department on diverse historical, economic, or political aspects of the culture of Brazil, Portugal, or the Portuguese-speaking countries of Africa and Asia. Concentrators play a large role in the development of their individual plans of study.

Students are invited to pursue Joint Concentrations between any one of the four language sections and a wide range of other departments and programs. In addition, students may elect a combined concentration in two Romance languages and literatures.

The track in Romance Studies is intended for students who wish to combine work in three Romance languages and literatures. Cross-cultural in focus and design, the track acknowledges the commonalities and differences of the Romance traditions. It is not necessary for students to have begun study in all three languages before arriving at Harvard, though the ideal candidate for this concentration track will have an advanced proficiency in one Romance language and an intermediate proficiency in a second Romance language.

The track in Latin American Studies is intended for students who wish to focus mainly on Latin America and its diverse cultural traditions, which include not only knowledge of Spanish and Portuguese, but also the important place of indigenous cultures. The track is cross-cultural in focus and design, and allows for interdisciplinary and bilingual approaches.

A system of tutorials is in effect in all sections of the Department of Romance Languages and Literatures. The tutorials are designed to promote close contact between undergraduates and faculty. All concentrators must take one term-long tutorial, normally in the sophomore year. Honors candidates, in addition to the sophomore tutorial, are required to take a term-long junior tutorial and a year-long senior tutorial, culminating in a senior thesis. The junior and senior tutorials provide weekly one-on-one instruction tailored, in consultation with a member of the Faculty and Tutorial Board, to fit each student's particular needs.

Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. See page 47 for more information about the Undergraduate Teacher Education Program (UTEP).

For information on the secondary field in Romance Languages and Literatures, please see page 372 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/RLL/program-index-rll.htm).

REQUIREMENTS

French and Francophone Literature

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Two survey half-courses: French 70a and either 70b or 70c.
 - b. Two of the following advanced half-courses in language: French 47, 48, 51, or 52.
Note: Must be satisfied with grades of B– or better. Native speakers may replace language courses with literature courses, subsequent to a departmental interview. Courses taken outside of Harvard may be substituted upon approval by the undergraduate adviser in French.
 - c. Eight half-courses in French that are numbered 100 or above or are tutorials. At least two must treat literature before 1800, and at least five must be taught in French.
2. *Tutorial:* Sophomore year: French 97 (one term) required. Small-group instruction. Letter-graded.
3. *Thesis:* Not required.

4. *Other information:*

- a. *Pass/Fail:* Courses counting for concentration credit may not be taken Pass/Fail.
- b. *Language requirement:* By the end of the junior year, concentrators should be fluent enough in French to pass an oral competency examination during Reading Period and should have satisfied the advanced language course requirements.
- c. *Joint Concentration:* French and Francophone Literature may be combined with another Romance literature, or with a related field in another department. Six half-courses are required in the French and Francophone Literature concentration if it is combined with a related field.
- d. *Freshman Seminars:* With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

French and Francophone Studies Basic Requirements: 12 half-courses

1. *Required courses:*

- a. Two survey half-courses: French 70a and either French 70b or French 70c.
 - b. Two of the following advanced half-courses in language: French 47, 48, 51, or 52.
Note: Must be satisfied with grades of B– or better. Native speakers may replace language courses with literature courses subsequent to a departmental interview. Courses taken outside Harvard may be substituted upon approval by the undergraduate adviser in French.
 - c. Six half-courses in French that are numbered 100 or above or are tutorials. At least one of these half-courses must treat literature before 1800, and at least three must be taught in French.
 - d. Two half-courses in related fields. These include courses in anthropology, the Core Curriculum, English, government, history, history of art and architecture, etc. Upper-level language and literature courses in French and other Romance languages or Latin may also count as related fields. The undergraduate adviser in French must approve all courses to be counted as related fields.
2. *Tutorial:* Sophomore year: French 97 (one term) required. Small-group instruction. Letter-graded.
 3. *Thesis:* Not required.
 4. *Other information:* Same as **French and Francophone Literature Basic Requirements**.

French and Francophone Literature or French and Francophone Studies Requirements for Honors Eligibility: 14 half-courses

Honors candidates must take one term of French 98: Junior Tutorial with weekly one-on-one instruction. This will count toward the requirement listed in item 1c of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of French 99 (graded SAT/UNS) and complete a thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in French in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during the Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

Hispanic Literature

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. *Two survey half-courses:*
 - i. Spanish 70a or 70c.
 - ii. Spanish 71a or 71b.
 - b. One of the following advanced half-courses in language: Spanish 44, 48, 49a, 49b, 53, 54. *Note:* Must be satisfied with a grade of B– or better. Native speakers may replace language courses with literature courses, subsequent to a departmental interview. Courses taken outside Harvard may be substituted upon approval by the undergraduate adviser in Spanish.
 - c. One half-course in the Spanish 90 series.
 - d. Eight half-courses in Spanish that are numbered 100 or above or are tutorials. At least two of the non-tutorial half-courses must treat literature before 1800, and at least five must be taught in Spanish. May include no more than one of the following: Spanish 35, 36, 41, and 42.
2. *Tutorial:* Sophomore year: Spanish 97 (one term) required. Small-group instruction. Letter-graded.
3. *Thesis:* Not required.
4. *Other information:*
 - a. *Pass/Fail:* Courses taken for concentration credit may not be taken Pass/Fail.
 - b. *Language Requirement:* By the end of the junior year, concentrators should be fluent enough in Spanish to pass an oral competency examination during Reading Period and should have satisfied the advanced language course requirement.
 - c. *Joint Concentration:* Hispanic Literature or Hispanic Studies may be combined with another Romance literature, or with a related field in another department. Six half-courses are required in the Hispanic Literature or Hispanic Studies concentration if either is combined with a related field.
 - d. *Freshman Seminars:* With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

Hispanic Studies

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. *Two survey half-courses:*
 - i. Spanish 70a or 70c.
 - ii. Spanish 71a or 71b.
 - b. One of the following advanced half-courses in language: Spanish 44, 48, 49a, 49b, 53, 54. *Note:* Must be satisfied with a grade of B– or better. Native speakers may replace language courses with literature courses subsequent to a departmental interview. Courses taken outside Harvard may be substituted upon approval from the undergraduate adviser in Spanish.
 - c. One half-course in the Spanish 90 series.
 - d. Five half-courses in Spanish that are numbered 100 or above or are tutorials. At least two of the non-tutorial half-courses must treat literature before 1800, and at least five

must be taught in Spanish. May include no more than one of the following: Spanish 35, 36, 41, and 42.

- e. Three half-courses in related fields. These include courses in anthropology, the Core Curriculum, English, government, history, history of art and architecture, etc. One intermediate or advanced course in another Romance language or Latin may be counted as a related field. The undergraduate adviser in Spanish must approve all courses to be counted as related fields.
2. *Tutorial*: Sophomore year: Spanish 97 (one term) required. Small-group instruction. Letter-graded.
3. *Thesis*: Not required.
4. *Other information*: Same as **Hispanic Literature Basic Requirements**.

Hispanic Literature or Hispanic Studies Requirements for Honors Eligibility: 14 half-courses

Honors candidates must take one term of Spanish 98: Junior Tutorial with weekly one-on-one instruction. This will count toward the requirement listed in item 1d of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of Spanish 99 (graded SAT/UNS) and complete an honors thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in Spanish in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during the Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

Italian Literature Basic Requirements: 12 half-courses

1. *Required courses*:
 - a. One of the following half-courses on Dante: Italian 120a, 120b, 120c, or Literature and Arts A-26.
 - b. One of the following advanced half-courses in language: Italian 40, 44, 48, or 50.
Note: Must be satisfied with a grade of B– or better. Native speakers may replace language courses with literature courses subsequent to a departmental interview. Courses taken outside Harvard may be substituted upon approval from the undergraduate adviser in Italian.
 - c. Ten half-courses in Italian. Must include Italian 97 and a minimum of four Italian half-courses at the 100 level or above other than the 120 series or equivalent. May include Italian 35 and 36. May also include a maximum of three advanced half-courses in language.
2. *Tutorial*: Sophomore year: Italian 97 (one term) required. Small-group instruction. Letter-graded. May be substituted with an equivalent 100-level course, with the approval of the undergraduate adviser in Italian.
3. *Thesis*: Not required.
4. *Other information*:
 - a. *Pass/Fail*: Courses taken for concentration credit may not be taken Pass/Fail.

- b. *Language requirement*: By the end of the junior year, concentrators should be fluent enough in Italian to pass an oral competency examination during Reading Period and should have satisfied the advanced language course requirement.
- c. *Joint concentration*: Italian Literature or Italian Studies may be combined with another Romance literature, or with a related field in another department. Six half-courses are required in the Italian Literature or Italian Studies concentration if either is combined with a related field.
- d. *Freshman Seminars*: With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

Italian Studies Basic Requirements: 12 half-courses

1. *Required courses*:
 - a. One of the following half-courses on Dante: Italian 120a, 120b, 120c, or Literature and Arts A-26.
 - b. One of the following advanced half-courses in language: Italian 40, 44, 48, or 50.
Note: Must be satisfied with a grade of B– or better. Native speakers may replace language courses with literature courses subsequent to a departmental interview. Courses taken outside Harvard may be substituted upon approval from the undergraduate adviser in Italian.
 - c. Six half-courses in Italian. Must include Italian 97 and a minimum of two Italian half-courses at the 100 level or above other than the 120 series or equivalent. May include Italian 35 and 36. May also include a maximum of two advanced half-courses in language.
 - d. Four half-courses in related fields. These include courses in anthropology, the Core Curriculum, English, government, history, history of art and architecture, etc. One intermediate or advanced course in another Romance language or Latin may be counted as a related field. The undergraduate adviser in Italian must approve all courses to be counted as related fields.
2. *Tutorial*: Sophomore year: Italian 97 (one term) required. Small-group instruction. Letter-graded. May be substituted with an equivalent 100-level course, with the approval of the undergraduate adviser in Italian.
3. *Thesis*: Not required.
4. *Other information*: Same as **Italian Literature Basic Requirements**.

Italian Literature or Italian Studies Requirements for Honors Eligibility: 14 half-courses

Honors candidates must take one term of Italian 98: Junior Tutorial with weekly one-on-one instruction. This will count toward the requirement listed in item 1c of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of Italian 99 (graded SAT/UNS) and complete a thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in Italian in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during the Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

Latin American Studies

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Latin American Studies 70.
 - b. One of the following: Spanish 71a or Portuguese 121a.
 - c. One of the following: Spanish 71b, Portuguese 121b, or any language half-course at the 40 level or above in Spanish or the 30 level or above in Portuguese with substantial Latin American content (e.g., Spanish 43, Spanish 48, Portuguese 37, Portuguese 38, Portuguese 51).
 - d. Two half-courses at the 90 or 100 level, other than tutorials, in either Spanish or Portuguese specifically focused on Latin America. These may include up to one half-course related to Latin American literatures taught by a member of the Department of Romance Languages and Literatures in other programs (i.e. the Core; Studies of Women, Gender, and Sexuality, etc.). If the student is not taking any course on Brazil from item e below, one of the courses in Romance Languages and Literatures should be focused on Brazil. If the student is not taking any course on Spanish America from item e below, one of the courses in Romance Languages and Literatures should be focused on Spanish America.
 - e. Six half-courses focused on Latin America in at least two different departments or programs other than Romance Languages and Literatures approved by the undergraduate adviser in Latin American Studies. At least one half-course must be in History and at least one half-course must be in the Social Sciences (other than History). Students may also take an additional half-course in Spanish or Portuguese at the 100-level or above of an interdisciplinary nature.
2. *Tutorial:* Sophomore Year. Spanish 97 or Portuguese 97 (one term). Small-group instruction. Letter-graded.
3. *Thesis:* Not required.
4. *General Examination:* Not required.
5. *Other information:*
 - a. *Pass/Fail:* Courses taken for concentration credit may not be taken Pass/Fail.
 - b. *Joint Concentration:* Not permitted.
 - c. *Freshman Seminars:* With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

Latin American Studies

Requirements for Honors Eligibility: 14 half-courses

Honors candidates must take one term of Latin American Studies 98: Junior Tutorial, with weekly one-on-one instruction. This will count toward the requirement listed in item 1d of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of LAS 99 (graded SAT/UNS) and complete a thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in Latin American Studies in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

Portuguese and Brazilian Literature

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Ten half-courses in Portuguese, including required tutorials. May include both Portuguese 35 and 36 and any course in the Comparative Literature department with a Portuguese or Brazilian focus.
 - b. Two half-courses in related fields. These include courses in anthropology, the Core Curriculum, English, government, history, history of art and architecture, etc. Up to two intermediate or advanced courses in another Romance language or Latin may be counted as a related field, as may one 100-level literature course in another Romance language. The undergraduate adviser in Portuguese must approve all courses to be counted as related fields.
2. *Tutorial:* Sophomore year: Portuguese 97 (one term) required. Small-group instruction. Letter-graded.
3. *Thesis:* Not required.
4. *Other information:*
 - a. *Pass/Fail:* Courses counting for concentration credit may not be taken Pass/Fail.
 - b. *Language requirement:* Concentrators must demonstrate proficiency by passing a special examination given during the spring Reading Period. This requirement should normally be satisfied by the end of the sophomore year.
 - c. *Joint concentration:* Portuguese and Brazilian Literature or Studies may be combined with another Romance literature, or with a related field in another department. Six half-courses are required in the Portuguese and Brazilian Literature or Studies concentration if either is combined with a related field.
 - d. *Freshman Seminars:* With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

Portuguese and Brazilian Studies

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Six half-courses in Portuguese, including required tutorials.
 - b. Two half-courses in another Romance language above the introductory/requirement level.
 - c. Four half-courses in related fields. These include courses in anthropology, the Core Curriculum, English, government, history, history of art and architecture, etc. Up to two intermediate or advanced courses in another Romance language or Latin may be counted as related fields, as may one 100-level literature course in another Romance language. The undergraduate adviser in Portuguese must approve all courses to be counted as related fields.
2. *Tutorial:* Sophomore year: Portuguese 97 (one term) required. Small-group instruction. Letter-graded.
3. *Thesis:* Not required.
4. *Other information:* Same as **Portuguese and Brazilian Literature Basic Requirements**.

Portuguese and Brazilian Literature or Studies Requirements for Honors Eligibility: 14 half-courses

Honors candidates must take one term of Portuguese 98: Junior Tutorial with weekly one-on-one instruction. This will count toward the requirement listed in item 1a of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of Portuguese 99 (graded SAT/UNS) and complete a thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in Portuguese in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during the Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

Romance Studies Basic Requirements: 12 half-courses

1. *Required courses:*

- a. *Advanced Language Courses:* Three half-courses at the 40 level or above in the Department of Romance Languages and Literatures in at least two of the three languages being combined, except for 45-level courses.
- b. Two half-courses in Romance studies other than tutorials.
- c. Four half-courses in the Department of Romance Languages and Literatures at the 70 level or above. At least one half-course in each of the three languages being combined. At least one half-course must treat literature before 1800. At least two of the half-courses in this category must be at the 100 level or above. None of the half-courses in this category may be taught in English.
- d. Two half-courses in related fields. These include courses in anthropology, classics, the Core Curriculum, English, government, history, history of art and architecture, linguistics, etc. One intermediate or advanced course in a Romance language or Latin may be counted as a related field. The undergraduate adviser in Romance Studies must approve of all courses to be counted as related fields.

2. *Tutorial:* Sophomore year. Romance Studies 97 (one term). Small-group instruction. Letter-graded.

3. *Thesis:* Not required.

4. *Other information:*

- a. *Pass/Fail:* Courses taken for concentration credit may not be taken Pass/Fail.
- b. *Joint Concentration:* Not permitted.
- c. *Freshman Seminars:* With the approval of the undergraduate adviser, up to one Freshman Seminar, for which the student has received a Satisfactory evaluation, may be counted in category 1c.

Romance Studies

Requirements for Honors Eligibility: 14 half-courses

Honors concentrators must take one term of Romance Studies 98: Junior Tutorial, with weekly one-on-one instruction. This will count toward the requirement listed in item 1c of **Basic Requirements**.

In addition to the **Basic Requirements**, honors candidates are required to take two terms of Romance Studies 99 (graded SAT/UNS) and complete a thesis. A thesis proposal is made by the honors candidate and approved by the undergraduate adviser in Romance Studies in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year.

Also, at the end of their senior year, normally during the Reading Period in May, all honors candidates must take a three-hour written examination, as well as an hour-long oral examination.

ADVISING

Advising within the Department of Romance Languages and Literatures is done by the Director of Undergraduate Studies (DUS), the Associate Director of Undergraduate Studies (Assoc DUS) and the undergraduate advisers (UA) for each language. For their office hours, please consult: www.fas.harvard.edu/~rll/people/faculty/faculty.html. At the beginning of each term, students should review with the undergraduate adviser the courses they have already completed and those to be completed. Students are responsible for the fulfillment of the concentration requirements and should check regularly on the current status of their programs. In the case of a joint concentration, the concentrator must secure approval from both of the concentrations involved.

For up-to-date information on advising in Romance Languages and Literatures, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Romance.html.

RESOURCES

The combined holdings of Widener and Houghton libraries constitute one of the major collections of Romance literatures in the world.

HOW TO FIND OUT MORE

The Department's offices are located in Boylston Hall on the third, fourth and fifth floors. Professor Mary Gaylord is the Director of Undergraduate Studies in Romance Languages and Literatures, and Dr. Elvira DiFabio is the Associate Director of Undergraduate Studies. The undergraduate advisers are:

<i>French</i>	Ms. Marie-France Bunting, Boylston 422 617-495-5269
<i>Italian</i>	Dr. Elvira DiFabio, Boylston 321 617-495-5478
<i>Latin American Studies</i>	Professor Mariano Siskind, Boylston 427 617-495-9371
<i>Portuguese</i>	Dr. Clémence Jouët-Pastré, Boylston 324 617-495-1929
<i>Romance Studies</i>	Professor Mary Gaylord, Boylston 506 617-496-6027
<i>Spanish</i>	Dr. Johanna Damgaard Liander, Boylston 421 617-495-5895

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Romance Languages & Literatures	44	46	50	54	42
Romance Languages & Literatures + another field	4	4	3	1	5
Another field + Romance Languages & Literatures	16	16	10	9	10

Sanskrit and Indian Studies

Professor Ali Asani, Director of Undergraduate Studies

A concentration in Sanskrit and Indian Studies provides students with the opportunity to study the languages, literatures, and cultures of South Asia and related civilizations. A central component of our program of study is developing competence in Sanskrit, Urdu-Hindi or another South Asian language approved by the department and examining its literature within the framework of religious and philosophical traditions, aesthetic and artistic traditions, as well as traditions of moral and social thought. The concentration also allows students to combine the study of one or more South Asian languages (at least four terms) with an interdisciplinary study of contemporary South Asian societies. While the Department of Sanskrit and Indian Studies is small, the resources available to the concentrator are quite substantial and include courses in anthropology, English and American literature, history, history of art and architecture, foreign cultures, linguistics, music, Near Eastern languages and civilizations, and the study of religion. It is possible to undertake a joint concentration between Sanskrit and Indian Studies and another department. It is also possible to undertake a secondary field in the department; for more information, see page 376 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/SIS/program-desc-SIS.htm). The department offers concentration credit for study abroad programs in South Asia that have been approved by the Director of Undergraduate Studies.

Sanskrit has been taught regularly at Harvard College since 1872. In 1951, what had been known as the Department of Indic Philology was renamed the Department of Sanskrit and Indian Studies in order to reflect more accurately the wider range of instruction that had developed over the years. Of the present courses offered by the department, those in Sanskrit and Vedic give students access to a language that for over three thousand years has served to record, transmit, and shape major movements of Indian thought. The courses in Pali make available the primary sources for the Theravada branch of the Buddhist tradition and those in Tibetan and in Buddhist Hybrid Sanskrit do so for the Mahayana branch. The courses in Urdu-Hindi give instruction in the language of greatest political and practical importance in modern India and Pakistan. Further courses in Indian Studies teach aspects of Indian culture and thought without requiring the knowledge of an Indian language. With the establishment of a Chair for Tibetan and Himalayan Studies in 1995, a range of courses in Tibetan and Himalayan Studies is now offered.

This wide range of interest is also reflected in the programs available to undergraduate concentrators in Sanskrit and Indian Studies. Three options for concentration are offered.

Option A, **Sanskrit Language and Literature**, is for those students who wish to focus intensively on the task of learning the Sanskrit language and developing the ability to read, in Sanskrit, such texts as the Bhagavad Gita, the Upanishads, the Epics, and, at an advanced level, works of court poetry and philosophy, grammatical studies of the Paninean system, and the various Vedic texts in archaic Sanskrit. This is a challenging but rewarding program of study. In order to undertake Option A, a student must take Sanskrit 101a and 101b no later than the sophomore year. In the second year of Sanskrit study he or she will take intermediate Sanskrit and in the third year advanced Sanskrit. Beyond study of the Sanskrit language, students will work out a program of study with the Director of Undergraduate Studies or a designated adviser, drawing upon Sanskrit and Indian Studies courses and those listed as related courses.

Option B, **South Asian Studies**, is for those students who wish to gain a broad understanding of Indian or South Asian civilization as a whole—its complexity and multiplicity, as well as the sources of its unity. While students may develop a particular area of focus or expertise, the emphasis in this option is on the kind of wide-ranging and interdisciplinary studies that are

essential to the appreciative comprehension of an ancient and still vibrant civilization. In this option two years of language study in either Sanskrit or Hindi-Urdu are required. In special cases another language may be offered in place of these, if it is culturally related to South Asian Studies and is studied in an academic program approved by the department. Beyond the language requirement, students will work out a program of study with the Director of Undergraduate Studies or a designated adviser, drawing upon Sanskrit and Indian Studies courses and those listed as related.

Option C, **Joint Concentration**, allows students to combine training in South Asian languages and cultures with a particular discipline in another department. The program of study is jointly agreed upon by both departments.

REQUIREMENTS

Sanskrit Language and Literature Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Nine half-courses in Sanskrit, to be distributed as follows:
 - i. Sanskrit 101a and 101b by the end of the sophomore year.
 - ii. Sanskrit 102a and 102b and one term of Sanskrit 98 by the end of the junior year.
 - iii. Four terms of advanced Sanskrit.
 - b. Four additional half-courses in the field or in related subjects.
2. *Tutorial:* Sanskrit 98 (one term), individual or group tutorial. Letter-graded.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Courses counted toward concentration may not be taken Pass/Fail, except that a Freshman Seminar (graded SAT/UNS) may be counted for concentration credit if taught by a department faculty member and approved by the Director of Undergraduate Studies.
 - b. *Related courses:* Advanced courses in other languages and in various aspects of Indian studies approved by the department.

Sanskrit Language and Literature Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:* Same as **Basic Requirements**, with the addition of a second term of Sanskrit 98 in the junior year.
2. *Tutorial:* Sanskrit 98 (two terms) in the junior year. Letter-graded.
3. *Thesis:* Optional.
4. *General Examination:* Honors candidates must take an oral examination based on the work in the concentration.
5. *Other information:* Same as **Basic Requirements**.

South Asian Studies

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. Four half-courses of language instruction in Sanskrit or Hindi-Urdu (unless the substitution described in item 5a is made).
 - b. Nine additional half-courses in the field or in related subjects, including one term of Indian Studies 98 and either Foreign Cultures 12, Historical Study A-16, or another relevant survey course.
2. *Tutorials:*
 - a. *Sophomore year:* No tutorial is required, but either Historical Study A-15 or another survey course must be taken by the end of the sophomore year as the basis of concentration.
 - b. *Junior year:* Indian Studies 98 (one term), an individual or group tutorial. Letter-graded.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Language requirement:* In special cases a student may propose another language in place of Sanskrit or Hindi-Urdu, if that language is culturally related to South Asian Studies and is studied in an academic program approved by the department. In such cases the course requirements will be adjusted appropriately.
 - b. *Pass/Fail:* Courses counted toward concentration may not be taken Pass/Fail, except that a Freshman Seminar (graded SAT/UNS) may be counted for concentration credit if taught by a department faculty member and approved by the Director of Undergraduate Studies.
 - c. *Related courses:* Approved courses in various aspects of South Asian Studies.

South Asian Studies

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses:*
 - a. Four half-courses of language instruction in Sanskrit or Hindi-Urdu (unless the substitution described in item 5a of the **Basic Requirements** is made).
 - b. Eight additional half-courses in the field or in related subjects, including one term of Indian Studies 98 and either Foreign Cultures 12, Historical Study A-16, or another relevant survey course.
2. *Tutorial:* Same as **Basic Requirements**, with the additional requirement of a full-year senior tutorial, Indian Studies 99, for the preparation of the senior thesis.
3. *Thesis:* Required of all senior honors candidates.
4. *General Examination:* Honors candidates must take an oral examination based on the work in the concentration and on the thesis.
5. *Other information:* Same as **Basic Requirements**.

Joint Concentration Requirements 9 half-courses

1. *Required Courses:* Four half-courses in Sanskrit, Urdu-Hindi or another South Asian language approved by the department and at least two other half-courses in the field or in related subjects, in addition to those listed below.
2. *Tutorials:*
 - a. *Junior year:* Sanskrit 98 or Indian Studies 98 (one term), or other tutorial as jointly arranged between the two departments.
 - b. *Senior year:* Sanskrit 99 or Indian Studies 99 (two terms) if Sanskrit and Indian Studies is the primary field, or two terms of tutorial in the other concentration if Sanskrit and Indian Studies is not the primary field.
3. *Thesis:* Required.
4. *General Examination:* Same as **Requirements for Honors Eligibility** in South Asian Studies.

ADVISING

Students are assigned a faculty adviser. Students continue with the same adviser throughout their three years, unless there is a particular reason for making a change. Students meet with their adviser at least once a term and at other times as needed.

For up-to-date information on advising in Sanskrit and Indian Studies, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Sanskrit.html.

RESOURCES

Harvard College Library contains one of the largest collections of Sanskrit manuscripts and printed texts in the West. Together with the Harvard-Yenching Library its holdings of Buddhist texts are perhaps the finest in the world. The Sanskrit Library (Widener A) offers to all concentrators a convenient collection of reference works and periodicals together with a collection of tape recordings of oral recitations.

STUDY ABROAD

The department strongly encourages concentrators to spend either a summer or term in South Asia as an integral part of their studies. For advice on study abroad programs eligible for concentration credit, please see the Director of Undergraduate Studies.

HOW TO FIND OUT MORE

Questions about the concentration should be discussed with the Director of Undergraduate Studies, Professor Ali Asani, 617-495-5755.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Sanskrit & Indian Studies	6	7	5	3	1
Sanskrit & Indian Studies + another field	0	0	1	1	1
Another field + Sanskrit & Indian Studies	2	3	5	5	3

Slavic Languages and Literatures

Professor Justin Weir, Director of Undergraduate Studies

The concentration in **Slavic Literatures and Cultures** offers students an opportunity to study the cultural traditions, past and present, in Russia and other Slavic countries. Students gain a deep understanding of the history, culture, popular imagination, and modes of self-representation for one or more Slavic countries. Concentrators develop proficiency in Russian or other Slavic languages such as Czech, Polish, and Ukrainian, and they use this knowledge of the language to better understand the important role these cultures have played in the modern world. The concentration requirements are five half-courses in Russian or another Slavic language, three half-courses of tutorial, one survey course, two electives, and a senior project in the final year. (Native speakers and students with advanced language preparation may substitute additional literature courses for a substantial part of the language requirement.) Study abroad, whether a summer or a semester, is strongly encouraged and easily accommodated within the concentration.

In addition to learning about the turbulent history, rich literature, and culture of Russia and other Slavic countries, students gain in tutorials a rigorous introduction to contemporary methodologies of reading texts and studying foreign cultures. All tutorials in the Slavic Department are taught exclusively by full-time faculty. The sophomore tutorial (spring term only) will introduce students to major issues in the field of Slavic studies, including critical theory, modes of reading literary texts as well as visual culture, and the forces structuring national and regional identities. The junior tutorial is a full-year course. The first term introduces students to canonical texts of Slavic literature. The second term is devoted to a single topic and provides concentrators with an intensive reading experience (for example, reading *Crime and Punishment* in Russian). All tutorials acknowledge the different disciplines from which concentrators may come to the Department, and incorporate questions of history, social structure, and cultural practice in an interdisciplinary approach. In the senior year, students who are not candidates for honors will design a fall-term capstone project in consultation with the Director of Undergraduate Studies (DUS), allowing them to study with a faculty member from the Department and write a 25–30 page senior project. Honors candidates will work with a faculty member for the entire senior year and write a thesis. The Department awards prizes for superior honors theses.

In addition to the required survey course in Russian literature, students are encouraged to use their two elective courses to explore a broad variety of subjects offered by the Department, including Tolstoy, Dostoevsky, Nabokov, the avant-garde, the culture of St. Petersburg, the literature and culture of Prague, Romanticism and Polish literature, twentieth-century Ukrainian literature, the culture of Medieval Rus', Russian women readers and writers, the Russian theater, East-European film, post-realist fiction, and Slavic science fiction. Many of these courses cover aspects of Slavic critical theory (Formalism, Structuralism, Bakhtin, Cultural Semiotics), as well as other contemporary theoretical approaches to literature.

Study abroad, though not required, is strongly encouraged by the Department, and the majority of our concentrators spend time abroad, typically during their junior year or in the summer after junior year. Slavic Department faculty currently run two summer abroad programs each year, one in St. Petersburg and the other in Prague. Many of our students also study in Russia or Central Europe with other programs such as the Council on International Educational Exchange (CIEE) or the American Council of Teachers of Russian (ACTR); entrance to these programs is competitive, but Harvard students have traditionally done well. Credit toward concentration requirements is granted to those who successfully complete such programs; in order to receive concentration credit for this or any other external study, the student must receive permission in advance from the DUS.

The Department welcomes all students with an interest in Slavic languages and cultures, and is happy to accept late transfers so long as the applicants have already begun language study. Although the undergraduate concentration will prepare students for graduate study in Slavic, Comparative Literature, and other programs, the majority of our students follow careers in other areas, including medicine, law, business, and government; they find that the experience of learning a language well and getting to know a foreign culture greatly expands their opportunities for work and travel. Above all, the concentration seeks to provide intellectual stimulation along with linguistic and analytic skills that will serve students well in their future careers.

For information on the secondary field in Slavic Languages and Literatures, please see page 377 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Slavic/program-index-slavic.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

Slavic Literatures and Cultures Basic Requirements: 12 half-courses

1. *Required Courses:*
 - a. Five half-courses in Russian language (including the first term), or five half-courses in another Slavic language (Ukrainian, Polish, Czech, or Bosnian/Croatian/Serbian; all five must be taken in the same language). Native speakers, or students with advanced language preparation, must still take at least one language course in the Department, and have the option of testing out of the other four courses, which they would take in literature instead.
 - b. Three half-courses of tutorial (see item 2).
 - c. One of the following survey courses: Slavic 145a, Slavic 145b, Literature and Arts C-28, Literature and Arts C-30, Literature and Arts C-50, Literature and Arts C-51, Foreign Cultures 72.
 - d. Two additional half-courses from the Slavic Department or in related areas.
2. *Tutorials:*
 - a. *Sophomore year:* Slavic 97 (one term, spring semester) required. Letter-graded.
 - b. *Junior year:* Slavic 98 (full year) required. Letter-graded.
3. *Capstone Project:* The non-honors capstone project (Slavic 99a) will be a 25–30-page research paper or annotated translation, developed in consultation with the DUS and written under the guidance of a faculty advisor.
4. *Other information:*
 - a. Elective courses may include any Slavic Department language, literature or linguistics course at the 100 level or above; Foreign Cultures 72; Literature and Arts A-45, A-60, C-28, C-30, C-50, C-51; Comparative Literature 160, 164, 168, 169, 260, 261, 262, 275; Literature 128, 138; Linguistics 250, 252; a relevant Freshman Seminar.
 - b. Other relevant courses and Independent Study arrangements may be counted toward the concentration if approved by the Director of Undergraduate Studies. Relevant History and Government courses, such as History 1526 or 1531 and Government 1243, may be used as a concentrator's two electives.
 - c. All courses for concentration must be graded, except approved Freshman Seminars and Slavic 99a, which are graded SAT/UNS.

Slavic Literatures and Cultures Requirements for Honors Eligibility: 13 half-courses

1. *Required Courses*: Same as **Basic Requirements**.
2. *Tutorials*: Same as **Basic Requirements**.
3. *Thesis*: Two terms (Slavic 99a and 99b) required. Graded SAT/UNS.
4. *Other Information*: Same as **Basic Requirements**.

ADVISING

The Director of Undergraduate Studies is responsible for advising the concentrators in all three years. Concentrators meet with the Director individually at the beginning of each term to discuss their Plans of Study and their progress through the concentration, and thereafter as desired.

For up-to-date information on advising in Slavic Languages and Literatures, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Slavic.html.

HOW TO FIND OUT MORE

Consult Professor Justin Weir, Director of Undergraduate Studies, Barker Center 326, 617-496-3737.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Slavic Languages & Literatures	10	9	11	8	11
Slavic Languages & Literatures + another field	0	2	0	0	0
Another field + Slavic Languages & Literatures	1	1	2	2	0

Social Studies

Dr. Anya Bernstein, Director of Studies

Social Studies is a unique program of study at Harvard College. Originating in 1960 through the efforts of a small and distinguished group of faculty, it reflects the belief that the study of the social world requires an integration of the disciplines of history and political science, sociology and economics, anthropology and philosophy. Concerned with the fragmentation caused by increasing disciplinary specialization, the faculty and students of Social Studies seek an integrated approach to the study of social phenomena that synthesizes the findings as well as the methods of various modes of social inquiry.

Accordingly, the common introduction to the concentration in Social Studies 10 is to read closely and at length some of the thinkers who have durably shaped the way we understand society, addressing the questions of how it holds together, the obligations it imposes, the possibilities for liberty and economic development it both nurtures and constrains. Students in Social Studies 10 study the modern foundations of Adam Smith, Mill, Tocqueville, Marx, Weber, Durkheim, and Freud; they conclude with consideration of the problematic issues posed in contemporary society by theorists of gender, language, and knowledge. Throughout Social Studies 10 the objective is to teach students to read theoretical arguments carefully and critically and to juxtapose them against historical developments and social experience.

The purpose of the junior tutorials in Social Studies is to immerse students in a detailed and focused study of an empirical, theoretical, or historical topic in the social sciences. Junior tutorials also teach social science methodology, providing students with instruction on research techniques and offering them experience in conducting primary research techniques and offering them experience in conducting primary research in preparation for their senior theses.

Starting in 2008-09, Social Studies will offer several large “concept” courses each semester on major topics in the social sciences such as human rights, nationalism, race, and gender. Students will have the option of taking two junior tutorials or of taking one junior tutorial and a concept course.

Students develop plans of study in consultation with their academic advisers. They identify an area of interest (for example, inequality, development, or modern social theory) and pursue it by taking a minimum of four half-courses. These four courses must normally be drawn from at least two social science departments and must include one course on an historical topic. Students may petition to take social science courses taught in non-social science departments, or courses offered at Harvard’s professional schools. A student who is studying inequality might take two courses in government, one course in sociology, one in economics, and one in history. A student who is studying development might take two courses in economics, one in anthropology, and one in history. A student of social theory might take one course in philosophy, one course in history, two courses in the government department (including one on the history of political thought), and one course at the Law School.

In the senior year, all Social Studies concentrators enroll in a one-on-one tutorial in preparation for researching and writing a senior thesis. This is a requirement for all concentrators.

Social Studies is an application-only concentration. All sophomores considering concentrating in Social Studies must take Social Studies 10a, Introduction to Social Studies in the fall term. This course is a prerequisite for applying to Social Studies. The application deadline for sophomores (class of 2010) is November 1.

Transfer students and second-semester sophomores seeking to change concentrations can apply to Social Studies in February for admission in the spring semester, and juniors can apply in September for admission in fall.

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

13 half-courses

1. *Required courses:*
 - a. Social Studies 10a and 10b.
 - b. Social Studies 98, the junior tutorial. Starting with the class of 2010, students may take two junior tutorials or may take one junior tutorial and a concept course.
 - c. Social Studies 99, the senior tutorial (full course).
 - d. One half-course in economics. This requirement can be fulfilled by taking the first semester of Social Analysis 10, by taking Social Analysis 72, or by taking one half-course in economics for which Social Analysis 10 is a prerequisite. The economics requirement must be completed by the end of the junior year.
 - e. One half-course in elementary statistics. The statistics requirement must be completed by the end of the junior year.
 - f. One course in the philosophy and methods of the social sciences. Social Studies will first offer a course on this topic, which will be required of the class of 2011 and beyond, in the spring of 2009. Students in the class of 2010 will have the option of taking this course in the spring of their junior year or substituting an appropriate course in social or political theory or social science methodology by the end of the junior year.
 - g. Four half-courses following a student's plan of study. These courses will be selected in consultation with the student's adviser, and approved by the Social Studies Board of Instruction. The focus area must normally be drawn from two social science departments and must include at least one half-course on an historical topic.
2. *Tutorials:*
 - a. *Sophomore year:* Social Studies 10a and 10b (two terms). Letter-graded. Weekly lectures and discussion sections in groups of eight students.
 - b. *Junior year:* Social Studies 98. One term required. Students may take a second junior tutorial or they may take one junior tutorial and a concept course. Letter graded.
 - c. *Senior year:* Social Studies 99 (full course, indivisible), the writing of a senior thesis. Graded SAT/UNS. Each thesis has two independent readers.
3. *Thesis:* Required.
4. *General Examination:* An oral examination taken at the end of the senior year which includes a defense of the thesis and a comprehensive discussion of the student's focus area in Social Studies.

ADVISING

Each student entering the concentration is assigned an adviser who is responsible for helping the student plan his or her course of study. In the first semester of concentration, the adviser is that student's sophomore tutor. Whenever possible, the same adviser continues to serve in this capacity until the student graduates. When this is not possible, another adviser is assigned who shares similar intellectual interests with the student. Usually a student will meet with his or her adviser at least twice a year to sign study cards and discuss the student's Plan of Study. The Director of Studies heads the Board of Advisers.

For up-to-date information on advising in Social Studies, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/SocialStudies.html.

HOW TO FIND OUT MORE

For more information, contact the Assistant Director of Studies for Freshman/Sophomore Advising, Darra Mulderry, or the Undergraduate Program Administrator, Sarah Champlin-Scharff, in Hilles Library on the lower main floor (617-495-2163).

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Social Studies	293	298	307	305	326
Social Studies + another field	14	11	13	22	13
Another field + Social Studies	0	0	0	0	0

Sociology

Professor Jason Kaufman, Head Tutor

Sociology is the study of society, of the social frameworks within which we live our lives. It is a study of social life at every level, from two-person relationships to the rise and fall of nations and civilizations. More than any other discipline it is a meeting place of the social sciences, combining its own ideas and methods with insights from history, anthropology, economics, political science, and psychology in an extended examination of the ways societies work—or fail to work.

The Department of Sociology at Harvard has a diverse and distinguished faculty. It has particular strengths in race and ethnic relations, social stratification, sociology of culture, organizational behavior, comparative and historical sociology, the analysis of collective action, and sociological theory.

The concentration is a small one, which allows for personal attention to students. It also affords substantial access to faculty and administrators and flexibility in meeting individual intellectual agendas. Course emphases range widely from the theoretical to the applied and incorporate an array of approaches, including computer-based analysis, historical and comparative studies, field-based sociology, quantitative analysis, and theoretical explorations. Internship programs offer course credit for research with community organizations, city agencies, and research institutions, placing students in real communities dealing with real problems.

The department requires a thesis of honors candidates; however, there is no separate honors “track.” Close to half the graduating seniors typically write theses. Students may choose to focus their attention in an assortment of areas, among them organizational behavior, race and ethnic relations, or sociological theory, or may put together a distinctive program of study reflecting their own particular interests.

Joint concentration is permitted, though the aims of such concentrations can often be met as well or better by choice of related courses and honors thesis topic or by pursuing a secondary field. Joint concentrators whose primary field is Sociology must take a junior tutorial, while those who choose another primary field may take the junior tutorial program.

Because sociology grows out of the interaction of theory and research, a major effort is made to involve students in the research process. Sociology 128, *Models of Social Science Research*, a required course, examines the intellectual nature of social research and the logic of research methodologies. Sociology 156, *Quantitative Methods in Sociology*, a required course, teaches principles and practices of data analysis. The required junior tutorial, Sociology 98, is a research practicum designed to give students firsthand experience in observation, fieldwork, and historical or quantitative research.

Sociology concentrators go on to a variety of occupations, professional and academic, including law, medicine, business, journalism, and work in non-profit organizations. Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. See page 47 for more information about the Undergraduate Teacher Education Program (UTEP).

The functioning of the concentration is continuously monitored by the Committee on Undergraduate Degrees (CUD), a faculty-student committee that also discusses all proposed changes to the concentration. Student representatives are chosen each year from among those who volunteer. The names of current representatives are available in the Undergraduate Office.

For information on the secondary field in Sociology, please see page 379 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/Sociology/program-index-soc.htm).

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. One course from the introductory series (Sociology 10–Sociology 89). Normally taken during the freshman year.
 - b. Sociology 128. Normally taken in the fall of the sophomore year.
 - c. Sociology 97. Normally taken in the fall or spring of the sophomore year (see item 2a).
 - d. Sociology 156. Normally taken in the spring of the sophomore year.
 - e. Sociology 98. Junior tutorial (see item 2b).
 - f. Two half-courses in related social science fields: African and African American studies; anthropology; economics; government; history; psychology; social studies; studies of women, gender, and sexuality (see item 5b).
 - g. Five half-courses in sociology (see item 5b).
2. *Tutorials:*
 - a. *Sophomore year:* Sociology 97 (one term) required. Small seminars made up of eight to twelve students. An intensive introduction to classical and contemporary sociological theory.
 - b. *Junior year:* Sociology 98 (one term) required. Small seminars made up of eight students who work together on an original research project (or set of inter-related projects) under the direction of a faculty member. The purpose of this tutorial is to give students experience with independent inquiry and in many cases to develop a senior thesis topic.
3. *Thesis:* Optional.
4. *General Examination:* None.
5. *Other information:*
 - a. *Research for Nonprofits (Sociology 95) and Community Research Internships (Sociology 96):* The department offers a set of community research internships to concentrators and other interested students. These internships place students with local agencies and organizations to carry out research of interest both to those agencies and organizations and to the department. The object is to give students the opportunity to put sociological tools and ideas to work in real communities dealing with real problems. Internship opportunities are announced at the beginning of each term.
 - b. *Pass/Fail:* One or two of the required twelve half-courses may be taken Pass/Fail (but not one of the five specifically required courses: Introductory Series, Sociology 97, 98, 128, or 156).
 - c. The department encourages Supervised Reading and Research projects (Sociology 91r) whose product is a written sociological analysis. Up to two courses will be counted toward concentration requirements, items 1f and 1g, provided one copy of the report is submitted to the Head Tutor.
 - d. *Joint concentrations:* Information on joint concentrations may be obtained in the Sociology Undergraduate Office.

Requirements for Honors Eligibility: 12 half-courses

1. *Required courses:*
 - a–f. Same as **Basic Requirements**.
 - g. Three half-courses in Sociology.
 - h. Sociology 99. Senior tutorial (see item 2c).
2. *Tutorials:*
 - a. *Sophomore year:* Same as **Basic Requirements**.
 - b. *Junior year:* Same as **Basic Requirements**.
 - c. *Senior year:* Sociology 99 (two terms). Close supervision of thesis. Graded SAT/UNS.
3. *Thesis:* Honors candidates must write a thesis and submit it to the Head Tutor in the spring of senior year. Students are urged to choose thesis topics and form their thesis committees (adviser and first reader) by the end of junior year. Course credit for the thesis work is obtained through enrolling in Sociology 99 with the thesis adviser in the fall of senior year. At the end of senior year, a second reader will be assigned by the Undergraduate Office. The overall thesis grade is determined by averaging the grades given by the adviser, first reader, and second reader. (Midyear seniors should consult the Head Tutor.)
4. *General Examination:* None.
5. *Other information:* Same as **Basic Requirements**.

ADVISING

The Head Tutor, Professor Jason Kaufman, is responsible for providing advising to Sociology concentrators. During the sophomore year all advising is done by the Head Tutor and Assistant Head Tutor, Dr. David Ager, as well as by faculty members of the Committee on Undergraduate Degrees. At the end of the sophomore year concentrators may ask for an individual faculty adviser.

Students writing a thesis select an adviser by the end of the junior year. The student is free to choose from among current Sociology faculty.

For up-to-date information on advising in Sociology, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Sociology.html.

RESOURCES

The Department of Sociology is served by the Social Relations Library in William James Hall. Books from the 13,000-volume collection circulate only overnight. There is a reserve system for tutorials.

At regular department colloquia faculty or visiting scholars present current research. Notices of colloquia are posted in the department; students are invited to attend.

HOW TO FIND OUT MORE

Further information may be obtained from the Undergraduate Coordinator or the Head Tutor in William James Hall (617-495-3713). The Head Tutor is Professor Jason Kaufman (jkaufman@wjh.harvard.edu) and the Assistant Head Tutor is David Ager (617-496-4314, ager@fas.harvard.edu).

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Sociology	80	75	78	73	79
Sociology + another field	12	17	13	12	9
Another field + Sociology	5	7	10	4	6

Special Concentrations

Dr. Deborah D. Foster, Director of Undergraduate Studies

The option of petitioning for a Special Concentration was established by the Faculty in 1971 for the serious student whose academic interests cross departmental lines. Special Concentrations offers a student the opportunity to design his or her own program of concentration with the advice and consent of the various members of the faculty and administration. With this option the Faculty addressed special educational objectives not accommodated by existing concentrations. Special Concentrations is not intended to encourage students either to avoid particular departmental requirements or to create a broad, unfocused concentration that could be described as “general studies.”

The Standing Committee on Special Concentrations, which is composed of faculty from a wide range of disciplines, considers individually each petition submitted and sets the general policy and educational guidelines. The detailed administration of each student’s program is supervised by his or her faculty adviser and by the Director of Undergraduate Studies.

Although most Special Concentration proposals include a full tutorial program culminating in a senior thesis for honors candidates, Special Concentrations is also open to students who prefer a basic course of study. Basic concentrators submit a 14 half-course program; 16 half-courses are required of honors candidates. To the extent that there are similar requirements in the existing concentrations most closely related to the proposed Special Concentration, an honors-eligible Plan of Study must ordinarily include provision for tutorial in both the junior and senior years, and completion and evaluation of a senior thesis or equivalent. A written or oral General Examination administered by a committee of the Faculty is required.

Seniors completing the basic program are expected to enroll in Special Concentrations 96r during their final term. This course focuses on the production of a substantial piece of writing related to issues or themes of the student’s Special Concentration. The form of this composition is not prescribed and can range from an interpretative essay, to a critical review of the bibliography in the field, to a research paper on a particular topic.

There are no *a priori* minimum grade averages that an applicant must achieve to qualify for Special Concentrations or to obtain approval of a Plan of Study. It is necessary, however, that the Standing Committee be convinced not only of the quality, rigor, and legitimacy of the topic, but also of the applicant’s high level of self-motivation, perseverance, and conscientiousness, since the success of each Special Concentration depends more than in a regular departmental concentration on the drive and determination of the student. From time to time the Committee has rejected applications for concentrations that were unquestionably valid areas of academic inquiry but could not be accommodated within existing resources of the University.

The process of development from interest and idea to a detailed and approved Special Concentration may seem long and complicated, but most students have found it constructive and illuminating. Seeking out a faculty adviser and tutors provides the occasion to meet and talk with a number of faculty members, and not infrequently it turns out that a student discovers that the special plan can be accommodated within an existing department. In other cases, it is clear that Special Concentrations is an appropriate vehicle to assist a student to pursue in depth some interdisciplinary interest. The role of the faculty adviser in Special Concentrations is crucial. The principal faculty adviser must be a member of the Faculty of Arts and Sciences and must agree to supervise and oversee the student’s entire program of concentration from the development of the initial course structure through any necessary revisions of the Plan of Study to the General Examination required of all senior concentrators.

Each approved special concentration exists as a small committee within our program. Plans of Study for the individual concentrations are unique, but all are interdisciplinary. Several cur-

rent programs deal with health and public policy, combining coursework from history and science, economics, sociology and government. A burgeoning interest in urban studies has produced several special concentrations, some emphasizing city planning, others leaning toward government or economics. Theater and performance studies continue to be the focus of many special concentrations in recent years.

Special Concentrations represents a small but significant portion of undergraduate concentrators. It seems best for those students who have not only an unusual interest but also a clear grasp of the direction in which they are heading. Although there are exceptions, most successful Special Concentrations applications have been submitted by upperclassmen who have spent one or two terms studying in one of the College's established concentrations.

REQUIREMENTS

Basic Requirements: 14 half-courses

1. *Required courses:* Each concentrator's individual Plan of Study is approved as part of the process of admission to the concentration. If there is a substitution of courses for more than 25 percent of the original courses proposed, the program must be reviewed by the Standing Committee on Special Concentrations. All individual substitutions or changes in courses to be counted for the concentration must be approved by the individual's faculty adviser and by the Director of Undergraduate Studies of Special Concentrations. Any special requirement for a Special Concentration is established at the time the original Plan of Study petition is approved.
2. *Tutorials:*
 - a. *Sophomore year:* Special Concentrations 97r (one or two terms) optional. Letter-graded.
 - b. *Senior year:* Special Concentrations 96r (one term) required. Letter-graded.
3. *Thesis:* None.
4. *General Examination:* General Examination required of all seniors.
5. *Other information:*
 - a. *Pass/Fail:* No courses counted for concentration may be taken Pass/Fail except that one Freshman Seminar may be counted for concentration credit if permission to do so is obtained from the Director of Undergraduate Studies and if the student receives a positive evaluation.
 - b. Each letter-graded course for concentration must be passed with a grade of C or higher.

Requirements for Honors Eligibility: 16 half-courses

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorials:*
 - a. *Sophomore year:* Same as **Basic Requirements**.
 - b. *Junior year:* Special Concentrations 98r (two terms) ordinarily required. Letter-graded.
 - c. *Senior year:* Special Concentrations 99 (two terms) required. Graded SAT/UNS.
3. *Thesis:* A thesis or its equivalent is required of all honors candidates.
4. *General Examination:* General Examination required of all seniors.
5. *Other information:* Same as **Basic Requirements**.

ADVISING

Because of the nature of this program, advising is highly personalized. Students ordinarily have frequent meetings with their faculty adviser during the academic year and discuss their programs with the Director of Undergraduate Studies at least once at the beginning of each term. The Director of Undergraduate Studies also offers guidance to students interested in preparing a Special Concentration proposal for review by our Faculty Committee.

For up-to-date information on advising in Special Concentrations, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/SpecialConc.html.

RESOURCES

Although in one sense students in Special Concentrations have no particular resources reserved for them such as special libraries or laboratories, in another and very real sense all the resources of the University are available for the support of Special Concentrators in completing their programs. Since faculty advisers and tutors in Special Concentrations come from many different Harvard faculties, it is frequently the case that Special Concentrators in Public Health have the facilities of that school open to them as those in Urban Studies have the facilities of the Graduate School of Design or the Kennedy School.

HOW TO FIND OUT MORE

All inquiries should be addressed to the Director of Undergraduate Studies, Dr. Deborah Foster, (dfoster@fas.harvard.edu or 617-495-8056), whose office is located in Warren House (first floor), 12 Quincy St.

For more information or to download an application form, please visit our website: www.specialconcentrations.fas.harvard.edu. The Director of Undergraduate Studies also maintains a current list of concentrators with the titles of their programs and the address and name of their faculty advisers. This list is available to prospective concentrators for the purpose of seeking advice from the students currently in the program.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Special Concentrations*	22	15	20	20	19

* Special Concentrations does not participate in joint concentrations.

Statistics

Professor David P. Harrington, Co-Head Tutor

Professor Rima Izem, Co-Head Tutor

Statistics is a relatively young discipline organized around the rapidly growing body of knowledge about quantitative methods for the analysis of data, the making of rational decisions under uncertainty, the design of experiments, and the modeling of randomness in the social and natural sciences. Statistics has a theoretical core surrounded by a large number of domains of application in fields such as economics, psychology, biology and medicine, sociology, population sciences, government, anthropology, history, astronomy, physics, and computer science. A basic requirement of a concentration in Statistics is to acquire the mathematical tools for a rigorous understanding of applications to substantive fields. This includes linear algebra and multivariate calculus to the level of Mathematics or Applied Mathematics 21b.

A non-mathematical introduction to the field is provided by Statistics 100: Introduction to Quantitative Methods. The basic theoretical introduction is provided by Statistics 110: Introduction to Probability, and Statistics 111: Introduction to Theoretical Statistics. These courses provide grounding in traditional and modern approaches to modeling, exploratory inference, and testing and estimation. They should equip students to take the other Department of Statistics courses dealing in greater detail with special models and procedures, as well as to move into applied fields.

The Statistics concentration is a flexible program that permits as many as half of the 14 half-courses required for honors eligibility to be taken in departments other than Statistics. Because Statistics offers an opportunity to branch out and explore a variety of areas it appeals to students who wish to acquire core skills while preserving their chance for a broad general education. It also appeals to those with strong mathematical interests who enjoy seeing formal argument bear direct fruit in practical use.

A concentration in Statistics prepares a student for careers in industry and government, for graduate study in a very broad collection of social and natural sciences, and for professional study in law, medicine, business, or public administration. The demand for people with statistical training is rising in most areas.

Students may choose to transfer to Statistics after a taste of other fields. Such transfers usually pose no difficulty. Statistics may be combined with other concentrations in an honors-eligible program. Joint concentrations with many fields are possible, including Economics, Psychology, Computer Science, and Social Studies.

In 2006-07 the Department of Statistics introduced the Bioinformatics and Computational Biology Track in Statistics, aimed at undergraduate students with interest in quantitative methods and modeling applied to data from the biological and life sciences. The recent explosion of size and complexity of data in the biological and life sciences, such as the human/animal/plants genome projects with gene and protein sequences, has motivated the development of new statistical methodologies and models, such as models for gene and protein motifs search, phylogenetic reconstruction, and gene expression analysis. Core requirements in statistics emphasize statistical modeling, especially as it relates to biological systems. Additional courses in biology allow students to learn the terminology as well to obtain a strong foundation in molecular and cellular biology, evolutionary biology, or ecology. The requirements for the Bioinformatics and Computational Biology Track are described in detail below.

In 2007-08 the Department of Statistics introduces the Quantitative Finance Track, which is designed as a specialization for concentrators in Statistics with special interest in quantitative issues that arise in financial and insurance modeling. The focus is on the stochastic analysis that

is relevant in these fields. The specific topics addressed include statistical inference of stochastic models that arise in financial/insurance modeling as well as computational techniques that have become standard in pricing, hedging and risk assessment of complex financial/insurance instruments. The requirements for the Quantitative Finance Track are described in detail below.

In 2007-08, the Department of Statistics also introduces the secondary field in Statistics. With its strong methodological and applications focus, Statistics has consequently attracted students with a primary focus in another discipline, such as Psychology, Economics, Sociology, Government, Earth and Planetary Sciences, Biology (both OEB and MCB). The secondary field in Statistics will provide these students with a solid background in statistics that they can apply in their primary field or fields of interest. For more information on the secondary field in Statistics, please see page 381 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/stats/program-desc-stats.htm).

REQUIREMENTS

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Seven half-courses from Statistics Department offerings (100 or 101 or 102 or 104, 105, 110, 111, 120, 131, 135, 139, 140, 155, 149, 160, 170, 171, and any 200-level course); Statistics 110 and 111 are required and should be taken by the end of the junior year. Statistics 91r and 99hf may count toward this requirement.
 - b. Five additional half-courses, which may be related courses (see item 5a).
 - c. Mathematics 19a and 19b, Mathematics 21a and 21b, Applied Mathematics 21a and 21b, or equivalents, are required by the end of the sophomore year and may count for two related half-courses toward concentration requirements.
2. *Tutorial:* Senior year: Statistics 99hf optional. Letter-graded.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. Related courses:
 - i. Applied Mathematics 21a, 21b, 101 (formerly Engineering Sciences 101), 105a, 105b, 106, 107, 111, 115, 120, 121 (formerly Engineering Sciences 102)
 - ii. Astronomy 193
 - iii. Biophysics 101
 - iv. Computer Science 50, 51
 - v. Economics 1123, 1126, 2110, 2120, 2130, 2140, 2141, 2142, 2144, 2146
 - vi. Engineering Sciences 101, 102, 201, 202, 203
 - vii. Government 1007, 1010, 2000, 2001, 2002, 2003
 - viii. Mathematics 19a, 19b, 21a, 21b, 23a, 23b, 25a, 25b, 106, 112, 113, 115, 116, 121, 122, 123
 - ix. MCB 111 (formerly MCB 211)
 - x. OEB 152
 - xi. Physics 181, 262
 - xii. Psychology 1950, 1951, 1952
 - xiii. Quantitative Reasoning 32, 33
 - xvi. Any 100-level or 200-level Statistics courses
 - xv. Other relevant courses if approved by the Head Tutor.
 - b. *Pass/Fail:* One half-course other than Statistics 110 and 111 may be taken Pass/Fail and counted for concentration credit.

- c. All courses taken for concentration credit must be approved by the Head Tutor.
- d. *Undergraduate Teacher Education Program*: Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and the forty-one states with which Massachusetts has reciprocity. See page 47 for more information about UTEP.

REQUIREMENTS FOR HONORS ELIGIBILITY

14 half-courses plus thesis

1. *Required courses*: Same as **Basic Requirements** with two additional half-courses, which may be related (see item 5a).
2. *Tutorial*: Same as **Basic Requirements**.
3. *Thesis*: Required. A substantial statistical analysis of a real-life problem, a critical review of statistical methods in some problem areas, or the solution of an open statistical research problem are equally acceptable. Students may enroll in Statistics 99hf while writing the thesis, but it is not required.
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.
6. *Joint Concentrations*: Students interested in a joint concentration should consult the Head Tutor at an early date.
 - a. *Statistics as the Primary Field*: Students must satisfy the usual requirements for honors eligibility. In addition, students must complete four half-courses in the allied field (some of these may count as statistics-related courses). Note that some fields may require more than four half-courses. Thesis required; must relate to both fields. Ordinarily there will be two readers, one from each field.
 - b. *Another concentration as the Primary Field*: Students are required to complete five half-courses from Statistics Department offerings (Statistics 110 and 111 are required by the end of the junior year). One additional half-course, which may be a statistics-related course from the primary field, is also required. Students may receive credit for only one course at the level of Statistics 100 (others at the same level include Statistics 101, 102, 104; Government 1000; OEB 153). Mathematics preparation to the level of Mathematics or Applied Mathematics 21b is required. Thesis required; must relate to both fields. There must be a reader from the Statistics Department.

Bioinformatics and Computational Biology (BCB) Track in Statistics

Basic Requirements: 12 half-courses

1. *Required courses*:
 - a. Same as **Basic Requirements**, but must also include Statistics 102, 115, and 171 and Life Sciences 1a and 1b. Life Sciences 1a and 1b may count for two related half-courses toward concentration requirements.
 - b. Five additional half-courses, which may be related courses (see item 5a below).
 - c. Mathematics 19a and 19b, Mathematics 21a and 21b, Applied Mathematics 21a and 21b, or equivalents, are required by the end of the sophomore year and may count for two related half-courses toward concentration requirements.
2. *Tutorial*: Same as **Basic Requirements**.
3. *Thesis*: None.
4. *General Examination*: None.

5. *Other information:*
- a. Related Courses for the BCB Track: It is recommended that the student focus on one of the following categories, and choose at least one course above the 100 level.
 - i. *Molecular and Cellular Biology*: MCB 52, 54, 56, and select one from MCB 100, 111, 118, 140, 150
 - ii. *Evolutionary Biology and Ecology*: OEB 53, 55, and select one from OEB 125, 152, 181
 - iii. *Mathematical, Physical, and Statistical Biology*: Biophysics 101, 170; Mathematics 153; Biostatistics 244, 245, 280
 - iv. *Computer Science and Statistics*: Computer Science 50, 51; Statistics 131, 135, 139, 140, 149, 160
 Other relevant courses if approved by the Head Tutor.
 - b. *Pass/Fail*: One half-course other than Statistics 110 and 111 may be taken Pass/Fail and counted for concentration credit.
 - c. All courses taken for concentration credit must be approved by the Head Tutor.
 - d. *Undergraduate Teacher Education Program*: Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and the forty-one states with which Massachusetts has reciprocity. See page 47 for more information about UTEP.

The Bioinformatics and Computational Biology (BCB) Track in Statistics Requirements for Honors Eligibility: 14 half-courses plus thesis

1. *Required courses*: Same as **Basic Requirements** with two additional half-courses, which may be related courses (see item 5a above for the BCB Track).
2. *Tutorial*: Same as **Basic Requirements**.
3. *Thesis*: Required. A substantial statistical analysis of a biological studies problem, a critical review of statistical methods in some biological areas, or the solution of an open statistical research problem in a biology-related area are equally acceptable. Students may enroll in Statistics 99hf while writing the thesis, but it is not required.
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.

Quantitative Finance Track in Statistics Basic Requirements: 12 half-courses

1. *Required courses*:
 - a. *Six Statistics courses*:
 - i. Statistics 110 (Prerequisite: Mathematics 19a or equivalent)
 - ii. Statistics 111 (Prerequisites: Statistics 110 and Math 19b or equivalent)
 - iii. Statistics 131, 139, 170, 171. Statistics 139 can be replaced by either Economics 1123 or 1126.
 - b. *Three Economics courses*:
 - i. Economics 1010a or 1011a (strongly recommended by department). Social Analysis 10 is prerequisite for both.
 - ii. Economics 1723 (prerequisite: Economics 1010a or 1011a)
 - iii. One of the following: Economics 1733, 1745, 1760.
 - c. *Three related courses for the Quantitative Finance Track*:
 - i. Statistics 135, 149, 214, 220, 221, 230, 249, 270, 271

- ii. Economics 1123, 1126, 2120, 2140, 2142, 2723, 2724, 2725, 2728
- iii. Computer Science 50, 51
- iv. MIT Finance 15.401, 15.402, 15.433, 15.437

Note: Graduate-level courses may not be suitable for all undergraduates because they often have higher prerequisites. Students who are interested in taking them must check with the instructors to gain permission prior to enrollment.

2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other Information:* Mathematics 19a and 19b, Mathematics 21a and 21b, Applied Mathematics 21a and 21b, or equivalents, are required but do not count for concentration credit. This requirement should be completed by the end of the sophomore year.

Quantitative Finance Track in Statistics Requirements for Honors Eligibility: 14 half-courses plus thesis

1. *Required courses:* Same as **Basic Requirements** with two additional half-courses, which may be related courses (see item 1c above for the Quantitative Finance Track).
2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* Required. A substantial statistical analysis of a quantitative finance problem, a critical review of statistical methods in some finance area, or the solution of an open statistical research problem in a finance-related area are equally acceptable. Students may enroll in Statistics 99hf while writing the thesis, but it is not required.
4. *General Examination:* None.
5. *Other Information:* Same as **Basic Requirements**.

ADVISING

The Co-Head Tutors are advisers to all Statistics concentrators. It is expected that students will discuss their program and review their progress with the Co-Head Tutors at the beginning of each term.

For up-to-date information on advising in Statistics, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/Statistics.html.

HOW TO FIND OUT MORE

For more information please consult with the Co-Head Tutors, Professor Rima Izem, Science Center 604 (617-496-8456, izem@stat.harvard.edu) and Professor David Harrington, Science Center 607 (david_harrington@harvard.edu).

ENROLLMENT STATISTICS**Number of Concentrators as of November**

Concentrators	2002	2003	2004	2005	2006
Statistics	9	8	8	4	7
Statistics + another field	0	1	1	1	1
Another field + Statistics	2	2	2	3	4

Visual and Environmental Studies

Robb Moss, Director of Undergraduate Studies (on leave spring term 2008)

J.D. Connor, Director of Undergraduate Studies for Film Studies, 2007-08; Acting Director of Undergraduate Studies for VES, spring term 2008

Visual and Environmental Studies (VES) is the curricular home of studio arts, photography, filmmaking, film studies, environmental studies, video art and performance, and critical theory. The department is unique in the way it fosters dialogue among makers, critics, and theorists. Its faculty comprises individuals working and teaching in all of these modes.

Working closely with our faculty—predominantly in small studios and seminars—VES concentrators gain an understanding of art and expression through both study and practice. The curriculum engages both practical and theoretical aspects of digital media, drawing, film, painting, performance, photography, printmaking, sculpture, sound, video, and writing. The modes of teaching combine the intensity of conservatory programs with the broad intellectual aims of a liberal arts college.

Within VES each course of study has slightly different requirements. These have been selected so that students will encounter several broad areas of concern. In film and studio arts, concentrators work toward comprehensive accomplishment in their chosen area while simultaneously exploring a variety of other practices and studying related history and theory. In film studies, students explore ways of understanding the theory and history of the moving image. All concentrators are required to do some course work outside their area of primary interest.

Upon graduation, concentrators in VES enter a wide variety of fields. Some pursue careers as artists or filmmakers while others go into publishing and communications. Among the graduate schools to which VES concentrators are admitted are schools of architecture, art, film, and photography, as well as programs in liberal arts, medicine, and business.

For information on the secondary field in Visual and Environmental Studies, please see page 382 of this *Handbook* or the secondary fields website (www.secondaryfields.fas.harvard.edu/VES/program-index-VES.htm).

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

12 half-courses

1. *Required courses (vary by track):*

STUDIO ARTS AND FILM/VIDEO

- a. *Introductory Studios:* At least two half-courses should be completed by the end of the sophomore year related to the student's area of focus.
- b. *Intermediate Studios:* At least two half-courses should be completed by the end of the junior year related to the student's area of focus.

Note: A film/video thesis will be allowed only if it represents the 5th and 6th half-courses in the medium of the thesis. A studio thesis application must be accompanied by a portfolio for review before a thesis will be approved (see further information under "Thesis").

- c. *Historical and Theoretical Courses:* At least three half-courses are required. Students must take at least two historical or theoretical half-courses related to their area of

focus in VES and at least one historical or theoretical half-course outside of their area of focus (for example, a course on the history or theory of film for students focusing on studio, or a course on the history of art, architecture, or the built environment for students focusing on film/video).

- d. *Electives within the concentration*: Five additional half-courses in VES, two of which may be VES 99, the senior thesis or senior project tutorial. VES 99 is considered an elective and is not a required course.

FILM STUDIES

- a. *Introductory Courses*: Three half-courses comprising Literature & Arts B-11, Visual and Environmental Studies 71 and 72.
- b. *Film Theory*: One half-course in film theory.
- c. *Electives*: Four half-courses directly related to film and visual studies. Offerings under this heading will include both film studies classes offered in VES by regular and visiting faculty as well as pertinent film studies classes offered in departments outside of VES.
- d. *Advanced Film Studies Seminars*: At least two advanced Film Studies seminars.
- e. *Thesis or Senior Project*: Students who write a thesis or senior project essay will enroll in VES 99, which constitutes two half-courses. Students who choose not to write a thesis will instead take two additional advanced film studies courses (these choices are subject to the approval of the Director of Undergraduate Studies). VES 99 is considered an elective and is not a required course.

Note: A list of courses in film theory and other approved film studies courses may be obtained from the Director of Undergraduate Studies in Film Studies and on the Film Studies web site: www.fas.harvard.edu/~filmstud/.

ENVIRONMENTAL STUDIES

Students interested in focusing on Environmental Studies should consult with the Director of Undergraduate Studies to construct a Plan of Study reflecting these interests. The department offers courses in environmental studies, the history and theory of space, and the moving image. Additionally, students should consult the course listings of both the Graduate School of Design and M.I.T. for related courses which may be taken for credit. Students must consult with the Director of Undergraduate Studies to have courses outside of Visual and Environmental Studies and any courses outside the Faculty of Arts and Sciences count for concentration credit.

INFORMATION FOR ALL TRACKS

2. *Tutorials and Supervised Study*:

- a. *VES 97r and VES 98r*: Sophomore and Junior Tutorials. Preparation for the thesis is begun in studios and seminars and is carried to completion in a VES 99 tutorial during senior year. In rare instances, students needing special preparation not available in regularly offered courses can enroll in an optional junior (VES 98r), or even sophomore (VES 97r) tutorial.
- b. *VES 99*: Tutorial—Senior Year. Senior Projects/Theses. VES 99 is presumed to be a full course, but may be divided if necessary. A thesis or senior project is not required. (for further information please see item 3, below).
- c. *VES 91r*: Special Projects. Open to advanced students who wish to carry out a special project under supervision. Professional specialization is not the aim of this course. It is intended for specially qualified students who wish to extend work begun in a regular department course. Students wishing to enroll in VES 91r must find a member of the

faculty to advise the project and submit an application to the Director of Undergraduate Studies.

Note: All tutorials and special projects courses in Visual and Environmental Studies are letter-graded only.

Application forms for all Visual and Environmental Studies tutorials are available in the Department Office or from the department's website (www.ves.harvard.edu).

3. *Thesis:* Qualified students may only undertake a thesis upon approval by the VES Honors Board. A filmmaking thesis must represent the third year of work in film production. A thesis in video must represent the third year of work in film and/or video production. Students proposing theses in the studio area must submit a portfolio for review by the studio faculty before a thesis will be approved. All theses should be preceded by a related critical or historical course. Students who want to do a thesis should plan their sophomore and junior year courses accordingly. No concentrator in Visual and Environmental Studies is required to do a thesis or senior project to be recommended for honors.

It is also possible to enroll in a VES 99 tutorial without doing a thesis. Like a thesis, these senior projects are undertaken with a tutorial adviser but do not undergo some of the rigors associated with the thesis (including thesis reviews, reader evaluations, and the requirement of a finished body of work). A final body of work may or may not result from a VES 99 senior project. For further information on the differences between a VES 99 tutorial with thesis and a VES 99 tutorial without thesis, please consult with the Director of Undergraduate Studies or the department's website (www.ves.fas.harvard.edu).

4. *General Examination:* None.

5. *Other information:*

- a. *Related courses for concentration credit:* Ordinarily, no more than two half-courses taken outside Visual and Environmental Studies or History of Art and Architecture may be so counted. It is strongly recommended that studio concentrators with little background in the history of art take introductory courses in history of art and architecture as soon as possible.

Concentrators in all areas of the department who wish to receive concentration credit for **any non-VES course** (in the Faculty of Arts and Sciences, at another of Harvard's graduate schools, at MIT, in the Harvard Summer School, or while studying out of residence) must submit a petition, even if the course is cross-listed. If the course is not cross-listed, a syllabus must accompany the petition. Syllabi are not required to accompany cross-listed course petitions.

Courses in history of art and architecture, theater design, and some courses in the field of cultural studies may be counted for concentration credit, subject to the approval of the Director of Undergraduate Studies when the Plan of Study is filed.

- b. *Pass/Fail:* Courses counting for concentration credit may not be taken Pass/Fail or SAT/UNS, except that one Freshman Seminar may be counted for concentration credit if taught by a Department faculty member and consistent with VES Department offerings, and the student has received a positive evaluation.
- c. *Work done out of residence:* A student wishing to count work done out of residence toward concentration requirements must have the plan for such work approved by the Director of Undergraduate Studies and the Office of International Programs **prior to undertaking it**. No credit will be given for work done out of residence until this work, when completed, is evaluated by the faculty of the department. Ordinarily not more than three half-courses taken out of residence will be counted for concentration credit.

For information on programs recommended by the faculty of the department, please visit the Office of International Programs website at www.fas.harvard.edu/~oip.

- d. *Honors*: Ordinarily, no student whose overall grade point average in the concentration falls below B will be recommended for honors. No concentrator in Visual and Environmental Studies is required to do a thesis to be eligible for an honors recommendation from the department.

ADVISING

Departmental academic advising is provided by the faculty and by the Director of Undergraduate Studies (or Director of Undergraduate Studies for Film Studies for Film Studies concentrators), who meets individually with concentrators to discuss course selection. Information and advice is also available throughout the year in the Department Office from Michael Lawrence, Academic Services Coordinator, who is available on a walk-in basis during most regular office hours. Each new concentrator is assigned a faculty adviser and is required to meet with the adviser at least once at the start of each term to go through the Plan of Study. Students are reminded that they are each ultimately responsible for the fulfillment of concentration requirements, and should check regularly on the current status of their progress. The department has no graduate students.

For up-to-date information on advising in Visual and Environmental Studies, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/VES.html.

RESOURCES

Aside from providing the space in which the Department of Visual and Environmental Studies holds many of its classes, the Carpenter Center for the Visual Arts, designed by world-renowned architect Le Corbusier, is an important landmark in the recent history of architecture and is the setting in which Harvard evidences its concern for contemporary expression in the visual arts. During the academic year exhibitions, performances, events, film screenings, and lectures are offered. In addition, the Harvard Film Archive, housed in the Carpenter Center, mounts an ongoing program of film screenings.

The Carpenter Center contains studios for the practice of the studio arts. The department also holds classes in Sever Hall, where most of the film, video, and animation studio courses are conducted. Studios at 6–8 Linden Street are used by practicing artists and photographers, including members of the faculty and senior concentrators doing thesis work.

Visual and Environmental Studies concentrators benefit from the unusually rich University collections of Harvard's five museums: The Fogg, Sackler, Busch-Reisinger, Semitic, and Peabody museums containing Western, Asian, and ethnographic art. Harvard's library holdings in art and archaeology include more than 250,000 books and more than 1,500,000 photographs and slides.

The Museum of Fine Arts is one of Boston's great cultural resources. Other resources are the ICA Boston, the MIT List Visual Arts Center, and the commercial and non-profit galleries of the greater Boston area.

HOW TO FIND OUT MORE

Further information about the concentration may be obtained from the Director of Undergraduate Studies, Robb Moss (617-496-6614); the Director of Undergraduate Studies for Film Studies, J.D. Connor (617-496-6799); or the Manager of Academic Programs, Michael Lawrence (617-496-4469). The department has an extensive website at www.ves.fas.harvard.edu providing a range of information on the faculty, courses, the Carpenter Center lecture series as

well as exhibition schedule. The department holds an open house at the Carpenter Center each year during Freshman Week. Please check the daily listings from the Freshman Dean's Office for exact dates and times.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Visual & Environmental Studies	67	82	90	90	84
Visual & Environmental Studies + another field	8	7	4	2	4
Another field + Visual & Environmental Studies	6	7	5	4	1

Studies of Women, Gender, and Sexuality

Dr. Karen Flood, Director of Studies

The study of gender and sexuality has long constituted a vibrant and engaging field for interdisciplinary work and intellectual inquiry. At the heart of this field is the assertion that gender and sexuality are fundamental categories of social organization and power that are inseparable from race, ethnicity, class, nationality, and other categories of difference. Some of the areas of study that fall within this concentration's purview include women's history, lesbian/gay/bisexual studies, gender and science, the representation of gender and sexuality in literature and film, women and work, masculinity studies, political and social movements, queer and feminist theory, transnational feminisms, women and poverty, transgender studies, and gender and religion.

The concentration in Studies of Women, Gender, and Sexuality (WGS) provides students with a rigorous grounding in the theory and methodology of gender and sexuality studies, while encouraging students to develop individual areas of focus that will culminate in a thesis project. All concentrators are required to take sophomore tutorial (WGS 97) to familiarize them with foundational texts about sexuality and gender. In the junior tutorial (WGS 98r) concentrators work one-on-one with a tutor on a specific area of interest, with a view to laying the groundwork for their senior theses. In the senior tutorial (WGS 99a/b) students design, research, and write senior theses. Senior theses for all concentrators (including joint concentrators) must feature a WGS-related topic. In keeping with the interdisciplinary character of WGS, senior theses may draw upon a wide range of approaches, including literary analysis, ethnography, scientific investigation, archival research, visual analysis, and cultural or political critique. Seniors also take an oral examination that covers both the senior thesis and general knowledge of the field.

In addition to the tutorial sequence, full concentrators must enroll in WGS 1300 (methodology) and one of the two other foundational courses: WGS 1200 (historical approaches) or WGS 1210 (theories of gender and sexuality). In addition to WGS courses, concentrators may fulfill concentration requirements by taking courses on WGS-related topics in other programs and departments. (A list of pre-approved courses from other departments is available on the WGS website.) Students will work with concentration advisers to develop cohesive plans of study that are primarily situated within the humanities, social sciences, or natural sciences.

Beginning with the class of 2010, students will apply for admission to WGS in the fall of sophomore year. Students may also apply in the spring of the sophomore year or at the beginning of the junior year by submitting a written statement explaining their interest in the program. The Director or Assistant Director of Studies will review applicants' previous academic records and may also elect to interview students before admission to the program. Application materials are available in the WGS main office and on our website: www.fas.harvard.edu/wgs.

Students can do a **joint concentration** with WGS and a range of other concentrations including African and African American Studies, Anthropology, Economics, English, Environmental Science and Public Policy, Government, History, History and Literature, History and Science, Literature, Mathematics, Music, Philosophy, Psychology, Religion, Romance Languages, Social Studies, Sociology, and Visual and Environmental Studies. Specific guidelines for required courses may be obtained from the Directors of Studies.

Students may also complete a **secondary field** in WGS (see page 385 of this *Handbook* or the secondary fields website—www.secondaryfields.fas.harvard.edu/WGS/program-desc-WGS.htm—for more details). The secondary field allows students to pursue an interest in studies of

women, gender and sexuality outside of their work for their concentrations. Students must take one foundational course (WGS 1000, 1200, 1210 or 1300), which will ground them in the history, methodology or theory of gender and sexuality studies. The flexibility of the four remaining course requirements allows students to sample from the rich course offerings in WGS while developing core areas of interest.

We advise first-year students and sophomores interested in WGS to take either WGS 1000: Introduction to Women, Gender and Sexuality, or a topical course of their interest within the 1100 level. Students interested in WGS as a concentration or a secondary field should meet with either the Director of Studies or the Assistant Director of Studies.

Further information is available in *The Concentration in Women, Gender, and Sexuality Studies Handbook* and on our website: www.fas.harvard.edu/wgs. Students may wish to consult the *Guide to Gender-Related Courses, Programs, and Other Resources*, available in the WGS main office or at www.ksg.harvard.edu/wappp/courseguide/index.htm.

REQUIREMENTS

**For students entering the College in Fall 2006 or later.
Other students should refer to the *Handbook for Students*
from the year in which they declared their concentration.**

13 half-courses

For students entering the concentration in 2007-2008 or later, the requirements are as follows:

1. *Required courses:*
 - a. WGS 97 (one term), 98r (one term); 99a and 99b (see item 2).
 - b. Choose **one** of the foundational courses: WGS 1200 or 1210 (formerly 1001 and 1003).
 - c. WGS 1300 (formerly WGS 1002).
 - d. Any WGS course numbered 1400+ or substituted course by permission of the Director of Studies.
 - d. Five half-courses in WGS or on WGS-related topics. (A list of pre-approved courses from other departments is available on the WGS website.) Students will work with concentration advisers to develop cohesive plans of study that are primarily situated within the humanities, social sciences, or natural sciences. Concentration credit will be granted for courses that provide context or further methodological or theoretical training for the student's thesis. WGS 1000 and/or an additional foundational course (WGS 1200 or 1210) beyond that required can count within this group of five classes.
 - f. One half-course outside of the student's primary area of the humanities, social sciences, or natural sciences (e.g., a student focusing on the humanities must take one half-course in the social sciences or the natural sciences).
2. *Tutorials:*
 - a. *Sophomore year:* WGS 97 (one term). Letter-graded.
 - b. *Junior year:* WGS 98r (one term) required. Letter-graded. A 20–25 page junior essay is required.
 - c. *Senior year:* WGS 99a and 99b, the writing of the senior thesis. Graded SAT/UNS. In order for a student to receive a grade of SAT for the fall term, a substantial part of the thesis work must be submitted by the end of the term.
3. *Thesis:* Required of all concentrators.
4. *Oral Examination:* Required. Each concentrator takes an individually tailored oral General Examination at the end of the senior year.

Joint Concentration

WGS can be combined with a range of other concentrations. A joint concentration is an excellent choice for students who want to actively integrate their studies, building toward a final combined thesis project.

Women, Gender, and Sexuality as the Primary Concentration 8 half-courses

1. *Required courses:*
 - a. WGS 97 (one term), WGS 98r (one term); 99a and 99b.
 - b. Choose **one** of WGS 1200 or 1210 (formerly WGS 1001 and 1003).
 - c. WGS 1300 (formerly WGS 1002).
 - d. Two half-courses within WGS or on WGS-related themes. (A list of pre-approved courses from other departments is available on the WGS website.)
2. For Tutorials, Thesis, and Oral Examination information, please see 2, 3, and 4 in the requirement for full concentrators, above.

Women, Gender, and Sexuality as the Allied Concentration 5 half-courses

1. *Required courses:*
 - a. WGS 97 (one term), and WGS 98r (one term).
 - b. Choose **one** of WGS 1200, 1210, or 1300 (formerly WGS 1001, 1003, and 1002, respectively).
 - c. Two half-courses within WGS or on WGS-related themes. (A list of pre-approved courses from other departments is available on the WGS website.)
2. For Tutorials, Thesis, and Oral Examination information, please see 2, 3, and 4 in the requirements for full concentrators, above.

ADVISING

Each student meets regularly with her or his assigned adviser. The Director of Studies is the primary academic adviser for sophomores and juniors, and the Assistant Director of Studies is the primary academic adviser for seniors.

For up-to-date information on advising in Studies of Women, Gender, and Sexuality, please see the Advising Programs Office website: www.fas.harvard.edu/~advising/concentrations/WGS.html.

RESOURCES

The Arthur and Elizabeth Schlesinger Library on the History of Women in America is the leading research library in the field. The library holds more than 35,000 volumes, 800 collections of personal and organizational papers, 50,000 photographs, oral histories, videotapes, and other historical materials. The library collects information on women's rights, suffrage, social welfare and reform, pioneers in the professions, and the family. Carol J. Pforzheimer Student Fellowships are awarded annually to undergraduates to use the resources of the library.

The Henry A. Murray Research Archive is a multidisciplinary research center whose focus is the study of lives over time. It is also a national archive for social science data on human development and social change, especially data that illuminate women's lives and issues of concern to women. Students and researchers at all levels, from undergraduates to scholars, use

the center's resources. These include studies of family life, careers, psychological development, political participation, and mental health.

STUDY ABROAD

With good planning, a term abroad or out of residence can be a very meaningful educational experience. In the past our concentrators have spent terms taking courses in countries such as South Africa, Kenya, Chile, Australia, Spain, and France. Most concentrators who go abroad to study do so in the fall term of junior year, which allows them to return to campus in time to take the junior tutorial (98r) the following spring. Concentrators who wish to study abroad during the spring term of junior year must make special arrangements to complete the junior tutorial a term early (i.e., in the fall of junior year). If you are a concentrator considering a term abroad, please consult your concentration adviser and the study-out-of-residence adviser as soon as possible. Plans for study out of residence must be approved by the university significantly in advance of the term in which a student plans to be away.

HOW TO FIND OUT MORE

For further information, contact the main office at 617-495-9199 or via email at wgs@fas.harvard.edu. The office of the Committee on Degrees in Studies of Women, Gender, and Sexuality is located on the ground floor of Boylston Hall. A handbook describing the concentration, a list of current course offerings, and application materials are available from the office.

ENROLLMENT STATISTICS

Number of Concentrators as of November

Concentrators	2002	2003	2004	2005	2006
Studies of Women, Gender, and Sexuality	12	9	10	13	14
Studies of Women, Gender, and Sexuality + another field	2	4	2	2	1
Another field + Studies of Women, Gender, and Sexuality	12	11	10	17	11

CHAPTER 4: **SECONDARY FIELDS**



A drawing class in the Carpenter Center (Stephanie Mitchell, Harvard News Office)

Anthropology

Social anthropology is concerned with the social and cultural diversity of contemporary human communities and groups. Through ethnographic methods of research, which include intensive participant observation of community life over an extended period of time, social anthropologists study topics such as gender, race and ethnicity; religion; economic development; illness and healing; human rights and political violence; popular culture and the role of media in society; food and consumption; and the impact of globalization. Ethnographic research is conducted in all parts of the world, in settings such as urban neighborhoods, college campuses, global markets, refugee camps, hospitals, and government offices and courtrooms as well as in rural towns and backcountry settlements.

Studying social anthropology is exciting and broadens the mind. It invites students to think cross-culturally about the human condition. Social anthropology offers a conceptual toolkit for students who are interested in an international experience, whether studying abroad, preparing for an international career, or simply becoming informed citizens of a globalized world. Social anthropology students learn skills that enable them to operate in different cultural environments, skills that can be transferred to careers in fields such as education, journalism, law, business, medicine, politics and public service, as well as in humanitarian and development fields.

The secondary field in Social Anthropology is designed to offer students a general introduction to anthropological knowledge and methods as well as a more focused study of some particular topic or world area. We thus offer four different pathways, all of which will appear as “Anthropology” on the transcript:

- General Social Anthropology
- Medical Anthropology
- Anthropology of Asia
- Anthropology of Human Rights

Each pathway consists of four half-courses, including one introductory level course. Students are encouraged, though not required, to take a junior tutorial (Anthropology 98z), a small discussion-based tutorial in which they work intensively on writing and analytical skills, as a “capstone” of their study of social anthropology.

REQUIREMENTS

4 half-courses

General Social Anthropology

This option provides students with the broadest possible range of courses from across the discipline and is suggested for students who would like a general sense of what anthropologists do and how they do it. This is a good choice for students who have an interest in social anthropology, but no clearly defined subject matter they want to explore.

1. One entry-level half-course in anthropology. Entry-level courses include Anthropology 1600, Social Analysis 70, Foreign Cultures 84, Foreign Cultures 74, Foreign Cultures 86, and Social Analysis 28.
2. Three additional half-courses in social anthropology; this may include a junior tutorial (Anthropology 98z) or, with the permission of the instructor and approval by the Director of Undergraduate Studies, a graduate-level (Anthropology 2XXX) seminar.

Medical Anthropology

Medical anthropology is concerned with questions of health; illness and health care in society; cultural differences in health practices and outcomes; the culture of biomedical institutions and healing professions; cross-cultural comparisons of health care systems; the lived experiences of illness and disability; social suffering owing to societal catastrophes; cultural barriers facing the implementation of therapeutic and preventive programs among poor or marginalized communities in industrialized and developing societies; and the interrelationships between political, moral, and medical experiences.

Medical anthropology involves ethnographic studies of patients, families and practitioners as well as ethnographies of science and technology. Cross-cultural comparisons center on studies of hospitals and clinics along with religious and complementary and alternative healers. Research often focuses on narratives of illness, clinical and public health communication, and how ethnicity, race and the societal differences shape biological and psychological reactions to suffering. What characterizes medical anthropology and differentiates it from related fields is the priority given to the study of culture, local worlds, and the embodiment of meanings, values, and local practices.

Students of medical anthropology often go on to careers in global public health, clinical medicine, and humanitarian assistance, and also many other professions and social roles that are enabled by studying how individuals, cultural groups and whole societies respond to health and social problems. Students are encouraged to study abroad and often do field placements in hospitals, clinics, and disease-specific research projects, especially in poor and middle-income societies.

1. One of the four half-courses may be in any area of social anthropology; three must be in the field of medical anthropology, with the option of substituting a course in either biological anthropology or human evolutionary biology for one of the three.
2. One entry-level half-course in anthropology. Entry-level courses include Anthropology 1600, Social Analysis 70, Social Analysis 28
3. Three additional half-courses at the 1000 level or above. See the secondary fields website (www.secondaryfields.fas.harvard.edu/Anthro/program-desc-anthro2.htm) for a list of qualifying courses.

Anthropology of Asia

Asia—broadly conceived to include Northeast Asia, China, Southeast Asia, and South Asia—presents a wide array of distinctive but also intricately interconnected societies and cultures which together encompass the majority of the human population. Asian societies and cultures, throughout human history, have interacted with one another across many dimensions of cultural transmission—religion, trade, politics, agriculture, philosophy, technology, migration, language, and arts, including popular culture. In contemporary times, as well, the vibrant interactions within and among Asian societies and their growing impact on global culture makes an understanding of Asian cultural dynamics and social patterns, both in their individual specifics and in cross-cultural commonalities, a crucial component of education for global citizenship. The Anthropology of Asia secondary field includes courses in archaeology as well as social anthropology.

1. Three of the four half-courses must be in the field of anthropology of Asia, and related to at least two different Asian societies.

2. One entry-level half-course in anthropology. Entry-level courses include Anthropology 1600, Anthropology 1010, Social Analysis 70, Foreign Cultures 84, and Social Analysis 28.
3. Three additional half-courses at the 1000 level or above. These courses may include a junior tutorial (Anthropology 98z) on an Asian society, or, with the permission of the instructor and approval by the secondary field adviser, a graduate-level (Anthropology 2XXX) seminar.

Anthropology highly values language as an important aspect of culture and society, and as a critical tool for understanding cultural similarities and differences. Students selecting a secondary field in the Anthropology of Asia are strongly encouraged to pursue the study of an Asian language. Completion of a third-year credit-bearing course in an Asian language may be counted, by petition, as fulfilling one course toward the requirements of the secondary field.

Anthropology of Human Rights

The anthropology of human rights explores human rights from multiple perspectives, including the theoretical or philosophical aspects of human rights, the practical problems of implementation and protection, the institutional dimensions, and, in particular, the dilemmas associated with the use of human rights in cross-cultural or comparative perspective. Human rights theory and institutions are used as major vehicles for addressing conflict at various social and political levels, and in diverse geographical contexts. Intense and protracted conflict around the world inevitably leads to a call by individuals and institutions to protect the human rights of victims and to use a human rights framework to seek redress from violators. In addition, globalization has created a dynamic in which human rights theory and practice have come to form the foundation for a variety of initiatives including international development and foreign aid, civil society projects, bilingual education, community conflict resolution, gender equality, truth and reconciliation commissions, and the protection of children, among many others.

This subfield reflects the importance of anthropological methodologies and theories to many of the most socially and politically relevant questions of our times. It also draws upon debates that have infused classic political and ethical theory: the nature of the just society; the rights of individuals and of collectives; the forms and content of democracy; the nature of social rights and social obligations. Thus, among the goals of this secondary field will be providing students with a solid grounding in the philosophical underpinnings of human rights, preparing them to critically analyze current debates in the theory and practice of human rights.

1. One entry-level half-course in anthropology. Entry-level courses include Anthropology 1600, Foreign Cultures 74, Foreign Cultures 85, and Social Analysis 28
2. Three additional half-courses in Anthropology, one of which may be substituted with a half-course in another department with prior approval of the secondary field adviser. See the secondary fields website (www.secondaryfields.fas.harvard.edu/Anthro/program-desc-anthro4.htm) for a list of qualifying courses.

OTHER INFORMATION

1. *Pass/Fail*: With the exception of Freshman Seminars offered by Social Anthropology faculty, all courses must be taken for a letter grade and students must earn a C or higher for the course to count toward the secondary field.
2. *Study Abroad*: Student participation in study abroad programs or internships, through which they can get their own cross-cultural experience, is especially encouraged. If a student has received Harvard credit for courses taken in a Harvard-approved overseas studies

program, that student may petition for permission to count one or two courses (one course per semester of overseas study) toward the requirements of the Anthropology secondary field.

3. *Summer School/Cross-Registration*: Courses in social anthropology offered by the Harvard Summer School and approved for Harvard College credit may be counted towards the secondary field in Anthropology without requiring approval by the secondary field adviser, as long as the courses are appropriate to the subject matter or focus of the secondary field. Courses in other schools at Harvard may be taken for credit but require cross-registration and prior approval per signature by the secondary field adviser.

ADVISING RESOURCES AND EXPECTATIONS

The secondary field adviser for social anthropology is Professor Ajantha Subramanian (subram@fas.harvard.edu). She is available for advice about the program and course selection. Either the secondary field adviser or the social anthropology Head Tutor, Professor Mary Steedly, must sign the final form for secondary field credit. The Undergraduate Program Coordinator, Ms. Elizabeth Rew (rew@wjh.harvard.edu), is also available for general information. All students interested in a secondary field are expected to notify the department using the secondary fields web tool and have an initial advising conversation with the secondary field adviser, Head Tutor, or Assistant Head Tutor.

Archaeology

Archaeology explains when, how and why things happened in the past. Archaeologists document patterns of change and variability through time and space and relate these changes to the world around us today. In broader terms, archaeological research involves the discovery, description and analysis of technological adaptation, social organization, artistic production, ideology and other forms of human expression through the study of material remains recovered from the excavation of sites that were used or settled by past peoples. Analyses may be peculiarly archaeological in nature—the classification of broken pieces of pottery is an example—or they may involve the use of methods, analytical techniques and information from fields as diverse as art history, astronomy, biological anthropology, botany, chemistry, genetics, history, linguistics, materials science, philology, physics, social anthropology, and zoology.

The formal study of archaeology prepares students to evaluate critically the record of human material production and to develop informed perspectives on the ways the past is presented, interpreted, and dealt with by a wide range of actors—from interested individuals to nation-states—in societies around the world today. Archaeologists carry out basic research in the field and in museum collections and increasingly deal with such topics as cultural resource management (including the recovery, documentation, conservation and restoration of ancient artifacts); cultural tourism; nationalistic uses and abuses of the past; the depiction of the past in the media (including film, television, and the internet); the illegal trade in antiquities; repatriation of cultural patrimony; and environmental and climatic change.

REQUIREMENTS

5 half-courses

1. One introductory half-course selected from:
 - a. Anthropology 1010
 - b. Social Analysis 50
 - c. Anthropology 1130
 - d. Classical Archaeology 100

Note: In addition to the required introductory course listed above, a student may count for the secondary field only one additional introductory course from the above list.

2. Four additional half-courses selected from those listed in the Archaeology chapter of *Courses of Instruction*, and approved by the secondary field adviser. A list of sample course groupings is available on the secondary fields website (www.secondaryfields.fas.harvard.edu/Arch/program-desc-archcourses.htm).

OTHER INFORMATION

1. *Core Courses:* Only one Core course may be counted towards the secondary field.
2. *Pass/Fail:* All course work must be taken for a letter grade and must be passed with a grade of B– or better.
3. *Field Work:* Students pursuing a secondary field in Archaeology are strongly encouraged to participate in an archaeological field school in the U.S. or abroad. There are currently two summer archaeological field schools in Latin America taught by Harvard faculty, as well as one field course in the Archaeology of Harvard Yard given every other academic year. Students who complete a Harvard-sponsored or a pre-approved off-campus archaeological field school may count one half-course credit from that field school experience toward

completion of the secondary field. Students enrolling in a Harvard or Harvard-approved off-campus study program may seek pre-approval from the secondary field adviser to have one class on that study program counted.

ADVISING RESOURCES AND EXPECTATIONS

For more information, please contact the secondary field adviser in Archaeology, Professor Gary Urton (gurton@fas.harvard.edu).

Celtic Languages and Literatures

The Celtic languages, which are spoken today mainly in the British Isles and Brittany, were once spoken over much of Europe and in Asia Minor. The speakers of Celtic languages have an important place in the history of European culture, and the splendid medieval literatures of Ireland and Wales constitute a hugely rewarding field of study. The languages are of great linguistic interest, and can boast some of the finest contemporary writers in the Celtic countries. The Department of Celtic Languages and Literatures offers courses in the medieval as well as the modern Celtic languages, and in the literature, folklore, and mythology of the Celtic-speaking peoples.

The department offers a secondary field that is flexible enough to cater to students with a broad interest in the Celtic cultures or in Celtic folklore and mythology, and for those who are more particularly interested in the Celtic languages and literatures of Ireland, Scotland, and Wales.

REQUIREMENTS

5 half-courses

1. Any Core course, and one freshman seminar, offered by members of the Celtic Department may count towards the secondary field.
2. At least one 100-level course offered within the Celtic Department is required.

OTHER INFORMATION

1. *Pass/Fail*: With the exception of the Freshman Seminar, all courses must be taken for a letter grade, with a minimum grade of C.
2. *Summer School/Study Abroad*: One Harvard Summer School course or study abroad course may be counted upon the approval of the department's secondary field coordinator. All other courses should be selected from the offerings of the department.
3. A list of sample tracks that might help students to organize their course selections to suit their goals is available from the department administrator.

ADVISING RESOURCES AND EXPECTATIONS

For more information on the secondary field, contact the Department Administrator, Margo Granfors (617-495-1206, granfors@fas.harvard.edu) or the secondary field coordinator, Professor Catherine McKenna (cmckenna@fas.harvard.edu).

Chemistry

A secondary field in Chemistry will give students a well-rounded experience of the discipline. This secondary field is appropriate for anyone who has an inherent interest in the subject or would like to gain a deeper knowledge of science to use in their professional lives.

REQUIREMENTS

6 half-courses

1. *Required Courses:* Six letter-graded half courses in chemistry that include at least one upper-level course in chemistry. Upper-level letter-graded courses in chemistry include Chemistry 40, 60 and any 100- or 200-level chemistry course.

OTHER INFORMATION:

1. *Tutorial:* The sophomore tutorial in Chemistry, offered in the spring term, is optional and cannot be taken for credit by any student. Secondary field students may participate in the sophomore tutorial regardless of class year.
2. Students completing a secondary field in Chemistry must earn a C– or better in each of these courses, with the exception of designated Freshman Seminars, which are graded SAT/UNS.
3. Most students interested in the secondary field will take four or five of the following introductory courses: Life Science 1a, Physical Sciences 1, Chemistry 17, Chemistry 20, Chemistry 27, and Chemistry 30. However, students choosing to complete a secondary field in Chemistry will be free to choose any 6 courses in chemistry as long as one of these courses is an upper-level course in chemistry.
4. *Research Credit:* One term of research for credit via the courses Chemistry 91r, 98r, or 99r may be counted towards the secondary field requirements. These courses do not satisfy the upper-level course requirement.
5. *Summer School:* The Harvard Summer School courses Chemistry S-1 a,b and Chemistry S-20 a,b can be used to complete secondary field requirements with each counted as one full course (two half-courses) in chemistry.
6. Any Freshman Seminar or Core course offered by a member of the Department of Chemistry and Chemical Biology (e.g., FS 22j, Science B-47) may be used to count towards a secondary field in Chemistry, if at least two upper-level courses in chemistry are included as a part of the six required courses.
7. *Study Abroad:* One course taken abroad may count toward a secondary field in Chemistry if successfully approved by petition to either the Director of Undergraduate Studies or the Co-Director of Undergraduate Studies.

ADVISING RESOURCES AND EXPECTATIONS

Students who notify the department of their intent to pursue a secondary field will be included on the Chemistry concentrator email list and will be welcome at all undergraduate social and academic events, including the sophomore tutorial. Once a student has chosen a secondary field in Chemistry, he or she should contact the Co-Director of Undergraduate Studies, Dr. Gregg Tucci (tucci@fas.harvard.edu), for advising. Priority for appointments with the Co-DUS will be given to concentrators during shopping period.

The Classics

The Department of the Classics offers a secondary field in Classical Civilizations for students wishing to explore an interest in Greco-Roman antiquity and its reception in the medieval and modern periods. The Classical Civilizations secondary field provides both a general introduction to the Greek and/or Roman world and the opportunity to pursue particular interests in greater depth.

REQUIREMENTS

5 half-courses

1. One semester of either Classical Studies 97a or Classical Studies 97b.
2. Four additional half-courses from among those listed under Classics in *Courses of Instruction* (including cross-listed courses). Other courses may be counted with approval of the Director of Undergraduate Studies.

OTHER INFORMATION

1. No more than two half-courses from the following list may count toward the secondary field in Classical Civilizations: Latin Aa, Latin Ab, Latin Ac, Greek Aa, Greek Ab, Greek Ac, Modern Greek A. Latin Aab, Greek Aab, and Modern Greek A count as two such courses.
2. *Pass/Fail*: One course may be taken Pass/Fail.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Classical Civilizations should contact the Director of Undergraduate Studies, Professor Jeremy Rau (rau@fas.harvard.edu).

Computer Science

Information technology and computation has had a profound impact on many aspects of society, health care, and the scientific disciplines. As such, a foundation of formal training in Computer Science can benefit undergraduate concentrators in many fields of the natural sciences, social sciences, and humanities. To provide this training, a secondary field in Computer Science requires that students with primary interests in other fields take four courses in Computer Science.

REQUIREMENTS

4 half-courses

1. Any four Computer Science courses with course numbers 100 or greater. Students may also count Computer Science 50, 51, and 61 toward this requirement.

OTHER INFORMATION

1. *Pass/Fail*: None of the four courses may be taken Pass/Fail, and the student must achieve a C or better in each of the courses. Freshman Seminars may not be counted toward this requirement.
2. *Summer School/Study Abroad*: Computer Science courses taken during study abroad or through the Harvard Summer School can be counted towards the secondary field course requirements with pre-approval of a Director of Undergraduate Studies in Computer Science.
3. Computer Science does not currently have any limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

All Computer Science secondary field students should meet with the one of the Directors of Undergraduate Studies for Computer Science to be assigned a faculty member as an adviser. The faculty member will advise students on choosing a selection of Computer Science courses that best complement their primary field and interests. In addition, the Computer Science faculty will provide a list of suggested tracks for primary concentrators in Economics, Mathematics, and students who plan to attend medical school.

All questions concerning this secondary field should be addressed to the co-Directors of Undergraduate Studies in Computer Science, Professors David Brooks (dbrooks@eecs.harvard.edu) and Steven Gortler (sgj@seas.harvard.edu).

Dramatic Arts

Dramatic Arts at Harvard includes the study and practice of theatre and dance. The goal of this secondary field is to encourage and make possible a mix of studio training and text-based academic course work. Many departments and degree programs offer courses centered on drama and/or dance, and these courses represent a variety of approaches and emphases for the study of the history and aesthetics of these performing arts. Students electing a secondary field in Dramatic Arts are urged to choose complementary offerings that make a coherent unit of their combined literary and practical studies.

REQUIREMENTS

6 half-courses

1. At least two practice-based courses (acting, directing, dance, choreography, etc.) chosen from the Dramatic Arts curriculum.
2. At least two courses focused on critical and scholarly approaches from either the Dramatic Arts curriculum or from the cross-listings at the end of the Dramatic Arts curriculum in *Courses of Instruction*.

OTHER INFORMATION

1. *Pass/Fail*: With the exception of approved Freshman Seminars, all courses must be taken for letter grades. Grades should be B– or above.
2. *Summer School/Study Abroad*: Students may petition the Committee on Dramatics to have Harvard Summer School courses or study abroad courses count towards the secondary field by submitting full descriptions of these courses to the Chair or the Coordinator of the Committee for approval.
3. *Limited Enrollment Courses*: Secondary field students will not be granted preferential access to limited enrollment courses. Individual faculty members will determine the priority of enrollment.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing a secondary field are urged to seek out faculty members of the Committee on Dramatics for advice on their specific course choices.

For more information on the secondary field and for advising, please contact the Committee Chair, Professor Robert Scanlan (617-496-5148; scanlan@fas.harvard.edu) or the Coordinator, Dr. Deborah Foster (617-495-8056; dfoster@fas.harvard.edu).

Earth and Planetary Sciences

Almost every practical aspect of society—population, environment, economics, politics—is and will be increasingly impacted by our relationship with the Earth. Students with a natural curiosity about the Earth's or another planet's dynamic systems should consider studying in the Department of Earth and Planetary Sciences (EPS).

The EPS secondary field is intended to provide a strong foundation in one or more subfields of Earth Science (geophysics, geochemistry, climate science, atmospheric chemistry, geology, earth history, paleontology, planetary science) to students who have sufficient preparation in physics, chemistry and mathematics. The EPS department covers a wide range of pure and applied scientific topics, and therefore consultation with a faculty adviser will be required for secondary field students. Secondary field students will be required to take the departmental tutorial, an ongoing series of lectures by faculty scheduled periodically through the academic year. The tutorial exposes concentrators to the breadth of Earth and Planetary Sciences and provides a setting for students to get acquainted with one another and with members of the faculty.

REQUIREMENTS

5 half-courses plus tutorial

1. Two introductory half-courses in EPS, selected from EPS 5, 7, and 8.
2. Three additional half-courses in EPS.
2. *Tutorial*: Required (generally taken in the sophomore year). Non-credit.

OTHER INFORMATION:

1. *Pass/Fail*: None of the courses required for the secondary field may be taken Pass/Fail and C is normally the minimum acceptable grade.
2. Selected Science courses in the Core may substitute for one of the required introductory courses (EPS 5, 7, and 8), if the Core class is taken before any other EPS course. A-30 may substitute for EPS 5; A-24 or A-43 may substitute for EPS 7; and B-35 or B-57 may substitute for EPS 8. Note that only one such substitution is permitted.
3. EPS 131, EPS 132, or EPS 133 may substitute for EPS 5, above.
4. *Summer School/Study Abroad*: Courses from study abroad, Harvard Summer School, or other Harvard schools could count toward secondary field credit if approved by the EPS Undergraduate Committee prior to the student's enrollment in these courses. Petitioning for such credit or substitution follows the same procedure used by EPS concentrators. For more information please contact the department administrator. Freshman Seminars do not count for secondary field credit.
5. *Field Trips*: An important aspect of the EPS concentration is participation in field trips and/or summer field camps, supported by the department. These opportunities will be available to secondary field students on a space-available basis, after placements of concentrators.

ADVISING RESOURCES AND EXPECTATIONS

Students will submit an EPS form to become a secondary field student as early as possible but no later than the Study Card due date of their penultimate term; the department will then assign a faculty member to be an adviser. This form is found on the department's website (www.eps.harvard.edu) in addition to hard copies being available from the department administrator. The department administrator will also provide guidance on course selection, as well as review student records to certify completion of requirements. Once the course requirements have been fulfilled students will follow the FAS procedures to submit a form to the Registrar confirming that requirements have been met.

The Department of Earth and Planetary Sciences wants to encourage students who are pursuing a secondary field in EPS to become full citizens of the department. Secondary field students will be invited to all events and activities currently open to concentrators to provide opportunities for all EPS students to get acquainted with one another and with members of the faculty.

Students interested in pursuing a secondary field in Earth and Planetary Sciences should contact EPS Head Tutor Steve Wofsy (wofsy@fas.harvard.edu, 495-4566, Geological Museum 453), co-Head Tutor Ann Pearson (pearson@eps.harvard.edu, 384-8392, Hoffman Labs Room 302), or department administrator Chenoweth Moffatt (moffatt@eps.harvard.edu, 384-9760, Hoffman Labs Room 402).

East Asian Studies

There exists a wide-spread interest in all aspects of the cultures and societies of East Asia among undergraduates. This interest will only grow as East Asian societies continue to develop and play an increasingly large role in the international community, as the number of Asian-American students on campus increases, and as the general student body becomes more and more aware of the richness and vitality of the various East Asian cultures, present and past.

The East Asian Studies (EAS) secondary field allows students whose primary concentration is not East Asian Studies to obtain an in-depth knowledge of one or more aspects of the culture and societies of East Asia (China, Korea, Japan). Students will select, in consultation with an academic adviser, a coherent set of classes from the rich offerings of East Asian Languages and Civilizations and other departments at Harvard that offer classes on East Asian topics.

Students are not required to focus on a specific area, but suggested paths within the secondary field of East Asian Studies include modern and contemporary East Asian studies, Chinese studies, Japanese studies, Korean studies, Chinese history, Japanese history, Korean history, Chinese literature and arts, Japanese literature and arts, Korean literature and arts, and East Asian Buddhism.

REQUIREMENTS

6 half-courses

1. Two introductory courses. These introductory classes should either be EAS 97a and EAS 97b or one of the EAS 97 classes in combination with one Core course, such as Foreign Cultures 67, 68, or 80; Historical Studies A-13, A-14, or A-75; Literature and Arts A-63, C-40, or C-42; or Moral Reasoning 40 or 78.
2. At least one, but preferably two, 100-level courses offered by the Department of East Asian Languages and Civilizations (EALC). 100-level language courses do not satisfy this requirement, but students may apply to substitute a 100-level class with an East Asia emphasis offered by another department at Harvard.

Note: No more than two language classes in one of the East Asian languages may count for the secondary field. The secondary field does not, however, require any language courses.

OTHER INFORMATION

1. Courses for the secondary field may be offered by EALC or by other departments at Harvard, as long as the emphasis of the course is clearly on an East Asian subject. Courses offered in other departments that are taught by EALC faculty automatically count for credit for the secondary field, as do courses that are cross-listed in the EALC section of *Courses of Instruction*. Others must be approved by the department.
2. *Study Abroad/Summer School:* Relevant Harvard Summer School courses and study abroad courses may be counted with permission of the department.
3. *Pass/Fail:* All courses must be letter-graded, with the exception of Freshman Seminars related to an East Asian subject, and one course that may be taken PAss/Fail with special permission from the Head Tutor.
4. Students who are primarily interested in enhancing their language skills in one of the East Asian Languages—Chinese, Korean, Japanese, Vietnamese—should consider a Language Citation. Because students can only double-count one course, both semesters of their first-year language requirement will not count towards the secondary field.

ADVISING RESOURCES AND EXPECTATIONS

Those students interested in a secondary field in East Asian Studies should contact the East Asian Studies Tutorial office at eas@fas.harvard.edu or by calling 617-495-8365.

Economics

Economics is a social science that is at once very broad in its subject matter and unified in its approach to understanding the social world. An economic analysis begins from the premise that individuals have goals and that they pursue those goals as best they can. Economics studies the behavior of social systems—such as markets, corporations, legislatures, and families—as the outcome of interactions through institutions between goal-directed individuals. Ultimately, economists make policy recommendations that they believe will make people better off.

Traditionally, economics has focused on understanding prices, competitive markets, and the interactions between markets. Important topics such as monopolies and antitrust, income inequality, economic growth, and the business cycle continue to be central areas of inquiry in economics. Recently, though, the subject matter of economics has broadened so that economists today—and especially economists at Harvard—address a remarkable variety of social science questions. Will school vouchers improve the quality of education? Do politicians manipulate the business cycle? What sort of legal regime best promotes economic development? Why do cities have ghettos? What can be done about grade inflation? Why do people procrastinate in saving for retirement—or in doing their homework?

In understanding what economics is, it is crucial to keep in mind that economics today is a scientific discipline. Bringing their particular perspective to the questions of social science, economists formulate theories and collect evidence to test these theories against alternative ideas. Doing economic research involves asking questions about the social world and addressing those questions with data and clear-headed logic, employing mathematical and statistical tools whenever possible to aid the analysis. An undergraduate education in economics focuses on learning to analyze the world in terms of tradeoffs and incentives—that is, to think like an economist.

REQUIREMENTS

6 half-courses

1. Social Analysis 10: Principles of Economics (full course). All students are required to take Social Analysis 10, the full-year introduction to current economic issues and to basic economic principles and methods.

Students in the classes of 2010 or earlier may use Economics AP scores of 5 or IB scores of 7 to count for Social Analysis 10 and thereby reduce the number of required courses to complete the secondary field. Students in the classes of 2011 and beyond may use AP or IB scores to place into 1010a, 1011a, 1010b and 1011b, but they must replace Social Analysis 10 with 2 EC electives. Consult the Department Handbook or a concentration advisor for details.

Students who have other credentials that potentially qualify them for Advanced Standing should consult with the Director of Undergraduate Studies, the undergraduate program administrator, or an Economics concentration adviser

2. One half-course from:
 - a. Economics 1010a/1011a: Microeconomic Theory.
 - b. Economics 1010b/1011b: Macroeconomic Theory.

Note: These intermediate theory courses teach the analytical tools that economists use. The 1011 courses assume a background in multivariate calculus whereas the 1010 courses require knowledge of single variable calculus. A minimum grade of B– is required.

3. Three half-courses from the Economics chapter of *Courses of Instruction*. All Economics courses and cross-listed courses in the Department are eligible, except for Economics 910; Supervised Reading and Research, Economics 970; Sophomore Tutorial, Economics 975; Tutorial-Theory Review; the senior thesis seminars/tutorials (Economics 985 and Economics 990); and graduate-level research seminars and workshops. In particular, taking both 1010a/1011a and 1010b/1011b meets requirement #2 above, as well as one of the three half-course requirements under #3.

In contrast to students who are concentrating in economics, there is no requirement to take economics courses that fulfill a writing requirement or that have intermediate theory as a prerequisite.

OTHER INFORMATION:

- 1.. *Pass/Fail*: All courses must be taken for a letter grade. Freshmen Seminars may not be used for credit in the secondary field.
2. In contrast to students who are concentrating in economics, there is no requirement to take economics courses that fulfill a writing requirement or that have intermediate theory as a prerequisite.
3. Courses given in other FAS departments or other Harvard faculties may not be used for credit in the secondary field, unless they are explicitly cross-listed or jointly listed in the Economics chapter of *Courses of Instruction*. The only exception is that one of Statistics 100, 104, or 110, or Engineering Sciences 101 or Math 191 qualifies as one of the three half-courses under requirement 3.
4. *Summer School*: Only the following Harvard Summer School courses may be used for credit in the secondary field: ECON S-10ab: Principles of Economics; ECON S-10a: Principles of Economics: Microeconomics; ECON S-10b: Principles of Economics: Macroeconomics.
5. *Study Abroad*: Courses from study abroad may not be used for credit in the secondary field.
6. *Limited Enrollment Courses*: Students pursuing a secondary field in Economics are not given preferential access to limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

Students may visit the concentration advisers in the Economics Undergraduate Advising Office in Littauer 111 from 10am–4pm Monday–Friday for advice about the program and course selection. The Undergraduate Program Administrator, Emily Niell (*eneill@fas.harvard.edu*; 617-495-3247), is also available for general inquiries. The Undergraduate Program Administrator must sign the final form for secondary field credit.

English and American Literature and Language

The Department of English and American Literature and Language offers one secondary field for non-concentrators. It is designed to be flexible enough to accommodate every kind of interest in this broad field.

Students are free to explore the field by selecting a variety of courses; or they may focus on a genre or mode (such as poetry, drama) or a period (Medieval, Postcolonial) or any other aspect of the larger field. See the list of sample tracks available on the department website, which suggests ways that individual students might organize their course selections around a guiding rubric, if they choose to do so.

REQUIREMENTS

6 half-courses

1. English 10a: Major British Writers 1: In addition to the benefits of studying English literature from the earlier centuries, this course offers a common learning experience for all secondary field students—and indeed all English concentrators.
2. *Undergraduate Seminar*: At least one seminar is required, which could be a 90-level departmental seminar, a sophomore seminar (Eng 97), or a Freshman Seminar taught by a member of the English faculty. Another option would be a small lecture course (100-level) with fewer than 25 students, but if you wish to pursue this option, you must confirm it with the coordinator for the secondary field or the Director of Undergraduate Studies. (*Note*: creative writing courses do not count as seminars, even though they have small enrollments.) Students may take more than one seminar.
3. *American Literature*: Any course in American literature from the department's range of offerings will fulfill the requirement. A seminar in American literature can “double count” for these two requirements (although students must still take a total of six courses). A basic American survey course, English 17, is offered every year. In addition, a number of American literature courses are offered at the 90 or 100 level every year, and the American content is signalled in the title and/or the course description. Most cases are unambiguous. If you are unsure, please consult the coordinator for the secondary field or the Director of Undergraduate Studies.
4. *Three electives*: Three more courses in English and/or American literature complete the requirements. They may include literature courses offered through other departments but taught by English Department faculty.

OTHER INFORMATION

1. The six courses may be taken in any sequence, but for a number of reasons it makes sense to take English 10a early on.
2. *Pass/Fail*: With the exception of Freshman Seminars, each course must be taken for a letter grade, with a minimum threshold of C–.
3. *Summer School/Study Abroad*: There are restrictions on summer school and study-abroad credits, which the departmental advisers listed below can clarify. Only one course from Harvard Summer School or study abroad that is not taught by a faculty member in the English Department at Harvard may count for the secondary field.

4. No more than two creative writing courses may count toward the total of six.
5. Ordinarily, courses taught in other departments and programs will not count for the secondary field. Exceptions require the approval of the coordinator for the secondary field or the DUS, and must be courses on literature that are taught by a faculty member in the English Department.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing a secondary field are urged to seek out members of the English Department faculty for advice on their specific course choices. For general information about the department, its faculty, and courses, visit the departmental website: www.fas.harvard.edu/~english/.

For more information on the secondary field and for advising, please speak to either the coordinator of the secondary field, Melissa Gerber (617-495-8443; mgerber@fas.harvard.edu), or the Director of Undergraduate Studies, Daniel Donoghue (617-495-2505; dgd@wjh.harvard.edu).

Environmental Science and Public Policy

The secondary field in Environmental Science and Public Policy (ESPP) offers students in other concentrations in the natural sciences, social sciences, and the humanities an opportunity to complement their studies with courses that will provide an environmental science and policy perspective to their studies at Harvard College. The structure of this secondary field is, therefore, intended to offer a range of options that can provide some measure of breadth and depth across the perspectives of science and policy that relate to the environment that complements the primary concentration. ESPP offers two pathways for the secondary field:

REQUIREMENTS **6 half-courses**

Natural Science Concentrators

1. At least one half-course chosen from ESPP 10 and ESPP 78.
2. At least three half-courses chosen from the following:
 - a. ECON 1010a (ECON 1011a may be substituted), 1661
 - b. ESPP 78 (if ESPP 10 was taken to satisfy item 1 listed above)
 - c. GOV 1100
 - d. HIST SCI 132, 138
3. Up to two half-courses chosen from the following:
 - a. OEB 55, 157, 160
 - b. EPS 5, 8, 109
 - c. ES 6, 167
4. Optional additional elective

Note: With the permission of the instructor, one of the ESPP 90 Junior Seminars may be substituted for a course in 1b or 1c. Examples of current ESPP 90 topics include Conservation Biology, Climate Mitigation, Energy, and Environmental Justice.

Social Science & Humanities Concentrators

1. At least one half-course chosen from ESPP 10 and ESPP 78
2. At least three half-courses chosen from the following:
 - a. OEB 55, 157, 160
 - b. EPS 5, 8, 109
 - c. ES 6 167
3. Up to two half-courses chosen from the following:
 - a. ECON 1010a (ECON 1011a may be substituted), 1661
 - b. ESPP 78 (if ESPP 10 was taken to satisfy item 1 listed above)
 - c. GOV 1100
 - d. HIST SCI 132, 138

4. Optional additional elective.

Note: With the permission of the instructor, one of the ESPP 90 Junior Seminars may be substituted for a course in 1b or 1c. Examples of current ESPP 90 topics include Conservation Biology, Climate Mitigation, Energy, and Environmental Justice.

OTHER INFORMATION

1. *Summer School/Study Abroad:* Substitutions with courses offered in Study Abroad programs, at the Harvard Summer School or any of Harvard's other schools may, with prior permission, count toward secondary field requirements. Freshmen Seminars do not count toward the secondary field.
2. *Pass/Fail:* All courses counting towards the ESPP secondary field must be taken for a letter grade. A grade of C or better is required for secondary field credit.
3. *Limited Enrollment Courses:* ESPP junior seminars have limited enrollment and ESPP concentrators will be given preference. However, there should be room for some secondary field students in most junior seminars.

ADVISING RESOURCES AND EXPECTATIONS

Students who wish to pursue a secondary field in ESPP are required to submit a registration form, which is available from the secondary field adviser. This form must be submitted no later than the study card submittal date of the penultimate term. However, students are encouraged to submit this form as early as possible following the submittal of a concentration Plan of Study. Once the form is received, the student will be assigned a faculty adviser. When the secondary field course requirements have been completed (or by the 7th Monday of the student's final semester if required courses are still in progress), students must complete the secondary fields web tool to confirm that secondary field requirements have been met.

For more information about the secondary field in ESPP, please contact the Head Tutor, James J. McCarthy (jmccarthy@oeb.harvard.edu) or the Undergraduate Coordinator, Lorraine Maffeo (maffeo@fas.harvard.edu).

Folklore and Mythology

Folklore is a body of traditional belief, custom, and expression, handed down largely by word of mouth and circulating chiefly outside of commercial and academic means of communication and instruction. Every group bound together by common interests and purposes, whether educated or uneducated, rural or urban, possesses a body of traditions which may be called its folklore. Into these traditions enter many elements, individual, popular, and even ‘literary,’ but all are absorbed and assimilated through repetition and variation into a pattern which has value and continuity for the group as a whole.

-Benjamin A. Botkin, 1938.

Folklore and Mythology as a discipline focuses on the study of society, past or present, through its cultural documents and artifacts—its folklore—and uses a variety of methodologies drawn from the humanities and social sciences to understand them. To concentrate on a society’s folklore and mythology (on sub-national as well as national levels) is to understand its traditional self-definition through its myths, epics, ballads, folktales, legends, beliefs, and other cultural phenomena, including music, song, and dance. Studying a group’s folklore shows how it identifies itself in relation to other groups.

Inherently interdisciplinary, the study of Folklore and Mythology often draws resources from several disciplines, while maintaining its own methodological lens. Students wishing to meet the requirements for a secondary field in Folklore and Mythology, therefore, have a few options as delineated below. All options (or tracks) require Folklore and Mythology 100, F&M 90 (topical seminar in the field), and three other courses chosen from the subject-focused lists below.

REQUIREMENTS

5 half-courses

1. Folklore and Mythology 100: Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology. Surveys the major forms of folklore (e.g., myths, legends, epics, beliefs, rituals, festivals) and the theoretical approaches used to understand and interpret “texts” drawn from the world of traditional expression and ritualized behavior. (Mitchell)
2. One Folklore and Mythology 90 seminar, each of which examines a specific topic in the field, such as:
 - a. FM 90a: Studies in Mythology (Harris)
 - b. FM 90b: African Oral Narrative Traditions (Foster)
 - c. FM 90c: Tolkien’s Sources in Folkloristic Perspective (Harris)
3. Three courses from one of the areas listed below (for lists of qualifying courses, see the secondary fields website: www.secondaryfields.fas.harvard.edu/Folklore/program-index-fm.htm):
 - a. Oral Literature & Performance
 - b. Mythology
 - c. Folklore

OTHER INFORMATION

1. *Pass/Fail*: With the exception of approved Freshman Seminars, all courses must be taken for a letter grade. Grades should be B– or above.
2. *Summer School/Study Abroad*: Harvard Summer School courses and study abroad courses taught by department faculty may count towards the secondary field. Students may petition the program to count, at most, one study abroad course taught by non-department faculty by presenting the syllabus and papers from the course to the Head Tutor or Chairperson.
3. *Limited Enrollment Courses*: Secondary field students will not be granted preferential access to limited enrollment courses. Individual faculty members will determine the priority of enrollment.

ADVISING RESOURCES AND EXPECTATIONS

Students are encouraged to meet with the Head Tutor, Dr. Deborah Foster (103 Warren House, 617-495-8056, dfoster@fas.harvard.edu), to discuss their plans for pursuing a secondary field in Folklore and Mythology. By doing so and by notifying the program using the secondary fields web tool, they will not only receive advice on courses, they will also be invited to concentration activities and events.

Germanic Languages and Literatures

German is the second-most-spoken language in all of Europe, the most prevalent native language in the European Union, and the third most-taught foreign language worldwide. The rich cultural, intellectual, and scientific tradition of the German-speaking nations makes this a natural secondary field for students concentrating in art history, history of science, linguistics, literature, music, philosophy, psychology, religion, social studies, sociology, and the other language and literature fields. Germany's important, if often highly problematic, role in world history; its significance as the world's third largest economy; and its crucial role in the politics and economics of the European Union give German particular relevance for students concentrating in history, government, or economics. Present-day Germany offers American students important new perspectives on such issues as globalization and multi-culturalism. For these reasons, students in any undergraduate concentration who have attained intermediate-level knowledge of German may wish to explore German cultural and intellectual history in greater depth, while also achieving greater fluency in the language.

The Department of Germanic Languages and Literatures offers courses in both German and English on topics of cultural and historical interest. Great figures such as Freud, Nietzsche, and Kafka are the subject of regular lecture courses, as are such topics as the Medieval Court, the German colonial period, and Nazi film. Smaller, discussion-type courses cover the Age of Goethe, nineteenth-century Realism, present-day Berlin, the relation between Germany and the European Union, and much more.

This secondary field is designed to be as flexible as possible so that individual students, with the help of the Director of Undergraduate Studies, can construct the most meaningful program for their needs.

REQUIREMENTS

5 half-courses

1. Two of the five courses must be at the 100 level or above.
2. Three of the five courses must be ones in which all texts are read in German.

OTHER INFORMATION

1. Up to two Core courses regularly offered by faculty in the department may count towards the secondary field. However, only one class can count towards both the Core and the secondary field. Freshman seminars may not count towards the secondary field.
2. *Pass/Fail*: All courses must be taken for a letter grade and cannot be taken Pass/Fail. A grade of B- or better is required for the course to count towards the secondary field.
3. *Summer School/Study Abroad*: Harvard Summer School courses and study abroad courses may be counted upon approval of the Director of Undergraduate Studies.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field should contact the Director of Undergraduate Studies in German, Judith Ryan (617-496-4923; jryan@fas.harvard.edu).

Government

People become interested in the study of politics in response to an unacknowledged fantasy: they see themselves as occupying seats of power. There have always been rulers and ruled, and the former radiate glamour as they inspire fear, resentment, hope, and admiration ... It is therefore not at all surprising that so many of us are fascinated by the ways in which power is exercised, lost, and gained.

This was an introduction to the study of Government written by the late Judith Shklar. Her words are important because they remind us that however scholarly, critical, and methodologically sophisticated our study of politics becomes, it is inspired by a fascination with politics—with awe for the creative possibilities of political power and sympathy for its many victims.

Politics encompasses many things, from the institutional workings of governments to war and revolution, from the organization of parties and elections to the public policy of welfare or education. Politics is not everything, but everything personal and social may ultimately be political.

The Department of Government is an umbrella for a remarkable range of political subjects and approaches to studying them. The department is an umbrella, in part, because political science is not a unified discipline. It stands at the cross-roads of history, law, economics, sociology, philosophy, and ethics. It borrows from these disciplines and constructs theories and methods of its own. Government Department faculty teach about China and statistical methods, civic virtue (and corruption) and the logic of congressional committee structures. Like our students, our research is inspired by many things: by the personal experience of participation, by moral outrage, by commitment to exploring a political problem or by fascination with a model for explaining, measuring, or predicting political outcomes.

Against this background, a secondary field in Government is not one single thing. We encourage students with either specific or eclectic political interests to explore our courses and faculty. There are good reasons to range across areas, institutions, ages, and countries. For students with a focused interest, it may be best to assemble courses that cohere around a single subject or approach. For some students that may mean taking all their courses in a single subfield, such as American politics. Others with a focused interest may construct a program that includes courses from several subfields that are united by subject: perhaps Africa, or international political economy, or political ethics.

REQUIREMENTS

5 half-courses

1. No more than two introductory courses will be counted toward a secondary field, including Freshman Seminars taught by Government Department faculty. Introductory courses include Gov 10, Gov 20, Gov 30, and Historical Study A-12.
2. At least three courses must be 90 or 1000 level or above.

OTHER INFORMATION

1. The five courses may include graduate courses with the permission of the instructor.
2. Students are not required to take a sophomore or junior tutorial. They may enroll in a tutorial if space permits; concentrators have priority.
3. Outside courses (Freshman Seminar, Harvard Summer School courses, etc.) will count only if they are taught by Government Department faculty. Core courses taught by Government

Department faculty are considered Government Department courses. Most Core courses taught by Government faculty are considered 1000-level. Please consult the department for more information.

4. *Pass/Fail*: Students must pass all five courses with a grade of B– (or equivalent) or better, except for Freshman Seminars taught by Department faculty, which are graded SAT/UNS.
5. The Government Department has five official subfields: American politics, international relations, comparative politics, political theory, and political methodology and formal theory. Students taking Government as a secondary field are not required to fulfill a distribution requirement, but they may wish to focus their interests in one area or another. Models of study for the secondary field are available on the department website, www.gov.harvard.edu/pub/undergrad_secondary_concentrations/.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Government or those who have any questions or concerns regarding the secondary field should contact the Government Department Undergraduate Program Office (govtutorial@gov.harvard.edu; 617-495-3249). The office, located at CGIS Knafel Building, Room N151, 1737 Cambridge St, is open M–F, 9:30–5:30.

Health Policy

Interested in health care quality? The HIV pandemic? Health disparities among minorities? The FDA and drug safety?

Students in the secondary field in Health Policy, a program sponsored by the Interfaculty Initiative in Health Policy, study:

1. Factors shaping health and health care, including incidence, and causes of disease; value of medical treatments and other technological innovations that promote health; inequalities in access and treatment; quality of health care and medical errors; and financing of health care.
2. Policies that address health in modern society, including provision and regulation of health insurance by nations, control and taxation of tobacco and other drugs by state and federal governments, and regulation of technology (pharmaceuticals and medical innovation).

Students gain deeper familiarity with analytic and empirical techniques developed in the social sciences - anthropology, economics, ethics, government, history (including history of science), psychology, and sociology. The mix of vital and fascinating subject material with theory and methods makes health policy a combination of the theoretical and the applied. Students also gain a sense of community through regular program dinners with guest speakers, and networking for internships and jobs.

REQUIREMENTS

5 half-courses

1. One introductory half-course in health policy: Extra-Departmental Courses 186: Introduction to Health Care Policy (formerly General Education 186)
2. Three additional social science courses that have health policy content, chosen from a list of offerings posted on the health policy website (www.fas.harvard.edu/~healthpl/Undergraduate/Undergraduate.htm). The courses must be chosen from three separate disciplines, and at least one half-course must be an upper-level course (i.e., not a Core course, Freshman Seminar, or House Seminar).
3. One half-course to fulfill the research component of the secondary field in health policy. The research component must be on an approved topic. For information on the approval process and deadlines, please consult the health policy website. The research requirement may be fulfilled in one of four ways:
 - a. Writing a senior thesis pertaining to health policy in one's concentration (one term of the senior thesis tutorial in the concentration—a 99 course or equivalent).
 - b. Adding a thesis chapter on the health policy implications of a science thesis (one term of the senior thesis tutorial in the concentration—a 99 course or equivalent).
 - c. Writing a research paper related to health policy in Government 1597: Advanced Topics in Health Policy
 - d. Writing a research paper related to health policy while enrolled in a supervised reading and research course (a 91r or 910r course) in a relevant department

OTHER INFORMATION

1. *Pass/Fail*: No more than one of the five half-courses may be non-letter-graded.

2. With permission of the program, the Health Policy courses in Requirement 2 may include one relevant freshmen seminar, as well as relevant courses from study abroad, Harvard Summer School, and other Harvard Faculties.
3. A course in statistics or research methods is recommended.
4. Cordeiro Health Policy Summer Research Grants are available, on a competitive basis, to students in the secondary field in Health Policy to gain a head start on their research in health policy.
5. Students who are currently in the Health Policy Certificate Program may choose to remain in the Certificate Program rather than switch to the secondary field in Health Policy. Those who wish to switch to the secondary field should contact one of the secondary field advisers listed below.

ADVISING RESOURCES AND EXPECTATIONS

We encourage students to notify the program using the secondary fields web tool, as soon as they have decided to pursue the secondary field in Health Policy. Students who have not yet declared a concentration and are therefore ineligible to file for a secondary field may email Program Coordinator Ayres Heller (ayres_heller@harvard.edu) to be added to the program's email list. Once on the email list, students will be invited to program dinners with guest speakers who work in the field of health care; receive notices of relevant research assistant, internship, and employment opportunities; and receive information about courses and important policies.

The following faculty and health policy administrators are available for advice about the program and course selection:

- Daniel Carpenter, Faculty Chair, Health Policy Undergraduate Program and Professor of Government (on leave 2007-08) (dcarpenter@gov.harvard.edu)
- Joan Curhan, Director, Health Policy Undergraduate Program, Interfaculty Initiative in Health Policy (joan_curhan@harvard.edu; 617-495-1357)
- Ayres Heller, Program Coordinator, Health Policy Undergraduate Program, Interfaculty Initiative in Health Policy (ayres_heller@harvard.edu; 617-496-5412)
- Deborah Whitney, Associate Director, PhD Program in Health Policy, Interfaculty Initiative in Health Policy (deborah_whitney@harvard.edu; 617-496-5506)

The administrative office of the Health Policy Program will be relocating to 14 Story Street in early fall 2007. Please consult the health policy website (www.fas.harvard.edu/~healthpl/Undergraduate/Undergraduate.htm) for information on location and for more information about the secondary field.

History

History informs our understanding of literature, art, politics, and the world around us. While exposing us to the variety of human behavior and achievement of the past, the study of history also provides insights for the analysis of current issues, including questions of what may be fleeting and what may be enduring. The secondary field in History encourages students in other concentrations to learn about the practice of history and engage in it themselves through tutorials and other departmental courses. Students will undertake an individualized plan of study to develop a base of historical knowledge and the essential skills of the field. The historical perspective and tools acquired through the secondary field will give students a richer appreciation for everything they experience in the College and beyond.

REQUIREMENTS

6 half-courses

1. History 97. Like concentrators in History, students pursuing the secondary field will take History 97, the department's foundational tutorial, which exposes students to various genres of history. While students considering a secondary field are encouraged to take History 97 as early as the sophomore year, they may wait until the spring of their junior year.
2. Four additional half-courses in History (reading seminar recommended). Students will be free to take any four courses in History, whether lecture or reading seminar, to fulfill the bulk of the secondary field's course requirements.
3. One research seminar. Ordinarily taken in the senior year, the research seminar will serve as a capstone to the secondary field by providing faculty-led instruction in a small group and requiring students to follow the stages of a research project that reflect the principles of the Department's tutorial program.

OTHER INFORMATION

1. The secondary field offers an opportunity to study a particular historical interest or to explore a range of eras, regions, and themes. The following samples represent just a couple of the myriad ways in which students can design a plan of study. A secondary field organized around a well-defined area of inquiry, such as the expansion of the United States, might include History 97; *The Expanding United States, 1803-1917*; *History of the U.S. West*; *The American Civil War: Waging a War in History and Memory*; *History of American Capitalism*; and *The United States and Imperialism* (research seminar). Alternatively, a student could examine a theme, such as religion, in different historical contexts by taking History 97; *The Historiography of Reformation Europe, 1450-1650*; *The Jews in Muslim and Christian Spain*; *Christianity and Chinese Society*; *The Catholic Sixties*; and *Religion and Popular Culture in 19th-Century Europe* (research seminar).
2. *Pass/Fail*: All courses for the secondary field in History must be taken for a letter grade, except for Freshman Seminars (graded SAT/UNS) taken with Department faculty. A minimum letter grade of D- is required in all courses for the secondary field.
3. Students pursuing a secondary field in History may petition to receive credit for courses that have significant historical content taught by faculty outside of the History department, including many taught by faculty listed in the *Courses of Instruction* as "Other Faculty Offering Instruction in the Department of History." Secondary field students may not count

courses in “related fields,” as defined in the Handbook for Concentrators. Please consult the Tutorial Office for more information.

4. *Summer School/Study Abroad*: No coursework from Harvard Summer School or study out of residence will be counted toward the secondary field.

ADVISING RESOURCES AND EXPECTATIONS

The Tutorial Office, House Advisers, and faculty look forward to advising students on course selection to maximize the rewards of their experience in the Department. For more information, contact Caron Yee, Coordinator of Undergraduate Studies (cyee@fas.harvard.edu, 617-496-1626) or visit the Tutorial Office (Robinson Hall 101).

History of Art and Architecture

The Department of History of Art and Architecture (HAA) at Harvard University offers the broadest range of courses available in North America today. The faculty offers courses covering the diverse historical and cultural geographies of the world—as well as their points of intersection, dialogue, and exchange—in the fields of African, American, ancient (Near East, Greek, and Roman), architectural history and theory, Baroque and Rococo, Byzantine, Chinese, Indian, Islamic, Japanese, Latin American/Pre-Columbian, Medieval, Modern and Contemporary, photography, and the Renaissance (Northern and Southern). The scope of art and architecture studied is matched in variety by both approaches and methods of study. The secondary field is structured to provide students with a balance between introductory and advanced courses of instruction and to promote understanding of the world's art traditions present and past. The secondary field offers students an opportunity to explore their interest in the History of Art and Architecture in the broadest of possible terms, or equally to pursue a focused academic interest for its own sake or that complements a course of study in their primary concentration. Courses of study are enhanced by direct access to the collections of the Harvard University Art Museums.

REQUIREMENTS

6 half-courses

1. Three half-courses from the lower level of department offerings, selected from the catalogue range HAA 1 to 89 (these may include Freshman Seminars and Core Curriculum courses offered by our faculty; and cross-listed courses).
2. Three half-courses from the upper level of department offerings, selected from the catalogue numbers of the HAA 100-200 range. (Students wishing to enroll in a 200-level seminar must request the instructor's permission.)

Note: Of the 6 half-courses, a balance must be achieved chronologically before or after the year 1700 C.E. by a ratio of 2:4 or 4:2.

OTHER INFORMATION

1. *Summer School:* In addition to Freshman Seminars and Core Curriculum courses taught by History of Art and Architecture faculty, Harvard Summer School courses in the History of Art and Architecture may also count towards secondary field credit.
2. *Pass/Fail:* There is no grade minimum for courses to count towards the secondary field but, with the exception of Freshman Seminars, courses must be taken for a letter grade.
3. *Limited Enrollment Courses:* Students pursuing a secondary field will not be given preferential access to limited enrollment courses, which in our concentration are generally undergraduate proseminars and seminars for graduate students. In limited enrollment courses, instructors will decide whether or not a secondary field student is admitted to their course based on such factors as their level of preparation, stated interest, and/or need.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing the secondary field in History of Art and Architecture are strongly advised to notify the department using the secondary fields web tool and to seek academic advising from the Director of Undergraduate Studies before embarking upon this course of study. Students should contact the Director of Undergraduate Studies by email and meet to discuss their academic interests and objectives. The initial meeting could occur at any stage after the concentration choice has been made, but ideally in the student's fourth or fifth semester. Academic advising and general mentoring in the course of secondary field study will also be provided by the Director of Undergraduate Studies and his or her assistant at the student's request. The Director of Undergraduate Studies is Professor Joseph Koerner; the Coordinator of Undergraduate Studies is Tom Batchelder (*tbatchel@fas.harvard.edu*, 495-2310).

History of Science

The History of Science Department offers a secondary field in the History of Science, Technology, and Medicine. This field gives students concentrating in other departments an opportunity to take a coherent cluster of courses in the history of science, technology, and medicine. The program is designed to give students, first, a foundational sense of the field, then, permit them to do more advanced work, including courses that will allow them to focus on particular interests and to do original research and other projects.

REQUIREMENTS

5 half-courses

1. History of Science 100: Knowing the World: Introduction to the History of Science.
2. One “gateway” course: a course of wide scope but focusing on a specific area in the history of science, technology, or medicine. Current foundation courses include Historical Study A-34, A-87, and B-45; Science A-41; and History of Science 120, 131, 136v, 148v, 161, and 186 (updated lists are kept on the department website: www.fas.harvard.edu/~hsdept/).
3. Three elective courses in the history of science, ordinarily chosen from the 100-level courses in the History of Science chapter of *Courses of Instruction*.
 - a. 200-level courses may be taken only with the permission of the instructor.
 - b. Students may use one (but no more) of their three elective courses to take an additional gateway course.
 - c. One Freshman Seminar taught by a department faculty member may be counted as one of the three elective courses.
 - d. Students will be permitted to take one (but no more) of their three elective courses outside the department, choosing alternatives from a regularly updated list of approved courses posted on the department website (all cross-listed courses printed in the *Courses of Instruction* count automatically in this category).

OTHER INFORMATION

1. *Pass/Fail*: With the exception of Freshman Seminars taught by department faculty members, all courses must be letter-graded. There is no minimum passing grade for courses to count towards the secondary field.
2. *Study Abroad/Summer School*: Decisions about whether courses from study abroad, Harvard Summer School, or other Harvard schools will count for the secondary field will be made on a case-by-case basis by the Director of Undergraduate Studies.
3. *Limited Enrollment Courses*: In department courses with limited enrollment, first priority will be given to History and Science concentrators; students affirming that they are doing the secondary field in History of Science will have next priority.

ADVISING RESOURCES AND EXPECTATIONS

Secondary field advising will be offered by Alice Belser, Manager of Student Programs (ajbelser@fas.harvard.edu), and by Professor Steven Shapin, Director of Undergraduate Studies (shapin@fas.harvard.edu).

Human Evolutionary Biology

Human Evolutionary Biology (HEB) addresses why humans and other primates are the way they are from an evolutionary perspective. In addition to providing a general foundation in human biology, HEB focuses on questions such as what selective forces acted on humans and other primates during their evolution, how genotypes and phenotypes are related, how environmental forces such as infectious disease and climate influenced human biology and evolution, how natural selection has affected social cognition and behavior, and what role culture has played in human evolution.

REQUIREMENTS

5 half-courses

1. Life Sciences 1b.
2. Four additional HEB courses. These include courses from one or more of the following categories, and may include courses cross-listed at the end of the Human Evolutionary Biology chapter of *Courses of Instruction*. One of these 4 courses can be a general course in organismic and evolutionary biology (e.g., OEB 53).
 - a. Human evolution (e.g., Science B-27)
 - b. Human anatomy/physiology (e.g., HEB 1420)
 - c. Human reproductive biology (e.g., HEB 1310)
 - d. Human/primate behavioral ecology (e.g., Science B-29)
 - e. Human genetics (e.g., HEB 1463)

OTHER INFORMATION

1. *Freshman Seminars*: One Freshman Seminar may be counted for the secondary field in HEB.
2. *Study Abroad/Summer School*: Study abroad and summer school courses will be counted with approval of the Head Tutor.
3. *Pass/Fail*: All courses must be taken for a letter grade, except relevant Freshman Seminars, which are graded SAT/UNS.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Human Evolutionary Biology should contact the one of the co-Head Tutors—Daniel Lieberman (danlieb@fas.harvard.edu) and David Pilbeam (pilbeam@fas.harvard.edu)—or secondary field adviser Dr. Carole Hooven (hooven@fas.harvard.edu) for more information.

Linguistics

Linguistics at Harvard is counted among the humanities. Much research in linguistics, however, lies in the area of linguistic theory, which seeks to develop a theory of language that accounts for interlanguage variation while uncovering the general laws and principles that govern all languages. Such work resembles research in the social and behavioral sciences. Recently, advances in biology and neuroscience have led to the emergence of a kind of linguistic scholarship that closely parallels research in the life sciences. Thanks to its unique field- and methodology-straddling quality, Linguistics is able to offer three distinctively contoured secondary field pathways.

REQUIREMENTS

5 half-courses

Language History and Language Structure

The pathway in Language History and Language Structure is designed for students whose curiosity about linguistics is an outgrowth of their interest in specific languages or their love of languages in general. Such students may also have considered concentrating or taking courses in an ancient or modern language field (Classics, Romance, Slavic, Near Eastern Languages, East Asian Languages, etc.); or they may simply be looking for ways to learn more about the history and structure of English.

1. Two foundational courses, consisting of
 - a. Linguistics 110 or Social Analysis 34.
 - b. Linguistics 83 or Freshman Seminar 34x.
2. Three more advanced courses, chosen from among the following groups
 - a. Linguistics 117r, Linguistics 120, or Linguistics 122.
-or-
 - b. Any more specialized course in historical linguistics, e.g., Linguistics 168, Greek 134, Linguistics 176.
-or-
 - c. Any more specialized course in descriptive linguistics, e.g., Linguistics 171, Linguistics 174, or Slavic 126a.

Language and Linguistic Theory

The pathway in Language and Linguistic Theory is designed for students whose love of languages (with a final *-s*) is less important to them than their love of Language (with a capital *L*). Such students may have been attracted to linguistics from a variety of fields—a foreign language, English, anthropology, mathematics, computer science, even physics. What unites them is an interest in the common formal and representational system that underlies all human languages.

1. Two foundational courses, consisting of
 - a. Linguistics 110 or Social Analysis 34.
 - b. Linguistics 83, Linguistics 88, Freshman Seminar 34x, or Freshman Seminar 39x.
2. Three more advanced courses, chosen from among the following groups
 - a. Linguistics 112a, Linguistics 114, Linguistics 115, and Linguistics 116.
-or-

- b. Any more advanced course in syntax, morphology, phonetics/phonology or semantics.

Language, Mind and Brain

The pathway in Language, Mind and Brain was created for students with an interest in the areas of inquiry addressed by Harvard's Mind/Brain/Behavior Initiative. Such students will be less interested in language-particular facts than those in the other two groups; they will be correspondingly more interested in the evolution of language, the linguistic abilities of non-human primates, the mechanisms used by the brain to access and store linguistic information, and similar questions.

1. Two foundational courses, consisting of
 - a. Linguistics 110 or Social Analysis 34.
 - b. Linguistics 88 or Freshman Seminar 39x.
2. Three more advanced courses, chosen from among the following groups
 - a. Linguistics 112a, Linguistics 130, Linguistics 146, and Linguistics 188r.
 - or-
 - b. Any other course countable toward the elective requirement of the MBB track in Linguistics, e.g., Computer Science 187, Psychology 1671, Philosophy 147.

OTHER INFORMATION

1. *Summer School/Study Abroad*: Subject to the Head Tutor's approval, linguistics summer school courses and linguistics study abroad courses will be allowed to count towards the secondary field requirements.
2. *Pass/Fail*: One course may be taken Pass/Fail towards the course requirements; this may be, but need not be, one of the two designated Freshman Seminars.

ADVISING RESOURCES AND EXPECTATIONS

The primary adviser and contact person for the secondary fields in Linguistics will be the Head Tutor, Professor Genarro Chierchia (617-495-8181; chierch@fas.harvard.edu).

Literature

The Literature Concentration offers a secondary field for students who are interested in the study of literature, literary and cultural theory, and other forms of representation in more than one culture or language.

REQUIREMENTS

6 half-courses

1. One sophomore tutorial
2. Two courses in a literature other than English with readings of primary texts in that language.

Note: Since only one half-course in concentration may double-count for the secondary field, students concentrating in a foreign language and literature program may substitute one of the above courses with either:

- a. a course in the same language that is taught in a different department and does not count for concentration;
 - b. a course in a different language that does not count for concentration; or
 - c. an additional course from offerings in the Literature concentration. (See 3, below.)
3. Three courses from offerings in the Literature Concentration. (See note above.)

OTHER INFORMATION

1. *Pass/Fail:* All courses must be letter graded and must be passed with a grade of B– or above.
2. *Freshman Seminars:* Freshman Seminars may not be counted towards the fulfillment of the above requirements.
3. *Study Abroad/Summer School:* Students may count courses taken while studying abroad as well as courses taken at the Harvard Summer School towards secondary field requirements.
4. *Limited Enrollment Courses:* Students pursuing a secondary field in Literature will receive preferential access to Literature courses with limited enrollment.

ADVISING RESOURCES AND EXPECTATIONS

All students interested in pursuing a secondary field in Literature should contact the Director of Studies, Dr. Sandra Naddaff (617-495-5650, snaddaff@fas.harvard.edu), as soon as possible to discuss their program of study. The Director of Studies will be responsible for advising these students, although the expectation will be that students working towards a secondary field in Literature will monitor their own progress towards fulfillment of the requirements.

Mathematical Sciences

The secondary field in Mathematical Sciences is jointly sponsored by the the Mathematics Department and the Applied Mathematics concentration.

REQUIREMENTS

4 half-courses

1. *Required Courses:* Four courses in either Mathematics, Applied Mathematics, or Statistics, of which at most two can be in Statistics. The Mathematics and Applied Mathematics courses must be at the level of 105 or higher; Statistics courses must be at the level of 110 or higher.

OTHER INFORMATION

1. *Pass/Fail:* Courses must be taken for a letter grade and cannot be taken Pass/Fail. Only courses with a grade of C– or better can be counted for the secondary field.
2. Students can petition to count courses with significant advanced mathematical content that are offered outside the Mathematics, Applied Mathematics, or Statistics curricula.
3. *Study Abroad/Summer School:* Students who study abroad or take courses within Harvard Summer School can count course credits toward the secondary field by petitioning for such course to be counted as the equivalent to an approved, Harvard course.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Mathematical Sciences should contact the Head Tutor in Mathematics, Peter Kronheimer (kronheim@math.harvard.edu), or the Director of Undergraduate Studies for Applied Mathematics, Michael Brenner (brenner@seas.harvard.edu).

Medieval Studies

The “Middle Ages” is the name given to a 1000-year long period of European and Near Eastern history and culture (c. 500-1500 C.E.) between “Antiquity” (c. 1000 B.C.E.-500 C.E.) and “Modernity” (c. 1500 C. E. on). “Modernity” has often viewed the medieval period condescendingly, associating it with a small number of basic themes and images: heroism and chivalry (warriors, knights, ladies, castles); “courtly love” (knights, ladies, gardens); the “feudal” (knights, priests, and peasants); belief (priests, saints, and martyrs); credulity (everyone); repression (heretics, magicians, and non-Christians); and so on. But these are stereotypes, which may tell us more about “Modernity” itself than they do about a period many of whose innovations – the nation state; vernacular literature; the university; books; artillery; clock time – are foundational to Western culture as we know it, and which is in any case too vast and varied to be described in any simple set of terms. To know about the Middle Ages is to gain a uniquely valuable perspective on modern history and culture, but it is also to gain insight into the wealth of different ways in which human societies function, invent, create, believe, and interact. From the viewpoint of its cultural descendants—in the New World, as well as the Old—the Middle Ages is both “us” and “not us,” at once part of our collective heritage and something quite other.

The secondary field in Medieval Studies examines the Middle Ages from many different angles and through the eyes of many different disciplines, drawing on the wealth of medieval teaching and scholarship at Harvard, where there are faculty medievalists in at least twenty departments, programs, and schools. The secondary field consists of one foundational half-course, which can be taken in any discipline, plus four more advanced courses, designed to expose students to a variety of the wide range of disciplines which make up Medieval Studies. Some of these courses teach or require specialist skills, but most are intended to be accessible to any interested student, whatever their field of specialization.

REQUIREMENTS

5 half-courses

1. One foundational half-course chosen from among any of the courses listed on the program’s website—www.fas.harvard.edu/~medieval—below the 90 level. Students may petition to count History and Literature 97a towards this requirement if they have focused on medieval topics.
2. Four additional half-courses that bear a Medieval Studies designation or are cross-listed in the Medieval Studies chapter of the *Courses of Instruction*, with the following stipulations:
 - a. One half-course in three of the four broad areas of study listed on the program’s website at the 90 level or above.
 - b. All three courses may be taken in Medieval Studies, but no more than one of these advanced courses can otherwise be from any one department.
 - c. One elective half-course chosen from any of the offerings listed on the program’s website at any level.

OTHER INFORMATION

1. *Pass/Fail*: All five courses must be taken for a letter grade and passed with a B– or better, except for approved Freshman Seminars, which are graded SAT/UNS.
2. *Summer School/Study Abroad*: Ordinarily, courses from Harvard Summer School, study abroad, or Harvard schools other than FAS may not be counted to the secondary field in

Medieval Studies. (Courses offered in Harvard schools other than FAS must be jointly offered in FAS to count toward the secondary field.)

ADVISING RESOURCES AND EXPECTATIONS

The Committee on Medieval Studies cross-lists a full array of courses drawn from participating departments. Wendy Lurie, the program's administrative assistant, publicizes the courses offered each year via email and via the Medieval Studies website. Our website will be updated in the fall of 2007, with a page dedicated to information on the secondary field. Students may also consult the Medieval Studies chapter in *Courses of Instruction*. A calendar listing upcoming events, both social and intellectual, is distributed via email on a weekly basis, and students pursuing a secondary field will be invited to sign up to receive this. Although it is not necessary for students to plan a course of study in close consultation with members of the faculty, the Chair (Nicholas Watson, nwatson@fas.harvard.edu) and other members of the Medieval Studies Committee (see the listing on the Medieval Studies website) will be available for advising conversations, and will solicit conversations with any student who expresses an interest in the secondary field. For more information, please see www.fas.harvard.edu/~medieval/, or contact medieval@fas.harvard.edu.

Mind/Brain/Behavior

Knowledge about mind, brain, and behavior is expanding exponentially. Recent years have witnessed a growing excitement about the possibility that complex domains of mental function and behavior will soon be susceptible to scientific elucidation. Important findings have arisen from traditional disciplines of inquiry, and indeed these traditional disciplines have proven remarkably successful at expanding knowledge. These successes, however, also bring into relief the limits of disciplinary inquiry, and the critical importance of inter-disciplinary links and developments, bringing to the fore new technologies and theories.

The Mind/Brain/Behavior Initiative (MBB) was established to bring the perspectives of neuroscience into sustained and constructive dialogue with those of other natural sciences, the social sciences, and the humanities. In designing its undergraduate programs, MBB has brought together a diverse group of faculty from Harvard's different schools and disciplines, and has taken advantage of the intellectual innovations possible in new combinations of these traditional disciplines. In addition to the MBB tracks that allow students to integrate the study of mind/brain/behavior with their concentration studies, MBB offers a secondary field for students from any concentration who wish to study mind/brain/behavior largely independently from their concentration.

REQUIREMENTS

5 half-courses

1. Science B-62, Evolution of Human Behavior (recommended first year). Students who have previously taken Science B-29 may count that course instead.
2. Molecular and Cellular Biology (MCB) 80, Neurobiology of Behavior (recommended sophomore year)
3. Interdisciplinary seminar (recommended junior year). Selected from a list that varies each year. See the MBB website for the list of courses: mbb.harvard.edu/undergrad/intersem0607.php.
4. Two Mind/Brain/Behavior courses. Selected from a list that varies each year. See the MBB website for the list of courses: mbb.harvard.edu/undergrad/mbbcourses0607.php.

Note: By prior petition, MBB courses may include courses taken abroad, undergraduate courses not on the list, or graduate courses in anthropology, computer science, history of science, philosophy, and psychology.

OTHER INFORMATION

1. *Pass/Fail:* All courses must be taken for a letter grade, and one half-course may overlap with Core and/or concentration requirements.
2. Students are encouraged to attend the MBB sophomore symposium and junior symposium, and are welcome to join the student organization Harvard Society for Mind/Brain/Behavior (HSMBB).

ADVISING RESOURCES AND EXPECTATIONS

Students who plan to pursue a secondary field in MBB, or are considering doing so, should e-mail education program coordinator Shawn Harriman (shawn_harriman@harvard.edu) as early as possible, ideally during the first or sophomore year, to allow MBB to keep them informed of important policies, events, and other opportunities. Shawn can also answer general questions, and will sign the official secondary field paperwork once the required courses have been completed.

Students are also strongly encouraged to meet with MBB faculty to discuss their interests and course options. MBB is currently organizing a Board of Faculty Advisers, and interested students may contact Shawn for a referral to a faculty adviser.

Molecular and Cellular Biology

The secondary field in Molecular and Cellular Biology (MCB) is intended for students with a strong interest in the Life Sciences, and is primarily concerned with the understanding of biological processes based on the study of molecules and their interactions in the context of cells and tissues. The cell is the fundamental unit of all living things and is therefore an ideal framework for integrating one's understanding of the structure and chemistry of macromolecules with their higher order organization and behavior in a living context. Students pursuing the secondary field in MCB will gain a strong foundation in molecular biology, cellular biology, and genetics through introductory Life Sciences courses and intermediate courses in the MCB department. To deepen their understanding of the discipline, students will then enroll in two additional MCB courses of their choosing. The choice of these courses, which should be made with the guidance of a concentration adviser, will allow students to explore specific sub-fields in MCB. For example, students with an interest in regenerative biology could choose to focus on departmental course work in animal development and stem cell biology. The secondary field is designed for students who desire a broad yet rigorous introduction to the field, and may be appropriate for students with diverse career interests, including (but certainly not limited to) economics, government, health policy, business, and journalism.

REQUIREMENTS

6 half-courses

1. Two integrated introductory courses in the Life Sciences: Life Sciences 1a and 1b.

Note: Students who have already completed Biological Sciences 50 and either Chem 5, Chem 7, or Chem 15 can count those courses towards the secondary field, and are not required to take Life Sciences 1a and 1b.

2. Two intermediate courses in Molecular and Cellular Biology: MCB 52 and 54 (formerly Biological Sciences 52 and 54).
3. Two advanced courses in MCB: Courses beyond the introductory level chosen from MCB course offerings are required for the secondary field.

Notes: MCB 56 and MCB 80 count as advanced courses for the MCB secondary field; however, MCB 60 does not. Students are encouraged to consider taking 100-level MCB courses to fulfill the advanced course requirement and should consult the concentration adviser for advice on 100-level course selection. MCB 100r: Experimental Molecular and Cellular Biology; LS 100r: Experimental Research in the Life Sciences; and MCB 91r: Introduction to Research all count and are recommended for students interested in integrating a research experience into their plan of study.

OTHER INFORMATION

1. *Pass/Fail:* All courses must be taken for a letter grade.
2. *Freshman Seminars:* Freshman Seminars will not count towards the secondary field.
3. *Study Abroad/Summer School:* Students working in a research laboratory as part of a study abroad program can petition to have that research experience count as an advanced course credit towards the secondary field, and some Harvard Summer School courses can count for credit towards the secondary field. Students should contact the concentration adviser, Dr. Thomas Torello (torello@fas.harvard.edu).

4. *Limited Enrollment Courses:* Students pursuing a secondary field in MCB will not be given preferential access to limited enrollment courses; however we do not anticipate that any of the courses required for the secondary field will be over-enrolled.
5. Given current policy with respect to counting courses for concentration and secondary fields, it is not possible for students in Chemistry, Chemical and Physical Biology, or Neurobiology to fulfill the requirements for a secondary field in MCB.

ADVISING RESOURCES AND EXPECTATIONS

Students intending to pursue the secondary field in Molecular and Cellular Biology should notify the department using the secondary fields web tool so that their name and contact information can be forwarded to the MCB department. Upon completion of the requirements for the secondary field, students are required to meet with the concentration adviser in order to confirm that the courses they have taken count for credit towards the MCB secondary field. Prior to completion of the required courses, students are welcome to meet with the concentration adviser as needed, and are encouraged to meet with the concentration adviser upon completion of the introductory and intermediate courses in order to select appropriate advanced courses.

For additional information, students interested in pursuing a secondary field may contact the concentration adviser in Molecular and Cellular Biology, Dr. Thomas Torello (torello@fas.harvard.edu), or the Head Tutor in Molecular and Cellular Biology, Professor Richard Losick (losick@mcb.harvard.edu).

Music

The Department of Music offers one secondary field designed to be flexible enough to accommodate a broad range of interests in this field. Students are free to explore the field by selecting a variety of courses; or they may focus on any aspect of the larger field.

REQUIREMENTS

5 half-courses

1. *Required Courses:* Five half-courses selected from among the courses offered in Music (including Core courses taught by Music Department faculty), with the exceptions noted below:
 - a. No more than one half-course may be selected from Music 1a, Music 1b, Music 2, Music 3, Music 4, Literature & Arts B-51, Literature & Arts B-62, Literature & Arts B-63, Literature & Arts B-68, Literature & Arts B-78, Literature & Arts B-82, Literature & Arts B-85.
 - b. No more than one half-course may be selected from Music 93r, Music 121a, Music 121b, Music 125a, Music 125b, Music 126b, Music 180r.

OTHER INFORMATION

1. Secondary field students are not required to take Music 51 and 154, although they are welcome in those classes. With the permission of the instructor, secondary field students may take some upper-level courses without having taken Music 51 and 154 as prerequisites.
2. *Study Abroad/Summer School:* Courses taken abroad, or in the Summer School, can be counted in the secondary field only with the permission of the department, normally granted only after the course has been completed.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing a secondary field are urged to seek out members of the Music Department faculty for advice on their specific course choices. For general information about the department, its faculty, and courses visit the department website, www.fas.harvard.edu/~musicdpt/.

For more information on the secondary field and for advising, please speak to either the secondary field adviser, Mary Gerbi (617-495-2791; gerbi@fas.harvard.edu), or the Head Tutor, Thomas Forrest Kelly (617-495-2791; tkelly@fas.harvard.edu).

Near Eastern Languages and Civilizations

There exists among undergraduates a wide-spread interest in all aspects of the cultures and societies of the Near East (as the region was known for centuries) and the Middle East (as the region is known in the United States and elsewhere today). Interest in this region and its cultures will likely grow as Middle Eastern societies continue to develop and play an increasingly large role in international affairs, and as understanding of the great civilizations of the ancient Near East, as well as the ancient and classical roots of Judaism, Christianity, and Islam, and Western civilization generally—all of great importance in their own right—becomes more urgently needed for an understanding of the contemporary world.

The Department offers three secondary field pathways:

- Ancient Near Eastern Studies
- Islamic Studies
- Jewish Studies

REQUIREMENTS

5 half-courses

Ancient Near Eastern Studies

The secondary field pathway in Ancient Near Eastern Studies focuses attention on the rich and diverse history of the civilizations of the Ancient Near East, which witnessed the first complex societies and the first major developments in social and political organization, literacy, technology, religious institutions, and many other arenas, whose consequences remain a critical force in subsequent Middle Eastern, and world, history. The goal of this pathway is to give students an articulate acquaintance with the history and culture of the principal civilizations of the ancient Near East, and to provide instruction in how such history and culture can be reconstructed through the critical analysis and synthesis of linguistic, textual, artistic, and archaeological evidence.

Harvard is an ideal place to pursue this field given the richness of its resources in libraries (Widener, History of Art, Tozzer, Law, Andover-Harvard), museums (Semitic, Peabody, and Sackler), and faculty (NELC, but also Anthropology, History of Art and Architecture, Linguistics, and the Divinity School).

1. Two half-courses serve as required “gateways” into this broad arena:
 - a. Ancient Near East 90
 - b. Religion 28
2. Three electives from a list of relevant offerings at Harvard with the approval of the DUS of NELC or his/her designee; at least two of these courses must be at the 100 level or above.

The electives allow the students to pursue study of one or several of the civilizations and arenas that are introduced in the two gateway courses. Qualified students are encouraged to consider taking their elective courses in languages important to the study of the ancient Near East (e.g., Classical Hebrew, Aramaic, Akkadian, either as language or as literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

Islamic Studies

The goal of this secondary field pathway is to provide a basic exposure to fundamental elements of the history, literature, philosophy, religious thought, and legal institutions of the civilizations of the Muslim world. As the study of Islam and Muslim societies at Harvard is an interdisciplinary endeavor, the program in Islamic Studies is structured to allow students flexibility in their approach to the field; this is done by incorporating one of the disciplinary perspectives currently available in the Harvard curriculum: study of religion, anthropology, history, history of art and architecture, gender studies, literature and language, and law.

1. At least two of the following “gateway” courses:
 - a. Foreign Cultures 70, 82
 - b. Humanities 18
 - c. Religion 1801, 1806
 - d. Islamic Civilizations 145
 - e. Arabic 150
2. Three additional half-courses in Islamic Studies, at least two of which must be at the 100-level or above.

Students are free to pick from any three courses in Islamic Studies offered in NELC or elsewhere, these courses to be approved by the Director of Undergraduate Studies (DUS) or his/her designee. Qualified students are encouraged to consider taking their elective courses in languages important to the study of the Muslim world (Arabic, Persian, Turkish or Urdu; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

Jewish Studies

The goal of this secondary field pathway is to provide a basic exposure to fundamental elements of the history, literature, religious thought, and legal institutions of Jewish civilization. As in other areas of undergraduate liberal arts education, and even more so in a secondary field of five courses, our goal is not to impart comprehensive knowledge of an entire academic field, but rather to ensure that students will have a basic framework for asking questions and tools for seeking answers.

A combination of a historical survey (“Jews, Judaism, and Jewishness: A History”) focusing heavily on the pre-modern experiences of the Jews, with a course about modern Jewish history or literature and additional courses in different specific areas provide secondary field students with an exposure to Jewish culture through the ages, equipping them with a basic familiarity with Jewish culture, history, and literature.

1. Two “gateway” courses:
 - a. Jewish Studies 55
 - b. One survey of either modern Jewish history or modern Jewish literature (currently Historical Studies A-44, Jewish Studies 143, or Literature and Arts A-48).
2. Three additional half courses in Jewish Studies, at least two of which must be at the 100 level or above.

Students are free to pick from any three courses in Jewish Studies offered in NELC or elsewhere, these courses to be approved by the DUS or his/her designee. Qualified students are encouraged to consider taking their elective courses in languages important to the study of Jewish cultures (Hebrew, Yiddish, Aramaic; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

OTHER INFORMATION

1. *Study Abroad/Freshman Seminars*: Courses taken abroad (whether over a summer, a semester, or a year; The Director of Undergraduate Studies or his/her designee will advise students on approved programs) may count, as may Freshmen Seminars.
2. *Pass/Fail*: Other than Freshmen Seminars all courses must be letter graded.
3. Courses taken in other departments that fit into the intellectual focus of the chosen track may also be counted.
4. At least two courses should be at the 100 level or above.
5. No more than two of the courses may be language courses. Students seeking to focus primarily on language should consider pursuing a language citation.

ADVISING RESOURCES AND EXPECTATIONS

For more information, students should contact the Director of Undergraduate Studies, Peter Machinist (machinis@fas.harvard.edu).

Neurobiology

Neurobiology is the science of how nervous systems organize behavior. Neuroscientists explore phenomena on vastly different scales from molecules to societies by studying individual nerve cells, connections and circuitry among neurons, and the function of the brain. The only prerequisite for students considering a secondary field in Neurobiology is an intense curiosity about how the brain works. The typical curriculum begins with a foundation course in the life sciences or an introductory course called “Neurobiology of Behavior” that lays out the corpus of knowledge and how it connects to other disciplines. In elective courses, students explore specific areas more deeply. Neuroscience is also one of the most vibrant fields of research at Harvard.

REQUIREMENTS

5 half-courses

1. Life Sciences 1a.
2. Molecular and Cellular Biology 80.
3. Two advanced half courses in neurobiology, chosen from a list of approved courses (see the secondary fields website—www.secondaryfields.fas.harvard.edu/Neuro/program-courses-neuro.htm—for the list of approved courses).
4. An additional advanced half-course in neurobiology OR one of the following courses from the restricted electives list: Life Sciences 1b, Molecular and Cellular Biology 52, or Organismic and Evolutionary Biology 57.

OTHER INFORMATION

1. Students may take MCB 80 or Life Sciences 1a in either order. MCB 80 does not have any college prerequisites and is open to students with high school level training in chemistry and biology. However, students must take both MCB 80 and LS 1a before enrolling in the advanced neurobiology courses.
2. Only one course from the restricted electives list may be applied to the secondary field. Neurobiology tutorials designated as Neurobiology 95hf (formerly Biology 95hf) are considered advanced neurobiology courses. Ordinarily, only one tutorial course may be counted toward the secondary field.
3. *Pass/Fail*: All courses in the secondary field must be taken for a letter grade and students must earn a grade of C– or better in each course.
4. *Freshman Seminars*: Freshman Seminars may not be included for credit.
5. *Summer School/Study Abroad*: Ordinarily, Harvard Summer School courses may not count towards secondary field credit. Courses taken through study abroad programs may be counted for credit in the secondary field by petition.
6. Courses taken at other Harvard faculties (e.g., Harvard Medical School) may count for the secondary field by petition or if the course is one of the approved advanced neurobiology courses.
7. *Limited Enrollment Courses*: With the exception of the tutorials/seminars, none of our courses have a limited enrollment.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing a secondary field in Neurobiology should contact Dr. Jonathan Matsui, concentration adviser for Neurobiology (Bio Labs Room 1082a, 16 Divinity Ave , 617-495-0758, jmatsui@fas.harvard.edu), so that he can inform them of upcoming events and announcements. Questions about the secondary field in Neurobiology should be addressed to Dr. Jonathan Matsui or Professor John Dowling, Head Tutor for the Neurobiology concentration (Biolabs Room 2081, 16 Divinity Ave , 617- 495-2245). Either Dr. Matsui or Professor Dowling may sign the final form for secondary field credit.

Organismic and Evolutionary Biology

The faculty of the Department of Organismic and Evolutionary Biology (OEB) study biological systems at all levels from molecules to ecosystems, united by a shared foundation in evolutionary biology. Our department offers courses in a broad range of topics, including (in alphabetical order): anatomy, biomechanics, behavior, development, ecology, entomology, evolution, forestry, genetics, genomics, marine biology, microbiology, molecular evolution, mycology, paleontology, physiology, plant sciences, oceanography, systematics, and zoology.

Students may have an interest in pursuing a secondary field of study in a particular discipline, or may prefer to sample broadly across the offerings of the department. Rather than draft a set of requirements for each possible field of study, the department chose a flexible set of requirements that should maximize students' freedom to craft their own programs in consultation with an academic adviser. Students who are interested in a secondary field in OEB are encouraged to register early with the concentration so that they can be assigned a faculty adviser who can help in the planning of a coherent sequence of courses. (See "Advising Resources and Expectations," below.)

REQUIREMENTS

5 half-courses

1. *Required Courses:* A secondary field requires the completion of five half-courses in Organismic and Evolutionary Biology. For this purpose all courses listed in the OEB section of the *Courses of Instruction*, including cross-listed courses, as well as Life Sciences 1b and Life Sciences 2, will count as courses in Organismic and Evolutionary Biology.

OTHER INFORMATION

1. *Pass/Fail:* All courses must be taken for a letter grade, with the exception of one approved Freshman Seminar. The grade minimum for a course to count toward the secondary field shall be C-.
2. *Summer School:* Courses taught by members of the department at Harvard Summer School will count toward the secondary field.
3. *Freshman Seminars/Core:* One Freshman Seminar or one course in the Core may count toward the secondary field (in each case the course must be taught by a member of the department).
4. *Study Abroad:* One course taken while studying abroad may count toward the secondary field if approved in advance by the Head Tutor.
5. The secondary field will be closed to students in the Biology concentration, on the principle that Biology and OEB are offered by the same department.

ADVISING RESOURCES AND EXPECTATIONS

The Head Tutor (Professor David Haig; dhaig@oeb.harvard.edu) and the OEB concentration adviser (Dr. Andrew Berry; berry@oeb.harvard.edu) are available for advice about the secondary field. Students are assigned a faculty adviser once they have informed the department. Students can register at any time but are encouraged to register early to take advantage of departmental advising resources. The Head Tutor or his designee must sign the final form for secondary field credit.

Philosophy

Philosophy is the study of fundamental questions. These questions concern the nature of reality (e.g., Is there an external world? What's the relationship between physical stuff and mental stuff? Does God exist? Does language play a role in constructing reality?), the nature of ourselves as rational, purposive, and social beings (e.g., Do we act freely? Where does moral obligation come from? What is justice?), and the nature and extent of our knowledge about these things (e.g., What is it to know something, rather than merely believe it? What are the limits of knowledge? Does all of our knowledge come from sensory experience or are there truths we know independently of experience?). Many of these questions come from everyday life, but some come from other disciplines (e.g., What is a scientific explanation? What is a biological function? What is a mental representation?). Philosophers examine these questions in a disciplined and systematic way, aiming not simply to answer them but also to understand just what is being asked in the first place.

The secondary field in Philosophy is designed to offer students both a general introduction to philosophical skills and a more focused exploration of some particular domain of philosophy. We thus offer six different pathways, all of which will appear as "Philosophy" on the transcript:

- General Philosophy
- Classics of Western Philosophy
- Philosophy of Science
- Moral and Political Philosophy
- Philosophy of Mind and Psychology
- Special Topic in Philosophy

Each consists of six half-courses: (a) an introductory level course, (b) a tutorial, and (c) four additional courses, one of which can be a related course outside the department. In all cases, the structure is designed to insure that students have a basic introduction to the subject matter and methodology of philosophy; an intensive discussion-based tutorial in which they have close contact with the instructor and work intensively on their writing; and a selection of upper-level courses that develop the student's skills in the area of their interest.

REQUIREMENTS

6 half-courses

General Philosophy

A selection of courses from across the discipline.

1. *One introductory course:* These courses have numbers under 100. Any introductory philosophy course may count.
2. *Tutorial 1:* Philosophy 97.
3. Three courses covering three of the following four areas:
 - a. History of Philosophy
 - b. Moral and Political Philosophy
 - c. Metaphysics and Epistemology
 - d. Logic
4. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

Classics of Western Philosophy

An introduction to some of the classic thinkers and texts of Western thought.

1. *One introductory course*: These courses have numbers under 100. Any introductory course may count; Philosophy 8 is preferred.
2. *Tutorial 1*: Philosophy 97.
3. One course in ancient philosophy.
4. One course in modern philosophy.
5. One additional course in the history of philosophy.
6. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

Philosophy of Science

The study of general principles that underlie scientific reasoning and justification.

1. *One introductory course*: These courses have numbers under 100. Any introductory course may count; Philosophy 3 is preferred.
2. *Tutorial 1*: Philosophy 97.
3. Philosophy 149: Philosophy of Science.
4. Two other courses in philosophy of science.
5. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

Moral and Political Philosophy

Examination of historical and contemporary theories about the basis and content of such moral and political concepts as the good, obligation, justice, equality, rights, and freedom.

1. *One introductory course*: These courses have numbers under 100. Any introductory course may count; a Moral Reasoning course cross-listed in Philosophy is preferred.
2. *Tutorial 1*: Philosophy 97.
3. Three courses in moral and political philosophy.
4. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

Philosophy of Mind and Psychology

The philosophy of mind, perception, and psychology.

1. *One introductory course*: These courses have numbers under 100. Any introductory course may count; Philosophy 3 and 8 are preferred.
2. Philosophy 156: Philosophy of Mind.
3. *Tutorial 1*: Philosophy 97.
4. Two other courses in the philosophy of mind or psychology.

5. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

Special Topic in Philosophy

A secondary field designed by the students themselves, drawing on their own interests. They must choose courses which form an integrated area of study. These secondary fields are subject to the Head Tutor's approval, and require at least the following courses:

1. *One introductory course:* These courses have numbers under 100. Any introductory philosophy course may count.
2. *Tutorial 1:* Philosophy 97.
3. Three philosophy courses, along with a proposal for combining them into an integrated area of study.
4. One other philosophy course, or a related course outside the department that has been approved by the Head Tutor.

OTHER INFORMATION

1. *Pass/Fail:* All courses must be taken for a letter grade and students must earn a C or higher for the course to count toward the secondary field.
2. Typically, all courses but one will be taken in the Philosophy Department. Approval for "related" courses must be obtained from the Head Tutor.

ADVISING RESOURCES AND EXPECTATIONS

The Head Tutor, Edward J. Hall (ehall@fas.harvard.edu), is available for advice about the program and course selection. The Head Tutor must sign the final form for secondary field credit. The Undergraduate Coordinator, Ms. Nanette deMaine (demaine@fas.harvard.edu), is also available for general information. All students interested in a secondary field are expected to register their interest with the department, and have an initial advising conversation with the Head Tutor.

Physics

The goal of the physics secondary field is to provide students with a quantitative introduction to the workings of the physical world, including the mind-bending but increasingly technologically important mysteries of quantum mechanics. The hierarchical structure of the field of physics makes it difficult for secondary field students to explore with the breadth and depth required for further work in physics; but the applications of Newtonian mechanics, electricity and magnetism, and waves/optics are so ubiquitous and important, and the concepts of special relativity and quantum mechanics so strange and wonderful, that these courses are far more than simply “consumption” of knowledge. They are designed to transform the way students understand and interact with the physical world.

REQUIREMENTS

4 half-courses

1. One course in electricity and magnetism—an introduction to electricity and magnetism, at the level of Physics 15b or higher, including a treatment of electric and magnetic fields in materials, and Maxwell’s equations in differential form.
2. One course in wave phenomena and/or optics—an introduction to the physics and mathematics of wave phenomena from coupled oscillators to physical optics at the level of Physics 15c or higher.
3. One course in quantum mechanics—a serious introduction to quantum mechanics at the level of Physics 143a or higher—this course should include wave and matrix mechanics, Dirac notation, the operator treatment of angular momentum, the hydrogen atom, and time-independent perturbation theory.
4. One additional physics course at the 100 level or higher, exploring an important field in physics. For this purpose, Applied Physics courses, and other 100-level courses that count as Physics courses for the Physics concentration may also be applied to the secondary field. Suggested courses include: Physics 181, Physics 125, Physics 143b, and Physics 210.

OTHER INFORMATION

1. Physics courses taken at other institutions may be substituted for substantially equivalent Harvard courses with the permission of the Head Tutor.
2. *Pass/Fail*: No more than one course may be taken Pass/Fail.
3. Mathematics background at least at the level of Math 21a and 21b are prerequisites for many of the courses in this program.
4. The prerequisite for Physics 15b is Physics 15a or 16, or the permission of the Head Tutor.

ADVISING RESOURCES AND EXPECTATIONS

Secondary field students should meet with the Assistant Head Tutor, David Morin (*djmorin@fas.harvard.edu*), to review and submit a Secondary Field Course Plan (available from the Physics Department) and to make sure that the student can satisfy the secondary field requirements. Students will be included with Physics and Chemistry & Physics concentrators in appropriate department meetings and social events if they are making satisfactory progress. Upon completion of the secondary field requirements, the Assistant Head Tutor will review and approve the final form printed from the secondary fields web tool, confirming that the requirements have been met. This signed form must be submitted to the Registrar's office.

We encourage students interested in physics as a secondary field to submit their Secondary Fields Course Plan to the department as soon as possible after they have chosen a primary concentration. We will make every effort to encourage students interested in the secondary field to contact us for advising conversations in their freshman year.

Psychology

Psychology, as a science of the mind, connects naturally to other fields in the humanities, social sciences, and life sciences. Completion of a secondary field in Psychology can serve as a complement to other concentrations or allow students to explore an independent interest in psychology. The secondary field provides a basic foundation in psychology and its research methods while also permitting a more focused exploration of a subfield, including experimental psychopathology, social psychology, cognition/brain/behavior, and developmental psychology.

REQUIREMENTS

6 half-courses

1. *Tier 1*: Psychology 1, half-course, or an approved substitute:
 - a. PSYCH S-1, offered in the Harvard Summer School.
 - b. An AP score of 5, in which case an extra elective will be required.
2. Psychology 1900, passed with a grade of C or higher, or an approved substitute:
 - a. Statistics 100, 102, or 104 may be substituted (with no petition required) for Psychology 1900 only in cases where one of these courses is taken as part of the student's concentration or to fulfill the Quantitative Reasoning Core requirement. Outside of these specific situations, these courses are not generally accepted to meet this requirement.
 - b. Petitions to substitute other quantitative methods courses taken as part of a student's concentration will be considered on a case-by-case basis and are approved only if there is substantial overlap in content with Psychology 1900.

Note: Harvard Summer School courses *cannot* fulfill this requirement.

3. At least one Tier 2 foundational half-course from:
 - a. Psychology 13, 15, 16, 18
 - b. Molecular and Cellular Biology 80

Note: Harvard Summer School courses *cannot* fulfill this requirement.

4. Three elective half-courses in Psychology of the student's choosing, which reflect the student's area(s) of interest, including:
 - a. Most courses listed under Psychology in *Courses of Instruction*.
 - i. Psychology courses that will not meet this requirement are marked in *Courses of Instruction* as not counting toward concentration requirements. See FAQs on our website (www.wjh.harvard.edu/psych/ug/requirements/2nd.fields.FAQ.html) for courses that may not count this year.
 - ii. Only the first half of Psychology 970 may count for the secondary field.
 - iii. Any of the following courses that are not taken to meet the foundation requirement may count as electives: PSY 13, 15, 16, 18, and MCB 80.
 - iv. Only one lab course (from a list maintained by the department) or PSY 910r may count toward this requirement.
 - b. Courses taught by regular Harvard Psychology Department faculty members but offered outside of the department (e.g., Freshman Seminars, Core courses, or classes offered through other departments).
 - c. Only one course that is cross-listed in the Psychology Department chapter of *Courses of Instructions* but taught by someone outside of the Psychology Department faculty may be counted.

- d. Harvard Summer School Psychology courses may only count toward this requirement if taught by regular Harvard Psychology Department faculty. Biology S-80 from the Summer School cannot count.
- e. Only one Freshman Seminar (taught by a regular Harvard Psychology Department faculty member) may count toward this requirement.

OTHER INFORMATION

1. Students are encouraged to take Psychology 1 as early as possible. Ideally, Psychology 1900 should be taken before electives as well, because the course provides grounding in the analytic tools central to psychology as a science. Tier 2 courses should be taken after taking Psychology 1 but prior to any other electives, because these courses provide a solid foundation required in upper level courses and are often prerequisites for these courses.
2. *Pass/Fail*: All courses must be taken for a letter grade unless that option is not available, and Psychology 1900 must be passed with a grade of C or higher.
3. *Limited Enrollment Courses*: Students pursuing a secondary field in Psychology will not be given preferential access to limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

Students are encouraged but not required to notify the department as early as possible of their intent to pursue a secondary field using the secondary fields web tool so that they will be informed of department policies and events.

Students are strongly encouraged to visit the Frequently Asked Questions page at www.wjh.harvard.edu/psych/ug/requirements/2nd.fields.FAQ.html prior to contacting the Undergraduate Office. General information requests and questions can be sent to psychology@wjh.harvard.edu. Students requiring additional advice about the program and course selection may meet with someone in the Psychology Undergraduate Office, William James Hall 218, during walk-in hours posted online. Any issues that cannot be addressed via these routes may be addressed to the Advising Administrator, Laura Chivers (lchivers@wjh.harvard.edu).

The college deadline for filing the signed paperwork for a secondary field is the seventh Monday of the student's final term. However, the Psychology Department requests that the form be turned in to the Undergraduate Office, William James Hall room 218, no later than the fifth Monday to allow time for the Advising Administrator to review and sign the form prior to the College deadline.

Comparative Study of Religion

Recent global and national political events have reinforced the fact that the study of religion is vital to understanding the world as it is today. Central problems in a wide range of fields—economics, government, sociology, history, and many others—can only be adequately addressed by taking religion into account. Literacy in religious studies indicates the ability to think critically and with historical and cultural learning about the complicated place of religious imagination, motivation, and memory in national and international affairs. Such skills have become one marker of an educated person, who is appropriately prepared for the duties and pleasures of democratic citizenship and leadership.

The Committee on the Study of Religion offers courses on religious traditions from around the world and across time. We also offer a wide range of approaches to the study of religion, including ethnographic studies of contemporary communities, psychology of religion, historical studies, and close examination of classic texts from major religious traditions. Additionally, courses from other departments can often be counted for credit toward a secondary field.

Like the concentration, the secondary field requires a combination of a) focused work in one area (a religious tradition, historical complex, or approved theme); and b) comparative or methodological courses that provide a broader framework for considering the tradition on which a student will focus.

Possible focus areas include religious traditions of the world (such as Buddhism or Islam), historical complexes (such as South Asia), or approved thematic approaches. Approved thematic areas depend on available faculty and course offerings, and currently include religion & politics and religion & gender.

REQUIREMENTS

6 half-courses

1. Two general, methodological or comparative courses. At least one of these must be an approved introductory course (Religion 11-20 or Humanities 15) or the sophomore tutorial (Religion 97).
2. Four courses in one tradition or area of inquiry.

OTHER INFORMATION

1. *Pass/Fail*: Students may count one non-letter-graded half-course taken at Harvard for secondary field credit.
2. *Study Abroad/Summer School*: Courses from study abroad, Harvard Summer School, or other Harvard schools may be counted toward the secondary field.
3. *Limited Enrollment Courses*: The decision whether to grant students pursuing a secondary field in religion preference in access to seminars will be left to individual professors.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field should contact the Director of Undergraduate Studies, Anne Monius (617-495-5736; amonius@hds.harvard.edu).

Romance Languages and Literatures

The field of Romance Languages and Literatures (RLL) offers a broad area of investigation and studies in diverse cultures (past and present) all around the world. Besides providing linguistic skills, the undergraduate programs teach all students from beginner to advanced to use various cognitive and critical skills in order to discover, question, interpret, and understand Romance cultures and literatures.

The secondary field in Romance Languages and Literatures offers students four pathways, one in each of our major areas of study:

- French
- Italian
- Portuguese
- Spanish

Each of these options requires 5 half-courses. The requirements for the four options are symmetrical, except that in Italian and Portuguese two advanced language courses may count instead of one, as in French and Spanish. This difference takes into account the fact that students in Italian and Portuguese are more likely to have started their language study in college.

Our requirements impose limits on the level of the courses taken but we do not impose any thematic consistency within the linguistic field chosen. Students can choose their courses in order to focus on a certain period, genre, or cultural issue. Or they can explore a variety of aspects of their field. The requirements can include a course in a related field offered in another program or department (e.g., a course on the history of Latin America or on Italian Renaissance art).

REQUIREMENTS

5 half-courses

French

1. A maximum of one French half-course at the 40s–60s level.
2. A maximum of two French half-courses at the 70s–90s level.
3. At least two French half-courses at the 100 level or above. One of these two courses can be replaced by a Romance Studies course at the 70s–100s level.
4. At least three half-courses must be taught in French.

Students who plan to pursue a secondary field in French are required to meet once with the undergraduate adviser in French, Marie Francis Bunting (bunting@fas.harvard.edu).

Italian

1. A maximum of two Italian half-courses at the 40s–60s level.
2. At least two Italian half-courses at the 100 level or above. One of these two courses can be replaced by a Romance Studies course at the 70s–100s level.
3. At least three half-courses must be taught in Italian.

Students who plan to pursue a secondary field in Italian are required to meet once with the Undergraduate Adviser in Italian, Elvira DiFabio (*edifabio@fas.harvard.edu*).

Portuguese

1. A maximum of two Portuguese half-courses at the 40s–60s level.
2. At least two Portuguese half-courses at the 100 level or above. One of these two courses can be replaced by a Romance Studies course at the 70s–100s level.
3. At least three half-courses must be taught in Portuguese.

Students who plan to pursue a secondary field in Portuguese are required to meet once with the undergraduate adviser in Portuguese, Clemence Jouët-Pastré (*cpastre@fas.harvard.edu*).

Spanish

1. A maximum of one Spanish half-course at the 40s–60s level.
2. A maximum of two Spanish half-courses at the 70s–90s level.
3. At least two Spanish half-courses at the 100 level or above. One of these two courses can be replaced by a Romance Studies course at the 70s–100s level.
4. At least three half-courses must be taught in Spanish.

Students who plan to pursue a secondary field in Spanish are required to meet once with the undergraduate adviser in Spanish, Johanna Liander (*jliander@fas.harvard.edu*).

OTHER INFORMATION

1. Secondary field students can take any RLL course offered in their chosen pathway (from 40s to 200s level) except for supervised reading and research (91r), junior tutorial (98), and senior tutorial (99).
2. *Pass/Fail*: All courses must be taken for a letter grade, with the exception of an optional Freshman Seminar.
3. *Other Departments/Study Abroad/Summer School*: Requirements may include a course in a related field offered in another program or department, courses taken abroad or courses taken at the Harvard Summer School. For these three options, students will need their RLL adviser's permission. A maximum of two half-courses taken out of residence and approved both by the Office of International Programs and RLL for Harvard credit and a maximum of one half-course in a related field may count for the secondary field.

ADVISING RESOURCES AND EXPECTATIONS

Students who plan to pursue a secondary field in Romance Languages and Literatures are required to meet once with an RLL adviser for an advising session *before* they have taken all of their half-courses. The undergraduate adviser in the specific language chosen must sign the final form for secondary field credit. For more information students may also contact the Assistant to the Board of Undergraduate Studies, Walter Hryshko (*hryshko@fas.harvard.edu*).

Russia, Eastern Europe, and Central Asia

The secondary field in Regional Studies: Russia, Eastern Europe, and Central Asia (REECA) offers students the opportunity to pursue interdisciplinary work on the history and society of this world region. The field requirements are based on the premise that when studying society and culture, the integration of various academic disciplines allows insights unobtainable within the confines of a single discipline. While the field may integrate the study of language, literature, and culture, the primary emphasis here is on the social sciences, including history.

REQUIREMENTS

5 half-courses

1. A minimum of three half-courses must be in the social sciences (e.g., anthropology, economics, government, history).
2. A minimum of three half-courses must be taught by members of the Faculty of the Standing Committee on Regional Studies–REECA, or by faculty members appearing in the *Courses of Instruction* list “Other Faculty Offering Instruction in Regional Studies–REECA.”
3. A minimum of three half-courses must be regular departmental courses (i.e., not Core courses or Freshman Seminars).
4. The five half-courses must be distributed across at least two different disciplines or departments.
5. Students pursuing a foreign language citation in a relevant language may count one upper-level language course towards the secondary field.

OTHER INFORMATION

1. Students may visit the REECA secondary field website (daviscenter.fas.harvard.edu/student_programs/secondary_field.html) for sample pathways of secondary field study.
2. *Pass/Fail*: All courses must be taken for a letter grade and must be completed with a grade of B– or above, with the exception of Freshman Seminars, which may be applied toward the secondary field with a grade of SAT.
3. *Summer School/Study Abroad*: Credit for courses from Harvard Summer School and other Harvard faculties may be granted upon petition. Study abroad is encouraged, and one half-course of study abroad credit may be applied toward the secondary field, with prior approval of the REECA academic adviser.
4. *Limited Enrollment Courses*: Please note: the Davis Center cannot guarantee students pursuing a secondary field preferential access to limited-enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

Lisbeth L. Tarlow (tarlow@fas.harvard.edu), Davis Center associate director and REECA academic adviser, is available to advise students on the program and course selection. Donna Griesenbeck (griesenb@fas.harvard.edu; 617-495-1194), Davis Center student programs officer and REECA coordinator, is also available to provide general information. Students are encouraged to register their interest with the REECA coordinator so they can begin the advising process and be added to Davis Center mailing lists.

Sanskrit and Indian Studies

A secondary field in Sanskrit and Indian Studies enables students whose concentration is somewhat distant from the field to do a solid core of work in Sanskrit language and literature or South Asian studies without having the obligation of doing a joint thesis or culminating project. Students may focus on a coherent group of courses in Hindu or Buddhist tradition; in modern South Asian literature; in post-colonial studies; or in government or history. They may also choose a more general sampling of courses pertaining to areas of Sanskrit language and literature or South Asian studies.

REQUIREMENTS

6 half-courses

1. At least two half-courses in a South Asian language.
2. At least one foundational or wide-ranging course in the civilization of South Asia. Currently this could be met by regular Core Curriculum offerings as well as departmental offerings:
 - a. Foreign Cultures 12
 - b. Historical Studies A-16
 - c. Literature and Arts C-18
 - d. Indian Studies 110, 118
 - e. Another course with the approval of the Director of Undergraduate Studies.
3. Three additional half-courses in Sanskrit language and literature or South Asian studies, at least two of which must be at the 100 level or higher.

OTHER INFORMATION:

1. *Study Abroad/Summer School*: Student language work undertaken in study abroad programs in India or summer intensive studies in the United States may be eligible for meeting the required language courses. Study abroad programs of a summer, a semester, or a year may be approved for credit toward the secondary field.
2. *Freshman Seminars*: Relevant Freshman Seminars may be counted toward the secondary field, even though they are taken on a SAT/UNS basis.
3. *Pass/Fail*: Other work in the secondary field should be in graded courses and seminars, except by petition to the Department.

ADVISING RESOURCES AND EXPECTATIONS

The Director of Undergraduate Studies, Ali Asani (aliasani@fas.harvard.edu), is available for advising and information.

Slavic Languages and Literatures

The Department of Slavic Languages and Literatures provides a broad array of courses in the languages, literatures, and cultures of Russia, Ukraine, Poland, and the Czech Republic. For a secondary field, we offer two options: Central European Studies or Russian Studies. Both require students to take five related courses, and offer ample scope for interdisciplinary and comparative work. We offer students the chance to work closely with Slavic faculty in order to develop a program of study suited to their own interests, rather than just an accumulation of five loosely related courses.

REQUIREMENTS

5 half-courses

Central European Studies

1. At least three half-courses in Central European literature and culture (broadly speaking, Czech, Polish, Ukrainian, or South Slavic) in the Slavic Department.
2. Up to two thematically relevant courses offered by departments such as History, German, Government, Literature, Jewish Studies/NELC, Social Studies, and VES may be counted with the approval of the Slavic Director of Undergraduate Studies.
3. One language course in Czech, Polish, Ukrainian, or Bosnian-Serbian-Croatian may be counted.

Russian Studies

1. At least three half-courses in Russian literature and culture from the Slavic Department, including at least one survey course in Russian literature.
2. Up to two thematically relevant courses offered by departments such as History, German, Government, Literature, Jewish Studies/NELC, Social Studies, and VES may be counted with the approval of the Slavic Director of Undergraduate Studies.
3. One language course in Russian may be counted.

OTHER INFORMATION

1. *Pass/Fail*: All courses (except for Freshman Seminars) must be letter graded.
2. *Core/Freshman Seminars*: Slavic-related Core courses and one Freshman Seminar are permitted.
3. *Study Abroad*: Students may use Harvard approved study abroad credit to count for up to two courses toward the secondary field.
4. Students are required to take a minimum of two 100-level courses.

ADVISING RESOURCES AND EXPECTATIONS

All students interested in pursuing a secondary field from the Slavic Department should contact the Director of Undergraduate Studies (DUS), Professor Justin Weir (617-496-3737, weir@fas.harvard.edu), to discuss their program of study. Students should meet with the DUS as soon as possible once they have decided to take a secondary field in Slavic. The DUS will be responsible for advising students, who will also be welcome to consult with other Slavic faculty, although the expectation will be that students will monitor their own progress towards fulfillment of the requirements.

Sociology

The secondary field in sociology provides students with exposure to the bedrock theoretical ideas and empirical strategies of sociology while also allowing for a diverse, flexible plan of study.

Sociology emphasizes the successful integration of theory and empiricism, teaching the importance of both elegant thinking and analytical rigor. It is a broad, multi-paradigmatic field that concerns itself with the entire range of human social interaction. Sociology also embraces a wide variety of “strategies of knowing,” from quantitative analysis to archival and ethnographic research.

Students concentrating in other fields may well find this a useful supplement to their primary field of instruction. Sociology is also an inter-disciplinary field that bridges topics that are often studied in isolation elsewhere in the social sciences. We believe that concentrators in other fields may find it illuminating to see their “home” topic from this more general sociological perspective.

Students who study sociology as undergraduates can go on to a wide variety of occupations, from journalism and law to consulting, medicine, and public health. Sociology also teaches methodological skills relevant to a wide range of research positions in government, business, and consulting. The Sociology secondary field should thus prove useful to students looking for training in these and related fields. For students concentrating in more “distant” fields in the natural sciences and humanities, a secondary field in sociology would provide an overall exposure to the social sciences along with an opportunity for in-depth exploration of specific topics.

REQUIREMENTS

5 half courses

1. Sociology 97: Tutorial in Sociological Theory, a basic introduction to sociological theory. Offered both terms. (See 2 and 3 under **Other Information**.)
2. Sociology 128: Methods of Social Science Research, a basic introduction to methods.
3. Three concentration electives, one of which must be an advanced-level course (100-level or above). An introductory-level course (numbered 89 or below) is recommended but not required as part of this sequence.

OTHER INFORMATION

1. *Pass/Fail*: One of the three “concentration electives” may be taken Pass/Fail or SAT/UNS; the introductory-level course, Sociology 97 and 128 must all be taken for letter grades.
2. *Tutorial*: Tutorial in Sociological Theory will be open to all enrolled undergraduates, including but not limited to secondary field students. Though junior tutorials are normally only open to concentrators, secondary field students may be allowed to enroll in junior tutorials for credit as electives but are not obligated to do so. Special permission from the Head Tutor is required for secondary field students to enroll in junior tutorials. Secondary field students interested in exploring a subject in depth can enroll for one term of Sociology 91r: Reading and Research, with suitable faculty support and approval. Reading and research courses in sociology require students to submit an extended term paper based on independent research. Sociology 91r is letter-graded.
3. Sociology 97 will ordinarily be taken in the sophomore year.

4. Letter-graded courses must be passed with a grade of C+ or higher in order to receive credit toward completion of the secondary field.
5. *Study Abroad/Summer School/Freshman Seminars:* Study abroad, Harvard Summer School, and courses offered by other Harvard faculties may count toward secondary field credit with the usual requisite approval from the Head Tutor. Freshman seminars taught by department faculty may also count.
6. Some examples of common pathways are listed on the secondary fields website, along with a selection of courses students might take to gain advanced knowledge in the field. These are not exhaustive but represent what we believe are main areas of interest based on student feedback and past experience. (For lists of possible course options, please see the secondary fields website, www.secondaryfields.fas.harvard.edu/Sociology/program-index-soc.htm.)

ADVISING RESOURCES AND EXPECTATIONS

For more information please contact Professor Jason Kaufman, Head Tutor in Sociology (jkaufman@wjh.harvard.edu) or Assistant Head Tutor Dr. David Ager, (ager@wjh.harvard.edu).

Statistics

The Harvard Statistics Department has always had a strong methodological and applicational focus, and it has consequently attracted, to both its concentration and graduate programs, students with their primary focus in another discipline, such as psychology, economics, sociology, government, earth and planetary sciences, biology (both OEB and MCB). These students aim to gain a solid background in statistics so that they can apply it in their primary field or fields of interest.

REQUIREMENTS

6 half-courses

1. Statistics 110 and 111 are required and should be taken by the end of the junior year.
2. Four additional half-courses in statistics. Students may receive credit for only one course at the level of Statistics 100, namely Statistics 100/101/102/104. One mathematics course at the level of Mathematics 19a or above may be substituted for one of the six required statistics courses.
3. Mathematics preparation at the level of Mathematics 19a and 19b or above or equivalent (such as Mathematics 21a and 21b and Applied Math 21a and 21b) is required. Completion of the mathematics requirement by the end of sophomore year is strongly recommended.

OTHER INFORMATION

1. *Pass/Fail*: All courses must be letter graded and taken during the academic year.
2. *Summer School/Study Abroad*: Harvard Summer School courses do not count towards the requirements. Courses taken during study abroad do not normally count towards the secondary field requirements.
3. A minimum grade of C is required in all secondary field courses.

ADVISING RESOURCES AND EXPECTATIONS

Interested students should contact the Co-Head Tutors, Professors Rima Izem (izem@stat.harvard.edu) and David Harrington (david_harrington@harvard.edu), who will serve as advisers for the secondary field in Statistics. Students are urged to consult the Co-Head Tutors as early as possible to discuss their plan of study.

Visual and Environmental Studies

The principal educational goal of the department of Visual and Environmental Studies is to provide students in a liberal arts college with an opportunity to gain an understanding of visual quality and expression through both study and practice. The aim is to achieve an understanding of the structure and meaning of the visual arts and culture through practical and theoretical explorations of media such as drawing, film, painting, performance, photography, printmaking, sculpture, sound, video and writing. In addition to offering a regular concentration in these areas, the department also offers students the opportunity to explore VES as a secondary field. Specifically, the secondary field offerings reflect the department's diversity by providing students with four distinct areas of focus. In each area a total of six courses are required; however, each area has its own set of requirements and students may choose only one area when filing for a secondary field.

REQUIREMENTS

6 half-courses

Environmental Studies

Environmental Studies designates multi-disciplinary analysis of two- and three-dimensional spatial contexts altered or created by people. Examples range from the very large scale (theaters of warfare, rural regions, continental coastal zones) to mid-scale (cities, suburbs, resort islands, wheat ranches) to small-scale (neighborhoods, parks, yards, film sets) to micro media, and virtual reality, including the non-manifest imagination.

1. Students choosing this secondary field option should ordinarily enroll first in VES 107.
2. Possible courses include VES 107, 160, 166 and 167; VES 182, 184, and 185; ENG-SCI 6 and 103.
3. In addition, courses taken at the GSD as well as other relevant courses taken at the college may be acceptable.
4. Please consult Professor John Stilgoe (617-495-1949) for other possible courses to fulfill a secondary field in environmental studies.

Film/Video

Visual and Environmental Studies offers a secondary field in film/video production. Courses in film, video and animation may be arranged in any combination to maximize each student's interests. This field is imagined to be of particular value as a complement to disciplines that include the study of culture—such as anthropology or area studies—where the moving image can be used as a tool for observation and research.

1. Four VES courses in film or video making.
2. Two courses in the history or theory of the moving image.

Film Studies

Visual and Environmental Studies offers a secondary field in film studies for students wishing to explore the history and aesthetics of moving image media in conjunction with other disciplines in the arts and humanities.

1. Literature and Arts B-11: The Art of Film. (Please note: Only one Core class may count toward a secondary field and the Core. Literature and Arts B-11 is a required course for a film studies secondary field.)
2. VES 71: Silent Cinema or VES 72: Sound Cinema.
3. One course in film theory.
4. Three additional courses in film studies chosen from an approved list.

Courses in film theory and other approved film studies courses may be obtained from the Director of Undergraduate Studies in Film Studies and on the Film Studies web site: www.fas.harvard.edu/~filmstud/.

Studio

1. Four studio courses (of the student's choosing) in drawing, mixed media, painting, photography, printmaking, sculpture, and video/installation art. Studio courses in film making and video can also count.
2. Two lectures or seminars in art history or theory, ordinarily offered by the Department of Visual and Environmental Studies. Art history or theory courses offered in the Department of History of Art and Architecture may also be counted.

OTHER INFORMATION

1. *Limited Enrollment Courses:* Courses in the studio arts and film/video production are, of necessity, small and intensive, and priority is given to concentrators. Additionally, some courses in environmental studies also have an enrollment limit. Students wishing to pursue any of these areas as a secondary field are welcome to apply to limited-enrollment classes but will not be given preferential access to them.
2. *Pass/Fail:* All secondary field courses must be taken for a letter grade with the exception of a Freshman Seminar given by a VES faculty member. There is no minimum grade for counting courses for the secondary field.
3. *Summer School/Study Abroad:* Harvard Summer School and study abroad courses taught by department faculty may count towards the secondary field. Students may petition the department to count, at most, one related study abroad or summer school course taught by non-department faculty by submitting a Course Requirement Substitution Form, available in the department office or on the department's website www.ves.fas.harvard.edu. Approval occurs after the course is completed and the syllabus and work are reviewed by the Director of Undergraduate Studies. It is therefore advisable to check with the Director of Undergraduate Studies before making plans.
4. Up to one related cross-listed course may count toward the secondary field.
5. Students can see sample secondary field courses of study on the VES department website: www.ves.fas.harvard.edu.

ADVISING RESOURCES AND EXPECTATIONS

In addition to informational meetings at the start of each term, to which all students are invited, advising is done by regular faculty as well as the Director of Undergraduate Studies, Robb Moss (robbmoss@fas.harvard.edu); Manager of Academic Programs, Michael Lawrence (mlawrenc@fas.harvard.edu); and for those students focusing on Film Studies, Director of Undergraduate Studies for Film Studies, Professor JD Connor (jdconnor@fas.harvard.edu).

Students are not required to notify the department if they are doing a secondary field; however, to be added to the department's mailing list, to receive information about courses and events in the department, and to receive information about special advising hours, students should attend one of the information sessions or inform the program using the secondary fields web tool.

Studies of Women, Gender and Sexuality

The secondary field in Studies of Women, Gender and Sexuality (WGS) allows students to pursue an interest in studies of women, gender and sexuality outside of their work for their concentrations. The required foundational course grounds students in the history, theory, and methodology of gender and sexuality studies. The flexibility of the four remaining course requirements allows students to sample from the rich course offerings in WGS while developing core areas of interest.

REQUIREMENTS **5 half-courses**

1. One of the following: WGS 1000, 1200, 1210, or 1300 (formerly WGS 1000, 1001, 1003 and 1002, respectively).
2. Four other courses drawn from the WGS course offerings.

OTHER INFORMATION

1. Students may petition to have one course from another department count toward the secondary field. Petition forms are available in the WGS office.
2. *Freshman Seminars/Study Abroad/Summer School*: Students may petition to have a Freshman Seminar or a course from study abroad, Harvard Summer School, or other Harvard Faculty count for the secondary field. If the Freshman Seminar or the summer school course is taught by a faculty member with an appointment in WGS, the course would count as a “WGS course.” If the course is not taught by a WGS faculty member, it would count as the student’s one non-WGS course; other courses would need to be drawn from WGS course offerings.
3. *Pass/Fail*: No more than one course may be taken Pass/Fail or SAT/UNS. There is no grade minimum (as long as it is a passing grade) for the courses taken for secondary field credit.
4. *Limited Enrollment Courses*: Students pursuing a secondary field in WGS will receive preferential access to limited enrollment courses. Concentrators will be admitted first, but secondary field students will be the next preferred group.

ADVISING RESOURCES AND EXPECTATIONS

Students who are considering a secondary field in Studies of Women, Gender and Sexuality should meet with the Acting Director of Studies, Karen Flood (617-495-1964, kflood@fas.harvard.edu), or the Assistant Director of Studies, Linda Schlossberg (617-496-9853, schloss@fas.harvard.edu), as soon as possible. Students should also notify the program using the secondary fields web tool in order to receive preferential access to limited-enrollment courses. Secondary field students are required to have an advising meeting with the Director of Studies or the Assistant Director of Studies by the end of their junior year to discuss their plans of study.

CHAPTER 5:
GENERAL REGULATIONS AND
STANDARDS OF CONDUCT



Yard pathways as seen from University Hall (Harvard News Office)

CONDUCT WITHIN THE COMMUNITY

A fundamental goal of the College is to foster an environment in which its members may live and work productively together, making use of the rich resources of the University, in individual and collective pursuit of academic excellence, extracurricular accomplishment, and personal challenge. In the words of the Resolution on Rights and Responsibilities adopted by the Faculty of Arts and Sciences on April 14, 1970, "By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change."

For this goal to be achieved, the community must be a tolerant and supportive one, characterized by civility and consideration for others. Therefore the standards and expectations of this community are high, as much so in the quality of interpersonal relationships as they are in academic performance.

The rules and regulations affecting undergraduates have been established by the Faculty of Arts and Sciences. Students are expected to be familiar with those regulations covered in this handbook that apply to them. The rules of Harvard College provide a framework within which all students are free to pursue their work, under the safest and most equitable conditions the College can create. These rules, then, serve as the guidelines forming the protection of each individual's well being. Whenever violations of the rules occur, the College will treat them as matters of serious concern because they disrupt the individual lives of students, and the shared life of this community.

It is the expectation of the College that all students, whether or not they are on campus or are currently enrolled as degree candidates, will behave in a mature and responsible manner. This expectation for mature and responsible conduct also encompasses accountability for one's own well-being, including responsible decision making regarding physical and mental health. Further the College expects every student to be familiar with the regulations governing membership in the Harvard community, set forth in the pages that follow. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified here. The College takes all these diverse principles very seriously; together they create a foundation for the responsible, respectful society that Harvard seeks to foster among its students, faculty, and staff.

Careful note should be taken that the University is not, and cannot be considered as, a protector or sanctuary from the existing laws of the city, state, or federal government.

Discrimination

Any form of discrimination based on race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to course requirements is contrary to the principles and policies of Harvard University. The College has developed procedures for responding to incidents of discrimination that undergraduates may experience. These procedures are described below.

Complaints of Discrimination

An undergraduate who feels that he or she has been subjected to discrimination as described above should first seek a resolution of the problem through the Allston Burr Resident Dean or Resident Dean of Freshmen. These officers may consult with others in the College and the Faculty of Arts and Sciences, including, for example the Office of the Dean of Harvard College, or the Director of the Accessible Education Office, depending on the nature of the concern.

If the matter cannot be resolved satisfactorily by informal methods, more formal routes are available. The student may lodge a complaint with the Office of the Dean of Harvard College or with the designated Assistant Dean. Depending on the circumstances, and in consultation with

the student making the complaint, that officer may request that the Dean of Harvard College appoint a special committee to resolve the problem or may refer it to the appropriate agency or office of Harvard College or of the Faculty of Arts and Sciences for resolution. Such agencies include, among others, the Administrative Board, the Faculty Council, and the Dean of the Faculty.

If the matter cannot be resolved satisfactorily through ordinary channels, either the student or the Dean of Harvard College may refer it to the Dean of the Faculty for final resolution. The Dean of the Faculty holds authority over all departments, committees, commissions, and councils within the Faculty of Arts and Sciences. The disposition of the Dean of the Faculty will be final.

A student who believes that he or she has been subjected to illegal discrimination ordinarily should exhaust institutional routes for complaints before seeking legal redress under public law.

So that inquiries and complaints may be addressed to the appropriate office, the College maintains a list of individuals to whom questions and complaints may be addressed. The list is available in House Offices, the Freshman Dean's Office, and the Office of the Dean of Harvard College. Ordinarily, students will want to direct their initial inquiries to their Allston Burr Resident Dean or Resident Dean of Freshmen.

Harassment

Recognizing that harassment on the basis of sex, race, sexual orientation, or gender identity constitutes unacceptable behavior, the Faculty of Arts and Sciences and, in particular, the Faculty Council have issued a number of documents setting forth the position of the College on these matters, as well as the procedures that are available to students who believe that they have been the object of such harassment.

It is important to note here that speech not specifically directed against individuals in a harassing way may be protected by traditional safeguards of free speech, even though the comments may cause considerable discomfort or concern to others in the community. The College still takes such incidents seriously and will try, when appropriate, to mediate and help students involved to resolve or deal with the situations in an informal way. On the other hand, any use of electronic mail or the telephone to deliver obscene or harassing messages will be treated as a serious matter and ordinarily will result in disciplinary action by the College (see also "Electronic Communication" on page 404 and "Obscene or Harassing Telephone Calls" on page 431).

Faculty Policy Statements on Harassment

Sexual Harassment

The statement of policy by the Faculty Council affirms:

The Faculty of Arts and Sciences seeks to maintain a learning and work environment free from sexual harassment. Sexual harassment is a barrier to the educational, scholarly, and research purposes of the University. The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact or verbal comments or suggestions, which adversely affects the working or learning environment of an individual. The Faculty of Arts and

Sciences has formal complaint procedures for sexual harassment involving abuse of authority or for the sexual harassment of students by other students.

Any member of the FAS community who believes that he or she has been sexually harassed is encouraged to bring the matter to the attention of an appropriate officer of the Faculty.*

* The full text of this statement and a letter from the Dean of the Faculty issued April 1983 discussing professional and unprofessional behavior on the part of officers of the Faculty toward students are available from the designated Assistant Dean of the College, University Hall, First Floor. See also the Faculty's policy on sexual assault and other sexual misconduct on page 395.

Racial Harassment

Harvard College seeks to maintain an instructional and work environment free from racial harassment. The College defines racial harassment as actions on the part of an individual or group that demean or abuse another individual or group because of racial or ethnic background. Such actions may include, but are not restricted to, using racial epithets, making racially derogatory remarks, and using racial stereotypes. Any member of the College community who believes that he or she has been harassed on account of race is encouraged to bring the matter to the attention of his or her Resident Dean of Freshmen, Allston Burr Resident Dean, or the designated race relations adviser in their House or Freshman Yard.

The College's investigation and adjudication process is designed to be careful and fair. No person will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The rights of any person against whom a complaint is lodged will be protected during the investigation.

Harassment Based on Sexual Orientation

The general policy of the Faculty of Arts and Sciences with respect to harassment on the basis of sexual orientation has been most fully expressed in a statement issued by the Faculty Council in May 1981. That statement, which is available in its entirety from House Offices, the Freshman Dean's Office, and the designated Assistant Dean of the College, refers directly to the Resolution on Rights and Responsibilities (included below) and points out that:

...the Faculty voted specifically that it "regards as implicit in the language of the Resolution on Rights and Responsibilities that intense personal harassment of such a character as to amount to grave disrespect for the dignity of others be regarded as an unacceptable violation of the personal rights upon which the University is based."... The Faculty Council has been informed of a number of incidents and circumstances that make it clear that these principles of respect and toleration have not been honored. Gay students have been subject to harassment that can only be seen as evidence of intolerance by other members of our community. The Faculty Council condemns these incidents and wishes to stress its determination that gay students be accorded the respect and protection granted all other members of the University. The Faculty Council... call[s] upon Masters and Resident Deans as well as Deans and other officers of administration to be alert to the need or opportunity to... assist students who

report incidents of harassment or discrimination... Complaints can and should be vigorously investigated by the appropriate agencies, including the Administrative Boards, the Committee on Rights and Responsibilities, the Commission of Inquiry, and individual officers of administration.

Advising Resources and Procedures for Resolution

The College encourages undergraduates who believe that they have been the object of harassment due to race, ethnic group, sexual orientation, or gender identity to seek the assistance of the Resident Dean of Freshmen, Allston Burr Resident Dean, or House Master. In addition, in cases of sexual harassment students may also turn to the designated Assistant Dean of the College, who also serves as Hearing Officer for formal complaints of sexual harassment, or to the House or Yard Designated Tutors/Proctors for Sexual Assault/Sexual Harassment for advice and support. In cases of racial or ethnic harassment, the House or Yard Designated Tutors/Proctors for Race Relations are available for counsel, as is the designated Racial Harassment Hearing Officer in the Office of the Dean of Harvard College. In cases of harassment based on sexual orientation, designated House or Yard Tutors/Proctors and the designated Assistant Dean are available for advice and guidance.

Students may find mediation through University counseling services helpful in some cases of harassing behavior among peers. Formal complaints of harassment against students are referred to the Administrative Board of Harvard College, the Administrative Board of the Graduate School of Arts and Sciences, or the Student-Faculty Judicial Board, as appropriate.

The College's investigation and adjudication process is designed to be careful and fair. No person will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The rights of any person against whom a complaint is lodged will be protected during the investigation.

Informal Resolution: Advice, Counseling, Mediation

A student may consult any adviser or administrator as described above in order to obtain help in clarifying and resolving a situation of perceived harassment. Throughout the advising process, information will ordinarily be held in confidence by the adviser unless the aggrieved individual agrees that a third party may be informed.

Some reported incidents of harassment involve stereotyping or insensitive or offensive behavior which is the result of miscommunication or lack of communication rather than malicious intent. Calling the matter to the attention of the person or group engaged in such behavior is often enough to bring a stop to it. A person seeking resolution with the help of an adviser may ask the adviser to intervene in order to make the offender aware of his or her behavior. This intervention may result in an apology to the offended person, changes in behavior, and closure of the incident, thus providing the desired resolution. In cases of sexual harassment where an instructional relationship exists between the parties, changing that relationship may also be helpful. On the other hand, if the offensive behavior continues, intervention may be only the beginning of a longer, more complex process of mediation, negotiation, and remedy.

Throughout the process of informal resolution there will be regular communication between the adviser and the person making the inquiry. In addition, the offended person will receive support for handling the emotional or other effects of the incident or inquiry. The College strongly encourages those with questions or concerns to bring them to the attention of an appropriate adviser.

Formal Complaint

Either initially or after having sought an informal resolution, a student who believes that he or she has been the object of harassment may bring a formal complaint. As noted above, formal complaints of harassment against students are referred to the Administrative Board of Harvard College, the Administrative Board of the Graduate School of Arts and Sciences, or the Student-Faculty Judicial Board, as appropriate. Formal complaints of harassment against faculty or staff are handled according to the process described below. In such a situation, the designated Racial Harassment or Sexual Harassment Hearing Officer can provide advice and assistance to the complainant, both in presenting the case and, where appropriate, by referring him or her to other helpful sources of advice and counsel.

Individuals who wish to file a complaint should contact the Racial Harassment Hearing Officer in the Office of the Dean of Harvard College, the Sexual Harassment Hearing Officer (the Assistant Dean of the College), or their Resident Dean of Freshmen or Allston Burr Resident Dean. Merely discussing a complaint with one of the officers does not commit one to making a formal charge. However, the matter may be pursued by one of the officers of the Faculty if the behavior is determined to be a community matter.

Formal procedures are initiated by filing a written and signed complaint that may be shown to the accused person. The Hearing Officer will consult with the complainant and with the person named in the complaint in order to ascertain the facts and views of both parties. The Hearing Officer or the Dean of the Faculty of Arts and Sciences may at any point dismiss a complaint if it is found to be clearly without merit. If such an action is taken, the complainant and the accused will be informed of the factors leading to this decision. If, however, the evidence appears to support the complaint, the Hearing Officer will conduct an inquiry and prepare a report, in confidence, for submission to the Dean, summarizing the relevant evidence. A draft of the report will be shown to the complainant, to the respondent, and to the Dean, in order to give them the opportunity to respond before the final report is made. The final report summarizing the findings will be sent to the complainant, the respondent, and the Dean. Both the complainant and the respondent will have the opportunity to comment on the report in a written statement to the Dean.

Upon consideration of the final report, the Dean of the Faculty may take whatever action is warranted or ask the investigative officer to discuss the matter further and to submit a supplementary report. Final action by the Dean completes the procedure in the Faculty of Arts and Sciences.

Faculty Resolutions

On April 14, 1970, the Faculty of Arts and Sciences approved the Resolution on Rights and Responsibilities, printed below in its entirety (members of the community should also be aware of the Faculty's Free Speech Guidelines, available at www.fas.harvard.edu/~secfas/).

Resolution on Rights and Responsibilities

The central functions of an academic community are learning, teaching, research and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within the community must be compatible with these qualities.

The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. The University must affirm, assure and protect the rights of its members to organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in orderly fashion, advocate, and publicize opinion by print, sign, and voice.

The University places special emphasis, as well, upon certain values which are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based.

Furthermore, although the administrative processes and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of the property of the University or of its members must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers are expected to consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University. Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

No violation of the rights of members of the University, nor any failure to meet responsibilities, should be interpreted as justifying any violation of the rights of members of the University. All members of the community—students and officers alike—should uphold the rights and responsibilities expressed in this Resolution if the University is to be characterized by mutual respect and trust.

Interpretation

It is implicit in the language of the Statement on Rights and Responsibilities that intense personal harassment of such a character as to amount to grave disrespect for the dignity of others be regarded as an unacceptable violation of the personal rights on which the University is based.

Commission of Inquiry

Any student, faculty member, or administrative officer who has a complaint or an inquiry may address it to the Commission of Inquiry, c/o Secretary of the Faculty of Arts and Sciences, University Hall, Ground Floor (617-495-4780). The Commission will redirect the complaint or query to the appropriate agency of the Faculty of Arts and Sciences. When such an agency does not exist, the Commission itself will attempt to aid in resolving the matter. Occasionally, the Commission is instrumental in establishing a new agency for handling recurrent issues. Although the Commission has no power to make rulings, it can play an advocacy role in pressing for the resolution of issues.

Ordinarily, the Commission reports to the community on the matters which come before it, and in doing so, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

STANDARDS OF CONDUCT IN THE HARVARD COMMUNITY

Physical Violence

Harvard College strives to maintain a safe and secure environment for all members of the community and thus does not tolerate physical violence used by or against the members of the community. Students are expected to avoid all physical conflicts, confrontations, and altercations unless their own safety or that of another is at extreme jeopardy. Failure to do so will ordinarily result in disciplinary action, including but not limited to requirement to withdraw from the College (see also “Sexual Assault and Other Sexual Misconduct” below).

Honesty

The College expects that all students will be honest and forthcoming in their dealings with the members of this community. Further, the College expects that students will answer truthfully questions put to them by a properly identified officer of the University. Failure to do so ordinarily will result in disciplinary action, including but not limited to requirement to withdraw from the College.

All students are required to respect private and public ownership; instances of theft, misappropriation, or unauthorized use of or damage to property or materials not one’s own will ordinarily result in disciplinary action, including requirement to withdraw from the College.

Sexual Assault and Other Sexual Misconduct

In May 1993, the Faculty of Arts and Sciences adopted a policy on sexual assault and misconduct. That policy is printed here, in its entirety. In addition, copies are available from the Assistant Dean of Harvard College, from the House Offices and the Freshman Dean’s Office, from the Office of Sexual Assault Prevention and Response, and from the Sexual Assault and Sexual Harassment (SASH) advisers in each House and Yard.

FAS Policy Statement on Rape, Sexual Assault, and Other Sexual Misconduct

Introduction

All members of the University community have a right to treatment with dignity and respect and to full participation in the community. These rights extend to classrooms, workplaces, and residences. They include the right to bodily safety and integrity. In recognition of these rights, the Faculty of Arts and Sciences is committed to creating and maintaining an environment at Harvard in which all individuals—faculty, staff, and students—are treated with dignity and feel safe and secure in their persons. These principles are fundamental to the attainment of a community devoted to teaching, learning, and research.

In accordance with these principles, the Faculty of Arts and Sciences will not tolerate sexual misconduct including rape and other forms of sexual assault, whether affecting a man or a woman, perpetrated by an acquaintance or a stranger, by someone of the same sex or someone of the opposite sex. Such behavior is unacceptable in our community. A student who commits rape, sexual assault, or other sexual misconduct is subject to severe penalties under the rules of the Faculty of Arts and Sciences. Rape and sexual assault are serious crimes under the laws of the Commonwealth of Massachusetts and the individuals responsible for such acts are subject to prosecution and legal penalties.

Application

This policy and its related disciplinary procedure apply when an allegation of sexual misconduct is made against a student at Harvard College. Within the Faculty of Arts and Sciences, different reporting and disciplinary procedures apply when the individual alleged to have committed an act of sexual misconduct is a graduate student, or member of the faculty or staff.

Sexual Misconduct

For the purposes of this policy, sexual misconduct is to be understood as encompassing the following behaviors:

- Rape includes any act of sexual intercourse that takes place against a person's will or that is accompanied by physical coercion or the threat of bodily injury. Unwillingness may be expressed verbally or physically. Rape may also include intercourse with a person who is incapable of expressing unwillingness or is prevented from resisting, as a result of conditions including, but not limited to, those caused by the intake of alcohol or drugs. Rape includes not only unwilling or forced vaginal intercourse, but also the sexual penetration of any bodily orifice with a body part or other object.
- Indecent assault and battery involves any unwanted touching or fondling of a sexual nature that is accompanied by physical force or threat of bodily injury.
- Sexual misconduct may also include other serious or persistent unwanted sexual contact or conduct, such as harassment, threats, or intimidation.

Being intoxicated does not diminish a student's responsibility in perpetrating rape, sexual assault, or other sexual misconduct.

Remedies

Rape and indecent assault and battery are felonies in the Commonwealth of Massachusetts and any student who believes that she or he has suffered a rape or indecent assault and battery is strongly encouraged to report the incident to the HUPD immediately (617-495-1212). Once the incident is documented, the victim can then pursue legal remedies or may also choose to initiate disciplinary or remedial action for sexual misconduct, including rape and indecent assault and battery, through Harvard College in accordance with the procedures for adjudicating peer disputes, as established by the Faculty of Arts and Sciences. Disciplinary or remedial action under those procedures may be pursued whether or not a complainant chooses to prosecute the case. Counseling and consultations regarding emotional, legal, and administrative concerns are available to those students who wish to pursue either College or legal processes, or both.

Harvard and the local community provide many resources to support, advise, and assist victims of rape and sexual assault. All of the following resources have had training to deal effectively with sexual assault. In addition to HUPD and HUHS, Harvard College has administrative officers and counselors available to help. Some resources are as follows:

Harvard Resources

Office of Sexual Assault Prevention and Response (OSAPR)

Holyoke Center

617-495-9100, 24 hours

Harvard University Police Department (HUPD)

Sensitive Crimes Unit

617-495-1796, 8 am–4 pm. After these hours, HUPD, 617-495-1212

HUHS Medical After-Hours service

(nights and weekends)

Holyoke Center

617-495-5711

HUHS Mental Health Service

Holyoke Center

617-495-2042

Bureau of Study Counsel

5 Linden Street

617-495-2581

RESPONSE

(peer counseling for sexual assault, 8 pm–7 am)

Lowell House Basement E-013

617-495-9600

Amanda Sonis Glynn

(to discuss options for pursuing a sexual harassment complaint through informal and formal discipline)

Phillips Brooks house 303

617-496-8622

Community Resources

Beth Israel Hospital Emergency Room (West Campus)
 (for medical evidence collection within 5 days of a sexual assault)
 Clinical Center, Pilgrim Road, Boston
 617-754-2400

Beth Israel Deaconess Medical Center Rape Intervention Program
 617-667-8141

Boston Area Rape Crisis Center Hotline
 99 Bishop Allen Drive (Central Square) Cambridge
 617-492-RAPE or 617-492-7273

Cambridge Police Department
 (to make a police report)
 Sexual Assault Unit
 617-349-3371

Cambridge Hospital Victims of Violence counseling program
 Central Street Health Clinic, Somerville
 617-591-6360

If a student chooses not to take advantage of these resources, HUPD and the College encourage any student who has been sexually assaulted to identify a trusted friend, family member, counselor, or other source of support to help deal with the emotional trauma he or she may experience, and know that at any time, there are additional resources available. Ideally, a good source of support will allow a survivor of sexual assault or rape to make decisions and take control over the choices they make after the assault.

Complaints of sexual misconduct may be filed with the College according to the procedures of the Administrative Board as outlined on page 408 and in the *Administrative Board Guide for Students*. For additional information about University support and resources for sexual violence, see page 444.

Drugs and Alcohol

Harvard expects its students and employees to maintain an environment that is safe and healthy. The unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activity are violations of University rules as well as the law. Possession, use, or distribution of certain non-prescription drugs, including marijuana, amphetamines, heroin, cocaine, and non-prescription synthetics; procurement or distribution of alcohol by anyone under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of the law and of Harvard policy. The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs or to serve or consume alcohol. Additionally, the misuse of prescription drugs (sharing, buying, or using in a manner different than prescribed) is a violation of University policy.

Health Concerns

The use of illicit drugs and the misuse of alcohol or prescription drugs are potentially harmful to health. In particular, synthetically-produced drugs often have unpredictable emotional and physical side effects that constitute an extreme health hazard. Students should also weigh the seriousness of potential loss of function that may come from ingesting illicit drugs or too much alcohol. Because of the considerable hazards involved in drug and alcohol use, administrative, medical, and psychiatric help for students having alcohol or other drug problems are available on a confidential basis from the Office of Alcohol & Other Drug Services and other departments within Harvard University Health Services, as well from Allston Burr Resident Deans or Resident Deans of Freshmen, and other officers of the University. Any member of the University may make use of the Health Services on an emergency basis, day and night.

Referrals for Consultation/Treatment Regarding Alcohol and/or Other Drug Abuse

The following procedures outline the process for obtaining consultation for a Harvard College student whose known or suspected alcohol or drug use is affecting his or her ability to function effectively as a student and/or as a member of the Harvard community. Referrals may be made by a Resident Dean (Resident Dean of Freshman or Allston Burr Resident Dean) based on incidents in the Yard or Houses or as a result of Administrative Board action. Consultations with Alcohol & Other Drug Services (AODS) are not intended to take the place of routine advising conversations between Resident Deans and students. Rather, they provide an opportunity for structured intervention, particularly for those students who may not view their substance use or related negative consequences as problematic. The procedures and resources outlined below are focused upon the health and safety of the student. They are not a substitute for disciplinary action.

Grounds for Referral

Any of the following conditions may lead a Resident Dean or the Administrative Board to refer a student for a consultation with AODS about his or her known or suspected alcohol or drug use:

- a. a medical complication resulting from alcohol or drug use (e.g., aspiration, traumatic accident, alcohol poisoning, seizure, blackout, overdose, infection from intravenous use);
- b. repeated incidents related to alcohol or drug use that require medical intervention;
- c. a serious behavioral or disciplinary problem related to alcohol or drug use;
- d. disruption in the residential community or academic environment related to alcohol or drug use;
- e. academic difficulties or other problems in functioning related to misuse of alcohol or drugs; or
- f. repeated minor infraction of rules regarding alcohol or drug use.

Referral Letter

The Resident Dean makes the referral for an initial consultation in writing to the student with a copy to the Director of AODS and a copy for the student's file. The referral letter frames the referral as a consultation regarding the student's alcohol or drug use, rather than as treatment or counseling. The referral letter clearly communicates to the student that s/he is expected to schedule an appointment with the Director of AODS within a specified time of receiving the letter (two weeks is recommended) and is to comply with all of the Director's recommendations. It is also made clear in the referral letter that, should the student choose to decline the referral, the Resident Dean and senior officers of the House and the College will assess, on the basis

of available information, whether it is appropriate for the student to continue in residence and remain enrolled in the College.

Initial AODS Consultation

The Director of AODS will consult with the student individually about his/her substance use/abuse and may then direct the student to one or more interventions. Interventions include, but are not limited to, alcohol education (Talking about low-Risk Alcohol Consumption [TRAC II], Alcohol EDU for Sanctions, etc.), an individual substance abuse assessment with an on-campus mental health professional (Brief Alcohol Screening & Intervention for College Students [BASICS]), or an ongoing support group (New Directions), offered by the Bureau of Study Counsel (BSC) and Mental Health Services. The nature of the initial AODS consultation may vary, depending upon the nature of the substance use pattern and the circumstances surrounding the referral. The consultation is intended to determine the best course of action in addressing the substance use issue on an individual basis. It should also be noted that support is available from HUHS with or without a referral – students can also come on their own.

Monitoring Student Compliance

At the initial consultation meeting, the Director of AODS will inform the student that a College officer (typically, the student's Resident Dean) will be notified whether the student attended and participated in the initial consultation and what further action, if any, is recommended. The same process is invoked for subsequent interventions such as TRAC II or individual substance abuse assessments—student attendance and recommendations for further treatment/intervention are communicated to the Resident Dean. Authorized release forms are used as necessary.

It is the responsibility of the Resident Dean, in consultation with the Director of AODS and other senior College officials, to follow up with the student upon notification of a student's failure to comply with the recommended assessment, intervention, or treatment.

Illegal Acts

Careful note should be taken that the University should not be considered a protector or sanctuary from the existing laws of the city, state, or federal government. Massachusetts law prohibits the sale, delivery, or furnishing of alcohol to persons under the age of 21. In addition, a social host may under certain circumstances be held liable for injuries caused by a guest who, having consumed alcohol on the host's premises, does harm to himself or herself or to a third party. If the guest is a minor (i.e., under 21) and the host knew or reasonably should have known that he or she was furnishing alcohol to a minor, the host will be held responsible for injuries or damage to the minor or to third parties caused by the minor's alcohol-influenced actions. Further, even if the guest was not a minor, a social host will be liable for injuries to third parties if the host knew or should have known that the guest was intoxicated, but nevertheless gave him or her, or permitted him or her to take, an alcoholic drink.

Students are reminded that there are heavy penalties, including imprisonment, for possession or distribution of illicit drugs and for selling or delivering alcohol to, or procuring alcohol for, anyone under 21. There are also serious penalties for anyone under the age of 21 who purchases, attempts to purchase, or arranges to procure alcoholic beverages or to misrepresent his or her age or falsify his or her identification with the intent of purchasing alcohol, as well as for anyone, regardless of age, who operates a motor vehicle under the influence of alcohol or drugs, or with an open container of alcohol. In addition, the City of Cambridge prohibits consumption of alcohol on public property or on property open to the public.

Disciplinary Action

The University requires all students to become familiar with the information on drugs and alcohol distributed at registration each year. In addition, the General Counsel to the University has prepared a pamphlet on drug and alcohol laws that is available in the offices of the Allston Burr Resident Deans, the Dean of Freshmen, and the Dean of Harvard College. When cases involving drugs and alcohol come to the attention of the College, it may take disciplinary action, including requirement to withdraw. However, the College has adopted an “amnesty policy,” as follows: students may bring an intoxicated or drug-impaired friend to University Health Services or to a hospital, or seek assistance from College residential life staff or HUPD, and by doing this, neither they nor the friend will face disciplinary action from the College for having used or provided alcohol or drugs.

Officers of the College may initially respond to the use of illicit drugs, underage possession or consumption of alcohol, serving alcohol to underage individuals, and overconsumption of alcohol with a warning and/or referral to the Office of Alcohol & Other Drug Services. A pattern of behavior in violation of these rules will lead to warning by the House Master or Dean of Freshmen, admonition by the Administrative Board, probation, or requirement to withdraw. The Administrative Board will take serious action, ordinarily probation or requirement to withdraw, in any case involving the possession in quantity or the sale or distribution of drugs, or when cases of drug and alcohol use involve danger to individuals or to the community at large. The Administrative Board will also take action in cases in which a student falsifies his or her identification with the intent of obtaining alcohol.

In addition, where serious harm, or the potential for serious harm, has come to any person as a result of consumption of alcohol or drugs at an event held, sponsored, organized or supported by a student group, whether or not such group is officially recognized by the College (either on campus or off campus), and the individual or individuals directly responsible are not identified, the host or hosts of the event will be held personally responsible. If the hosts are also not identified, the officers of the organization may be held personally responsible. In considering such cases, the Administrative Board will apply the amnesty policy described above, and also may consider as mitigating factors with respect to possible disciplinary action the efforts made by the hosts or officers to prevent the harmful or potentially harmful situation, as well as their cooperation with the College’s investigation of the situation.

Student Business Activity

Harvard permits undergraduates to undertake modest levels of business activities on campus. Students may be required to move businesses entirely off-campus should they disrupt residential life, compromise the educational environment, or jeopardize the nonprofit status of the University or any exemption of its income or property from federal, state or local taxation.

A “business activity” is any activity carried on by a student that is intended to or does generate revenue or trade, whether or not for profit, and is not an individual employment or independent contractor relationship.

Compliance with the following general restrictions, mentioned elsewhere in the *Handbook*, also apply to student business enterprises. Use of the Harvard name or logo in conjunction with a business enterprise is prohibited (page 531). All regulations concerning safety and the use of rooms must be observed (page 435). The compilation or redistribution of information from University directories (printed or electronic) is forbidden (page 403). Use of library resources for commercial purposes is prohibited (page 479). General regulations concerning use of computers and networks must be observed (page 402). Excessive data traffic on Harvard’s computer network is not allowed.

In addition, care must be taken to avoid excessive use of University resources, misuse of University facilities and information provided primarily for Harvard's teaching and research missions, and activities that might jeopardize the tax-exempt status of the University or its property. Students must establish a means of communication with customers separate from those provided by the University for educational purposes. No student may list his or her dormitory address, campus mailing address or telephone number, Harvard email or Internet address, or Harvard website in conjunction with any business enterprise, or in any way suggest that Harvard endorses or sponsors the business. Harvard reserves the right to restrict or control student business use of its resources, facilities, academic product, copyrighted materials, and institutional data.

Student businesses are considered outside vendors by the College and must follow the *Handbook* rules concerning solicitation on campus (page 530). Sales activities are permitted only with permission and at the discretion of the office granting permission (e.g. the Director of Student Employment or the Office of the Dean). Distribution of materials on campus must be conducted through Harvard Student Agencies (www.harvardstudentagencies.com/distribution/). Student businesses are not allowed to poster or door drop on campus.

Other areas of concern, which could cause the College to prohibit the student business, include:

- Excessive use of Harvard's paper mail system.
- Activity by a student as a corporate agent or commercial solicitor for a business.
- Other activities that compromise the educational collegiality of the Harvard community by coloring with a profit motive the day-to-day interactions among students, faculty, and other College officers.
- Excessive foot traffic or movement of goods into or out of University buildings.
- Activities that interfere with roommates' rights to use common spaces for their own residential purposes.
- Commitment of time and effort to a commercial activity to an extent that compromises a student's academic or personal well-being.

Student businesses may be required to seek approval in advance for operations that directly impact University offices, operations, facilities, or resources.

Other Regulations

- Any student in possession of stolen goods is subject to disciplinary action.
- Students may not bring into the University or use or transport any radioactive materials within its property without authorization of the University's Department of Environmental Health and Safety.
- Use of the names and insignia of Harvard College and Harvard University or any of its units by any student is permitted only as spelled out in the University Policy on the Use of the Harvard Names and Insignia (available on-line at www.provost.edu/useofname/policy.html). In particular, reference to "Harvard," "Harvard College," or "Harvard University," or suggestions of affiliation with the College or University in connection with any organization, publication, activity, or third party is allowable only with advance permission of the Dean of Harvard College or the Provost (page 531).
- A student who commits an offense against law and order during a public disturbance or demonstration or who disregards the instructions of a proctor or other University officer at such a time is subject to disciplinary action and may be required to withdraw.
- Students are requested not to engage on College property in any games that might annoy others, cause damage, or injure passersby.

- Bicycles, roller blades, and skateboards may not be ridden in Harvard Yard or on sidewalks or other walkways and may not be parked on or adjacent to ramps providing access to the disabled. Moreover, violation of any Motor Vehicle Registration and Parking Regulations (see page 454) can lead to disciplinary action.
- No student shall be connected with any advertising medium (including the press, the Internet, or other public forum) or publication that makes use of the name of Harvard or Radcliffe or implies without permission of the University, through its title or otherwise, a connection with the University.
- No firm, agency, organization, or individual shall solicit in a University dormitory at any time, for any purpose. Exceptions to this rule may be granted only by the Committee on College Life.
- Distribution of printed matter in College buildings must be approved by the Office of the Dean of Harvard College, University Hall, First Floor (see page 530).
- Any student who fails to pay his or her University bills by the prescribed date will be deprived of the privileges of the University and not allowed to graduate.

Regulations Concerning the Use of University Resources

Membership in the University affords students access to a wide array of resources including among others one of the world's greatest libraries, extensive computing and network facilities, laboratories, and works of art and architecture of immeasurable value. Access to these resources makes time at Harvard a special privilege, and students have both rights and responsibilities regarding their use. To safeguard the integrity of such resources, the University relies on its students to use them with care, appropriately, and as authorized; to respect the rights of others who also have access; and to observe the rules granting access to, and use of, those resources. Failure to abide by the rules governing their use ordinarily will result in disciplinary action.

Libraries and Library Books

The heart of the University is its library: the store of knowledge around which its functions are organized. The books in Harvard's libraries constitute some of its most valuable assets, and it is essential that all members of the community have reasonable access to them. A student who violates the use and lending policies of any library may be subject to disciplinary action. In particular, removal of a book from any library without authorization or the mutilation, defacement, or abuse of any library book or library resource will result in disciplinary action, ordinarily a requirement to withdraw from the College (see also "Responsibilities of Library Users" on page 479).

Use of Computers and Networks

Students who are provided access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. The University expects students to be careful, honest, responsible, and civil in the use of computers and networks. Those who use wide-area networks (such as the Internet) to communicate with individuals or to connect to computers at other institutions are expected to abide by the rules for the remote systems and networks as well as those for Harvard's systems.

Be advised that, in addition to violating College rules, certain computer misconduct is prohibited by federal and state law and is, therefore, subject to criminal and civil penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database; falsely obtaining electronic services or data without payment of required charges; intentionally intercepting electronic communications; and obtaining, altering or destroying others' electronic information. Similarly, serious legal penalties may result from the use of Harvard's computers

or network to violate copyright laws, as is possible with the use of peer-to-peer filesharing programs. Moreover, a student may be held responsible for misuse that occurs by allowing a third party access to the student's own computer, account, or network connection.

The basic rules for the appropriate use of computers and networks are outlined below. Other policies may be found at "Computer Rules and Responsibilities," on the FAS Computing Services website at www.fas.harvard.edu/computing/rules/. Students are expected to abide by these rules and policies and to consult an official of FAS Computer Services prior to any activity that would appear to threaten the security or performance of University computers and networks. Failure to do so may result in disciplinary action.

Use of Facilities

Computer and network facilities are provided to students primarily for their educational use. These facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft.

Students may not attempt to damage or to degrade the performance of Harvard's computers and networks and should not disrupt the work of other users. Students may not attempt to circumvent security systems, or to exploit or probe for security holes in any Harvard network or system, nor may students attempt any such activity against other systems accessed through Harvard's facilities. Execution or compilation of programs designed to breach system security is prohibited unless authorized in advance. Students assume personal responsibility for the use of their accounts. Consequently, students may not disclose their passwords or otherwise make Harvard's facilities available to unauthorized individuals (including family or friends). Moreover, the possession or collection of others' passwords, PINs, private digital certificates, or other secure identification information is prohibited. Use of Harvard's computers and networks for business-related purposes without authorization by the Harvard College Business Advisory Committee is prohibited.

Privacy of Information

Information stored on a computer system or sent electronically over a network is the property of the individual who created it. Examination, collection, or dissemination of that information without authorization from the owner is a violation of the owner's rights to control his or her own property. Systems administrators, however, may gain access to users' data or programs when it is necessary to maintain or prevent damage to systems or to ensure compliance with other University rules.

Computer systems and networks provide mechanisms for the protection of private information from examination. These mechanisms are necessarily imperfect and any attempt to circumvent them or to gain unauthorized access to private information (including both stored computer files and messages transmitted over a network) will be treated as a violation of privacy and will be cause for disciplinary action.

In general, information that the owner would reasonably regard as private must be treated as private by other users. Examples include the contents of electronic mail boxes, the private file storage areas of individual users, and information stored in other areas that are not public. That measures have not been taken to protect such information does *not* make it permissible for others to inspect it.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and electronic mail addresses), certain records of file names and executed commands, and information stored in public areas, are *not* private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of

the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action. The compilation or redistribution of information from University directories (printed or electronic) is forbidden. For further explanation and details, see “Computer Rules and Responsibilities” at www.fas.harvard.edu/computing/rules/.

Electronic Communication

Harvard neither sanctions nor censors individual expression of opinion on its systems. The same standards of behavior, however, are expected in the use of electronic mail as in the use of telephones and written and oral communication. Therefore, electronic mail, like telephone messages, must be neither obscene nor harassing (see “Harassment” on page 389 and “Obscene or Harassing Telephone Calls” on page 431). Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or “broadcast” indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. For example, email on a given topic that is sent to large numbers of recipients should in general be directed only to those who have indicated a willingness to receive such email.

Intellectual Property and Copyrighted Materials

Computer programs written as part of one’s academic work should be regarded as literary creations and subject to the same standards of misrepresentation as copied work (see “Plagiarism and Collaboration” on page 65). In addition, attempts to duplicate, use, or distribute software or other data without authorization by the owner is prohibited.

All Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. Federal copyright law prohibits the reproduction, distribution, public display or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies. In appropriate circumstances, Harvard will terminate the network access of users who are found to have repeatedly infringed the copyrights of others.

Information about the application of copyright law to peer-to-peer file sharing of music, movies and other copyrighted works is available at www.dmca.harvard.edu. Students with questions about copyright or this policy are invited to raise those questions with an appropriate dean, tutor or academic officer.

Harvard University Identification Cards

First-term students receive a temporary Harvard University Identification (HUID) card when they pick up their dorm room keys. All first-term students should have their photograph taken for the permanent HUID card at orientation. HUID cards are then distributed on Study Card Day, at which time temporary HUID cards must be surrendered. Continuing students receive their permanent HUID cards from their House Superintendent upon moving in.

HUID cards are the property of Harvard University and are intended for University purposes only. HUID cards are required for admission to most Harvard activities and facilities including libraries, museums, dining halls, athletic buildings, and student residences. Some facilities may also require a sticker for entry. The front of the card and the magnetic strip on the back, however, must be kept free from stickers.

Every student is responsible for his or her HUID card and the consequences of its misuse. HUID cards are not transferable; a student may not allow any other person to use his or her HUID card for any purpose. A student who alters or falsifies his or her HUID card or produces or distributes false identification cards of any kind is subject to disciplinary action. Lost cards should be reported immediately to Harvard University Identification and Data Services, Holyoke Center 953. There is a replacement fee of \$20 for the first and second losses; a fee of \$40 is charged for the third and subsequent losses.

Students must hand over their HUID card or otherwise identify themselves upon request to any properly identified officer of the University. Surrendered HUID cards will be transmitted immediately to the student's Resident Dean of Freshmen, Allston Burr Resident Dean, or other appropriate Dean.

Fire Regulations

Fire alarms, smoke detectors, and fire extinguisher systems have been placed throughout the University for the protection of those who live and work in Harvard's buildings. Misuse of these systems endangers both life and property and can lead to disciplinary action, including requirement to withdraw. For the same reason, violation of any of the fire safety or fire emergency regulations listed below must be considered a serious offense requiring serious disciplinary action.

- Any abuse of, or tampering with, fire alarm, smoke detector, or extinguisher systems is strictly forbidden. There is a fine, equal to the cost of replacement, for breaking the glass that covers the lock of a fire alarm. Similarly, there is a fine, equal to the cost of replacement, for any damage to a smoke detector.
- Emergency exit doors in the Houses or dormitories between adjoining suites may be opened by special arrangement with the Building Manager and only with written agreement of all occupants of both suites.
- Emergency exit doors must not be blocked on either side by furniture or obstructions of any kind.
- Fire escapes are intended only for use in a fire; any other uses are prohibited.
- Flammable and combustible liquids and flammable gases are not permitted in Houses or dormitories.
- Falsely pulling any alarm or maliciously setting off a smoke detector alarm is illegal and may be punishable by a fine of up to \$500 or imprisonment.
- Corridor and stairwell fire doors must be kept shut at all times.
- Use of fireplaces is prohibited.

Threats Involving Deadly Weapons, Explosives, Bombs, Chemical or Biological Agents, or Other Deadly Devices or Substances

The following provision of Massachusetts law concerning certain kinds of threats underscores why such behavior must be treated by the College as an actionable offense:

Whoever willfully communicates or causes to be communicated, either directly or indirectly, orally, in writing, by mail, by use of a telephone or telecommunication device including, but not limited to, electronic mail, Internet communications and facsimile communications, through an electronic communication device or by any other means, a threat... that a firearm, rifle, shotgun, machine gun or assault weapon, as defined in section 121 of chapter 140, an explosive or incendiary device, a dangerous chemical or biological agent, a poison, a harmful radioactive substance or any other device, substance or item capable of causing death, serious bodily injury or substantial property damage, will be used at a place or location, or is present or will be present at a place or location, whether or not the same is in fact used or present.... shall be punished by imprisonment in the state prison for not more than 20 years or imprisonment in the house of correction for not more than 2 1/2 years, or by fine of not more than \$10,000, or by both such fine and imprisonment.

Whoever willfully communicates or causes to be communicated such a threat thereby causing either the evacuation or serious disruption of a school, school related event,

school transportation, or a dwelling, building, place of assembly, facility or public transport, or an aircraft, ship or common carrier, or willfully communicates or causes serious public inconvenience or alarm, shall be punished by imprisonment in the state prison for not less than 3 years nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 2 1/2 years, or by fine of not less than \$1,000 nor more than \$50,000, or by both such fine and imprisonment.

[Massachusetts General Laws, c. 269 § 14(b)-(c)]

Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons

Possession and/or use on University property of firearms or other dangerous weapons (as defined below), or ammunition, explosives, combustible fuels, firecrackers, and potential ingredients thereof is forbidden by University policy. It also may constitute a violation of Massachusetts law:

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.

[Massachusetts General Laws, c. 269 § 10(j)]

Under Massachusetts law, the definition of dangerous weapons includes many items designed to do bodily injury:

... any stiletto, dagger or a device or case which enables a knife with a locking blade to be drawn at a locked position, any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade of over one and one-half inches, or a slung shot, blowgun, blackjack, metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends...

[Massachusetts General Laws, c. 269 § 10(b)]

Students should recognize that even when they are away from the University, Massachusetts law requires a permit or firearms identification card or compliance with other specialized rules (depending upon the type of weapon) for possession of any firearms. The definition of firearms is broad, and includes pistols or guns operated by air, carbon dioxide, or other gases. Carrying any firearm (even if unloaded) in violation of the law is punishable by imprisonment with a mandatory minimum sentence of one year, which cannot be suspended or reduced. [Massachusetts General Laws, c. 269 § 10(a)]. Students should consult the local police department in the city or town in which they reside if they intend to possess firearms on non-University property, in order to assure strict compliance with the applicable statutes.

Betting and Gambling

Students are advised that many gambling activities are illegal under Massachusetts law. The state may bring a criminal action requiring that the winner of a bet forfeit double the value of the winnings, and anyone who loses money “at cards, dice or other game” may recover the losses from the winner through civil action. Bookmaking is illegal: there are severe penalties, up to a fine of \$3,000 and three years in prison, for keeping, occupying, or being found in any place used “for registering bets, or buying or selling [betting] pools, upon the result of a trial contest of skill, speed, or endurance of man, beast, bird, or machine, or upon the result of a game, competition, political nomination, appointment or election.” Use of the telephone or mail for gambling activities is also illegal. Provisions of federal law also govern organized gambling activities. The Cambridge License Commission dictates that under no circumstances are casino nights, Las Vegas nights, or any other type of gambling allowed in the City of Cambridge.

Under NCAA Bylaws, a student athlete who is involved in betting or gambling activities relating to intercollegiate athletics risks loss of eligibility. Students participating in intercollegiate athletics are expected to be familiar with *The Student Athlete Handbook*, which is distributed by the Department of Athletics.

Hazing

Students are advised that Massachusetts law expressly prohibits any form of hazing in connection with initiation into a student organization. The law applies to all student groups, whether or not officially recognized, and to practices conducted both on and off campus. All such student groups (including not only groups officially recognized by the College but also final clubs, fraternities, sororities, and the like) must provide the Office of the Dean of Harvard College with contact information for all undergraduate officers by October 31, and must sign and return to the Office of the Dean of Harvard College the College’s non-hazing attestation form by December 15.

The term “hazing,” under Massachusetts law, means: “any conduct or method of initiation... which wilfully or recklessly endangers the physical or mental health of any student or other person.” The definition specifically includes “whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.” [Massachusetts General Laws, c. 269 § 17]

Hazing is a crime punishable by fine and/or imprisonment. The Administrative Board of the College will consider all reports of hazing in the normal course of this oversight, taking disciplinary action in appropriate cases, and will report confirmed incidents to appropriate law enforcement officials. Where serious harm, or the potential for serious harm, has come to any person as a result of hazing by members of a student group, whether or not such group is of-

ficially recognized by the College (either on campus or off campus), and the individual or individuals directly responsible are not identified, the host or hosts of the event or activity will be held personally responsible. If the hosts are also not identified, the officers of the organization will be held personally responsible. In considering such cases, the Administrative Board will apply the College's amnesty policy (set forth within the section on Drugs and Alcohol, subsection "Disciplinary Action,"), and also may consider as mitigating factors with respect to possible disciplinary action the efforts made by the hosts or officers to prevent the harmful or potentially harmful situation, as well as their cooperation with the College's investigation of the situation. A memorandum detailing the specifics of this law is available in the Office of the Dean of Harvard College (617-495-1558).

The failure to report hazing also is illegal, under Massachusetts law:

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

[Massachusetts General Laws, c. 269 § 18]

THE ADMINISTRATIVE BOARD OF HARVARD COLLEGE AND THE STUDENT-FACULTY JUDICIAL BOARD

Two Boards exist to hear the cases or requests of Harvard undergraduates.

- The Administrative Board reviews all undergraduate records, hears all undergraduate petitions for exceptions to the administrative rules of the College, and handles any undergraduate disciplinary case for which there is governing faculty legislation and/or for which there is precedent for interpreting and applying the rules and standards of conduct of the College.
- The Student-Faculty Judicial Board handles only disciplinary cases for which there is no clear governing precedent, policy, or Faculty legislation; for which the procedures of the Administrative Board are inappropriate; or the disposition of which will have profound effects on the community in general.

The following is a brief introduction to these Boards. For a more detailed description, students may consult with their Resident Dean of Freshmen, Allston Burr Resident Dean, or refer to the booklet, *The Administrative Board Guide for Students*, which is available from the Resident Dean of Freshmen or Allston Burr Resident Dean or from the Secretary of the Administrative Board, University Hall, First Floor.

The Administrative Board of Harvard College

The Administrative Board was established by the Faculty of Arts and Sciences in 1890. The Board's authority to handle the routine College administrative and disciplinary matters derives directly from the Faculty. All meetings and discussions of the Administrative Board are confidential.

Over its history the Administrative Board has developed procedures and practices to guide its work and decisions. These practices include various opportunities and options to assist students in their transactions with the Board. Among others, these include: a student's option to appeal (see page 411); the opportunity to meet personally with the Board in some disciplinary cases; the option to have present during a personal appearance at the Board a qualified adviser in

addition to one's Resident Dean of Freshmen or Allston Burr Resident Dean; the ability to take up very routine matters with the Registrar or House and Freshman Dean's offices. The Board also adopted the 1992 Student-Faculty Date Rape Task Force's recommendations to allow the student bringing the complaint as well as the student complained against to appear before the Board (or a subcommittee of the Board) and to tell the student bringing the complaint the decision reached by the Board.

It is the policy of the Faculty that while evaluation of academic work is entirely in the hands of the instructor, questions of academic honesty are adjudicated by the Administrative Board. Students have a right to expect that grading will not be used as punishment for alleged academic dishonesty that has not been confirmed by the Administrative Board. Students may ask the Board, through their Resident Dean, to investigate and resolve informal allegations of academic dishonesty that have not been brought to the Board's attention by a faculty member.

Members of the Administrative Board

By design, the members and permanent guests of the Board occupy positions well-suited to understand a student's petition in light of the College's standards and rules. Thus, they include both teaching members of the Faculty and several senior administrators. However, the Allston Burr Resident Deans and the Resident Deans for Freshmen make up the majority of the regular participants of the Administrative Board and together provide students with a direct link to the Board. Students may consult with their Allston Burr Resident Deans or Resident Deans for Freshmen about any concerns they have. In addition to academic questions, such as choice of concentration or changes in programs, students frequently raise questions of a more personal nature with their Allston Burr Resident Deans and Resident Deans for Freshmen.

Administrative Board Petitions and Cases

The Administrative Board acts on different types of petitions and cases, categorized as routine and special petitions, disciplinary cases, and academic review. Students may refer to the *Guide for Students* for more information on the number of petitions and cases, category by category, considered by the Board in 2006-2007.

The Board may delegate certain petitions to an Executive Committee of the Board for action. Such petitions involve a well-established response by the Board. When the circumstances of a petition are clearly understood, this committee can consider and respond to it promptly, freeing the full Board to focus on the more complicated disciplinary and academic cases. Granting makeup examinations for medical reasons and granting leaves of absence from the College are examples of petitions which may be referred to the Executive Committee of the Board.

The full Board or its appointed subcommittee hears all *disciplinary* and *academic review* cases. Violation of the alcohol rules, disruptive conduct, academic dishonesty, and sexual harassment are typical of the disciplinary cases it handles. After the close of each term, the Board reviews all unsatisfactory academic records and determines what action, if any, should be taken.

Procedures of the Administrative Board

The Administrative Board decides its cases and petitions according to well-established standards and the specific rules and policies established by the Faculty, taking into account the Board's understanding of the student's particular circumstances. All Board actions follow essentially the same procedures. Board actions begin ordinarily with a discussion between the student and the Resident Dean of Freshmen or Allston Burr Resident Dean. At that time the student and his or her adviser review the student's plans or situation and the various options available. Many matters can be resolved through the use of petitions. Some are so common that

the College has a standard form by which the student may request (and the Board may take) action; special petitions may require that the student submit a written statement, explaining the particular circumstances of the request.

Disciplinary cases also begin with a conversation between the student and Resident Dean of Freshmen or Allston Burr Resident Dean during which they discuss the incident, the relevant College rules or standards of conduct, and possible courses of action. Since the Board takes great care with disciplinary cases, the initial conversation may lead to several subsequent conversations. See the *Guide for Students*, available from the Freshman Dean's Office, the House Offices, or the office of the Secretary of the Administrative Board (University Hall, First Floor), for more information on Board procedures.

Once the student and Resident Dean of Freshmen or Allston Burr Resident Dean have a sound understanding and description of the incident, they present it to the Board as soon as possible. If it is likely that the Board will take formal disciplinary action, the student may choose to appear at the Board personally when the case is presented, and, if so, may choose to have another officer of the University with an appointment in the Faculty of Arts and Sciences attend as his or her personal adviser. Disciplinary cases in which the facts are in dispute or which require investigation may be referred, at the discretion of the Dean of Harvard College, to a subcommittee of the Administrative Board which may work with the assistance of a fact finder.

A complaint or allegation of wrongdoing against a Harvard undergraduate may be filed in writing with a Resident Dean of Freshmen, Allston Burr Resident Dean, or the Dean of Harvard College by a member of the Faculty or other officer of the University, or by a staff member or student. The College will decide whether to issue a charge and, if so, against whom and for what. Complaints must ordinarily be brought to the College in a timely manner. The Board typically cannot resolve peer dispute cases in which there is little evidence except the conflicting statements of the principals. Therefore, students are asked to provide as much information as possible to support their allegations. Based on that information and any other information obtained through investigation, the Board will decide whether to issue a charge. If a charge is issued, the investigation will continue further and the Board will decide the case. For further details, see *The Administrative Board Guide for Students*.

The Administrative Board may independently initiate a charge against a student, and usually does so when a student has been charged with a crime in a court of law. When court action is pending or in progress, the Administrative Board may delay or suspend its own review process, in recognition of the student's criminal defense interests.

Disciplinary cases are ordinarily considered by the Administrative Board as quickly as is reasonably possible, given the Board's schedule and the need to investigate matters carefully. (The Board does not meet during the summer months.) A disciplinary matter concerning a student on leave of absence will also be handled as quickly as possible, and no student on a leave of absence will be allowed to register until any pending disciplinary matter has been resolved. In the case of alleged serious criminal behavior, the College may place a student involuntarily on a leave of absence. Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Finally, when the Board reviews all unsatisfactory records at the end of each term and the Resident Deans for Freshmen and Allston Burr Resident Deans present each such record with a description of the factors leading to it, these presentations, too, are based on their conversations with the students and usually include supporting or explanatory information from the course instructors or the students' advisers.

In arriving at any decision, the Administrative Board pays close attention to the academic and personal growth of the students, both as individuals and as members of a residential academic community. Just as the Board depends heavily on the knowledgeable participation of

the Allston Burr Resident Deans and Resident Deans for Freshmen, the Board itself may be the single most important resource available to the Allston Burr Resident Deans and Resident Deans for Freshmen who routinely assist students with academic and residential matters.

A student may ask that any decision of the Administrative Board be reconsidered when there is additional or new relevant information available. A student has the option to appeal some disciplinary decisions of the Administrative Board in the Faculty Council. Information on this process may be obtained from the student's Allston Burr Resident Dean, Resident Dean of Freshmen, the Secretary of the Administrative Board (University Hall, First Floor), or the Secretary of the Faculty (University Hall, Ground Floor). The process is described in *The Administrative Board Guide for Students*.

Actions of the Administrative Board

It should be noted that a student is considered in good standing when he or she is not on probation and has not been required to withdraw, dismissed, or expelled from the College for either academic or disciplinary reasons. Warnings and admonitions do not affect a student's good standing.

In *disciplinary cases*, if the Board determines that wrongdoing occurred, it may take the following actions:

1. *Warn or Admonish*: a reprimand to a student whose behavior violates the rules or standards of conduct of the community. A warning becomes part of the student's official record, but is not considered a formal disciplinary action.
2. *Disciplinary Probation*: a strong warning to a student whose conduct gives serious cause for concern. Probation is a formal disciplinary action of the College and becomes part of the student's official record.

During the period of time (to be specified by the Board) that a student is on probation, any further instance of misconduct will cause the Board seriously to consider requiring the student to withdraw from the College. A student on probation must be especially conscientious about his or her behavior and responsibilities. If the offense is related to participation in extracurricular activity, the Board may at its discretion restrict such participation; in cases in which management of time appears to contribute to the problem, the Board may require that the student obtain the Board's permission for participation in each individual activity. The Board may also attach additional requirements to probation. It is the Board's hope that the structure imposed by probation will help the student amend his or her conduct so as to meet the standards of this community. Failure to do so is a grave matter, ordinarily leading to further disciplinary action, including requirement to withdraw. A student placed on disciplinary probation is ordinarily relieved of probation at the end of a set period of time (specified by the Board in its decision), if he or she has maintained satisfactory conduct.

A student on probation may not receive a degree until she or he has been relieved of probation by the Administrative Board.

3. *Requirement to Withdraw for Disciplinary Reasons*: action taken in serious disciplinary cases indicating that the student's behavior is unacceptable in this community. Requirement to withdraw is a formal disciplinary action of the College and becomes part of the student's official record. Requirement to withdraw ordinarily is effective immediately upon vote of the Administrative Board.

For students who have been required to withdraw, the rules regarding financial aid and financial obligations (room rent, board, etc.) are the same as for undergraduates who go on leave of absence. This information is contained on page 462. Students who are required to

withdraw from the University are not entitled to an identification card until they have been officially readmitted (see also “Harvard University Identification Cards” on page 404).

A student who is required to withdraw for disciplinary reasons is not in good standing until readmitted, and may not participate in any academic exercises or extracurricular activities. A student may not receive a degree until he or she has been readmitted to good standing in the College. In order to be readmitted, the student ordinarily must have been away from the College for at least one but ordinarily two or more full terms and must have shown an acceptable record of performance during a substantial period (at least six consecutive months) of regular employment. Employment must be full-time, paid, supervised and evaluated, and not in a business owned or controlled by the student’s family. Without exception, students who have been required to withdraw must petition the Board to be readmitted to the College, and the Board’s decision will depend on its judgment of the student’s readiness to rejoin the College community (see also “Readmission after Requirement to Withdraw for Disciplinary or Academic Reasons” on page 414). *A student who has twice been required to withdraw from the College will ordinarily not be readmitted. No student who for disciplinary reasons has been required to withdraw for the second and final time or dismissed from Harvard College may ordinarily enroll in the Harvard Summer School or in the Extension School.*

4. *Dismissal*: action taken in serious disciplinary cases whereby a student’s connection with the University is ended by vote of the Faculty of Arts and Sciences. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be dismissed.) Dismissal does not necessarily preclude a student’s return, but readmission is granted rarely and only by vote of the Faculty. A dismissed student is not in good standing until readmitted.
5. *Expulsion*: the most extreme disciplinary action possible. It signifies that the student is no longer welcome in the community. Expulsion must be voted by the Faculty of Arts and Sciences. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be expelled.) A student who is expelled can never be readmitted and restored to good standing.

In cases of *academic review* the Administrative Board can take any of the following actions:

1. *Academic Probation*: a serious warning to a student whose academic performance for the term is unsatisfactory. Academic probation is a formal action of the Administrative Board and becomes part of the student’s official record.

During the time that a student is on academic probation, any further instance of unsatisfactory academic progress will cause the Administrative Board to give serious consideration to requiring the student to withdraw from the College, ordinarily for two terms. A student on probation must attend all classes and be especially conscientious about all academic responsibilities. If the unsatisfactory academic record is related to participation in extracurricular activity, the Administrative Board may at its discretion restrict participation; in cases in which management of time appears to be the problem, the Administrative Board may require the student to obtain the Board’s permission for participation in each individual extracurricular activity. The Board may also attach additional requirements to probation. It is the hope of the Administrative Board that the structure imposed by probation will help the student resume satisfactory progress toward the degree. Failure of the student to do so is a grave matter and will ordinarily result in requirement to withdraw.

A student placed on probation for academic reasons is relieved of probation at the end of the next completed term if the record is satisfactory (including the passing of at least three

courses). A student on probation may not receive a degree until she or he has been relieved of probation by the Administrative Board.

2. *Requirement to Withdraw for Academic Reasons*: action that may be taken in the following circumstances reflecting the Board's judgment that the record indicates that the student should be given time to reassess his or her academic goals and plans:
 - in the case of a student who has failed to have a satisfactory record for two consecutive terms;
 - at any return of grades in the case of any student, whether or not previously on probation, whose record fails to meet the minimum requirements (see also "Minimum Requirements" on page 64);
 - in the case of serious neglect of work followed by an unsatisfactory record in any term, even though the student has met the minimum requirements.

Requirement to withdraw for academic reasons is a formal action of the College and becomes part of the student's official record.

Students who have been required to withdraw for academic reasons should consult closely with their Resident Dean of Freshmen or Allston Burr Resident Dean regarding financial aid and financial obligations (room rent, board, etc.) which vary in certain respects from the obligations for undergraduates who go on leave of absence or who are required to withdraw for disciplinary reasons. Students who are required to withdraw from the University are not entitled to an identification card until they have officially been readmitted (see also "Harvard University Identification Cards" on page 404).

A student who is required to withdraw for academic reasons is not in good standing, and may not participate in any academic exercises or extracurricular activities. A student may not receive a degree until he or she has been readmitted to good standing in the College. At the end of the period of withdrawal, the student may be readmitted on (academic) probation, and relieved of probation at the end of that term provided the record is satisfactory (including the passing of at least three courses). In order to be readmitted, the student ordinarily must have been away from the College for at least one but ordinarily two or more full terms and must have shown an acceptable record of performance during a substantial period (at least six consecutive months) of full-time paid employment. Employment must be full-time, paid, supervised and evaluated, and not in a business owned or controlled by the student's family.

Without exception, students who have been required to withdraw must petition the Board to be readmitted to the College, and the Board's decision will depend on its judgment of the student's readiness to rejoin the College community (see also "Readmission after Requirement to Withdraw for Disciplinary or Academic Reasons" on page 414). *A student who has twice been required to withdraw from the College will ordinarily not be readmitted.* Although "Exclusion from a Course" (see page 65) is an action the Board will have taken prior to academic review, such evidence of neglect of work resulting in a failing grade weighs heavily in the Board's consideration of and response to unsatisfactory records.

3. Should a first unsatisfactory record result from especially compelling and well-documented extenuating circumstances, the Board could decide to *Take No Action* and *warn* a student about his or her academic record instead of placing him or her on academic probation. However, an unsatisfactory record remains so regardless of the action taken by the Board. Therefore all students who have an unsatisfactory record must take care to ensure that they earn all satisfactory grades during their next term in the College.

Administrative Board Actions and Letters of Recommendation

The Administrative Board has adopted the following policy with regard to recommendations for students that are provided on behalf of Harvard College.

1. Allston Burr Resident Deans, Resident Deans for Freshmen, and those acting on their behalf will answer honestly and fully all questions asked of them on admissions and fellowship applications.
2. Allston Burr Resident Deans, Resident Deans for Freshmen, and those acting on their behalf will advise students of their responsibility to answer honestly and fully all questions asked on admissions and fellowship applications.
3. Any requirement to withdraw for academic reasons must always be mentioned in all recommendations for students provided on behalf of Harvard College.
4. Any requirement to withdraw or probation for disciplinary reasons must always be mentioned in all recommendations for students provided on behalf of Harvard College.
5. Allston Burr Resident Deans, Resident Deans for Freshmen, and those acting on their behalf will amend any letters of recommendation provided on behalf of Harvard College to reflect any change in a student's status that occurs while the student's application or candidacy is under active consideration.
6. Every recommendation mentioning one or more actions taken for disciplinary or academic reasons will state that doing so is mandated by College policy. The letters will place such actions in the context of the student's overall undergraduate experience at Harvard.
7. If a disciplinary matter is pending at the time a letter of recommendation is prepared, the letter will state that a disciplinary matter is pending, and that this is being reported as a matter of College policy.

Readmission after Requirement to Withdraw for Disciplinary or Academic Reasons

Students who have been required to withdraw will be readmitted only if they can present convincing evidence that they are likely to achieve good standing with respect to both their academic record and conduct if given a second opportunity to study at Harvard. In all such cases the student must petition the Administrative Board to be readmitted to the College, and the Board's decision will depend on its judgment of the student's readiness to resume his or her studies and to rejoin the College community.

Students required to withdraw should not assume that readmission is automatic. Rather, they must fulfill to the satisfaction of the Administrative Board the Faculty's and the Board's minimum requirements for readmission listed below, and they must also meet any special requirements set by the Administrative Board and described in the letter sent them by the Allston Burr Resident Dean or the Resident Dean of Freshmen when they were required to withdraw. Examples of such additional, special requirements are (1) a specified level of achievement in a session of the Harvard Summer School, and (2) more than two terms spent away from the College and the Harvard campus. In certain cases, a student may also be requested to consult with the University Health Services prior to return. The Administrative Board will not ordinarily approve the return of a student for the fall term whose experience in the Harvard Summer School in the previous summer has been unsuccessful or unsatisfactory. If a student is in any doubt as to the requirements for her or his readmission following a requirement to withdraw, it is the student's responsibility to contact the Allston Burr Resident Dean or Resident Dean of Freshmen for clarification.

Students request readmission through their Allston Burr Resident Deans or Resident Deans for Freshmen, who present the students' petitions to the Administrative Board. A petition for

readmission is not normally considered before December or May prior to the term for which readmission is sought, and the petition must ordinarily be filed at least eight weeks in advance of the beginning of the term for which the student seeks readmission. *Earlier deadlines for housing and financial aid applications will pertain even though petitions for readmission cannot be considered before December or May.*

Minimum general prerequisites for readmission are:

1. A specified period of time (at the very least, one full term) spent away from Harvard College and University property.
2. Both residence and employment away from the Harvard campus for the period of withdrawal prior to readmission unless other arrangements have been specially approved in advance by the Administrative Board.
3. An acceptable record of performance for a minimum of six months of continuous, regular, full-time paid employment at one non-academic job, with a suitable letter of recommendation from the employer or employment supervisor.
4. A satisfactory standard of conduct during the period since the student was required to withdraw.
5. Indication that the student has an understanding of the reasons for previous difficulties in the College, particularly those related to his or her requirement to withdraw.
6. Assurance that the student has adequate motivation for resuming academic work and an appropriate program of study in mind.

Note: Students who through their own decision or action of the Administrative Board have been away from College for five or more years must petition the Board for permission to register. Those planning to return to the College after an absence of five or more years will not ordinarily be eligible for scholarship aid from institutional sources. Petitions to return after an interval of five or more years must include evidence of financial resources necessary to meet all College expenses.

The Student-Faculty Judicial Board

In 1987, recognizing that there are some issues that the Administrative Board's standard procedures could not address appropriately, the Faculty established the Student-Faculty Judicial Board to hear those disciplinary cases for which there is no clear Faculty legislation or accepted precedent within this community for response. The Judicial Board hears only disciplinary cases and has no authority over administrative petitions or academic review. It uses the same range of sanctions employed by the Administrative Board. Students may get more information about the Judicial Board from the Resident Deans for Freshmen, the Allston Burr Resident Deans, or the Faculty of Arts and Sciences pamphlet, *Student-Faculty Judicial Board*, available from the Office of the Secretary of the Faculty, University Hall, Ground Floor.

Members of the Judicial Board

As with the Administrative Board, the membership of the Judicial Board reflects its mission: since decisions of this Board will become touchstones of community standards, the membership represents the community at large. Thus, the Judicial Board has twelve voting members—six faculty members and six students—who are chosen by lot according to guidelines ensuring the diversity and distribution of membership. In addition, the Dean of Harvard College and the Administrative Dean of the Graduate School of Arts and Sciences are *ex officio* nonvoting members. The names and FAS affiliations of Judicial Board members each year are avail-

able from the Secretary of the Administrative Board, University Hall, First Floor, or the Office of the Secretary of the Faculty, University Hall, Ground Floor North.

Admission Materials

Occasionally candidates for admission make inaccurate or incomplete statements or submit false materials in connection with their applications. In most cases, these misrepresentations or omissions are discovered during the admission process and the application is rejected. If a misrepresentation or omission is discovered after a student has registered, or registered and completed courses, the offer of admission ordinarily will be rescinded, the course credit and grades will be revoked, and the student will be required to leave the College. If discovery occurs after a degree has been awarded, the offer of admission ordinarily will be rescinded, and the course credit, grades, and degree will be revoked. Such cases may be referred to the Committee on Admissions and Financial Aid rather than to the Administrative Board of Harvard College.

CHAPTER 6:
LIFE IN THE HARVARD
COMMUNITY



An archway at Annenberg Hall (Justin Ide, Harvard News Office)

RESIDENTIAL LIFE
Office of Residential Life
University Hall First Floor South
Tel: (617-495-1942); Fax: (617-496-8268)
Mon.–Fri., 9 am–5 pm

The Office of Residential Life, in partnership with the Freshman Dean's Office and House system, aims to promote a living-learning community that supports the intellectual and effective growth of Harvard undergraduates. The office also provides housing forms and information about all undergraduate housing, and administers system-wide policies and procedures related to housing.

On-Campus Housing: The System and Assignments

All freshmen are assigned to dormitories by the Freshman Dean's Office during the summer months prior to their enrollment. They live in one of seventeen dormitories in or near Harvard Yard and take their meals in Annenberg Hall. The dormitories are divided into three areas, each headed by a Resident Dean. These Deans, each with a staff of two senior proctors and several resident proctors, oversee the academic progress and personal welfare of the students in their area. The Dean of Freshmen and his staff coordinate and monitor this system through the Freshman Dean's Office at 6 Prescott Street.

Each spring, current freshmen are assigned to one of the twelve residential Houses by a random lottery system. The features of the process are publicized well in advance of the lottery's administration by the Office of Residential Life, University Hall, First Floor South.

Resident upperclass students live in one of the twelve residential Houses. The House System is the product of the vision of Abbott Lawrence Lowell, president of Harvard from 1909 to 1933, and is based on the model of Oxford and Cambridge colleges. Each House accommodates 330-450 students and has a dining hall, common rooms, and facilities for academic, recreational, and cultural activities. House Masters are responsible for the overall management and well-being of the House community. As members of its Senior Common Room, each House also has an Allston Burr Resident Dean, faculty associates, tutors, and affiliates, some of whom reside in the House. Students with questions about the tutors' roles should consult the job descriptions in the House Offices. A program of seminars, social service activities, plays, concerts, lectures, and special dinners and parties is sponsored by each House. Houses also field a variety of sports teams that compete in an intramural program. In effect, each House forms a small academic and social community within the larger context of the College and University. A thirteenth House, Dudley House, serves non-resident students and also has graduate student members. A freshman who decides to move off-campus for their sophomore year will automatically be affiliated with Dudley House.

House affiliation and residence for intercollegiate transfer and exchange students are determined by a random lottery prior to the student's arrival. Visiting undergraduates are offered on-campus housing on a space-available basis.

Housing Policy

All freshmen are required to live on campus. Most upper class students also live in College housing; those who choose to live elsewhere must submit the Housing Contract Cancellation form.

All students living in College dormitories and Houses are required to purchase full-board contracts and be familiar with the undergraduate housing license contract. Please refer to “Housing Guidelines” on page 428, and the following information about applying for and cancelling housing:

1. At the beginning of their residence in the College, all students are required to sign a Housing Contract. This contract remains binding for all the terms a student is in residence, and is cancelled by graduation, or by the submission of a Housing Contract Cancellation form. It is renewed by the timely submission of a Returning Student Housing Application.
2. Students who are on leave of absence, required to withdraw, or studying abroad and intend to return to College Houses must notify the Office of Residential Life of their intention to return by filing a Returning Student Housing Application (which can be obtained from the House Offices or the Office of Residential Life) by the dates given below. A student who has filed an Application for Returning Students for one term and subsequently decides to return for the following term must submit a new Housing Cancellation Form and a *new* Returning Student Application.

Deadlines	Consequences of Failure to Notify
<p>October 25 - if student is returning for the spring term</p>	<p>Student will be housed on a space-available basis only, and ineligible to apply for an inter-house transfer or enter a housing lottery.</p>
<p>February 25 - if student is returning for the fall term</p>	

3. Students who while registered have lived off campus by choice and wish to return to their previous House of affiliation must submit a Returning Student Housing Application to the Office of Residential Life by the following dates:

<p>October 25 - for students wishing to return to resident status for the spring term</p> <p>February 25 - for students wishing to return to resident status for the fall term</p>
--

4. All students who decide not to live in College housing, whether or not they are currently registered and whether or not they have signed a Housing Contract, must inform the Office of Residential Life of their intent by filing a Housing Contract Cancellation form (available from the House Offices or the Office of Residential Life) by the dates given below. See “Students Who Move Off Campus” on page 426.

Deadlines	Cancellation Fee
June 11 - if not taking up residence for the fall term	Students who decide to leave College housing but remain registered and fail to notify the Office of Residential Life of their decision will ordinarily be charged a late cancellation fee of up to one-quarter of the term’s room rent (\$732). Students who give up College housing and do not remain registered will be charged one quarter of the term’s room rent (\$732) plus one-quarter of the Student Services fee (\$265) for a total cancellation fee of \$997
December 1 - if not taking up residence for the spring term	

5. A student may leave the House system and/or the College during the academic year to take a leave of absence or move off campus. A student’s financial obligations in the event of a leave or move off campus are detailed in the financial information schedule on page 457. See also “Room and Board Costs” on page 427.

Transferring Between Residential Houses

It is assumed that students will live for their three upperclass years in the House to which they are assigned during the Freshman Lottery.

Occasionally, however, students may seek to transfer to another residential House. Students who started the College as freshmen may transfer after completing two terms of residency in the House to which they were assigned. Inter-collegiate transfer students may transfer after completing one term of residency in the House to which they were assigned. Applications are made in the term prior to when the transfer would take place (e.g., students who want to transfer in the fall apply in the spring). See the Academic Calendar for dates.

Requests for inter-House transfer based on medical reasons are evaluated on an individual basis throughout the year. Petitions must first be directed to the Allston Burr Resident Dean, who consults with the Accessible Education Office or arranges an appointment with the appropriate doctor in the University Health Services and the Assistant Dean for Residential Life. Transfers between Houses for medical reasons are rare.

Students may transfer residence from the House to which they have been assigned only through the regular transfer process or by having a medical petition approved.

Housing Alternative: The Dudley Cooperative

The Dudley Cooperative provides undergraduates with an alternative to the residential houses. Students live in the two Cooperative Houses located on Massachusetts Avenue and Sacramento Street. The Dudley Co-ops are a small community of 32. Members pay a reduced room rent to the University and are responsible for the room rent until the end of the term even

if they decide to leave for other housing. Members also pay a reduced board fee. The selection, preparation, and quality of food are taken very seriously. Vegetarians are easily accommodated. Breakfasts, dinners, and weekend brunches are prepared communally; lunches are prepared individually. A number of additional chores are divided among Co-op members such as kitchen and living room cleaning and food buying. Each member of a Co-op spends an average of about six hours per week on these chores. Decisions about the running of the Co-op are made by all of the Co-op members, a practice which helps to foster a supportive and tolerant atmosphere. There are 29 student rooms, two tutor rooms, a large and well-equipped kitchen, and a living room. More information can be obtained from the Dudley House office.

Rooming Arrangements

The assignment of rooms and roommate groups for freshmen is made by the Freshman Dean's Office. Students are notified of these assignments in August. Questions regarding freshman room assignment should be directed to the Freshman Dean's Office.

Each House determines the procedure for room assignments for the upperclass students assigned to it. Sophomores beginning residence in a House receive room assignments after rooms are filled by seniors and juniors. Questions regarding room assignment for an upperclass student should be directed to the Assistant to the House Master/House Administrator of the appropriate House.

Changes in room assignment within a freshman dormitory or within a House must be approved by the appropriate staff. A student must notify his or her Resident Dean immediately of any change in address.

Harvard does not ordinarily permit coeducational rooming groups. Exceptions may be made by the Office of Residential Life, in consultation with the Houses, in certain circumstances, such as to accommodate transgender students, but only where the configuration of space ensures a large degree of privacy. To date, exceptions have been limited to those suites where bedroom door locks have been installed by the University, and where the bedroom occupants are of the same gender. All occupants must voluntarily agree to the arrangements. The Office of Residential Life, in consultation with the Houses, is free to deny such requests and to make changes as attrition occurs.

Harvard College does not offer undergraduate housing in the Houses or dorms to married undergraduates or undergraduates with families. However, students who are married or have children are eligible for Harvard-affiliated housing through Harvard Real Estate Services, located at 7 Holyoke Street.

Effect of Health Issues on Dormitory or House Residence

As a residential college, Harvard takes seriously its obligation to support the well-being of all its students. This charge involves not only meeting to the greatest degree possible the needs of students whose continued residence may require reasonable accommodations in physical space or other arrangements, but also safeguarding the right of all community members to be free from undue disruption in their academic and residential lives. In a residential college, an individual student's medical illness or behavioral difficulties affect not only the individual, but also may affect others in the community. How these issues may affect a student's enrollment is discussed elsewhere in this handbook (see "Involuntary Leave of Absence," page 76). The principles of consultation outlined here are based on the central importance of preserving suitable living arrangements for all residents, while recognizing that each situation is different, and that fundamental principles, rather than ironclad rules, must govern consultation and decision-making on residential life.

Responsibilities of Health and Counseling Services

Medical care and medical decision-making are the province of clinicians. Thus, in consultation with patients, clinicians recommend hospitalization, arrange procedures, prescribe medications, conduct psychological evaluations, and recommend and implement ongoing treatment. Harvard University Health Services (HUHS) preserves the rights to privacy and confidentiality of students under their care, communicating with others about students only with those students' knowledge and consent, except as noted elsewhere (see the section on "Confidentiality and Consent," page 500).

As student health and counseling services, HUHS also acts occasionally as consultants to the College, advising College officers about individual students' needs, ordinarily with students' full knowledge and consent. Two situations that routinely call for close coordination and consultation between HUHS and the College involve relief or accommodations for students with difficulties, and leave of absence considerations. A student with a medical illness or exhibiting disturbing behavior that affects functioning may need professional evaluation of the condition to determine the appropriateness of temporary or ongoing arrangements, relief or exception to academic requirements, or accommodations, until adequate functioning is restored. In response to a request from a student's Allston Burr Resident Dean or Resident Dean of Freshmen or the Accessible Education Office (AEO), HUHS clinicians may evaluate a student's condition and make recommendations to the College, without disclosing non-relevant information they may know independently about a student's medical or mental health condition.

College Responsibilities

The College, in consultation with the affected student, determines whether an injured or ill student, or a student exhibiting disturbing behavior, may continue in residence, and whether he or she may return to residence after a short or longer-term absence due to accident, illness, or behavioral disturbance. In situations where a student's medical illness or behavioral disturbance raises concerns about the feasibility and appropriateness of his or her residence in a dormitory or House, the College values the expert advice of HUHS or BSC clinicians and AEO in reaching its informed decision on the student's remaining in or returning to the College residence.

Questions about a student's residence (as opposed to enrollment) most often arise after a significant illness or injury that requires short or longer-term follow-up care, but may also be prompted by situations in which a student seriously disrupts others in the residential community, or requires sustained services or monitoring beyond the capacity of a college to provide or beyond the standard of care that can be expected of a college health service. Such situations include—but are not limited to—the following:

- any head injury;
- any injury or illness that affects vision, hearing, speech, memory, balance, physical mobility, or manual dexterity;
- any illness for which treatment includes medications not readily self-administered, or requiring special equipment for self-administration (IVs, for example);
- any physical or mental illness whose behavioral manifestations have significantly affected roommates or others in the community, or pose a threat to the individual or community safety as assessed by HUHS clinicians;
- any condition which requires frequent professional crisis intervention.

In such circumstances, students may not require hospitalization for clinical reasons, but the level of care and accommodation essential to their stabilization may exceed the physical resources or the appropriate staffing responsibilities of a residential college and/or the standard of care that a college health service can be expected to provide.

Procedure for Notice and Consultation

In such circumstances, and ordinarily with the student's permission, clinicians at HUHS or, if the student has been treated elsewhere, clinicians at other facilities or in private practice—will consult with the appropriate officers of the College. Depending on all of the relevant circumstances, such consultation may be initiated either by appropriate officers of the College or by clinicians at HUHS. Notice by HUHS that a student has been hospitalized or treated in an emergency department of an area hospital may prompt the College to begin a process of consultation, through which it will decide whether and under what circumstances the student may continue in or return to dormitory or House residence (see “Confidentiality and Consent,” page 500). The College may also independently decide that, based on its observations or other information it has about a student, it should initiate the process of consultation with HUHS clinicians, and ascertain whether that student has been hospitalized or treated by an emergency department. Consultation will be focused upon general information regarding concerns raised by the student's condition or behavior and requirements for continued care, in order to facilitate the College's decision about the student's capacity to maintain residence. Neither the student's medical nor mental health record will be available to officers of the College. College officers, who may consult with other affected students and responsible staff (only as necessary and in accordance with respect for the individual student's right to privacy), will then determine whether it is appropriate for the student to continue in or return to residence.

An important consideration in the College's decision whether a student may continue in or return to residence is the impact of the student's presence on the community. The College regards as unreasonable the expectation that roommates, suitemates, friends, or residential staff will take on health care responsibilities for other students. Therefore, the College will consider unacceptable any return-to-residence plan that requires other students to monitor a student's condition or provide care. In many circumstances, HUHS routinely makes Stillman Infirmary available to a student who has received hospital-level emergency care or who is being discharged from an area inpatient facility. This use of Stillman Infirmary is time limited and short term only, as a means to facilitate the student's rapid and appropriate transition back to residence. Stillman Infirmary cannot serve as a rehabilitation residence for students whose recovery will be protracted.

Any student may refuse to allow consultation between his or her clinician(s) and officers of the College, but a refusal to allow consultation will not prevent the College from meeting its obligation to reach a decision regarding a student's return to or continuation in residence. In some circumstances, the level of care recommended by clinicians may cause the College temporarily to change a student's place of residence or to deny residence, if in the judgment of College officers necessary and recommended care cannot appropriately be provided in a student residential setting or is beyond the capacity and purpose of the College to provide. HUHS may make the Stillman Infirmary available to students who are able to meet their academic obligations but are temporarily unable to reside in a dormitory or House.

Since appropriate residential accommodations and follow-up treatment take time to arrange, students who have been hospitalized should expect that consultation between clinicians and officers of the College will need to occur at least twenty-four hours prior to a student's anticipated return to residence. Both clinicians and College officers will make every effort to resolve questions promptly and, in case of disagreement, to discuss issues immediately and openly with the affected student. Ordinarily, consultation will occur between the student's attending clinician and the student's Allston Burr Resident Dean or Resident Dean of Freshmen. In the event of disagreement, the clinician, the Allston Burr Resident Dean or Resident Dean of Freshmen, or the student, may ask that the appropriate Chief of Service at HUHS, the House Master, the Dean of Freshmen, or another senior College official designated by the Dean of Harvard College be involved. While HUHS clinicians and officers of the College will endeavor to respect

the wishes of students regarding treatment recommendations and residential arrangements, the final determination about residence in Harvard housing will rest with the Dean of Harvard College.

Consultations and Interventions for Behavioral Disturbances Due to Alcohol or Drug Abuse and Psychological Disorders

The College's concern for students' well-being encompasses the preservation of a safe environment and the proactive provision of health resources. The College communicates to all students the availability of psychological, psychiatric, and medical resources at Harvard University Health Services (HUHS) for consultation, assessment, education, intervention, and possible ongoing treatment of behavioral disturbances arising from alcohol or drug abuse and psychological disorders. The College encourages students' voluntary use of these confidential resources; and proctors, tutors, and resident deans routinely refer students to them or remind students of their availability.

Hence, the College's response to students' misuse of alcohol or other drugs and to other manifestations of behavioral disturbances extends beyond response to violations of rules. In addition to disciplinary processes that address problematic behavior of the disruption of community life that often accompany or result from misuse of alcohol or other drugs and from psychological disorder, the College also promotes a climate and provides services for amelioration of these difficulties. As a result, students can, in collaboration with appropriate professionals, identify and address their patterns of substance abuse or psychological disorders that may place their own and others' health and well-being at significant risk.

Occasionally, a student with potentially significant problems in the use of alcohol, use of drugs, or behavioral manifestations of psychological disorder does not voluntarily seek help to ameliorate them. These problems often become apparent to residential staff, Harvard police, or other University officers in the form of significant disruption of life in the residential community, disturbance of personal relationships, or threats to the safety of individuals or of property. Alternatively, a student's behavioral problems resulting from substance use or psychological disorder may recur or persist over time, a situation that poses significant threat to his or her own health and well-being. In these and similar instances, a student's Allston Burr Resident Dean or Resident Dean of Freshmen may formally refer the student for evaluation of substance use or psychological disorder to Harvard University Health Services, ideally in consultation and cooperation with the student.

In the referral the Allston Burr Resident Dean or Resident Dean of Freshmen will communicate both to the student and to the clinician the basis of the College's concerns, and will make note of the referral in the student's file. Should the student choose to decline the referral, then the Allston Burr Resident Dean or Resident Dean of Freshmen and senior officers of the College will assess on the basis of available information whether it is appropriate for the student to continue in residence. For exceptional circumstances, the Dean of Harvard College may, if he deems it necessary and appropriate, place such a student on an involuntary leave of absence from the College.

Should a student accept the referral, he or she will meet with a HUHS clinician, who will assess the student's use of alcohol or other drugs or psychological disorder, and make recommendations of further services to the student on the basis of that assessment. With the student's knowledge, the clinician will inform the Allston Burr Resident Dean or Resident Dean of Freshmen of the fact of the meeting, but will disclose no other information unless the student's situation appears to pose an immediate threat to the student's own life or safety or to that of others, or unless the student requests that information be shared.

Should problems associated with substance use or psychological disorder persist after the student has met with a clinician for an assessment and has received follow-up recommendations, the student's Allston Burr Resident Dean or Resident Dean of Freshmen may mandate the student's participation in ongoing counseling or therapy. In this case, the Allston Burr Resident Dean or Resident Dean of Freshmen will make a formal written referral to HUHS for the prospect of ongoing counseling or therapy, and so inform the student. The referral will summarize the reasons for the College's concern and the requirement that the College be informed in the event that the student should fail to keep appointments, interrupt counseling against clinical advice, or otherwise undermine the therapeutic process. A student will receive a copy of the written referral, and a copy will remain in the student's file.

After receiving the referral, HUHS clinicians will determine the appropriate nature and venue of services for addressing the student's substance abuse or psychological disorder. These services may include individual counseling or therapy, medical evaluation by a primary care clinician, ongoing groups for students with substances abuse or behavioral disturbances, and/or other services available to students at HUHS. As with other clinical issues, in certain instances HUHS may deem it appropriate to make a referral of the student to an outside clinician or program. In the event that the student receives ongoing services from an outside resource, that clinician or program shall inform HUHS of the student's compliance with treatment. HUHS will then have the right to communicate this information to the referring Allston Burr Resident Dean or Resident Dean of Freshmen.

Should the student decline to participate in counseling, fail actively to engage in ongoing treatment, or continue to manifest behavioral disturbance, the College will assess whether the student may appropriately remain within the residential community and will reserve the right to terminate the student's residence, if appropriate. In this instance too, the Dean of Harvard College may, if he deems it necessary and appropriate, place such a student on an involuntary leave of absence from the College. A student placed on leave may request to return to the College when clinicians at HUHS are able to conclude, with the student's voluntary cooperation with their assessment, that the student may appropriately resume his or her participation in the College community.

Medical Clearance for Return to Residence

After a hospitalization or emergency room visit by one of its students, Harvard College will not permit that student to return to living on campus without making its own assessment of the suitability of the student returning to campus.

To better inform that assessment, Harvard University Health Services (HUHS) should be notified of any hospitalization or emergency department visit (617-495-5711). The Stillman Infirmary of HUHS is available 24 hours a day and 7 days a week to students who are temporarily unable to reside in a dormitory.

Reason for Policy

A student who is injured, ill, or exhibiting disturbing or disruptive behavior may require ongoing care. Serious alcohol- or drug-related problems, in particular, have the potential to disrupt dormitory life significantly and impair a student's ability to function academically and socially. Harvard College regards as unreasonable the expectation that roommates, suitemates, friends, or residential staff will take on health care responsibilities for other students.

Any student may, of course, refuse to allow consultation between his or her clinician(s) and Harvard College, but such a refusal will not prevent the College from making a decision regarding a student's return to residence.

Housing for Students Requiring Accommodation

Students for whom safety and proximity to essential locations—such as bathrooms, accessible entrances, transportation, and meals—are essential must make these needs known immediately following admission, or as soon as the need is clinically documented, so that proper housing arrangements can be facilitated. Students bringing medically-related equipment should so declare to ensure adequate electrical or other considerations. In some circumstances it may be advisable to visit rooms in advance to avoid incompatible arrangements.

Clinical documentation provided to AEO is always necessary to request housing assignments. Specific guidelines for such documentation may be obtained from the AEO website at www.aeo.fas.harvard.edu/. The University reserves the right to change a pre-existing housing assignment, even temporarily, if a disability-related life-safety concern exists.

Summer Occupancy of the Houses

Individual students may not reside in the Houses during the summer unless enrolled in programs conducted by the Summer School or another College-affiliated program.

Occupancy of the Houses During Winter Recess

Freshmen are not permitted to be in residence during the winter recess. The College discourages upperclassmen from staying in the Houses over the recess, but they may do so provided they have informed their House Building Manager of their plans. Security considerations in particular make it necessary to insist that this requirement be observed (see also “Maintenance and Energy Conservation” on page 432).

NONRESIDENTIAL LIFE

Nonresident Students

While Harvard College is predominantly residential, some students do not live in College housing. Married students are ordinarily nonresident. Nonresident students are held to the same standards of conduct required of students living in the Houses and dormitories. They are expected to behave in a mature and responsible manner, and that expectation extends to their academic performance no less than to their social behavior.

There are eight categories of nonresident students:

Commuters

Occasionally, Harvard admits to the freshman class a small number of students who are granted nonresident status at the time of admission. These students are advised in their freshman year by the Freshman Dean’s Office and participate in the activities and social programs of the Yard.

Students in this category may enter the Freshman Lottery for assignment to an upperclass residential House, provided they meet the Returning Student Housing Application deadline of February 25. They are otherwise affiliated with Dudley House in their second year.

Students Who Move Off Campus

All students desiring to move out of the College dormitories and Houses must submit a Housing Contract Cancellation form from their House Office or the Office of Residential Life (see “Room and Board Costs” on page 427).

All freshmen who complete the fall term must enter the Freshman Lottery to receive a House assignment before requesting approval to live off campus. Should they decide to live off campus in their sophomore year, they will automatically be affiliated with Dudley House.

Intercollegiate Transfer Students

Students transferring to Harvard from other colleges will be assigned affiliation with a residential House, though some elect to live off campus. Those students who elect to live off-campus will be affiliated with Dudley House. Students in this category may subsequently apply for on-campus housing, provided they meet the Returning Student Housing Application deadlines (see “Housing Policy” on page 419); such students will be assigned to one of the twelve residential Houses by a random lottery. Please note that requests for a specific House will not be guaranteed.

Visiting Undergraduate Students

Those students who are admitted to Harvard as visitors for a term or a year are admitted as nonresidents. Those who wish on-campus housing may submit an Application of Interest in Harvard College Housing to the Office of Residential Life (see “Housing Guidelines” on page 428). They will be housed on a space-available basis only.

Previously Resident Students Who Have Missed Deadlines

Students who miss the deadlines for submission of the Returning Student Housing Application are eligible for housing on campus on a space-available basis only.

House Affiliation

All Upperclass students who choose to live off-campus after having lived in their assigned residential House may apply for affiliation with Dudley House or may remain affiliated with their residential House.

Choice of affiliation must be indicated on the Move to Off-Campus form. Students who elect to live in the Dudley Co-op ordinarily are required to affiliate with Dudley House. Visiting undergraduates may become affiliated with either a residential House or Dudley House by paying the full Student Services fee.

Dudley House

Undergraduates living off campus may elect to be members of Dudley House, which also has graduate student members. This option has appealed to a number of students, including married students, upperclassmen returning from extended leaves of absence, and students who wish to be part of a fully non-residential community.

Students who elect membership in Dudley House are eligible for meal contracts in Dudley House and are included in all social and cultural activities sponsored by the House. They are “deaned” by the Allston Burr Resident Dean for Dudley House and are advised for purposes of fellowship and professional school application by Dudley House tutors.

ROOM AND BOARD COSTS

Room and board charges, as well as late cancellation fees for the current year, are listed in “Tuition and Fees” on page 458.

A student’s total financial obligation in the event of a leave of absence, requirement to withdraw, or move off campus, can be determined from the chart on page 462. In addition to the Reservation Fee, room and board charges are prorated and continue to the day a student leaves

College residence. During the academic year, cancellation of room and board charges is contingent upon submitting the proper paperwork to the Office of Residential Life. Students who move off campus during the academic year must submit the proper paperwork to their House Office; however, the complete Student Services fee continues to be assessed. For students who do not fall into one of the above categories (i.e., a leave of absence, requirement to withdraw, or move off campus) but who are absent from Cambridge for whatever reason, room and board charges continue to be assessed through the end of the term.

When a student moves into on-campus housing from off campus during the academic year, room rent and board charges will be assessed from the day the student takes up residence in the College. Full board charges are prorated to the day that the student moves on campus.

HOUSING GUIDELINES

Those Who Will Ordinarily Be Housed

1. Students currently registered in the College and living in a residential House or freshman dormitory who have signed a Housing Contract by the deadline.
2. Students on a leave of absence who have filed a Returning Student Housing Application (see “Housing Policy” on page 419).
3. Students currently registered in the College who by choice are living for at least one term off campus and who wish to return to their House of previous residence. A Returning Student Housing Application must be submitted to the Office of Residential Life by February 25 for fall term housing or October 25 for spring term housing.

Those Who Will Be Housed On a Space-Available Basis Only

Students may place their names on the space-available waiting list by contacting the Office of Residential Life. The order of priority listed below is recommended by the Office of Residential Life. Students in categories 1 through 3 below will be accommodated in their assigned residential House only. Visiting undergraduates (category 4) will be housed where space becomes available.

1.
 - a. Upperclass students who take leaves of absence during the spring term, who are planning to return for the following fall term, and who fail to notify the Office of Residential Life on, or before, February 25.
 - b. Upperclass students who take leaves of absence during the fall term, who are planning to return for the spring term and who fail to notify the Office of Residential Life on, or before, October 25.
2. Students whose leaves of absence have extended beyond two years and who have filed a Returning Student Housing Application by the appropriate deadline.
3.
 - a. Returning students who file a late Returning Student Housing Application or, if applicable, fail to submit a Housing Contract by the appropriate deadline.
 - b. Students who have lived on campus, have gone off campus and have missed the Returning Student Housing Application deadline for guaranteed housing in their House of previous residence and still wish to apply for that housing on a space-available basis.
4. Visiting undergraduate students.

Housing Contract

STUDENT HOUSING LICENSE
OFFICE OF RESIDENTIAL LIFE
 HARVARD COLLEGE

Licensee First Name:	Licensee Last Name:
HUID#:	Class Year:
Dorm:	Suite Assignment:

I, the undersigned Licensee, hereby accept from Harvard University a license to occupy, in accordance with and subject to the Harvard College *Handbook for Students*, other established rules and usages of the University, and the conditions set forth on this page, the living Quarters specified above **or any other Quarters to which I may be at any time assigned (the “Quarters”)**, to be occupied only by me and such other persons as are from time to time assigned to the Quarters. **I understand that this license is good for the entire time that I am in Residence at Harvard College.** For this license, I hereby agree to pay to the University an undergraduate room/student services fee as indicated in the Harvard College *Handbook for Students* for the academic year. And I hereby agree to be bound by and to comply with said regulations, rules, usages, and conditions.

I shall have no interest or estate in the land, but only a license to occupy the Quarters assigned to me. The right to occupy the Quarters shall terminate upon my ceasing for any reason to be a full-time registered undergraduate student pursuing a course of instruction at Harvard University, in which case the fee shall be prorated in accordance with the University’s policy then in effect.

LICENSEE SIGNATURE: _____ DATE: _____

CONDITIONS

One half of the fee shall be due with the first term bill for the fall term and one half of the fee shall be due with the first term bill for the spring term (unless Licensee uses another University approved payment plan). Licensee will be liable for the fee for an entire academic year, unless the University terminates the license. The University may cancel this license and reassign the Quarters if (before Study Card Day for upperclass students, before Registration for Freshmen) for the applicable term Licensee has not started or resumed his or her occupancy of if Licensee has been granted permission to live off-campus, in either of which case there may be a cancellation fee of up to one-quarter of the fee for the term.

The University reserves the right to terminate this license for any cause it deems reasonable (including without limitation when Licensee’s conduct jeopardizes his or her welfare or the welfare of the community), making an appropriate adjustment of the fee. The University may also reassign Licensee to other Quarters at any time.

The University shall be under no obligation to furnish heat for the Quarters during any academic vacation. If Licensee chooses to occupy and receives permission from the House Office or Freshman Dean’s Office to occupy the Quarters during any such vacation, then any temporary source of heat utilized by Licensee must be first inspected and approved by the University.

The University shall not be liable for any inconvenience, loss, or damage caused by insufficiency of heat or irregularity in the supply of electric current, or for the loss or theft of or damage to any property of Licensee or Licensee’s visitors, wherever situated. Each occupant of the Quarters is responsible for the care of University property in the Quarters, and the cost of loss or damage will be assessed to Licensee and student(s) judged by University officials to be responsible. All occupants of a suite or room may be held jointly responsible for any loss or damage to the suite or room. Licensee also shares with other residents joint responsibility for the common areas of the suite, floor, entry, residence hall, or other common facilities and may be subject to joint assessment in the event loss or damage to such areas where University officials conclude that individual responsibility cannot be established. A degree will not be granted to Licensee until such assessments are paid in full.

The University reserves the right to enter the Quarters at times it deems reasonable for standards of safety and/or building maintenance. For routine inspections, students will ordinarily be notified in advance by the Building Manager.

POLICIES GOVERNING RESIDENCY IN THE HOUSES AND DORMITORIES

Disciplinary Actions

Disciplinary actions within the Houses and dormitories under College supervision include admonition, probation, and requirement to leave the premises. In the latter instance, a written warning will describe what the unacceptable behavior is, the fact that the House Master or Dean of Freshmen has the right to require the student to leave, and what steps must be taken by the student in order to remain in residence. Should the student be unable or unwilling to take the steps to improve the situation and should the student continue to behave in a manner that is detrimental to the well-being of the residential community, the House Master or Dean of Freshmen, in consultation with the Dean of the College, may then require the student to leave the premises even though he or she may continue to be enrolled in the College. A student required to leave a House or dormitory for disciplinary reasons will not ordinarily have the opportunity to return to a College residence.

Roommate Rights and Responsibilities

Personal issues, such as academic stress, alcohol abuse, depression, and eating disorders, may strain relationships in a living situation. It is both a student's right and a student's responsibility to seek help when such issues become disruptive.

Studies on alcohol abuse at colleges and universities show that there are significant secondary effects for roommates and friends of those who drink excessively. Roommates and friends report that sometimes they cannot study or sleep because they are worried when a friend gets so drunk he or she does not return home until the next morning. Roommates often "baby-sit" for those who cannot make wise choices for themselves or who need actual medical help due to intoxication.

A student's concern about protecting a roommate's privacy, in this and other instances, should not keep him or her from getting support personally or for that other person. If a student is worried about a friend, if this concern affects living habits, he or she has the right and responsibility to seek help both personally and for that other person. It may be that the student's action spares the individual painful consequences now or later.

Sources of help:

- Proctor or deans at the Freshman Dean's Office
- Office of Residential Life (www.fas.harvard.edu/~uho/)
- House resident tutor, Allston Burr Resident Dean, or House Master
- Center for Wellness and Health Communications, HUHS, Second Floor, 617-495-9629
- Bureau of Study Counsel, 5 Linden Street, 617-495-2581
- Mental Health Service staff, HUHS, Fourth Floor, 617-495-2042
- Mediation Service, 5 Linden Street, 617-495-2581

Noise

Every student is responsible for the maintenance of good order and reasonable quiet in his or her room. Students shall at all times show proper regard for others. Radios, televisions, stereos, musical instruments, and other audio equipment shall be adjusted so as not to disturb the community.

Guests

A person not regularly assigned to a particular dormitory or House may not be lodged in that dormitory or House for more than a brief stay without the permission of the Proctor, Resident Dean, or House Master. The consent of other occupants of the room is also always required. Food may not be shared with or given to those who are not on a board contract or who have not paid for the meal.

The College reserves the right to prohibit overnight guests when issues of security are involved.

Smoking

Smoking is prohibited in all areas of Houses and dormitories, including but not restricted to all common areas, offices, tutor residences, and student bedrooms and common rooms. Violation of this policy may result in disciplinary action and in cancellation of the Undergraduate Housing Contract. Harvard University Health Services provides education and assistance to students who wish to stop smoking. Students may contact Harvard University Health Services, Center for Wellness and Health Communication at 617-495-9629 for further information.

Obscene or Harassing Telephone Calls

The placement of an obscene or harassing telephone call is a criminal offense, punishable to the full extent of the law in the courts. It is treated as a serious disciplinary issue within the College.

Information from the Harvard Police is available in the Freshman Dean's Office and the House Offices for anyone receiving such a call.

Nonpayment of Telephone Bills

For calls other than Centrex and 911, telephone service may be deactivated for accounts that have payments overdue by sixty days or more. It is not possible for the University to deliver messages to students whose service has been disconnected. In response to the concerns of parents who may attempt to call a telephone number that has been temporarily disconnected, the University will inform them that the line has been disconnected for nonpayment and advise them to use an alternate means of communication. Life or death emergencies will be referred to the Harvard Police Department. The University does not allow a student to graduate until all indebtedness is satisfied.

Other Residences

Because College housing is limited, a student may not hold a room in a House or dormitory during term time if it is not his or her main residence for that period.

Care of Residential Property

As part of the care of the buildings under College supervision, students must observe the following specific regulations.

1. Residents are responsible for reporting in writing any damages to their suite (beyond normal wear and tear) to their building manager within one week following registration. Any unreported damages found in the suite after this time will be assumed to be the responsibility of the current residents of the suites and they will be term billed to pay for the cost of any repairs. Residents are not permitted to paint their rooms or suites.

2. While decorating their rooms students must be careful not to attach anything to the walls or to other surfaces in a way that causes damage or leaves any marks. Upon request, the building manager will provide students with molding hooks, wall mounting tabs (e.g., 3M), or an adhesive gum (e.g., Hold-it). Students are advised that use of any other methods (tape, tacks, nails, hooks, etc.) will result in a charge on the term bill.
3. The installation of any temporary room partition must conform with the regulations outlined in the Office of Physical Resources student room partition policy and be specifically authorized by the building manager. Unauthorized partitions will be removed immediately and the students responsible will be term billed for the cost of removal.
4. Rooms will be inspected periodically during the year and at the end of each academic year. Charges will be levied for violations of rules and repair, including removal of excess trash and scrubbing of heavily soiled walls and floors; these charges will be added to the occupants' term bill. If in the course of performing inspections, repairs or maintenance in a student suite a staff member comes across a prohibited cooking appliance or other safety hazard, he or she will report the item to the building manager. The building manager will provide the student with notice of the violation and re-inspect the room within two week's time. If the violation remains in the student room, the building manager will remove and dispose of the offending appliance or materials.

Maintenance and Energy Conservation

1. All building maintenance problems should be reported to the building manager's office for the House or dormitory. If there is a security guard on duty in the House when the problem occurs, he or she should be notified. After hours, and if the building manager is not available, or in cases of serious emergency, the problem should be reported to Facilities Maintenance at 617-495-5560.
2. All students are urged to be especially mindful of energy consumption as energy costs are a significant portion of annual room fees. The following simple actions will reduce energy consumption: using computer power management software and turning off computers when not in use; turning off lights and other appliances when last to leave a room; closing windows and storm windows during cold weather; moving furniture away from radiators and adjusting the radiator (most radiators in Houses have adjustable valves that allow control of the level of heat in the room) to a comfortable temperature. Occupants should never turn radiator valves all the way to the "off" position or leave windows open during cold weather, since they may be held responsible if pipes freeze because of these actions.
3. Rooms in the Houses or dormitories that are overheated or unusually cold should be brought to the attention of the building manager so that the necessary alterations can be made by Facilities Maintenance. Space heaters are prohibited without the permission of the building manager since they are fire hazards and expensive to operate.
4. Freshmen are not permitted to be in residence during the winter recess. The College discourages upperclassmen from staying in the Houses over the recess, but they may do so provided they have informed their House building manager of their plans. Temperatures in the Houses and freshman dormitories will be lowered during the recess to reduce energy consumption.

Recycling

Recycling is mandatory in Cambridge. Students must bring all trash and recyclables to the designated recycling area in each House or dormitory, and should do so regularly throughout the term. Materials should be sorted into trash, mixed paper, commingled container, and battery receptacles.

- Mixed paper includes newspapers, magazines, phone books, white and colored office paper, junk mail with window envelopes, paper with metal staples or spiral bindings, paper with small bits of adhesive tape and flattened cardboard. The mixed paper bag or barrel should not contain food wrappers, tissues, cups, pizza boxes, plastic wrappers, or trash. Please make a dedicated effort to reuse and recycle paper, as paper is a major component of University waste.
- Commingled containers include cans, jars, cardboard beverage containers and bottles made of glass, metal, or plastic. All caps and lids should be discarded, and containers should be emptied and rinsed before they are deposited in the receptacles. Liquids remaining in containers significantly complicate recycling and waste disposal.
- Batteries of any kind, including those for laptops, cordless phones, pagers, radios, walkmans, etc. must be recovered for safe disposal. In the Yard, batteries can be left at the battery recycling bin in each trash/recycling room. In the Houses, batteries can be left at the building manager's office.

In addition to recycling, students are encouraged to reduce waste by purchasing and printing carefully and reusing paper, mugs, furnishings, and other equipment. Direct benefits of recycling to students include contributing to University financial savings which can be translated into student programs, raising Harvard's standing in national recycling competitions, forming sound habits for the future, and contributing to a cleaner and healthier world.

For questions about recycling and waste reduction please call the University Operations Services Recycling Hotline at 617-495-3042 or refer to the University Operations Services Solid Waste & Recycling website: www.uos.harvard.edu/information/dep_fac_sol.shtml.

Resource Conservation

Undergraduates play a key role in University efforts to reduce greenhouse gas emissions and move toward an environmentally sustainable campus. Student cooperation and leadership in areas of energy use reduction, solid waste reduction and recycling has and will continue to help further FAS environmental stewardship goals for Houses and dorms.

Undergraduates in residence are urged to integrate resource efficiency and environmental responsibility into their daily life in the Houses and dormitories. Above-mentioned expectations include: recycling all recyclable containers and papers; properly disposing of toxic materials such as batteries; reporting leaks immediately; turning off lights and appliances when not in use; and reducing heat waste in the winter. Other community standards include: using computer power management software; purchasing energy-efficient appliances; taking only as much food as one will eat in the dining hall; and using warm or cold water rather than hot for most laundry loads. Consult the Harvard Green Campus Initiative (www.greencampus.harvard.edu) for further information on campus greening activities.

Questions about recycling may be addressed to the University Operations Recycling Hotline at 617-495-3042.

Care of Furnishings and Personal Property

1. Students are responsible for all University furniture provided in their rooms or apartments. If students in the Houses or dormitories decide not to use some pieces of furniture, they must store them within the building at the direction of the House building manager or the manager of Freshman Dormitories. In the DeWolfe Street buildings, any unneeded University furniture will be temporarily stored off-site once each term, approximately ten days after classes begin. Written instructions about the process will be made available during move-in. Students are also responsible for returning any stored pieces to the room before they vacate it. Failure to do so will result in a moving fee.
2. Students may obtain a bedboard or bunkbed guardrail for health or comfort from the House building manager or the manager of Freshman Dormitories. The student must sign a form agreeing to be charged the cost of replacing the bedboard or bunkbed guardrail if it is not returned by the end of the academic year.
3. Waterbeds are prohibited in College buildings.
4. Furnishings for the House and dormitory common areas may not be removed for students' personal use. Building managers will remove such furnishings from student rooms when found. Students will be assessed the cost of removing the articles, and the incident may be brought to the attention of the Administrative Board for appropriate disciplinary action.
5. Students who bring articles of personal property onto the premises of the University do so at their own risk. The University assumes no responsibility and shall not be liable for any articles, including mail or parcels sent to students, that are damaged, lost, stolen, or left behind after vacating. The University urges students to leave valuables at home or to obtain appropriate property insurance. The University recommends obtaining private insurance if your belongings are not covered by your family's homeowner's or renter's insurance policy. You may contact the Office of Risk Management for advice regarding insurance options available to Harvard students.

Retrieval of personal property (jewelry, contact lenses, etc.) from sink, shower, toilet and bathroom drains is the financial responsibility of the student requesting retrieval. He or she will be term billed \$50 for the cost of the plumber's time necessary to retrieve the object. This charge applies even if the plumber is unable to retrieve the lost item.

6. Students must maintain their personal furnishings in a decent state of repair, and remove them from the suite at the time of vacating. Any furnishings that might cause a fire hazard or injury to the cleaning staff must be removed on request.
7. Students may keep refrigerators in their rooms for personal use if the units meet the following specifications: dimensions not to exceed 36" high x 24" wide x 24" deep; weight not greater than 85 lbs. Building managers will have a list of some models meeting the guidelines.
8. It is the students' responsibility to supply their own telephone equipment, or to rent such at the time they apply for service. All suites are equipped with jacks that accommodate the modern plug-in (modular) cords.
9. Bicycle racks are provided for active use, not for long-term storage. Bicycles left on racks for extended periods of time, or which appear to be unusable may be removed from bike racks. Check with your building manager or Quad Bikes for availability of seasonal storage.

Security and Access

1. For the protection of students, their belongings, and University property, doors must be locked at all times.
2. Students will be asked to sign a receipt for the coded keys issued for their House or dormitory and, when applicable, their mailbox. Students are responsible for returning these keys, ordinarily in an envelope provided at the time they give up occupancy. Students must request replacements for lost keys from the building manager. Each replacement during the term costs \$10. A \$25 charge is assessed for each key not returned in the manner detailed above when a student vacates a room or suite.
3. When students lose their keys along with some form of identification, the lock to their suite will ordinarily be changed as soon as it is feasible to do so. An exception will be made in those cases where there is no possibility that the keys can be retrieved. Students will be charged a fee of \$100 for the lock change. For those students residing in DeWolfe apartments, these charges will be assessed by Harvard Real Estate Services.
4. The University must have access to all student suites and the rooms within them. Therefore, students are forbidden to install locks or any other security device (e.g., slide bolts, drop chains, hook and eyes) to any doors of their suite.
5. Unauthorized or inappropriate possession of any key or passkey, reproduction of any key or passkey, or interference with locks or other security devices is prohibited and makes a student liable to disciplinary action by the Administrative Board and/or criminal prosecution.

Health and Safety

1. In accordance with College fire safety policy, cooking appliances are prohibited in any room or apartment not equipped with kitchen facilities. One exception to this rule is made for the product called Micro-Fridge, which can be purchased from the manufacturer, Micro-Fridge, by calling 800-577-8041 or on line at www.collegerefrigerators.com/. Models MF-3, MHB-2.7 and MHB-4 are all permitted in student rooms. Students can also rent the MF-3 model through Harvard Student Agencies.
2. No student may keep an animal in a building owned or leased by the College.
3. Trash must be placed at all times in appropriate containers. Students are required to dispose of their trash according to the particular guidelines established for each residential building by the building manager and the Custodial Division.
4. No chemicals, solvents, grease, paint, or toxic or hazardous substances may be disposed of in the sink, toilet, or shower drains. Students must contact the House building manager regarding proper disposal of such items.
5. Students are not allowed on the roofs or any roofing surfaces of any building.
6. Students are not allowed on fire escapes except in the case of fire or other emergency.
7. Occupants of rooms must not place objects, including, but not limited to antennae, satellite dishes, or plants on outside walls, window sills, window frames, roofs, fire escapes, or ledges.
8. Students may use electrical devices, such as hairdryers and electric razors and wiring, only if they comply with the standards of the National Electrical Code, Underwriters Laboratories, and Massachusetts laws and regulations, and are not cooking appliances, as stated in item 1 above.

- No spliced cords are allowed.
 - Extension cords and stereo speaker wiring must be in good condition and of adequate wire gauge.
 - Extension cords and stereo speaker wiring must not be attached to wall or floor surfaces, run through doorways or partitions, or be covered by rugs.
 - Appliances must not be connected to light sockets.
9. Refrigerators may not be installed in closets or bathrooms or covered with blankets or tablecloths. Cords for refrigerators must comply with item 8 above.
 10. The House building manager may request inspection by Facilities Maintenance electricians of any electrical device brought to the College. Should Facilities Maintenance declare the device unsafe for any reason, it must be removed immediately from College housing.
 11. The installation of air conditioners is forbidden without the written approval of the Accessible Education Office.
 12. Students may use equipment for capturing direct broadcast satellite signals only if the installation of these devices does not cause damage to College-owned property and if the installation is performed in accordance with items 5, 6, and 7 above. External antennae, dishes, etc. are prohibited. Students with questions should consult the House building manager or the manager of Freshman Dormitories.
 13. All halogen floor lamps are prohibited.

Students are urged to be thoroughly familiar with “Fire Safety Regulations, Instructions, and Procedures” on page 437.

Storage and Vacate Procedures

1. Bicycles may be stored in the Houses and dormitories only within guidelines established by each House building manager. In no case may a bicycle obstruct a corridor, stairway, or path of emergency exit.
2. Motorcycles or scooters are not allowed in any College building.
3. Students who take a leave of absence or are required to withdraw may not store any belongings with the University.
4. Graduating seniors must remove all personal belongings by the date established by the College administration. For seniors graduating in June this will ordinarily mean by 5 pm of the Friday following Commencement. Any belongings left after that time will be disposed of by the University.
5. Students living in the Houses or dormitories who are leaving in the spring and intending to return to residence in the fall may store belongings in designated areas during the summer in accordance with general guidelines issued by the College. The amount of storage space each student may use is limited to 12 cubic feet of boxed or packaged materials. Students are permitted to store furniture on a space-available basis. The College does not guarantee the availability of furniture storage. Storage will not necessarily be in the House or dormitory where the student resides. Students assume the risk for all items stored at the University. Since the University will not be responsible for any loss, theft or damage, students are strongly urged not to store items of significant value, important class notes, etc., or to insure them if they must leave them. Students are not permitted to store items that are banned from use in the Houses and dormitories such as halogen lamps, microwave ovens and any other cooking appliances. Per order of the City of Cambridge Fire Department, no items may be stored in basement hallways, stairwells or any other emergency egress route.

Items left in any of these areas will be disposed of immediately. Students who live within 150 miles of the College will not be permitted to store their belongings.

6. There will be no access to stored belongings until the Houses officially open in the fall, with the single exception of students attending Harvard Summer School. Stored articles will be held until Study Card day (except in designated areas that must be cleared by Study Card day). Stored articles that are not removed by the appropriate date will be considered abandoned. The University will then donate the items to charity, sell them or use them for House purposes.
7. Students moving out of College housing must remove all personal belongings at the time of departure. Rented refrigerators must be returned to the rental agency before the student leaves. All trash must be removed. The cost of removing excess trash, disposing of abandoned furniture and belongings, and performing extraordinary cleaning of rooms after students' departure will be charged to departing occupants.

FIRE SAFETY REGULATIONS, INSTRUCTIONS, AND PROCEDURES

Fire: 911

University Police: 617-495-1212

Regulations

A student who violates any of the fire safety regulations set forth on page 405 or the fire emergency procedures below, including those pertaining to the abuse of fire alarm, smoke detector, or fire extinguisher systems, will be subject to disciplinary action, including requirement to withdraw.

Fire Emergency Procedures

Any smoke detector in a stairwell or corridor can initiate a general alarm when a predetermined concentration of smoke reaches it. This alarm has the same sound as the alarms initiated manually and is a signal to leave the building. Each room or suite is typically equipped with a 110-volt AC smoke detector. If activated, the alarm sounds in that room only. If there is a fire, go to the nearest exit, pull the fire alarm at the pull station, and leave the building.

If You Find a Fire

1. Sound the alarm by activating the nearest fire alarm pull station and call the Fire Department at 911. You can also call 617-495-5560, the University Operations Center, who will notify the Fire Department, HUPD, a University fire safety mechanic, the building manager, and other key personnel.
2. Alert your neighbors only if you can do so without delaying your exit.
3. Leave the building immediately, closing doors along the way and proceed to the designated emergency evacuation meeting location.
4. If you have information on how the fire started or how the alarm was activated, report it to the Fire Department.

Do not try to put out the fire. Use your common sense. Your safety is more important than property.

If the Alarm Sounds

Do not delay evacuation or assume that this is a false alarm. Immediately begin to exit the building.

1. Feel the door. *If it is hot, do not open it.* Stay in your room. Put a towel or blanket (preferably wet) under the door to keep the smoke out. If your telephone works, call the Cambridge Fire Department at 911. Also call the Harvard University Police Department at 617-495-1212 to let them know where you are. Attract attention to yourself. Open the window if possible and hang a sheet or something out the window.

If the door is not hot, open it slowly as smoke and fire gases are deadly. If smoke and heat fill the hall, close the door, stay in your room, and wait for help.

If you can safely leave your room, close your windows and door. Take your key. Leave by the nearest clear Exit stairway. Never use the elevators since they may stall in the event of a power failure or deliver you to the floor where the fire is actually located. Failure to leave when an alarm sounds, unless there are safety reasons for not doing so, is a punishable offense.

2. If you encounter smoke on your way out, stay low and crawl if necessary. You are more apt to find breathable air close to the floor. Cover your nose and mouth with a wet towel or wet handkerchief, if possible.
3. So that you may be accounted for, go to the predetermined emergency evacuation meeting location. Do not attempt to reenter the building until the fire department gives permission to do so.

Fire Safety Instruction

1. Do not overload wiring. Appliances should be plugged into wall outlets, never connected to light sockets. Extension cords should be Underwriters Laboratories or National Electric Code approved cords in good condition and of proper rating. Do not splice extension cords; never run them through doorways or partitions, or cover them with rugs.
2. Use fireproof draperies. Limit the number of flammable decorations and keep your room neat and clean.
3. The use of candles and other sources of open flame are prohibited in House and dormitory rooms. Menorahs may be lit only in House common areas and only with the approval of the House Master. They must always be attended.
4. It is illegal to use fireplaces, as they can present a safety hazard to all occupants.
5. **Know emergency escape routes: fire doors, window exits, and fire escapes. Never block emergency escape routes or block open or prop open any fire doors.**
6. Student participation in annual fire drills is mandatory.
7. If you have information on the cause of a fire alarm activation, report information to tutors, House Masters, or the Fire Department representatives.

For further information, contact the Department of Environmental Health and Safety, 46 Blackstone Street, Cambridge, 617-495-2060, or visit their fire safety website at www.uos.harvard.edu/ehs.

Carbon Monoxide

Carbon monoxide (CO) is an invisible, odorless, tasteless and non-irritating gas created when fuels (e.g. gasoline, propane, natural gas, oil, and wood) are burned. Improperly vented appliances used for heating and cooking can be sources of carbon monoxide. The State of Massachusetts requires residential buildings with carbon monoxide-generating appliances to be equipped with carbon monoxide detection and alarms. Select rooms may be equipped with carbon monoxide detectors.

Common symptoms of carbon monoxide poisoning are headaches, runny nose, sore eyes, and are often described as “flu-like symptoms.” Higher level exposure symptoms may include dizziness, drowsiness and vomiting. Extreme exposure to carbon monoxide can result in unconsciousness or death.

Carbon Monoxide Alarm Instructions

The carbon monoxide alarm will sound four quick “chirps” every few seconds, indicating that carbon monoxide is present.

1. Everyone in the immediate area of the alarm must immediately move to fresh air outdoors.
2. If anyone is experiencing symptoms of carbon monoxide poisoning, call 911 or Harvard University Police Department, 617-495-1212.
3. If there are no symptoms of carbon monoxide poisoning call the University Operations Center, 617-495-5560, for instructions and assistance.
4. Remain outside until directed by the Police or Fire Department that it is safe to re-enter the building.

POLICE DEPARTMENT

Chief/Director, Francis D. “Bud” Riley

1033 Massachusetts Ave., Sixth Floor

Police Assistance: 617-495-1212; Administration: 617-495-1780

Sensitive Crime Unit: 617-495-1796 or 617-495-1212

www.hupd.harvard.edu

The Harvard University Police Department (HUPD) is committed to providing the Harvard community with a safe and secure environment. The HUPD accomplishes this through establishing partnerships with the community and using problem-solving techniques for crime reduction with representatives of student, faculty, staff, and other interested groups. The HUPD is a full-service police department composed of sworn police officers, civilian communication dispatchers, and support and administrative personnel. The police officers are sworn special State Police officers with deputy sheriff powers.

The Department has adopted a community-oriented problem solving (COPS) approach that calls for partnerships between the HUPD and the Harvard community. These partnerships help the Department successfully deal with problems, prevent crime, and maintain an orderly community. To help build, maintain, and strengthen these partnerships, the HUPD is divided into six geographically-based teams. Because they have specific areas of responsibility, officers are able to build relationships and become familiar with problems specific to their area through increased communication and interactions. Some core functions of the Department include checking on the well-being of students, faculty, and staff; responding to disturbances; providing escorts; taking reports of lost and stolen property; responding to lockouts; investigating suspicious activity; responding to alarms; investigating trespassers or unwanted guests; and

initiating informal contact with students, faculty, and staff while patrolling on foot and bicycles and while eating in the dining halls. A cooperative spirit leads to good rapport between officers and students.

HUPD officers investigate complaints filed by community members and pursue investigations to their most reasonable conclusion. Detectives may conduct follow-up investigations, with support from local, state, or federal law enforcement agencies when necessary. The interest of the victim is always the Department's primary concern. The HUPD recognizes the importance of confidentiality and of protecting the identity of the victim in the course of a successful investigation.

In criminal matters, the victim's preferences greatly influence the way in which a case is processed. The University has a number of alternatives at its disposal to adjudicate inappropriate behavior, whether or not it is of a criminal nature. In addition to pursuing cases through the courts, the University uses an internal judicial structure to decide on specific issues unique to University life. The HUPD has access to and interacts with victim witness programs, District Attorneys' offices, and other human service agencies to provide victim services.

Students are encouraged to become familiar with the Department's "Playing it Safe" publication (see www.hupd.harvard.edu), which discusses campus safety and security policies, procedures, and practices. The publication describes programs and services designed to promote safety and security and to help members of the Harvard community prevent and report crime. Also available on the website are the most recent crime statistics for the campus area, provided in accordance with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" (the Clery Act).

"Partnership for a Safe Community" Video

The HUPD has produced a video entitled "Partnership for a Safe Community," which provides an overview of the Department, its community policing philosophy, and the services it provides. This video is one component of the HUPD's plan to present information on safety and security to the University community, and is often used in conjunction with a safety talk.

If you would like to schedule a safety talk and a video showing please contact the Team Leader from your area. The video also can be viewed on the HUPD website by visiting www.hupd.harvard.edu/safe_com_video.php.

Professional Conduct

It is vital that the HUPD maintain a positive relationship with all members of the community, all of whom should expect to be treated in a courteous and professional manner by members of the Department. Occasionally, questions arise regarding professional conduct. The HUPD does not tolerate employees who act unprofessionally, rudely, or who do not seek to provide an appropriate level of service. We also wish to recognize instances where our employees have been especially helpful or have exceeded your expectations in the service that they have provided. The quality of our service depends in part on feedback from the community, and the Department has an extensive process in place to respond to citizen complaints.

The community is encouraged to bring to the Department's attention both compliments and questions of professionalism by contacting one of the following individuals in a timely manner:

- The on-duty Shift Supervisor can be reached by calling 617-495-1786; this individual is available 24 hours a day.
- To contact the Office of the Chief, call 617-495-1780.

Additionally, community members can commend or make a complaint against an officer at www.hupd.harvard.edu/about_professional.php. Community members can include their name

and email address or do it anonymously. Anonymous complaints will be investigated but the investigation may be limited if the complainant is not available for follow-up questioning.

Citizen Stops

As part of our effort to facilitate safety on campus, it occasionally becomes necessary for HUPD officers to stop members of the University community and ask for information. If an officer stops someone, it does not necessarily indicate that the person is a suspect. Cooperation in these interviews, usually by simply providing your name and proof of Harvard affiliation, assists the HUPD in promoting a safe and secure environment. We make every effort to be as sensitive and courteous as possible.

If you are stopped, you can expect the following:

- That the interview be conducted courteously
- That the questioning be as brief as possible
- That an apology for the inconvenience be made if appropriate
- That the officer identify himself/herself by name and badge number when requested

Personal Protection

No one can consistently predict when and where crime will occur or who its victims will be. Because crimes against individuals can and do take place, even in broad daylight, students are urged to remain aware of their surroundings at all times. By being alert, one is more likely to avoid impending danger. In addition, the HUPD offers rape prevention workshops entitled Rape Aggression Defense (RAD). The objective of RAD is to develop and enhance the self-defense options for women. Additional information can be found at www.hupd.harvard.edu/prevention_defense.php.

Residential Security

Students are reminded to always lock their doors even if leaving their room for a moment, never prop open doors, never allow visitors to “piggyback” with them when entering their residence hall, request that visitors identify themselves prior to opening the door, and never leave notes indicating one’s absence. Additional crime prevention tips can be found at the HUPD website (www.hupd.harvard.edu). Students are encouraged to call the HUPD at 617-495-1212 if they observe someone acting in a suspicious manner.

Blue Light Emergency Phones

Police assistance phones have blue lights above them for easy identification, and can be found in outdoor locations across the entire campus. They should be used to report suspicious activity, a crime in progress, or any emergency. When a call comes in from one of these phones, the dispatcher will identify the location of the phone being used and dispatch police and other security personnel as necessary.

In addition, university Centrex phones (gray) placed at outdoor locations can be used to contact HUPD at (617-495)-1212. If you have any questions about accessibility to these phones, please contact the University Disability Coordinator at 617-495-1859.

Traveling at Night

The HUPD strongly encourages all students to be vigilant at all times and take appropriate precautions, such as walking with others, utilizing the designated well-lit pathways as noted in the student telephone directory, and utilizing the shuttle buses, evening van service, and walking escorts (the Harvard University Campus Escort Program/HUCEP) whenever possible. Information on shuttle buses, vans, and the overnight shuttle/van extended service can be found on the

University's Transportation Services website (www.uos.harvard.edu/transportation/shu.shtml) or by calling 617-495-0400. A HUCEP walking escort can be requested at 617-384-8237. The hours of operation for HUCEP are 10:30 pm–2 am, Sunday through Wednesday, and 10:30 pm–3 am, Thursday through Saturday.

Your Emergency Contact Information

The HUPD recommends that all students, faculty, and staff take a moment to enter at least two emergency contacts into their cell phone address book under the acronym ICE (In Case of Emergency). ICE contacts should include a first name and specific relationship, for example: ICE - Sondra (mom) and ICE – Eileen (wife).

In the event of an emergency, this would assist public safety officials in contacting the appropriate person immediately. These entries would also make it easier to return lost or stolen phones to their proper owner.

Whistles and Shrill Alarms

Safety whistles are available for FREE at HUPD headquarters (1033 Massachusetts Avenue, Sixth Floor). Shrill alarms can be purchased at 1033 Massachusetts Avenue for \$10.

Community Advisory/Crime Alerts

The HUPD disseminates community advisories and crime alerts after a serious or violent crime that may pose a continuing public safety threat is reported to either the HUPD or local police departments. Community advisories are distributed to the entire University community, whereas crime alerts are disseminated only to the relevant population of students, faculty, and staff. The community advisories and crime alerts are disseminated directly to Harvard College students in an effort to notify the community as quickly as possible, should a potential threat to public safety arise.

Sensitive Crime Unit

Personnel from the Department's Sensitive Crime Unit are available 24 hours a day. Members of the unit have been trained to investigate sexual offenses and to be aware of the trauma associated with such incidents. Each case is approached in a sensitive manner. The Department's Sensitive Crime Unit may be reached by calling 617-495-1796 from 8:00 am to 4:00 pm, Monday through Friday. At all other times, the HUPD emergency number, 617-495-1212, should be used.

Rape and Indecent Assault and Battery

According to Massachusetts General Laws, Chapter 265, Section 22, rape is defined as follows:

Having sexual intercourse or unnatural sexual intercourse with a person and compelling such person to submit by force and against his/her will, or compelling such person to submit by threat of bodily injury....

Rape may occur between people who know each other and between people who have previously had consensual sexual relations. Also, under Massachusetts law, both men and women may be the victims or the perpetrators of rape. If a perpetrator intentionally has physical contact of a sexual nature with the victim without the victim's consent, the perpetrator can be charged with the crime of indecent assault and battery. Such contact may include touching a woman's breasts or buttocks, or touching the pubic area of a man or woman. Indecent assault and battery is a felony that may be punishable by up to five years imprisonment.

If you are uncertain as to whether a situation constitutes a rape or indecent assault and battery, please consult with either the HUPD, the Office of Sexual Assault Prevention and Response (OSAPR), Harvard University Health Services (HUHS), your Resident Dean, a designated Sexual Assault/Sexual Harassment (SASH) Adviser, or other helping resource to get information and support and to determine whether a crime has been committed.

Massachusetts General Laws and University policy seek to protect victims of rape, sexual assault, and other sex offenses, and they encourage the reporting of such crimes to responsible University officials. These officials include HUPD, OSAPR counselors, HUHS counselors, SASH Advisers, your Resident Dean, or any other University counselor. Reporting the incident to local police is also an option, and assistance is available in notifying these authorities.

If you have been the victim of a rape or indecent assault and battery, the HUPD strongly recommends one of the following:

- Call the HUPD at 617-495-1212 or 617-432-1212 (Longwood Campus) to report the incident. HUPD can arrange for an officer to transport you to HUHS, whether or not you decide to file a police report. You may call and request transportation to HUHS without divulging that you have been raped or sexually assaulted. Simply request a medical transport to HUHS and an officer will respond.
- Call the Office of Sexual Assault Prevention and Response at 617-495-9100. OSAPR provides 24-hour-a-day, confidential support and information to student survivors of sexual violence over the phone or in person. The OSAPR staff is trained to provide options, listen supportively, and provide referrals to services on campus and off-campus.
- Seek medical assistance weekdays at HUHS, Holyoke Center, 617-495-2138, or evenings and weekends at HUHS/After Hours Urgent Care, Holyoke Center, 617-495-5711.
- Seek counseling assistance weekdays at HUHS Urgent Care, Holyoke Center, 617-495-5711, or evenings and weekends at HUHS/After Hours Urgent Care, Holyoke Center, 617-495-5711.

Getting Help

Students will find their resident Deans, the College Dean's office, and the Office of Sexual Assault Prevention and Response (OSAPR) helpful and supportive. These offices will provide assistance in changing academic and living arrangements in response to the incident if appropriate. You are strongly encouraged to report instances of rape or indecent assault and battery to these or other University officials. The Office of Sexual Assault Prevention and Response and schools within the University offer a variety of written materials, workshops, and other activities to promote awareness of the seriousness of sexual offenses, including rape, acquaintance rape, and indecent assault and battery. For more information on OSAPR and the resources offered please call (49) 5-9100 or visit www.fas.harvard.edu/~osapr/.

Options for Further Action

Prosecution

As a victim of rape or indecent assault and battery, you may want your assailant identified, apprehended and prosecuted in court. If you choose to proceed in this manner, notify HUPD immediately for assistance and guidance.

Non-Prosecution

You may also choose not to prosecute your assailant. There is no law in Massachusetts requiring a rape victim to prosecute.

Disciplinary Procedures

If the alleged offender is a Harvard affiliate, you may report the incident to a University officer to file a complaint against the perpetrator under the applicable Harvard disciplinary procedure. The Dean's Office, Office for Student Affairs, or Human Resources Office in your school or department can provide advice. You may initiate a disciplinary process whether or not you seek to prosecute.

Reported rape and other sexual misconduct by students, faculty, or staff are grounds for initiating disciplinary procedures. Since these procedures vary among schools and administrative departments, you should consult the Dean's office in your school or the appropriate administrative office in your school or department for information on applicable processes.

The accuser and accused are entitled to the same opportunities to have others present during a disciplinary proceeding. University-imposed sanctions for rape, sexual assault, or other sex offenses will vary depending on the nature and severity of the offense, and may include penalties up to termination of student status or Harvard employment. Both the accuser and the accused shall be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.

Resources for Advice and Counseling

The University and various social service providers in Cambridge and Boston offer a range of counseling and support services for victims of rape and indecent assault and battery. If you choose not to take advantage of these resources immediately, at the very least you should find a friend, counselor, or other support person to comfort you and to help you deal with the experience. That person should be with you throughout the crisis situation and follow-up, and should help you regain a sense of control over events.

Harvard Resources

The staffs at HUPD and HUHS are well trained to aid students, faculty, and staff who are victims of rape or sexual assault. In addition, each school has administrative officers and counselors available to help. These individuals can be identified through the office for student affairs in each school, or through the Harvard College Dean's Office. Other on-campus resources include:

- Office of Sexual Assault Prevention and Response (OSAPR): 617-495-9100
- Amanda Sonis Glynn: 617-496-8110
- HUHS Bureau of Study Counsel: 617-495-2581
- RESPONSE (Peer Counseling): 617-495-9600
- United Ministry at Harvard and Radcliffe, Memorial Church: 617-495-5529

External Resources:

- Beth Israel Deaconess Medical Center, Center for Violence Prevention and Recovery: 617-667-8141
- The Rape Hotline (affiliated with Cambridge Women's Center): 617-492-RAPE [7273]
- The Cambridge Hospital Victims of Violence Program: 617-591-6360
- Cambridge Police Department Sexual Assault Unit: 617-349-3359
- Cambridge Women's Center, 46 Pleasant Street: 617-354-8807

- Middlesex County DA's Office, Adult Sexual Assault Division, Victim-Witness Advocate: 617-679-6500

Domestic Violence

Domestic violence is any of the following behaviors: physical, sexual, economic and emotional abuse, alone or in combination, by an intimate partner often for the purpose of establishing or maintaining power and control over the other partner. The HUPD takes reports of domestic violence very seriously and each report will be investigated fully. In any domestic violence situation, the safety of the victim and any involved children is paramount.

Domestic violence occurs in heterosexual relationships, as well as in lesbian, gay, bisexual, and transgender relationships. Whether the victim is male or female, violence of any kind in relationships is unacceptable. Domestic violence affects people from every age, racial or ethnic background, religious group, neighborhood, and income level.

If you are a victim of abuse and need treatment or referral, call SafeLink, a Massachusetts statewide multilingual, 24-hour service hotline at 877-785-2020. For more resources on domestic violence please visit the HUPD website at www.hupd.harvard.edu/domestic_violence.php, the Office of Sexual Assault Prevention and Response (OSAPR) at 617-495-9100 (24 hours), the Massachusetts Office for Victim Assistance at www.state.ma.us/mova, Jane Doe Inc. at www.janedoe.org, or the National Domestic Violence Hotline at www.ndvh.org.

If you are in immediate danger and need help, call the HUPD at 617-495-1212.

Hate Crimes

The HUPD is committed to protecting the state and federal civil rights of all individuals. Any acts or threats of violence, property damage, harassment, intimidation, or other crimes designed to infringe upon a person's civil rights will be treated seriously and given high priority. The HUPD will use every necessary resource to identify the perpetrators rapidly and decisively, and to arrest and prosecute them while at all times taking into consideration the victim's desire on how to proceed.

Massachusetts General Laws defines a hate crime as a crime in which the perpetrator's conduct is motivated, in whole or in part, by hatred, bias, or prejudice, based on the actual or perceived race, color, religion, national origin, gender, disability, or sexual orientation of another group or individual.

If you feel that you have been the victim of a hate crime or bias-related incident, please contact the HUPD immediately at 617-495-1212 to report the incident. For additional resources please visit www.mass.gov/stophate/links.htm.

Harassment

The HUPD takes reports of harassment very seriously and each report will be investigated fully. There are three types of harassment under Massachusetts General Laws:

- Annoying telephone calls
- Criminal harassment
- Stalking

Harassment can take the form of personal contact, mail, telephone calls, email, facsimiles and Internet communication. The specific action taken in any particular case depends on the nature and gravity of the conduct reported, and may include intervention, mediation, and the initiation of disciplinary processes or criminal prosecution, when appropriate. Where harassment is found to have occurred, HUPD will act to stop the harassment, prevent its recurrence, and hold those responsible accountable for their actions.

At all times, the investigation will be conducted in a way that respects, to the extent possible, the privacy of all the persons involved.

If you feel that you are being harassed or threatened in any way, it is important that you call the HUPD immediately at 617-495-1212.

Rape Aggression Defense (RAD) Program

The Rape Aggression Defense (RAD) Program taught by HUPD officers empowers female students, faculty, and staff to combat various types of assaults by providing them with realistic self-defense tactics and techniques. This empowerment is taught through four basic principles: education, dependency on self, making one's own decisions, and realization of one's own power. The objective of RAD is to develop and enhance self-defense options for women. The course begins with awareness, prevention, risk reduction and risk avoidance, while progressing on to the basics of hands-on defense training. The classes provide women with the knowledge to make educated decisions about resistance.

For more information about RAD on campus or to determine when the next course will run, please contact the RAD Coordinator at www.hupd.harvard.edu/contact_us.php?to=rad_coordinator.

Laptop Registration

Students, faculty, and staff are strongly encouraged to register their laptops. The HUPD offers you two ways to register your laptop. You can register it on-line on the HUPD website or through the STOP program.

The on-line registration is a free service provided by the HUPD. The HUPD maintains a database that stores the make, model, and serial number of your laptop. In the event of the loss or theft of the laptop the HUPD will be able to provide you with that information, which could help facilitate the recovery of the laptop. To register your laptop on-line please visit www.hupd.harvard.edu/laptop.php.

In addition to the on-line registration, the second method to register your laptop is through the STOP program. The HUPD, in partnership with Security Tracking of Office Property (STOP) Inc., provides a theft prevention and recovery system. For a \$10 registration fee your laptop will be registered in a database that is good for the life of the computer. Your laptop will be fitted with a unique, tamper-proof patented plate, with a barcode and indelible tattoo. You may register your laptop by bringing it to HUPD headquarters at 1033 Massachusetts Avenue or by watching for notices of periodic laptop registrations conducted at various points throughout the University. For additional information on the STOP program, visit their website at www.stoptheft.com.

Bicycle Registration

Students, faculty, and staff are strongly encouraged to register their bicycles. Registration is free for all students, faculty, and staff (faculty and staff may register their families' bicycles also). Registration serves as a deterrent to theft and can help in the recovery of stolen bicycles. The serial number is recorded and an identifying sticker is placed on your bicycle. You will need to provide the HUPD with the bicycle's serial number, manufacturer, model, and color.

The HUPD offers you two ways to register your bicycle. You may register it in person by bringing it to HUPD headquarters at 1033 Massachusetts Avenue, to 180 Longwood Avenue, or to other substations, or by watching for notices of periodic bike registrations conducted at various locations throughout the University. You may also register your bicycle on-line at www.hupd.harvard.edu/bike.php. Upon registering your bicycle, you will be mailed a registration

sticker to be attached to your bicycle.

To reduce the chance that your bike will be stolen, use two locks, each with a different locking mechanism. For more information, visit www.massbike.org/info/lockbike.pdf.

Lost and Found

The HUPD serves as the central collection point for lost and found items, such as keys, backpacks, eyeglasses, and bikes. If you have lost property, please contact the HUPD Property Custodian by email via the HUPD website at www.hupd.harvard.edu/contact_us.php?to=lost_found or by calling 617-495-1783 to determine if your property has been recovered. In your message please describe your property and where you believe you lost it.

Medical Emergencies

Students should dial 911 for medical assistance in any life-threatening situation. The HUPD responds to all medical emergencies and provides medical transports to Harvard University Health Services (HUHS) 24 hours a day. By law, however, the HUPD cannot transport non-ambulatory students in police vehicles. If they are unable to transport the victim, they will provide emergency medical treatment until trained medical professionals arrive. Urgent medical assistance is available 24 hours a day at HUHS.

DINING SERVICES

Ted A. Mayer, Executive Director
65 Winthrop Street, 617-496-8600
www.dining.harvard.edu

Harvard University Dining Services (HUDS) operates the kitchens and dining rooms in all undergraduate Houses and Memorial Hall. HUDS is completely self-supporting; its budget is set by student board charges.

The manager of each dining hall reports to the Director for Residential Dining and operates within the guidelines set forth by the department and the University. Each manager makes every effort to respond to particular needs and preferences of the community and is routinely responsible for arranging special dinners for House and freshmen events. Proposals for meal policy changes in the undergraduate dining halls are generally introduced by House Masters, the Dean of Freshmen, the Office of the Dean of the College, or by the Executive Director of Dining Services.

It is a Dining Services policy to allow students to eat all they wish at any meal. Because of this policy and Dining Services' responsibility to students and their food dollars, students are asked not to waste or take food from the dining rooms. Students who require special diets for health or religious reasons should speak to the dining hall manager, who will either accommodate the diet or refer the student to the department's executive chef.

Students are encouraged to communicate their thoughts and views about the dining program. Students may speak directly to the dining hall manager, complete and submit a "Feedback Card" on line or in the dining halls, or call the Executive Director of Dining Services. They may also communicate their ideas and opinions through student surveys and focus groups or by speaking with members of the UC-appointed Student Advisory Council to University Dining Services, whose members eat periodically in students' dining rooms.

Because of the large number of House dining halls, a major portion of the board fee goes to pay fixed operating costs. The fee is based on the fact that the average student eats approximately thirteen of the twenty-one meals available per week. Income is allocated to pay expenses

in the following approximate percentages: wages and benefits, 46 percent; food, 30 percent; other expenses such as supplies, utilities, laundry, rubbish removal, etc., 24 percent.

Dining Halls

<i>Adams House</i> ☺ 11 Bow St. 617-495-5546	<i>Kirkland House</i> 80 J.F. Kennedy St. 617-495-4891
<i>Annenberg Hall</i> ☺ 45 Quincy St. 617-495-5555	<i>Leverett House</i> ☺ McKinlock Hall, Mill St. 617-495-4931
<i>Cabot House</i> ☺ 124 Walker St. 617-495-8620	<i>Lowell House</i> Mill St. 617-495-4937
<i>Currier House</i> ☺ 56 Garden/124 Walker St. 617-495-8620	<i>Mather House</i> Flagg St. at Memorial Dr. 617-495-5548
<i>Dudley House</i> Lehman Hall 617-495-3381	<i>Pforzheimer House</i> ☺ 124 Walker St. 617-495-8620
Monday–Friday serving dinner only	<i>Quincy House</i> 58 Plympton St. 617-495-5536
<i>Dunster House</i> Flagg St. at Memorial Dr. 617-495-5548	<i>Winthrop House</i> Gore Hall, Mill St. 617-495-4946
<i>Eliot House</i> Dunster St. 617-495-4891	
<i>Hillel</i> ☺ 52 Mt. Auburn St. 617-495-4695	☺ = Handicapped Accessible Dining Hall

Guests

Guest and inter-House rules for each House are determined by the House Master and the House Committee. Students may invite members of other Houses for any meal at which guests are allowed. If the guest is “on board,” there will not be a charge, although an HUID must be shown. Guests not on a meal plan or their hosts may pay the transient rates that are posted at the checkers’ desk (cash, BoardPlus and Crimson Cash are accepted for payment). Guest meals in the resident dining halls are charged as follows:

Continental Breakfast	\$5.67 (with tax)
Breakfast	\$8.09 (with tax)
Lunch	\$11.34 (with tax)
Dinner	\$14.07 (with tax)

Food may not be shared with or given to those who are not on a board contract or who have not paid for the meal.

BoardPlus

In response to student requests for more flexibility in the board plan, Dining Services offers all undergraduates participating in the board plan BoardPlus. BoardPlus is \$130 applied to a student's HUID, to spend as he or she chooses at campus restaurants operated by Dining Services or for guest meals when entertaining friends, colleagues, or relatives in the resident dining halls.

There is no need to sign up. A student's BoardPlus account is automatically activated with \$65 at the beginning of the first term and again when the second term commences. The student simply lets the restaurant cashier or dining hall checker know he or she would like to use the BoardPlus and present his or her HUID. The balance will be displayed each time the student uses the account. Once students exceed the credit limit, they may either pay cash or, if they have already purchased Crimson Cash, they may ask the checker to apply the balance to their Crimson Cash account. The BoardPlus account is part of the board plan, therefore no refunds are awarded on unused credit.

All purchases in the campus restaurants are charged *a la carte*.

The BoardPlus account is for the students' use only. If a student's HUID is presented by someone other than the student, the card will be retained and forwarded to the Executive Director.

Meal Hours

Meal hours may vary slightly from House to House. The meal hours of each dining hall are posted and are approximately as follows:

Days	Meals	Houses	Annenberg
Monday through Saturday	Breakfast	7:30–10 am	7:30–10 am
	Luncheon	Noon–2:15 pm	Noon–2:15 pm
	Dinner	5–7:15 pm	5–7:15 pm
	Brain Break	Starting at 9 pm	8:45–10 pm
Sunday	Continental Breakfast	7:30–10 am	8–10 am
	Brunch	11:30 am–2:15 pm	11:15 am–1:45 pm
	Dinner	5–7:15 pm	5–7:15 pm

Student Employment

Dining Services employs many students to work in the dining halls, in catering, in campus restaurants, and in clerical support positions. Students interested in such employment should contact the Human Resources Office at Dining Services at 65-67 Winthrop Street (617-495-5543).

Campus Restaurants

In addition to the board meal plan, Dining Services operates several restaurants on the Harvard campus. The food and atmosphere at each restaurant express their own identity. Meals at these locations are not part of the board plan and are payable in cash. Students are exempt from paying meals tax with the presentation of their HUID. Meal hours may vary slightly from those indicated.

In Cambridge:

Chauhaus at the GSD

48 Quincy Street 617-496-1244
 Monday–Thursday 8:00 am–7 pm
 Friday 8:00 am–3 pm
 Closed weekends and holidays

Conroy Commons

GSE Longfellow Building 617-495-2453
 13 Appian Way
 Monday–Thursday 7:30 am–3:30 pm
 Friday 7:30 am–2:30 pm
 Closed weekends and holidays

Cronkhite Dining Room

6 Ash St. 617-495-8688
 Breakfast: Monday–Friday 7:30 am–10 am
 Lunch (retail only): Monday–Friday 12 pm–2 pm
 Dinner: Monday–Friday 5 pm–7:15 pm
 Closed weekends and holidays

Dash Café at The Barker Center

Barker Center 617-495-3238
 Monday–Thursday 8:30 am–5 pm
 Friday 8:30 am–3 pm
 Closed weekends and holidays

Dash Café at Maxwell Dworkin

Maxwell Dworkin Building 617-496-9561
 Monday–Friday 8:30 am–2:30 pm
 Closed weekends and holidays

Dash Café at Perkins Observatory

Perkins Observatory 617-496-9546
 Monday–Friday 9:30 am–2:30 pm
 Closed weekends and holidays

Dudley Café

Lehman Hall 617-495-3381
 Lunch: Monday–Friday 11:30 am–2:30 pm
 Dinner: Monday–Friday 5:00 pm–8:00 pm
 Closed weekends and holidays

Greenhouse Café

Science Center 617-496-4790
 Monday–Thursday 7 am–10 pm
 Friday 7 am–7 pm
 Closed weekends and holidays

Lamont Library Café

Lamont Library
 Sunday–Thursday 3 pm–2 am
 Friday and Saturday 3 pm–9:45 pm

Penthouse Coffee Bar at SOCH

Student Organization Center at Hilles
 Sunday–Thursday 7 pm–1 am

In Boston:

Sebastian's Café

HSPH Kresge Building 617-432-1045
 677 Huntington Ave.
 Monday–Thursday 7 am–4 pm
 Friday 7 am–4 pm
 Closed weekends and holidays

STUDENT GOVERNMENT

Harvard College believes that determining policy and overseeing the quality of life, both in the classroom and in the residence, should be a collaborative process. Undergraduates contribute to this through their student government and a number of student/faculty committees.

Harvard Undergraduate Council

The Harvard Undergraduate Council was created in the spring of 1982 to serve as an advocate for student concerns, organize campus-wide social events, and provide funding to student organizations. With an annual budget of \$400,000, it is the first centralized and funded student government in the history of Harvard College. The Council offices are located in the Student Organization Center at Hilles.

The Council is comprised of thirty-five elected members: President, Vice President, two per residential House, one for Dudley House, and two from each of the four freshman districts. In addition to weekly committee meetings, the full thirty-five member Council meets once a week to review committee work, pass resolutions, and act on expenditure requests.

Every year a president and vice-president are elected in a campus-wide popular election; at the start of each term the Council elects a secretary and treasurer. The responsibility of the officers is described in the Undergraduate Council Constitution.

Undergraduate Council Committees

Most of a representative's work is done in the committee to which he or she is assigned. There are two committees dealing with the following areas:

1. Student Affairs:
 - Academics: curriculum requirements and regulations, etc.
 - Residential: housing policy, meal plans, etc.
2. Finance:
 - Budget, relations to other organizations within and outside the Harvard community.

The Student Affairs Committee elects from its membership the student members of the Faculty's three advisory committees: Committee on Undergraduate Education, Committee on House Life, and Committee on College Life (see below). These committees, consisting of students and faculty members, advise on policy matters in the College.

The Undergraduate Council also supervises the election of undergraduates to the following standing committees so that they may be seated no later than October 31 of each academic year:

- Advising and Counseling: three undergraduates
- Library: two undergraduates
- Athletic: one undergraduate
- Core and its Subcommittees: two undergraduates on each, selected by and from the Student Affairs Committee wherever possible.
- The University Advisory Committee on Shareholder Responsibility: one undergraduate.
- The Commission of Inquiry: one undergraduate selected randomly by the Dean of the College from among three offered by the Council.

Undergraduate Council Fee

A \$75 surcharge on all undergraduate term bills funds the Undergraduate Council. The money is used to support student organizations, House Committees, and the Council's operations, and college-wide social events. Students may withhold their contribution through a opt-out provision on their term bill worksheets. For more information, see page 458.

COMMITTEE ON HOUSE LIFE AND COMMITTEE ON COLLEGE LIFE

The Committees on House Life (CHL) and on College Life (CCL) are student/faculty committees constituted by the Faculty of Arts and Sciences. Their charge is to consider issues having to do with student and residential life. The CHL addresses all concerns related to the freshman housing lottery and any residential or House policy or practice. The CCL, whose purview is College-wide, approves all requests from student organizations for recognition and takes up matters that affect the campus as a whole.

The student members of both committees are chosen from the Student Affairs Committee (SAC) of the Undergraduate Council and include the chair and vice-chair of the SAC. The faculty members of the CHL are chosen from the ranks of the House Masters, and the faculty members of the CCL are drawn from the entire pool of the FAS. The Dean of the College or his designee chairs the CHL and the CCL.

COMMITTEE ON UNDERGRADUATE EDUCATION

The Committee on Undergraduate Education (CUE) is a joint student/faculty committee established by the Faculty of Arts and Sciences to consider issues having to do with all aspects of undergraduate education. The faculty members are selected from the Faculty Council, an elected representative body of the faculty. The student members are selected from the Student Affairs Committee of the Undergraduate Council. The Dean of Harvard College or his designee chairs the CUE. In recent years the Committee has worked on such matters as academic advising, enhancing undergraduate concentrations, and improving the course evaluation system. Students wishing to bring a matter before the CUE may do so by contacting the Student Affairs Committee of the Undergraduate Council.

The Committee sets editorial policy for the *CUE Guide*, which reports student opinion of undergraduate courses at Harvard. The *Guide* provides extensive statistical and qualitative analyses of these courses, thereby serving both as a guide to students when they choose their courses and as a feedback mechanism for professors and section leaders. The *CUE Guide* is compiled and written by students during the spring term and over the summer.

TRANSPORTATION SERVICES

www.uos.harvard.edu/transportation/shu.shtml

175 North Harvard Street, Allston

617-495-0400

Shuttle Bus Service (fully accessible)

The bus service is designed to provide Harvard community members with safe, convenient transportation throughout the Cambridge and Allston campuses during the academic year. The service is free to members of the Harvard community. During the academic year, scheduled service includes: weekdays from 5:40 am to 4 am, weekends from 7:30 am to 4 am (Friday and Saturday night the service operates until 5 am).

Pocket-sized schedules are available throughout the campuses, including the Information Center located in the Holyoke Center arcade, House offices, libraries, dining halls, registrars' offices, and passenger transport vehicles. For more information, please call 617-495-0400. There is also a special year-round service which operates on weekends, holidays, recess periods, and during the summer months daily between Soldiers Field Park, the Quad, Harvard Square, and Lamont Library, mornings from 7:35 to 11 am and afternoons from 4 to 7:30 pm.

Medical School Shuttle Service

The Harvard M2 Shuttle runs year-round, Monday through Saturday (Monday through Friday during the summer), between Quincy Street in Harvard Square and Vanderbilt Hall at the Longwood Medical Area campus. Students at HMS, HSPH, HSDM, DMS, GSAS, FAS, HBS, as well as Harvard University faculty and staff, need only swipe their University ID card to ride the bus for free. Other Harvard graduate students must either purchase tickets at the M2 ticket offices or add value to their Crimson Cash account. The shuttle is operated by MASCO (Medical, Academic, Scientific, and Community Organization). For more information, please call MASCO at 617-632-2800 or view the website at www.masco.org/transit/ptsM2.htm.

Daytime Van Service (fully accessible)

The Van Service is intended for persons who, because of mobility impairment or medical condition, find it difficult or impossible to use the regular shuttle bus. Transportation is door to door within the Cambridge and Allston campuses. Rides in the van are by appointment only. All riders must be authorized in advance by either the Accessible Education Office, their local disability coordinator (students), or the University Disability Coordinator (faculty/staff). Service times vary for academic, weekend, summer, and recess periods. Please call 617-495-0400 for specific service times and reservation requirements. The TTY phone number is 617-496-6642.

Evening Van Service (fully accessible)

The Evening Van Service is designed to provide safe transportation throughout the Cambridge and Allston campuses as a supplement to the shuttle bus service. This service is designed to transport off the bus routes. Rides are free and available on demand between 7 pm and 3 am nightly, last call received at 2:30 am. Please call 617-495-0400 for more information and service requests.

Motorist Assistance Program (MAP)

The University Parking Services provides free on-campus emergency road service for faculty, staff, students, and visitors who need help charging a dead battery, changing a tire, or retrieving keys that have been locked inside a car. This service is available between 7 am and midnight, Monday through Friday (except University holidays). Please call 617-496-HELP.

MOTOR VEHICLE REGISTRATION AND PARKING

Harvard Parking Services

**Monday, Tuesday, Thursday, Friday 8 am–5 pm
Wednesday 8 am–7 pm (fall and spring terms only)**

46 Blackstone Street

Tel: 617-495-3772 Fax: 617-495-9119

Email: parking@harvard.edu

www.uos.harvard.edu/transportation

General Parking Regulations

Harvard University is very well served by public transportation, allowing access to South Station, Logan International Airport, downtown Cambridge and Boston, and most points of interest. In addition to public transportation, bicycling is often the quickest and most direct way to travel in the local area. For information on public transportation and bicycling, including where to purchase new or used bicycles, visit www.commuterchoice.harvard.edu.

Students who bring their vehicles to school are required to register their cars with Parking Services. All vehicles parked on Harvard University property require a valid parking permit. Students who purchase permits are permitted to park only in those areas officially assigned by Parking Services. Students must comply with all University parking regulations. These parking regulations are in effect at all times including nights, weekends, and holidays. All vehicles in violation of University parking regulations are subject to ticketing and/or towing.

On-street Cambridge parking is reserved for city residents with Cambridge vehicle registrations. For more information on resident stickers, please visit the City of Cambridge website at www.ci.cambridge.ma.us or call 617-349-4700.

Undergraduate Parking and Vehicle Registration

Undergraduates living on campus may purchase a permit to park at the One Western Avenue Garage. Commuter parking is available at the Soldiers Field Park Garage on a space-available basis. Applications are available to students during registration in the fall.

In order to register for parking, all students requesting parking must provide the following information:

1. A valid Harvard ID, or a driver's license with proof of University affiliation.
2. Proof of residency (e.g., lease or housing agreement with the student's name and address on it).
3. Vehicle registration, which clearly states the student's, parent's, or spouse's name.

It is the responsibility of the student operating a motor vehicle at the University to inform Parking Services of any vehicle change or registration change made during the academic year.

For the most current information on parking types and rates, please visit the Parking Services student website at www.uos.harvard.edu/transportation/par_stu.shtml.

All garage occupancy is on a first-come, first-served basis. There are no assigned spaces in the student garages. Priority will be given to students living in Harvard-affiliated housing.

Cancellation Procedures and Pro-ration Policies

To effect cancellation and receive a credit, the issued hang tag and access credentials (e.g., transponders) must be returned to Parking Services at 46 Blackstone Street during regular busi-

ness hours. Failure to return the hang tag and access credentials will result in accrual of parking fees.

All student yearly parking will be prorated on a monthly basis. Please note that parking hang tags and access credentials are non-transferable.

Tickets, Penalties, and Appeals

All vehicles not displaying a valid Harvard University parking permit are subject to ticketing and/or towing without notice and at the owner's risk and expense.

A student will be held responsible for any violation incidental to the operation of the vehicle, no matter who the driver may be. Citations will be issued for the following parking offenses: safety violations, regulatory violations, or violations of accessible parking accommodations.

Anyone wishing to appeal a parking violation must do so in writing within 21 days of receiving the violation notice. Appeals should be sent directly to Parking Services at 46 Blackstone Street, Cambridge, MA 02139. Checks made payable to Harvard University should be mailed within 21 days of violation notice issue; a late charge will be applied to all violations not paid within that period. Unpaid violations will be added to the student's term bill.

When an unauthorized vehicle is towed, a citation along with a tow fee is accrued. Students whose cars are towed must pick up their claim checks and pay their fines at Parking Services during normal office hours or at the Harvard University Police Department, 1033 Massachusetts Avenue, after hours.

Motorcycles

Under Massachusetts law, motorcycle operators and passengers must wear helmets.

Motorcycles are subject to the same parking regulations as other motor vehicles. Motorcycles may not be parked within the House grounds at any time, but may be parked in any parking area designated for motorcycles. Parking permits for motorcycles are available for the academic year. Please visit the Parking Services student website at www.uos.harvard.edu/transportation/par_stu.shtml for the most current motorcycle parking rates.

Accessible Parking

The University Disability Coordinator and Parking Services jointly manage all parking policy and parking requests based on disability. Students with specific needs should contact the Local Disability Coordinator at their school. Students who need contact information for the Local Disability Coordinator for their school may be in touch with the University Disability Coordinator at 617-495-1859 (voice), 617-495-4801 (TTY), or by email at marie_trottier@harvard.edu. The Local Disability Coordinator will request any medical documentation or other verification of disability or injury that may be necessary prior to the authorization of parking or shuttle services. Students who require accessible parking as a reasonable accommodation will not be required to pay more than the yearly student rate for comparable parking types (taking into account hours of access and the nature of the parking facility), regardless of whether such students are assigned to a lot or garage generally reserved for faculty or staff.

Visitor Parking

Visitor permits for selected campus lots may be purchased at the Parking Services office, 46 Blackstone Street, Cambridge, Monday through Friday, during business hours. Permits may also be purchased via the On-line Permit Purchase System, at www2.uos.harvard.edu/cgi-bin/permit/purchase.pl. After hours visitors can pay and park at the Harvard Business School. Please visit the Parking Services visitor website at www.uos.harvard.edu/transportation/par_vis.shtml

for the most current visitor parking rates. Parking at all visitor lots is issued on a space-available basis.

The University assumes no responsibility for damages to any vehicle or its contents for reason of fire, theft, vandalism, or other cause.

For more detailed information and an updated listing of parking policies and availability, please visit the Parking Services website at www.uos.harvard.edu/transportation.

CHAPTER 7: **FINANCIAL INFORMATION**



Holyoke Arcade (Kris Snibbe, Harvard News Office)

TUITION AND FEES 2006–2007

Tuition*.....\$31,456

Harvard University Health Services Fee.....\$1,426

This figure was previously included in the fee for tuition. For details about the Harvard University Health Services fee and coverage, see the *Harvard Student Health Insurance Handbook* and “Harvard University Health Services” on page 499.

Blue Cross/Blue Shield Group Insurance Plan.....\$1,362

Request for waiver must be submitted by October 31 for the fall term and by April 30 for the spring term. For details about BC/BS policy, see “Health Services” on page 499.

Note: For federal income tax purposes, the amounts paid for health coverage, including the Health Services Fee, may be listed as medical expenses when deductions are itemized. For details on Harvard University Health Services benefits, BC/BS benefit, waiver information, and deadlines please visit the Member Services website at www.huhs.harvard.edu.

Room Rent.....\$5,855

Student Services Fee.....\$2,116

Charged to all students (including students studying out of residence during the term for Harvard degree credit), this fee covers College services and residential facilities.

Board.....\$4,766

Because of the large number of House dining halls, a major portion of the Board fee goes to pay fixed operating costs. The fee is based on the fact that the average student eats approximately thirteen of the twenty-one meals available per week.

Undergraduate Council Fee.....\$75

A fee added to all students’ bills to fund the Undergraduate Council. Monies collected will be used for council operations, College-wide events, and to fund undergraduate organizations. Students have the option of requesting a refund of the fee by checking the appropriate box on their July student bill.

Late Fees and Fees for Special Petitions

Late Registration.....\$50

Change of Course (per petition).....\$10
drop, add, or withdrawal after the third Monday of the term.

Correction of a Course Report.....\$25
after the fifth Monday of the term if approved by the Administrative Board—charged in addition to the fee for late change of course.

Late Filing of Study Card (weekly charge until card is filed).....\$40

Late HUID Card.....\$15

* Students taking more than four half-courses per term as part of an accelerated degree program may incur additional tuition charges; see “Rate of Work” on page 57 and “Acceleration” on page 460. Students granted an Additional Term pay tuition at a per course rate (see “Additional Term” on page 58).

<i>In Absentia Examination</i>	\$100
must be approved by the Administrative Board. Return postage, extraordinary costs, and any makeup examination or proctorial fees are not included in this figure.	
<i>Late Cancellation of Room Reservation</i> (maximum).....	\$997
after June 11 for fall term and after December 1 for spring term.	

Replacement and Laboratory Fees

Laboratory Fees: Each student enrolled in a laboratory course is charged for breakage, damage, loss of apparatus, and supplies used.

HUID Card: first and second replacement..... **each \$20**

HUID Card: third and subsequent replacement in same academic year..... **each \$40**

Room Keys: replacement during term time..... **each \$10**

Room Keys: not returned at time of departure..... **each \$25**

Lock Change (when room keys are lost along with identification)..... **\$100**

Payment Procedures

Payment Policy

It is the University's policy that students are responsible for their student bill. This responsibility includes reviewing the billing statement each month and making sure that the bill is paid by the date it is due. In addition, students who do not pay their own bill must ensure that parents and others who do pay are able to access the bill. Tuition and fees must be paid in full in order for students to register each term. The College may deny registration to those students whose bills are not paid by the established deadlines. Payments for Commencement and the November and March degree periods must also be made by the designated due dates. No degree can be conferred until all indebtedness to the University is paid in full. Additional charges that may be billed after degrees are conferred must also be paid in full.

Monthly Billing Statements

Monthly billing statements include all charges and credits that have been posted to the student account by the bill date. On the bill date an email notification with a link to the monthly statement is sent to the student. Students are billed for the fall semester in July. Payment of the July bill is due in August. Spring semester charges are billed in December and due in January. Upon receipt of the first notification, students are expected to review the bill and set up parents and all those (not sponsors) who need access to the bill as authorized payers. Authorized payers also receive direct notification by email when a new billing statement is on-line. Questions about the student bill or the billing process should be directed to the Student Receivables Office at 617-495-2739.

Monthly Payment Plan

The University offers a Monthly Payment Plan that allows eligible students to pay tuition and required fees in four monthly installments each term. Under this plan, fall term installments are due in August, October, November and December. Spring term installments are due in January, February, March and April. There is a \$35 charge per term for use of this plan.

Any balance due from the prior term or any miscellaneous charges must be paid in full, together with the monthly installment, by the due date indicated on the monthly statement. *Stu-*

dents who are negligent in making their monthly payments during one term may not be permitted to use the plan in subsequent terms.

To enroll in the plan or to cancel enrollment, students should call 617-495-2739. Once enrolled in the plan, enrollment for the following term is automatic. The billing statement will include the \$35 enrollment fee.

Payment Procedures

Electronic payments can be made on-line at www.termbill.harvard.edu.

Checks drawn on US currency and made out to Harvard University can be brought or sent to the Student Receivables Office at 953 Holyoke Center. To ensure that all payments are properly credited, checks should reference the HUID number of the student. Checks that are mailed should be sent with a bill stub, which can be printed out by clicking on the PDF icon on the “Current Statement” page of the student bill.

Payments can also be made by wire transfer to the account listed below. The full name of student, the student’s HUID, and the address of sender should be included on all wires.

ABA# 011000138

Bank of America

100 Federal Street, Boston, MA 02110

Account #942926-3103

Account name: President & Fellows of Harvard College SRO

Late Payment of Term Bills

Any student whose indebtedness to the University remains unpaid after designated payment due dates may be deprived of the privileges of the University. Reinstatement is possible only after all bills have been paid and consent of the Dean is obtained.

Information for Degree Candidates

Students who are candidates for degrees must pay all bills due to the University by the designated due date in order for degrees to be conferred. The due date is indicated on the billing statement that precedes the degree vote. Additional charges that may be billed after degrees are conferred must also be paid in full.

Acceleration

A student who has completed degree requirements in fewer terms than the number required had he or she worked at an average rate of four half-courses per term may petition the Allston Burr Resident Dean for waiver of the residence requirement. If the petition is granted, the student will be charged extra course fees for each half-course taken above the normal rate of four. Such half-courses will be calculated at one-fourth the full tuition rate in effect during the term in which the final course work for the degree was completed. (See also “Residence Requirement” on page 35, “Rate of Work” on page 57, and “Degree Credit For Study Out of Residence” on page 36.)

An accelerated degree program has serious and sometimes complex academic and financial implications. A student should have a discussion with his or her Allston Burr Resident Dean before undertaking such a plan.

Dishonored Checks

There is a \$50 fee assessed for the first dishonored check and \$75 for the second and subsequent dishonored checks. After the initial dishonored check, the University may also, at its discretion, require that all payments be made in cash or by certified check or money order. A check is regarded as dishonored when it has been returned because of insufficient funds, lack of a bank account, or because payment has been inappropriately stopped.

Information for Students Leaving the College

A student who leaves the College for any reason must pay all charges upon receipt of a bill from the Student Receivables Office. Students who leave during the academic year are charged tuition and the Student Services fee to the end of the period in which they leave; room rent and board charges are calculated on a daily basis. See chart on the next page: “Students’ Financial Obligations in the Event of a Leave of Absence or Requirement to Withdraw.”

The chart does not include any charges for the Student Health Services fee or Blue Cross Blue Shield insurance. Information regarding changes for Student Health Services fee or Blue Cross Blue Shield insurance can be found at www.huhs.harvard.edu. Room rent charges continue to the day the student leaves College residence. Full-board charges will continue to the day the student submits the proper paperwork to his or her House office or the Freshman Dean’s Office. The room key must also be returned to the House Office or building manager’s office.

The fee schedule also applies to those students who move off campus during the academic year; however, the complete Student Services Fee continues to be assessed. For those students who do not fall into the category of a leave of absence, requirement to withdraw, or move off campus but who are absent from Cambridge for whatever reason, room and board charges continue to be assessed through the end of term.

**Students' Financial Obligations in the Event
of a Leave of Absence or Requirement to Withdraw**

If Student Leaves	Tuition	Room*	S.S. Fee†	Board
<i>Fall Term</i>				
On or before June 11	-0-	-0-	-0-	-0-
From June 12 to July 15	-0-	183	66	-0-
From July 16 to July 30	-0-	366	199	-0-
From July 31 to August 15	-0-	549	199	-0-
From August 16 to September 10	-0-	732**	265	-0-
From September 11 to September 24	-0-	732**	265	pro-rated
From September 25 to October 19	3932	732**	265	pro-rated
From October 20 to November 26	7864	732**	534	pro-rated
From November 27 to December 19	11,796	732**	794	pro-rated
After December 19	15,728	2928	1058	2383
<i>Spring Term</i>				
On or before December 1	-0-	-0-	-0-	-0-
From December 2 to January 15	-0-	183	66	-0-
From January 15 to January 24	-0-	366	132	-0-
From January 25 to February 6	-0-	366**	132	pro-rated
From February 7 to March 3	3932	732**	265	pro-rated
From March 4 to April 4	7864	732**	534	pro-rated
From April 5 to May 3	11,796	732**	794	pro-rated
After May 3	15,728	2928	1058	2383

All amounts are in US dollars.

Harvard in its sole discretion reserves the right to change these rates at any time upon 30 days prior notice to students.

If a housing deadline falls on a weekend, the change of housing status forms will be considered on time if they are delivered to the Office of Residential Life on the Monday after the deadline.

* For Dudley Cooperative room charges, inquire in the Dudley House Office, Lehman Hall (617-495-2256).

** The total room rent charge is the reservation fee plus the number of days in residence at a daily rate of \$26.00.

The pro-rated board charge is \$20.37 per day for freshmen and \$20.72 per day for upperclassmen.

† Student Services Fee.

FINANCIAL AID
Committee on Admissions and Financial Aid
Mon.–Fri., 9 am–5 pm
86 Brattle Street
Tel: 617-495-1581; FAX: 617-496-0256;
www.fao.fas.harvard.edu

The Committee on Admissions and Financial Aid strives to make a Harvard education affordable for all admitted students. Financial aid awards are need-based and consist of grants, loans, and employment.

Conditions Governing Financial Aid Awards

1. Neither the amount of institutional financial aid granted nor the amount lent to any student shall be altered during any given academic year because of changes in the student's academic or disciplinary status, so long as the student is permitted to remain at the College. However, adjustments in the amount of financial aid awarded may be made at any time in response to unanticipated changes in a student's financial circumstances or additional information received about resources.
2. The nature and amount of financial aid to be awarded for the following academic year will be reviewed each summer, taking into account the financial need of the individual student and the resources available to the Committee on Admissions and Financial Aid.
3. All financial aid awards are based on demonstrated need, and students seeking assistance must file a renewal application each year. Renewal application instructions are emailed to students in early February and completed application forms are due in mid-April. Students must comply with the April deadline in order to be assured of continuing financial aid, and those who do not do so may incur a financial penalty. The Committee on Financial Aid will not consider applications for assistance after September 1 without an appeal in writing.
4. If an award holder takes a leave of absence or is required to withdraw before completing the period covered by the award, an adjustment of his or her award will be necessary. That part of the award used to cover educational costs may reduce a student's eligibility for scholarship aid in his or her final term.
5. If an award holder takes a leave of absence after an award has been made, but before registration for the academic year, the award will be cancelled. A student may apply for an award when he or she is ready to return to the College. Returning students will be expected to produce the standard summer savings amount towards their next academic year expenses. Students returning from a leave should be aware that all loan repayments and/or term bill obligations must be current before any financial aid can be granted.
6. Students returning to the College after an interval of five or more years will ordinarily not be eligible for scholarship aid from institutional sources, and their petitions for readmission must include evidence of financial resources necessary to meet all college expenses. Exceptions because of unusual circumstances will be considered by a committee comprised of members of the Administrative Board and the Financial Aid Office. Petitions for an exception should be made through the Financial Aid Office.
7. Awards are available only if the holder is regularly registered in the College as an undergraduate. The Committee will normally reduce the amount of the award if the holder chooses to live at the home of his or her parents during the academic year; study abroad for

credit at a reduced cost; or if the holder is granted permission by the Administrative Board to work and pay at a reduced course rate.

8. Students may normally receive no more than eight terms of financial aid.
9. An award holder must notify the Financial Aid Office of any change in residence during the academic year for which he or she has an award.
10. An award holder is required to notify the Financial Aid Office of any substantial change in his or her financial resources for the year, such as receipt of additional outside scholarship assistance. The Committee reserves the right to review the award in the event of a change in the student's resources.
11. Students who have borrowed from loan funds must report to the Financial Aid Office for an exit interview just prior to graduation or at the time of a leave of absence or requirement to withdraw.

Basis of Original Award

Scholarships are awarded to students who need financial assistance in order to pursue their course of studies. Awards are based solely on need and the Committee on Financial Aid makes the final determination of family need. Annual awards range from \$500 to over \$48,000.

All awards are made annually on the basis of financial need as demonstrated through a variety of forms, including the College Scholarship Service Profile and the Free Application for Federal Student Aid. Financial need is determined in accordance with federal guidelines, and following the general procedures of the College Scholarship Service and the assessment guidelines established by the Committee on Financial Aid. Detailed information regarding financial aid awards and procedures can be found on our website: www.fao.harvard.edu.

Renewal of Financial Aid after Freshman Year

Students in the College must file an application each year for renewal of financial aid. Renewal forms include copies of the student's and the parents' income tax returns. The nature and amount of financial aid to be awarded for the following academic year will be reviewed each summer, taking into account the financial need of the individual student and the resources available to the Committee on Admissions and Financial Aid.

Applications for aid are considered carefully every year for changes in financial need, and awards will be adjusted if the family financial resources increase or decrease markedly. The Committee is ready at all times to consider initial or additional requests for assistance from any student in the College whose family encounters financial hardship.

Expectations Regarding Other Contributions

Parental Contribution

The Committee expects parents to provide as much assistance from both income and assets as is feasible, by determination of institutional need analysis guidelines. The Committee also expects parents to provide assistance for the student during his or her entire undergraduate career. When a student's parents are divorced, both parents are ordinarily required to file financial statements and to provide a portion of the parental contribution. Arbitrary withdrawal of parental support will not ordinarily be met with increased scholarship funds. Students facing irreconcilable differences with their parents should contact their financial aid officer to discuss the College's Independent Student Policy guidelines.

Parent Plans

Parents of students in Harvard College have access to various loan plans. Information is available from the Financial Aid Office.

Summer Earnings

In determining eligibility for scholarship assistance, the Committee expects that students will save from \$1300 to \$2500 of their summer job earnings to be contributed toward the educational expenses of the following year. This expectation cannot be waived for students choosing to volunteer or participate in unpaid internships.

Student's Own Savings

In assessing student resources, the Financial Aid Office will ordinarily ask that a small percentage of students' available savings at the beginning of each academic year be used to pay for college costs.

Outside Scholarships

Students receiving scholarship assistance are required to report to the Financial Aid Office any outside scholarships they receive, as well as whether they are renewable. Notifying another office at Harvard (i.e., the Student Receivables Office) of the receipt of an outside award does not satisfy this requirement. Outside scholarships are first used to replace the loan and/or job expectations in the financial aid package, and can fully replace the summer savings expectation. Only if the amount of outside scholarships exceeds the combined loan, job and summer savings expectations will the Harvard Scholarship be reduced.

Nonresident, Married, and Out-of-Residence Students

Nonresident Students

The charges for nonresident students are Tuition and Student Services and Health Services Fees. Students who receive permission to live off campus are assumed by the Financial Aid Office to have the same room, board, and personal expenses as students living on campus. Students desiring to live off campus may want to consider the fact that actual off-campus costs may be higher than on-campus expenses.

Married Students

The College has no scholarship funds with which to provide extra help to married students. It is the policy of the Financial Aid Office to treat married students as if they were non-resident single students, expecting the student's parents or spouse to provide the necessary extra support. In some cases, additional loan and/or job assistance may be available.

Students Studying Out of Residence

Students studying at other institutions during the academic year who are receiving credit toward Harvard degrees will ordinarily be eligible for financial aid in accordance with the usual conditions.

Summer School

Requests for need-based scholarship assistance to attend Harvard Summer School will be considered for students accelerating the completion of their degree requirements. Scholarship aid for Summer School will normally be charged against the student's remaining terms of financial aid eligibility. In addition, students whose attendance at Summer School is mandated by the Administrative Board may be eligible for scholarship aid to help defray Summer School costs.

Loan requests will be considered on an individual basis by the Committee on Financial Aid with careful consideration of reasonable cumulative debt limits. Students choosing to attend summer school are cautioned that the Committee will not waive their summer savings expectation. Some limited scholarship funding for summer study abroad is available through the Office of International Programs with limited need-based awards funded through the financial aid office.

Gift Aid for Acceleration Fees

Scholarship holders will normally be considered for proportional grant assistance in defraying the cost of extra courses used to accelerate and graduate early. Present policy stipulates that the amount awarded will be in proportion to the amount of scholarship assistance granted during the academic year in question.

Refund Policy

If a student who is receiving any form of financial aid takes a leave of absence or is required to withdraw, the refund of institutional funds will be based on the amount of tuition and fees abated and that amount will be returned to the financial aid fund. A special refund rule applies to these funds: Federally Guaranteed Student and Parent Loans, Federal Perkins Loans, Federal Pell Grants, Federal Academic Competitiveness Grants, Federal National Smart Grants, Federal Supplemental Education Grants, and State Grants. These Title IV federal and state funds will be returned to the agencies based on the amount for which the student is no longer eligible. Copies of these refund policies are available upon request from the Financial Aid Office.

Standard Verification

Harvard University participates in the US Department of Education's Standard Verification Program which may require additional documentation of certain federal student data.

Statement of Privacy

All information submitted for the purpose of securing financial aid is protected under Harvard policy, the Federal Educational Rights and Privacy Act of 1974 (FERPA), and the Gramm-Leach Bliley Act of 2000 (GLB). Under these provisions, Harvard ensures the privacy and safeguarding of all financial aid information. For additional information, please contact the Financial Aid Office at (617-495-1581).

Financial Aid Schedule 2007–2008

September 10 and 14—Fall Term Registration

October

- Freshmen attend Financial Aid 101 sessions.
- First time student loan borrowers sign electronic master promissory notes.

November

- Students contact their outside scholarship donors if their fall term award disbursement has not been made to their term bill.

January 30—Spring Term Registration

- Students check on state scholarship renewal applications with state or Financial Aid Office.

February

- Harvard financial aid renewal application instructions emailed to students and mailed to home address.

Mid-March

- Summer Federal Work Study applications available on line at www.seo.harvard.edu. (Students with term-time Work Study must reapply for summer.)
- Seniors attend Money Management 101 sessions.

Mid-April

- Harvard financial aid renewal applications due.

April, May

- Seniors complete on-line loan repayment promissory notes.

June, July

- Students check to be sure renewal aid applications completed.
- Financial Aid award decisions mailed to home address.
- Students report expected receipt of outside awards for next academic year.

STUDENT EMPLOYMENT OFFICE**Mon.–Fri., 9 am–5 pm****86 Brattle Street, (617-495-2585)****www.seo.harvard.edu**

The Student Employment Office (SEO) is a resource for undergraduate students seeking term-time and summer employment. The jobs database, accessible through our website, has listings of on- and off-campus jobs in labs, offices, dining halls, libraries, social service agencies, hospitals, and many other sites. There are also temporary short-term listings, posted positions for child care, and room-for-service opportunities. Students may register both their qualifications and availability for casual work in the SEO's skills files for babysitters, typists, translators, musicians, etc. Many incoming freshmen choose to work in dining halls or on the Dorm Crew, but most other students use the resources of the SEO to find their own jobs.

The SEO administers several employment programs that expand student job opportunities. To find out more about these programs and other opportunities, students are encouraged to visit the SEO, located at 86 Brattle Street along with Admissions and Financial Aid, or to peruse the website (www.seo.harvard.edu). The site contains on- and off-campus job listings available to both Work-Study and non-Work-Study students and information about the various research programs offered through the SEO.

Federal Work-Study Program (FWSP)

The Federal Work-Study Program is a federally funded program designed to create jobs for financially needy students to enable them to meet their educational expenses. Students earn competitive wages either on-campus or with off-campus non-profit agencies such as schools, health care facilities, and arts organizations. Employers pay a percentage of the hourly wage while the federal government pays a large percentage of the hourly wage. Students are notified of their term-time Work-Study eligibility in their financial aid awards. Information about summer Work-Study is emailed to financial aid recipients in the spring. Work-Study earnings, like the wages of any other student job, are taxable income.

Research Opportunities

www.seo.harvard.edu/research

Faculty Aide Program

The Faculty Aide Program encourages faculty members across the University to hire undergraduate research assistants by providing half of each student researcher's wages. Applications are available to faculty members in September for the term program and in April for the summer program. Jobs are posted through the SEO jobs database.

Harvard College Research Program (HCRP)

The Harvard College Research Program supports student-initiated scholarly research or creative endeavors undertaken with faculty guidance. Students can apply for stipends and/or expense reimbursements by submitting a research proposal, budget, résumé, transcript, and letter of recommendation from a faculty member willing to serve as a mentor. Applications may be submitted for fall, spring, and summer terms and are available in the SEO and on the website. Summer HCRP applicants are automatically considered for awards from more specialized funding sources such as the Sam Abramson, Phi Beta Kappa, and Deland fellowships.

Mellon/Mays Undergraduate Fellowship Program (MMUF)

To counter the serious shortage of faculty of color in higher education, the Mellon Mays Undergraduate Fellowship Program encourages minority students and others with a demonstrated commitment to racial diversity to pursue academic careers. It provides opportunities for talented undergraduates to engage in research and other facets of academic life under the guidance of faculty mentors. The program also features group activities, where students share intellectual interests and focus on topics of importance to young minority scholars. Students apply in March of their sophomore year. Selected students receive funding for research undertaken with a faculty mentor during their junior and senior years. The MMUF Program meets monthly throughout the academic year to discuss applying for PhD programs and to present their research findings to one another. MMUF are eligible for reimbursement for undergraduate loans for each year they complete a PhD program.

The Dean's Summer Research Award

The Dean's Summer Research Awards are designed to give rising seniors who receive financial aid the opportunity to devote the summer to thesis research. The awards provide students who have already received a research grant with an additional grant to cover the summer savings requirement of their financial aid packages. Grants are applied to a student's term bill and are not awarded as cash. Recipients will be chosen on the basis of financial need, the quality of the research proposal, and the strength of faculty support.

The Radcliffe Institute for Advanced Study

The Radcliffe Institute for Advanced Study offers a range of programs that enable undergraduate and graduate students to receive financial support for research and engage with the Institute's intellectual resources. Visit www.radcliffe.edu/students for complete details on all programs described below.

In 1999 Radcliffe and Harvard colleges merged, and the Radcliffe Institute for Advanced Study was created. The Radcliffe Institute carries forward Radcliffe College's historic commitments to excellence in research, and to the study of women, gender, and society. It is a scholarly community where women and men pursue advanced work across a wide range of academic disciplines, professions, and creative arts.

Every year approximately 45 scholars and artists come to Cambridge to spend one year doing their work at the Radcliffe Institute—they are called Radcliffe fellows. Through the Radcliffe Research Partnership program, undergraduates can be matched with Radcliffe fellows to work collaboratively on research projects. For information about research partnerships, contact rrp@radcliffe.edu.

In addition, the Radcliffe Institute for Advanced Study is home to The Arthur and Elizabeth Schlesinger Library on the History of Women in America, the world's preeminent collection of material on this subject. Its outstanding holdings are available to undergraduate and graduate students for their research and interest. The holdings are catalogued on HOLLIS (Harvard On-Line Library Information System). The Schlesinger Library offers research support grants and dissertation grants for undergraduate and graduate students.

The Radcliffe Institute offers a range of programming during the year, including an annual Dean's Lecture Series, presentations by fellows, and conferences and lectures on a variety of interdisciplinary topics. The Radcliffe Institute welcomes and encourages all students to take advantage of these opportunities.

CHAPTER 8: ACADEMIC AND SUPPORT RESOURCES



Text books at the Harvard University COOP (Lindsay Pierce, Harvard News Office)

ACADEMIC RESOURCES

ADVISING PROGRAMS OFFICE OF HARVARD COLLEGE

Monique Rinere PhD, Associate Dean

Inge-Lise Ameer EdD, Assistant Dean, Concentration and House Advising

James N. Mancall PhD, Assistant Dean, First-Year Advising

Laura K. Johnson PhD, Director of Sophomore Advising

617-496-0218

University Hall

www.fas.harvard.edu/advising

Advising Programs Office

As part of the Faculty of Arts and Sciences' Curricular Review, the Report of the Standing Committee on Advising and Counseling (issued in May 2005) recommended the establishment of an Advising Programs Office (APO), which began to take shape in February 2006. This office is charged with coordinating, managing, and monitoring academic advising programs for all undergraduates and, as such, works with students, department chairs and other faculty, resident deans, the Freshman Dean's Office, and other Harvard College and FAS offices on all aspects of pre-concentration and concentration advising.

Board of Freshman Advisers

The Freshman Adviser is a faculty member, administrator, or proctor at the University who helps first-year students select courses and advises on questions regarding the curriculum, academic requirements, educational goals, summer opportunities, and extra-curricular interests. Approximately 400 non-resident advisers work with an average of 3-4 first-year students apiece. All proctors (resident advisers) also serve as academic advisers to some of the first-year students in their entryway.

Peer Advising Fellows Program

Each incoming freshman in the Class of 2011 is assigned a Peer Advising Fellow, based on academic and extra-curricular interests. Fellows bring a student perspective to the first-year advising network. The role of the Fellow is multi-faceted and spans academic, social, and extra-curricular life at Harvard. Fellows, for example, help answer questions about life at Harvard and the transition to college, encourage freshmen to engage in academic exploration, and refer freshmen to other resources when appropriate. Fellows have thorough knowledge of campus resources, so that they know where to send advisees for information in each concentration. Finally, the Fellows play a key role in helping to build community within the entryway and dormitory by working with the proctors and each other on study breaks, other entryway activities, and dorm-wide events.

Sophomore Advising

As a result of the May 2006 faculty legislation that changed the timing of concentration choice from the end of the second to the end of the third term, the Advising and Counseling Committee, in collaboration with the Masters, the Dean of the College, and the Advising Programs Office and its Student Advisory Board, designed a sophomore advising program to support sophomores as they enter House life and concentrations. The goal of sophomore advising at Harvard College is to work with sophomores as they engage in focused academic exploration. Sophomore advising at Harvard is a collaborative effort on the part of students, Houses, and concentrations. Each sophomore is assigned a House Tutor, who serves as the primary academic

adviser in the student's third term and who helps students navigate advising structures within the concentrations. Faculty members in the concentrations are eager to reach out to sophomores, and sophomore advisers will facilitate those connections. Concentrations will assume primary academic advising responsibility for sophomores in the fourth term, while House sophomore advisers will continue to offer supplemental support through the sophomore advising program.

Concentration Advising

Concentration advising seeks to guide students in three phases: into an appropriate set of introductory courses in the field of study, to advanced work in the field of study and, when applicable, through a final project or thesis in the senior year. Each concentration plays an important role in pre-concentration advising through collaborative efforts with the Freshman Dean's Office, the Houses, and the Advising Programs Office. Concentrations reach out to first-year students throughout the year and especially during the Advising Fortnight in the spring. In April of the first year, students are expected to research various fields and then go to the concentrations' advising teams with questions or to hear more about the departments. In the third term, academic advisers encourage students to seek out information from the concentration advising teams before concentration choice in December.

Once sophomores select a concentration, their primary academic adviser will be assigned based on the policies of their concentration. Most use a team approach: the Director of Undergraduate Studies (DUS) or Head Tutor, Assistant Director of Undergraduate Studies (ADUS) or Assistant Head Tutor, and Undergraduate Coordinator (UGC) will advise various students, splitting duties as needed depending on the student, situation, and time. Some concentrations make use of the House tutors to advise students by House, coordinating with the House Masters in the hiring process.

Each concentration has its own requirements. Several of the humanities and social science concentrations have a tutorial system (ranging from one to five semesters), and many students receive additional advising from their tutorial leaders.

Advising Web Site and the Advising Network Portal

The Advising Programs Office has a comprehensive website for information on advising opportunities for all students, in the freshman yards, in the Houses, and in the concentrations. The goal of this website is to bring together in one place a vast amount of information and resources that previously existed in various locations.

In addition to the APO website, the office has created (in conjunction with the Registrar's office) the "Advising Network Portal," or ANP, where students can view the photos, names, and contact information for all of their assigned advisers. The advisers themselves can also access the ANP to see the photos, names, and contact information for all of their advisees.

OFFICE OF THE REGISTRAR
Barry S. Kane, Registrar
Lynn Dunham, Deputy Registrar
Mon.–Fri., 9 am–5 pm
20 Garden Street
General Information: 617-495-1543
Undergraduate Records: 617-495-4655
Degree Requirements: 617-495-1489
Transcript Information: 617-495-1543
www.registrar.fas.harvard.edu

Academic records for students in the Faculty of Arts and Sciences are maintained in the Office of the Registrar. In addition, the Registrar's Office handles registration, course enrollments, final examinations, classroom scheduling, the publication of the course catalog and student handbooks, and services for students requiring educational accommodations as described on page 495.

♿ Wheelchair accessible.

Transcripts

Transcript requests must be made either in writing or in person, not by telephone. The first ever transcript is issued without charge. Additional copies cost \$3 for the first and \$2 for each additional copy requested on the same order. Cash or personal checks are accepted; charges may not be added to the student's term bill. The normal processing time for transcripts is two to three days. Once processed, transcripts may not be returned for refunds. Students must show a picture ID to pick up a transcript in person. The Transcript Request Form can be found at the Registrar's website, www.registrar.fas.harvard.edu. Copies of the form can be printed, completed, and submitted with payment to the Registrar.

Grades

Students may view their grades from the student's portal page at my.harvard.edu or from www.registrar.fas.harvard.edu (select "View Course and Grade Report"). Ordinarily, grades are available at the Course and Grade Report website each term beginning ten business days from the last day of the final exam period. Parents are sent grades for the year in July; in addition, parents of freshmen are sent grades after the end of the fall term.

Students who need to know their grades before they are reported by the Registrar should contact their professors directly. Students who need additional copies of their grades may request a transcript.

Any student who has a question about a final grade may request that the course instructor review his or her evaluation. If the instructor has already submitted the final grade to the Registrar, that grade can be changed only upon the instructor's written request to the Registrar, who acts on behalf of the Dean of the College. The Registrar must be satisfied that all students in the course will have been treated equitably before authorizing any grade change.

See the index under "Grades" for further information.

Registration, Study Cards and Course Enrollment

Registration is ordinarily held during the week before classes begin in the fall term and on the first day of classes in the spring term (see the Academic Calendar on page 7 and "Registration" on page 48 for the dates and deadlines).

Registration for a student may be “held” if the student needs to take action before being allowed to register. A financial hold indicates that the student must clear his or her account with the Student Receivables Office before being allowed to register. A medical hold usually requires the submission of further immunization documentation to Medical Records at Harvard University Health Services. The International Office may also place a hold on the registration of a foreign student if the student has not yet presented his or her credentials to that office. Students should visit the appropriate office and make arrangements to clear the hold that has been placed on his or her registration.

Students officially enroll in courses by completing a study card (see “Choice of Courses” on page 48, “Study Cards” on page 36, and “Academic Calendar” on page 7).

Voter registration forms for the Commonwealth of Massachusetts are available to students during business hours at the Office of the Registrar. Students may also request a voter registration form at the Commonwealth of Massachusetts website, www.state.ma.us/sec/ele/elestu/studix.htm. The student can request either a Massachusetts form or a federal form (used to register in most other states) at this website.

Cross-Registration

For information on cross-registration see page 52.

Course Catalog

Courses of Instruction—the course catalog for the Faculty of Arts and Sciences—is published annually. It is available on-line at www.registrar.fas.harvard.edu/courses beginning the second week in July. In addition, the FAS catalog and those of the other Harvard faculties are available at www.harvard.edu/academics.

A copy of the catalog is given to students in the fall term during their move into Harvard housing. Consult the on-line version at the Registrar’s website (www.registrar.fas.harvard.edu) for the most recent information on course offerings. Questions regarding courses and meeting times should be directed to the appropriate department or to the Classrooms Scheduling Office at 617-495-1541.

Course Scheduling and Classrooms

To announce course meeting times and locations, the Registrar’s Office produces a Course Meetings Location Report. This report is posted to the Registrar’s website (www.registrar.fas.harvard.edu) prior to the start of each term—September first for the fall term and January fifteenth for the spring term. Course meeting times and locations often change during the first weeks of each term. The Course Meetings Location Report is updated four times a day. Students are encouraged to consult the report prior to setting out for classes. Inquiries should be directed to the appropriate department or to the Classrooms Scheduling Office at 617-495-1541. For information about the use of College classrooms by recognized student groups, see page 531.

Examinations

Regularly scheduled final examinations are administered by the Registrar’s Office in January and in May in three-hour morning and afternoon sessions. Morning examinations begin at 9:15 am; afternoon examinations begin at 2:15 pm. (See also “Examination Scheduling” on page 16, and “Final Examinations” on page 69.)

Academic Records

Students should visit the Registrar’s Office to request access to their academic records. See also “Education Records” on page 77.

Personal Identification Number

A Personal Identification Number (PIN) is necessary for students to gain access to on-line resources such as his or her course and grade reports via the Registrar's website. Students may request their PIN via email by going to www.pin.harvard.edu. They should click the Request a New PIN link and follow the instructions provided. This website is also where students may change or disable their PIN if necessary. Students must keep their PIN secure and confidential to maintain the confidentiality of their records.

HARVARD UNIVERSITY LIBRARY SYSTEM

Harvard's library system, which dates from 1638, is the oldest library in the US and the largest academic library in the world. With more than 15.8 million books and a burgeoning number of digital objects and electronic resources, the collections are housed in more than 80 libraries, most of which are located in Cambridge and Boston. Of these collections, more than half are in the purview of the Faculty of Arts and Sciences, specifically in the Harvard College Library (HCL).

Harvard College Library

www.hcl.harvard.edu

The Harvard College Library (HCL) is actually a system of libraries that support the teaching and research activities of the Faculty of Arts and Sciences, the University, and the larger scholarly community. Librarians throughout the HCL libraries offer a variety of services to users: assistance at reference desks, individual consultations by appointment, on-line reference service, and course-related research instruction. They compose research guides on almost every subject offered in the College and make them available on-line (www.hcl.harvard.edu/research/guides).

In addition to the Harry Elkins Widener Memorial Library—which is the University's flagship—HCL operates

- Cabot Science Library
- Fine Arts Library (includes Harvard Film Archive)
- Harvard–Yenching Library
- Harvard University Archives
- Houghton Library (includes Harvard Theatre Collection)
- Lamont Library
- Loeb Music Library
- Quad Library
- Social Sciences Program (includes Harvard Map Collection, located in Pusey Library; Government Documents/Microforms, Environmental Information Center, Numeric Data Services, located in Lamont Library; and Fung Library, located in the Knafel Building)
- Tozzer Library

Harvard's Graduate and Professional Schools

Each of Harvard's graduate and professional faculties supports additional significant libraries. These include

- Andover–Harvard Theological Library—Harvard Divinity School
www.hds.harvard.edu/library
- Baker Library—Harvard Business School
www.library.hbs.edu

- Countway Library of Medicine—for the faculties of dentistry, medicine, and public health
www.countway.harvard.edu
- Gutman Library—Harvard Graduate School of Education
www.gse.harvard.edu/library
- Harvard Law School Library
www.law.harvard.edu/library
- John F. Kennedy School of Government Library
www.ksg.harvard.edu/library
- (Frances) Loeb (Design) Library—Harvard Graduate School of Design
www.gsd.harvard.edu/library
- Schlesinger Library on the History of Women in America—Radcliffe Institute
www.radcliffe.edu/schles

Additional Collections

Harvard's library system also includes numerous departmental and special libraries within the Faculty of Arts and Sciences, and a number of additional and affiliated collections, ranging from the Villa I Tatti in Florence to the Dumbarton Oaks Research Library in Washington, DC. For a complete directory of Harvard libraries and archives, as well as their websites, visit lib.harvard.edu/libraries.

Digital Collections

Harvard offers a growing number of subject-specific, web-accessible collections, including photographic collections, documents, musical scores, prints, drawings, historical maps, books, legal transcripts, diaries, manuscripts, and more. To survey these collections—many of which were developed with support infrastructure, and expertise provided by Harvard's Digital Library Initiative—visit digitalcollections.harvard.edu.

Access for Undergraduates

Undergraduates with valid HUID cards have access to all Harvard libraries. It is important to recognize that the individual libraries establish separate circulation policies, and that those policies may vary significantly. For more information, visit lib.harvard.edu/libraries.

HOLLIS Catalog holliscatalog.harvard.edu

The HOLLIS (Harvard On-line Library Information System) Catalog, which is open to the public, contains over 10 million records for all types of material in the Harvard University Library system. It serves as the primary access point to books, journals, manuscripts (more detailed descriptions of manuscripts are provided through OASIS), government documents, maps, microforms, and music scores.

Using a HUID and PIN, members of the Harvard community are able to use HOLLIS to renew, hold, or recall items; to view a list of items checked out; and to check fines on-line.

Library Websites

Harvard Libraries

lib.harvard.edu

A major starting point for research is the “Harvard Libraries” website, which is an on-line gateway to the library resources of Harvard University. The site serves as an important research tool for Harvard’s current students, faculty, staff, and researchers who hold HUIDs and PINs. Through E-Research @ Harvard Libraries, it provides access to over 20,000 electronic resources and journals licensed by the Harvard libraries, as well as links to all of the Harvard library catalogs. It also points to research guides compiled by the libraries across campus and provides practical information on each of the more than 90 libraries that form the Harvard system.

Most of Harvard’s libraries also have developed their own web sites, which are full of valuable links and information covering their areas of specialty.

E-Research @ Harvard Libraries

e-research.lib.harvard.edu

E-Research @ Harvard Libraries is an on-line library service that provides access for Harvard users to over 30,000 electronic resources and journals and allows users to store and manage their search results.

Using E-Research, users can

- Find and access article databases and indexes, encyclopedias, e-book and e-journal collections, and many other electronic resources.
- Find articles on a topic by searching across the content of multiple e-resources with a single search.
- Find and access individual electronic journals by title, subject or ISSN.
- Add selected e-resources to personal lists for cross-searching and reference (My E-Resources).
- Save lists of favorite e-journals for quick reference (My E-Journals).
- Store links to articles, books, and other items (My Citations).
- View past searches (Saved Searches).
- Save citations to local workstations or to bibliographic management software such as RefWorks or EndNote.
- Click on “Find It @ Harvard” buttons for all search results in order to locate items on-line or on the shelves at Harvard libraries.

In order to achieve maximum benefit from E-Research @ Harvard Libraries and to access all of Harvard’s licensed e-resources, Harvard users should log in, using Harvard IDs and PINs, at the beginning of each session.

Harvard College Library

A Research Tool for Library Users

hcl.harvard.edu

This user-friendly site is a complement to the Harvard Libraries portal and offers quick access to a variety of research tools like research guides, research contacts, on-line forms, Ask a Librarian on-line reference service, and information about hours, admittance and borrowing, copying and scanning services, exhibitions and events, services for persons with disabilities, and more. The Quick Start features for undergraduates and graduate students who are new to the library system is particularly helpful.

Other Harvard Library Catalogs

VIA

via.harvard.edu

The Visual Information Access (VIA) system is a union catalog of visual resources at Harvard. It includes information about slides, photographs, objects, and artifacts in the University's libraries, museums, and archives. Approximately 50% of the records in VIA contain digital images.

OASIS

oasis.harvard.edu

The On-line Archival Search Information System (OASIS) provides centralized access to a growing percentage of finding aids for archival and manuscript collections at Harvard. These finding aids are detailed descriptions of collections that contain a wide variety of source materials, including letters, diaries, photographs, drawings, printed material, and objects.

Harvard Geospatial Library (HGL)

hgl.harvard.edu/jsps/basemap.jsp

The Harvard Geospatial Library is a system for the discovery, analysis, mapping, and delivery of geospatial data. It is also possible to pass on coordinates from external applications in order to plot or draw your own data on top of HGL maps.

Responsibilities of Library Users

The Harvard libraries are maintained for the University's students, faculty, staff, and other authorized members of the scholarly community. In order to preserve the collections and to ensure ongoing access to them, users are expected to respect the rules and regulations around use of library materials and property and to assist in the protection of library materials.

Every user of the library has a responsibility to

- safeguard the integrity of library resources;
- respect the restrictions placed on access to and use of those resources;
- report to library officers the theft, destruction, or misuse of library resources by others;
- respect the rights of others to the quiet use of the library; and
- respect the authority of the librarians and staff whose job it is to protect library resources.

The following is prohibited:

- the exploitation of library resources or materials for profit or use for commercial purposes
- the systematic printing or downloading of significant portions of licensed on-line resources
- unauthorized removal of materials or property from the library
- destruction, defacement, or abuse of library materials or property
- use of library privileges for reasons other than personal academic pursuits

Students, staff, faculty members, researchers, visitors, and other users who fail to comply with library rules and regulations are subject to revocation of library privileges, disciplinary actions, and legal prosecution. All library users are subject to the fines and penalties of the University, as well as the laws of the Commonwealth of Massachusetts governing crimes against property.

Services for Students with Disabilities

Students with disabilities are directed to the reference desks of individual libraries for assistance in getting books. If special arrangements are required, students should contact coordinators of individual libraries. See individual listings for building access, or visit “Library Services for Persons with Disabilities” at lib.harvard.edu/libraries/disability_services.html or “Services/Access for Persons with Disabilities” at hcl.harvard.edu/info/access.

Individual HCL Libraries

Lamont Library

Sun.–Thu., 24 hours

Fri., closes 9:45 pm

Sat., 8 am – 9:45 pm

Sun., opens 8 am

The schedule changes during intersession.

Harvard Yard

617-495-2455

www.hcl.harvard.edu/lamont

Lamont Library houses a number of services. For undergraduates, it holds the books required for most courses and tutorials, course-reserve readings, and books for general reading. Units of the Social Sciences Program—Government Documents/Microforms, Numeric Data Services, and Environmental Information Services—are housed on level one. Also in Lamont are Morse Music and Media, the Woodberry Poetry Room, the Farnsworth Room recreational reading collection, and the Language Resource Center. The Lamont Library Café is located on the main level. For details on the café, please visit www.dining.harvard.edu/campus_restaurants/restaurants_lamont.html.

♻️ The main entrance of Lamont is ramped for wheelchair access and there is elevator service to all levels. Some University telephones and pay phones in the library are adapted for voice amplification; check with library staff for locations.

Cabot Science Library

Regular Term Hours

Mon.–Thu., 8:30 am–midnight; Fri., 8:30 am–6 pm

Sat., noon–10 pm; Sun., 10 am–midnight

This schedule changes during intersession.

Science Center

617-495-5353

www.hcl.harvard.edu/cabot

Located in the Science Center, Cabot houses general collections in all areas of science, with undergraduate materials in applied sciences, astronomy, biochemistry, biology, chemistry, geology, physics, zoology, history of science, and agricultural engineering; and research collections in earth and planetary sciences, pure mathematics, and theoretical statistics. The library has ample study space on three levels, as well as rooms for group study and for viewing videos of selected courses given in the Science Center.

♻️ Access for persons with disabilities: The Science Center is wheelchair-accessible and the elevator key is available. For more information call 617-496-4958. Special services include HOLLIS terminal with printer and VisualTek closed-circuit television enlargement for viewing

printed or microfiche material. Group study rooms can be used for readers with visual handi- caps, although not on a reserved-time basis.

Widener Library
Mon.–Thu., 9 am–10 pm; Fri., 9 am–7 pm,
Sat., 9 am–5 pm; Sun., noon–8 pm
The schedule changes during intersession.
Harvard Yard
617-495-2414 / 617-495-2413
www.hcl.harvard.edu/widener

Harvard's flagship library located centrally in the Yard, Widener contains more than 3.5 million books, journals, and other materials that comprise one of the world's most comprehensive research collections in the humanities and social sciences. The library has four spacious reading rooms featuring a variety of seating and study spaces, wireless connectivity, power/data jacks, and ample lighting. Orientation tours of the building are offered throughout each term. See the website for details.

♿ Parts of the building are wheelchair-accessible from the Massachusetts Avenue entrance.

The Harvard Map Collection
Mon.–Fri., 9 am–4:45 pm
617-495-2417
Pusey Library via Lamont Library West Door
www.hcl.harvard.edu/maps

America's oldest map collection includes rare editions of Mercator, Ortelius, and Ptolemaic atlases, as well as large-scale current topographic maps of geographic areas throughout the world. It also features significant holdings of early state, county, and town maps from the mid-19th century. The modern maps include topographic series from around the world, thematic maps, nautical charts, aerial photography, and satellite imagery. The Harvard Map Collection acquires and provides access to digital cartographic resources and geographic information systems.

♿ People with disabilities wishing to visit the Harvard Map Collection should call 617-495-2417 in advance to make arrangements.

Harvard University Archives
Mon.–Fri., 10 am–4:45 pm
617-495-2461
Pusey Library via Lamont Library West Door
hul.harvard.edu/huarc

Permanent records of Harvard University from 1636 to the present; Harvard dissertations and undergraduate honors theses; Harvard and other historical materials, including photographs, faculty papers, and records of student organizations; records management program.

♿ Access for persons with disabilities: People with disabilities wishing to visit the Harvard University Archives should call 617-495-2461 in advance to make arrangements.

Houghton Library

Mon., Wed.–Fri., 9 am–5 pm; Tues., 9 am–8 pm; Sat., 9 am–1 pm

The schedule changes during intersession.

Harvard Yard

617-495-2441

www.hcl.harvard.edu/houghton

Harvard's primary repository for rare books and manuscripts, Houghton holds collections on the study of Western civilization, particularly European and American history and literature, and special collections in printing and graphic arts and the theater. The library hosts a number of exhibitions during the academic year and introductory tours of the building on Fridays. See the website for details.

♿ Call 617-495-2440 or 617-495-2441 to make arrangements for wheelchair access.

Fine Arts Library

Mon.–Thu., 9 am–10 pm; Fri., 9 am–6 pm

Sat., 10 am–5 pm; Sun., 1 pm–6 pm

The schedule changes during intersession.

Fogg Art Museum, 32 Quincy Street

617-495-5374

www.hcl.harvard.edu/finearts

One of the world's most comprehensive academic art libraries, the Fine Arts collection covers all of Western and non-Western art and architecture, from antiquity to the present, with special collections in East Asian and Islamic art and architecture and the Harvard Film Archive.

♿ Access for people with disabilities to the Fine Arts Library is available at the Prescott Street entrance. Elevators and accessible restrooms and telephones are available in both facilities.

Harvard–Yenching Library

Mon.–Fri., 9 am–10 pm

Sat., 9 am–5 pm; Sun., noon–5 pm

The schedule changes during intersession.

2 Divinity Ave.

617-495-2756

www.hcl.harvard.edu/harvard-yenching

With the most extensive academic research collection on East Asian materials outside of Asia, the Harvard–Yenching Library holds publications in the humanities and social sciences on traditional and modern East Asia, and is renowned for its rare books and manuscripts.

♿ Access for people with disabilities is available at the side entrance of the building. Persons with disabilities wishing to visit the library should telephone 617-495-2756 in advance to make arrangements for assistance. An accessible elevator, restroom, and telephone are available.

Loeb Music Library
Mon.–Thu., 9 am–10 pm; Fri., 9 am–5 pm;
Sat., 1 pm–5 pm; Sun., 1 pm–10 pm
The schedule changes during intersession.
North Yard
617-495-2794
www.hcl.harvard.edu/loebmusic

One of the world's preeminent libraries supporting music research, Loeb Music collections include thousands of books, scores, and recordings; a world music archive; the world's largest collections of Turkish and Indian classical music; jazz and African-American music; and an extensive Mozart archive.

♿ Access for persons with disabilities is through the entrance of the Paine Hall wing of the Music Building. Once inside the building, follow signage to the library. An elevator and an accessible restroom and telephone, and retrieval upon request are available.

Quad Library
Mon.–Thu., 1 pm–2 am; Fri., noon–5 pm; Sat.–Sun., closed
Open only during the academic year
Hilles Building
617-495-2451
www.hcl.harvard.edu/libraries/#quad

The Quad Library is a comfortable study space located on the first floor of the Hilles Building in the Quad. The library holds an open-stack collection that includes high-use volumes of scholarly works, selected reference materials, and some current periodicals. There are an ample number of computer workstations with print capability, a self-service scanner and photocopier, power/data jacks, and wireless connectivity.

♿ The library is accessible through the Campus Drive entrance across from Cabot House. An elevator and an accessible restroom and telephone are available. Transportation for students with disabilities requiring door-to-door adaptive transportation may be arranged with Shuttle Van Service at 617-495-0400.

Tozzer Library
Mon.–Thu., 9 am–9 pm
Fri., 9 am–5 pm; Sat.–Sun., 1 pm–5 pm
The schedule changes during intersession.
21 Divinity Avenue
617-495-2253
www.hcl.harvard.edu/tozzer

Tozzer is one of the world's foremost collections supporting the study of anthropology, extending to all its subfields including archaeology, and is renowned for collections relating to the indigenous people of the Americas.

♿ Access for people with disabilities is at the front entrance of the library. An elevator, an accessible restroom and telephone, and retrieval upon request are also available.

MUSEUMS

Harvard's museums offer some of the finest collections of their kind in the world. A Harvard identification card provides free access to all University museums. A brief description of the permanent collections of some museums is found below. The *Gazette* lists special exhibitions and events, and a recording of updated information for the art museums may be reached by calling 617-495-9400. The Art Museums offer free admission to the general public Saturday mornings.

Harvard University Art Museums
Mon.–Sat., 10 am–5 pm; Sun., 1 pm–5 pm
Closed on national holidays
General Information: 617-495-9400
www.artmuseums.harvard.edu

The Harvard University Art Museums form one of the leading art institutions in the United States and the world, distinguished by the range and depth of their collections, groundbreaking exhibitions, and original research. The collections of the Art Museums consist of more than 260,000 objects in all media. They range in date from antiquity to the present and come from Europe, North America, North Africa, the Middle East, South Asia, East Asia, and Southeast Asia. The collections are divided among 10 curatorial departments and are encyclopedic within most areas.

Students are invited to join the Friends of the Harvard Art Museums. The \$45 annual fee includes invitations to special exhibition openings and other events organized by and for students, a subscription to the Calendar, and a 10 percent discount in the Museum Shop. Another student group, OUR HUAM (Organization of Undergraduate Representatives of the Harvard University Art Museums), is committed to creating student-run events and projects that offer tangible ways for students to be involved in the Art Museums, as well as an undergraduate student docent program.

Fogg Art Museum ***32 Quincy Street***

The Fogg Art Museum, which opened to the public in 1895, is Harvard's oldest art museum. Around its Italian Renaissance courtyard are galleries illustrating the history of Western art from the Middle Ages to the present, with particular strengths in Italian early Renaissance, British pre-Raphaelite, and 19th century French art. The Wertheim Collection, housed on the second floor, is one of America's finest collections of Impressionist and post-Impressionist work, and contains many famous masterworks, including those by Cezanne, Manet, Matisse, Monet, and Picasso. Central to the Fogg Art Museum's holdings is the Grenville L. Winthrop Collection, a collection of more than 4,000 works of art. Bequeathed to Harvard in 1943, the collection continues to play a pivotal role in shaping the collections and legacy of the Art Museums, serving as a foundation for teaching, research, and professional training programs. On display in the Fogg's second floor galleries, the Winthrop Collection includes 19th-Century masterpieces by Blake, Burne-Jones, David, Daumier, van Gogh, Homer, Ingres, Renoir, Rodin, Toulouse-Lautrec, Sargent, and Whistler, as well as early Chinese art, from archaic jades to bronze ritual vessels, weapons, mirrors, bells, ornamental fittings, and Buddhist sculptures in stone and gilt bronze.

Students and the public can utilize the Agnes Mongan Study Center to view the Fogg's outstanding collections of photographs, prints, and drawings. The study center is open Tue.–Fri. from 2 pm–4:45 pm or by appointment. (617-384-8310).

The Fogg Art Museum also houses classrooms as well as the Phillip A. and Lynn Straus Center for Conservation. The Center, which was the first facility of its kind in the world, offers classes through the Department of History of Art and Architecture for undergraduate and graduate students.

♿ Wheelchair access via the Fine Arts Library on Prescott Street; call 617-495-4040 for assistance.

Arthur M. Sackler Museum
485 Broadway

Designed by the Pritzker Prize-winning British architect James Stirling and opened in 1985, the Arthur M. Sackler Museum houses superb collections of ancient, Asian, Islamic, and later Indian art. Among its treasures are the world's finest collections of archaic Chinese jades and Japanese surimono, as well as outstanding Chinese bronzes, ceremonial ancient weapons, and Buddhist cave-temple sculpture; Chinese and Korean ceramics; and Japanese woodblock prints, calligraphy, narrative paintings, and lacquer boxes. The Sackler Museum collections also contain exceptional holdings of works on paper from Mongol, Timurid, and Safavid Iran (14th–17th centuries), Ottoman Turkey (15th–19th centuries), and Rajput and Mughal India. The ancient art department has one of America's most important teaching collections of Greek, Roman, Egyptian, and Near Eastern art, with significant holdings of Greek and Roman sculpture, Greek vases, and ancient coins. The Sackler is also home to offices for the faculty of the History of Art and Architecture, seminar rooms, and a lecture hall.

♿ Wheelchair accessible.

Busch-Reisinger Museum
32 Quincy Street (entrance through the second floor of the Fogg Art Museum)

The Busch-Reisinger Museum is the only museum in America devoted to promoting the arts of Central and Northern Europe, with a special emphasis on the German-speaking countries. Founded in 1901 as the Germanic Museum, the museum relocated in 1991 to the new Werner Otto Hall, a building adjacent to and accessible through the Fogg Art Museum. The Busch-Reisinger Museum has particularly important holdings of Austrian Secession art, German expressionism, 1920s abstraction, and material related to the Bauhaus. In addition, the Museum has significant holdings of post-war and contemporary art from German-speaking Europe. The collection of unique and editioned artworks by artist Joseph Beuys is among the world's most comprehensive, and the Barbara and Peter Moore Fluxus Collection is a remarkable first-owner collection that places Harvard's Fluxus holdings among the most significant in North America.

The Busch-Reisinger Study Room offers students and the public access to collections not on display. The study room is open Tuesday through Friday from 2 pm to 4:45 pm or by appointment (617-495-2317).

Adolphus Busch Hall at 29 Kirkland Street, the former home of the Busch-Reisinger Museum, presently houses plaster casts of medieval art, an exhibition on the history of the Busch-Reisinger Museum, and a famous Flentrop pipe organ, used regularly for Harvard's organ concert series. It is open to the public on the second Sunday of each month, from 1 pm to 5 pm. Entry and wheelchair access are on the west side of the building, through the Center for European Studies.

♿ Wheelchair access to the Busch-Reisinger Museum via the Fine Arts Library on Prescott Street; call 617-495-4040 for assistance.

Harvard Museum of Natural History
Daily, 9 am–5 pm
26 Oxford Street, 617-495-3045
www.hmnh.harvard.edu

The Harvard Museum of Natural History (HMNH) presents to the public the collections and research of Harvard University's three natural history institutions: The Museum of Comparative Zoology, Harvard University Herbaria, and the Mineralogical Museum. The HMNH's mission is to enhance public understanding and appreciation of the natural world and the human place in it, sparking curiosity and a spirit of discovery in people of all ages. To realize the mission, HMNH draws on the vast resources of the Harvard Faculty and on collections numbering close to 23 million specimens. In an effort to showcase more of the vast natural history collections, the HMNH presents special temporary exhibitions with related programming for the whole family.

The HU Herbaria collection includes the internationally acclaimed Ware Collection of Glass Models of Plants. These "Glass Flowers" are a one-of-a-kind collection of over 4,000 models of plants painstakingly and beautifully crafted in glass by Leopold and Rudolph Blaschka, father and son. The project spanned five decades from 1886 to 1936 and culminated in representations of more than 830 plant species. An extensive research collection of Precambrian fossils, dating back 3.5 billion years, and an historically important collection of economic botany materials are also housed in the Museum building on Oxford Street. For information about botanical collections, research, and archives, visit the Harvard University Herbaria's website at www.herbaria.harvard.edu or call 617-495-2365.

The Museum of Comparative Zoology (MCZ) was founded in 1859 by Louis Agassiz. The twelve sub-departments—biological oceanography, entomology, herpetology, ichthyology, invertebrate paleontology, invertebrate zoology, mammalogy, marine biology, mollusks, ornithology, population genetics, and vertebrate paleontology—together comprise one of the world's most extensive holdings for scientifically described materials (type specimens), geographical range, and historical significance. These collections have gained new relevance as human activity increasingly places species and ecosystems at risk. For information about the MCZ's archives, call the Mayr Library at 617-495-4576. For information about zoological collections, research, and archives, visit the MCZ website at www.mcz.harvard.edu or call 617-495-2460.

The Mineralogical and Geological Museum maintains internationally important collections of rocks, minerals, ores, and meteorites that support teaching and research, primarily in the Department of Earth and Planetary Sciences. The Museum's extraordinarily comprehensive mineral collections are featured in both systematic and topical displays in the public galleries. Other specialties include a broadly representative collection of New England minerals, an exhibit of birthstones, and a good selection of meteorites. For more information about mineralogical and geological collections and archives, call 617-495-4758.

♿ Wheelchair access through basement entrance of the Museum of Comparative Zoology on Oxford Street and through Tozzer Library on Divinity Ave.

The Peabody Museum of Archaeology and Ethnology
Daily, 9 am–5 pm
11 Divinity Avenue, 617-496-1027
Entrances on Oxford Street and Divinity Avenue
www.peabody.harvard.edu

The Peabody Museum is a world-class collection museum of archaeology and anthropology. With a collection of 1.2 million objects and half a million photographs, the museum maintains eight public galleries and a teaching gallery. The museum makes accessible anthropological objects for teaching, research, and public education, and encourages anthropological discourse through exhibitions, lectures, symposia, and publications. Formal museum-based study is promoted (Anthropology 92r); summer internships are available, and volunteer or work-study students are welcome. The museum also offers a regular series of lectures and public programs, and opens three to four new exhibitions each year. Admission and most public programs are available free to Harvard students.

The collections include North American Indian artifacts, pre-Columbian holdings from Middle America (particularly the Maya) and Peru; pottery collections from North and South America; materials from the Paleolithic and Iron Age cultures of Africa, Asia, and Europe; West African masks and artifacts from Pacific cultures; and ethnographic specimens from Siberia to Tierra del Fuego. The museum maintains written and photographic archives closely related to its collections. For information about the Peabody Museum's collections and archives, visit the website at *www.peabody.harvard.edu* or email *pmresrch@fas.harvard.edu*.

♿ Wheelchair access through Tozzer Library on Divinity Ave. and through the basement entrance of the Museum of Comparative Zoology on Oxford St.

The Semitic Museum
Mon.–Fri., 10 am–4 pm; Sun., 1 pm–4 pm
(closed holiday weekends)
6 Divinity Avenue, 617-495-4631
www.fas.harvard.edu/~semitic

Founded in 1889 by Jacob Henry Schiff, the Semitic Museum is the principal repository for Harvard's holdings of Near Eastern archaeological artifacts. Its collections represent all of the major cultural areas of the ancient Near East, including Egypt, Israel, Syria-Palestine, Mesopotamia, Anatolia, Cyprus and Iran. It houses finds from such sites as Samaria, Shechem, Serabit al-Khadim, Nuzi, Idalion, and Carthage. Access to the research collections is available to qualified scholars by appointment only. The Museum also conducts archaeological research at the ancient seaport of Ashkelon in Israel.

Continuing exhibits at the Semitic Museum are “The Houses of Ancient Israel: Domestic, Royal, Divine,” “Ancient Cyprus: The Cesnola Collection,” “Nuzi and the Hurrians: Fragments from a Forgotten Past,” and “Ancient Egypt: Magic and the Afterlife.” There is no charge for admission. Museum shop.

♿ No wheelchair access; contact the Museum Office for assistance.

Collection of Historical Scientific Instruments
For hours and information, 617-495-2779
Science Center, 1 Oxford Street
www.fas.harvard.edu/~hsdept/chsi/index.html

Located in the new wing of the Science Center, the Collection of Historical Scientific Instruments contains one of the finest university collections of its kind in the world. With close to 20,000 artifacts dating from the 15th century to the present, the Collection covers a broad range of disciplines, including astronomy, navigation, horology, surveying, geology, meteorology, mathematics, physics, biology, medicine, chemistry, experimental psychology, and communications. Noteworthy among these are scientific instruments that Harvard purchased in London with the help of Benjamin Franklin in 1764 after a disastrous fire destroyed the college's philosophical apparatus in the old Harvard Hall.

The historical value of the instruments is greatly enhanced by original documents preserved in the Harvard University Archives and by over 6,500 books and pamphlets in the Collection's research library that describe the purchase and use of many of the instruments.

Harvard University has been acquiring scientific instruments for teaching and research for over 300 years, but it was not until 1948 that a serious attempt was made to preserve its historical apparatus as a resource for students and faculty. Since the first exhibition of instruments was held in 1949, the Collection has grown rapidly both from within the university and from private donations. The Collection of Historical Scientific Instruments became affiliated with the Department of the History of Science in 1989. Like many other Harvard collections, its primary purpose is teaching and research, providing students and scholars with the opportunity to examine and work with artifacts that have made science possible.

The Collection has two museum galleries (located in Science Center 136 and 251), a research library and instrument study room (Science Center 250), a conservation laboratory, and classroom. Curatorial offices are located in Science Center 251c. Please call ahead for library and gallery hours, 617-495-2779.

♿ Wheelchair accessible.

Arnold Arboretum
Daily, sunrise to sunset
125 Arborway, Jamaica Plain
Information: 617-524-1718
www.arboretum.harvard.edu

The Arnold Arboretum was founded in 1872 as a research institute and living museum dedicated to the study and appreciation of woody plants. Across its 265 acres grows a collection of over 14,000 trees, shrubs, and vines gathered over the past century from the forests of Asia, Europe, and North America. The Arboretum landscape, designed by Frederick Law Olmsted and Charles Sprague Sargent, is a National Historic Landmark and part of Boston's Emerald Necklace park system.

Research programs at the Arboretum are based on its rich collections of living woody plants and herbarium specimens and extensive library holdings. The living collections, located in Jamaica Plain, present a synopsis of the woody flora of the North Temperate Zone, while the Arboretum's dried specimen collection in the Harvard University Herbaria has special strength in tropical Asian species. Together these collections support studies of plant systematics and evolution, tropical plant ecology and conservation. Through fellowships and direct support the Arboretum encourages undergraduates, graduate students, and visiting scientists to use its col-

lections and participate in its research programs. The Arboretum offers a summer intern program in practical horticulture as well as field studies in ecology and plant science for elementary school classrooms. The Arboretum's Landscape Institute, located in Cambridge, conducts professional training in landscape design, historic landscape preservation, and garden history.

Accessible by public transportation via the MBTA Forest Hills station, the Arboretum offers visitors an extensive schedule of tours and classes providing instruction in botany, horticulture, and landscape history. A permanent exhibit, "Science in the Pleasure Ground," explores the cultural history of the Arboretum landscape. The Arboretum is fully accessible via its paved road and pathway system and is open to the public, free of charge, every day from sunrise to sunset.

♿ The Hunnewell Visitor Center is wheelchair accessible.

OFFICE OF INTERNATIONAL PROGRAMS
Catherine Winnie, Director
University Hall, Ground Floor South
Email: oiip@fas.harvard.edu; Tel: 617-496-2722
www.fas.harvard.edu/~oiip

The Office of International Programs (OIP) welcomes all Harvard undergraduates who seek to explore options for study abroad. Our mission is to encourage Harvard students to integrate international experience into their education, and to help them to identify and to pursue opportunities for study and research outside the US.

OIP works with concentrations to develop the best options for study abroad for Harvard degree credit, and maintains a website with a wide range of information. Advisers are available at OIP to help students find programs that enhance their educational goals, meet their academic objectives, and satisfy their particular interests. We also offer information sessions, appoint peer advisers in the Houses, and welcome invitations to work with any student interested in international study. We suggest that students begin their exploration of this area early in their time at Harvard, and remind them that those who wish to receive degree credit for their study must consult with the advisers at OIP before beginning any program away from Harvard (see page 36).

♿ Wheelchair accessible.

THE WRITING CENTER
Jane Rosenzweig, Director
Barker Center Rotunda, Terrace Level
617-495-1655
www.fas.harvard.edu/~wricntr

The Writing Center offers one-on-one conferences about writing to all students in the Faculty of Arts and Sciences. It is staffed by specially selected students who are trained to help with writing in all disciplines. Students coming to the Writing Center need not have a completed paper. Many students come with assignments, notes, rough drafts, parts of papers, or just ideas. The Writing Center is open by appointment from 9 am to 5 pm, Monday through Friday, with evening drop-in hours from 7 to 9 pm, Monday through Thursday, in the Barker Center; and 7 to 9 pm on Sundays in various locations. Please visit our website to schedule appointments and to find out the location of Sunday hours. The Writing Center also offers handouts on writing; a library of reference books on writing, grammar, and research techniques; and special help for senior thesis writers.

LANGUAGE RESOURCE CENTER (LRC)

**Phone ahead or check the website for the
most current operating hours**

Lamont Library, Level 6, 617-495-9448

lrcnt.fas.harvard.edu/

The Language Resource Center is located in Lamont Library on the sixth floor. The LRC offers multimedia resources to FAS foreign language courses and to other FAS courses using foreign-language media. Our high-bandwidth media server provides full-screen materials in forty-three languages. Our satellite feed provides international news and a variety of television programs. We also offer CD-quality digital audio of textbook practice materials, as well as providing for the use of VHS and cassette tapes. There are two screening rooms reservable for small-group foreign-language instruction. See also “Instructional Media Services” below.

INSTRUCTIONAL MEDIA SERVICES

Robert G. Doyle, Assistant Dean and Director

617-495-0757/0811

www.fas.harvard.edu/~ims

The two divisions of the department of Instructional Media Services provide instructional media resources for graduate and undergraduate course instruction within the Faculty of Arts and Sciences.

Media and Technology Services (MTS)

Mon.–Fri., 8 am–5 pm

(A technician is on call until 10 pm, Mon.–Thu., during the academic year.)

Main Office: Science Center Room B02, 617-495-9460

To request equipment only, email *mtsequip@fas.harvard.edu*

(Service for all FAS buildings except CGIS, Science Center, and Sever)

CGIS Office: CGIS South Building Room S053, 617-495-9807

Email: *mtscgis@fas.harvard.edu*

(Service for the CGIS buildings)

Sever Hall Office: Sever Hall Room 301, 617-495-9470

To request equipment for use in Sever Hall, email *sevequip@fas.harvard.edu*

(Service for Sever Hall and the Extension and Summer Schools)

MTS provides data, film, overhead, slide and video projection; classroom computers; audio recording; sound reinforcement systems; video recording/editing; video conferencing; coordination of film, DVD and videotape rentals for FAS courses; assistive listening systems; and a reservable screening room. Please call MTS a minimum of two weeks in advance to arrange for services. Some of our services include technician assistance, equipment rental, and testing specific non-standard software or non-commercially produced CDs or DVDs for compatibility with our computer equipment or players. Training or MTS technicians’ assistance will be required for certain types of equipment. Instructors are also free to request MTS assistance with any equipment for one, several or all of a course’s class meetings. Please note that fees will be charged for after-hours, weekend, or holiday assistance and for non-course instruction requests. Classrooms must be reserved through the FAS Classrooms Office or the appropriate departments. MTS does not reserve or schedule classrooms. Information on permanently installed classroom equipment and photographs of classrooms can be found on the IMS website.

MTS supports FAS and the Extension and Summer Schools. The MTS Main Office supports classes and events that take place in FAS buildings except for the CGIS buildings, the Science Center, and Sever Hall. The MTS CGIS Office supports classes and events that take place in the Center for Government and International Studies (CGIS) buildings. The MTS Sever Hall Office supports classes and events that take place in Sever Hall and the Extension School. For assistance with classes or events in the Science Center, please contact Science Center Lecture Multimedia Services located in Science Center Room B-01 (617-495-5357).

♿ Wheelchair accessible, all sites.

Media Production Center (MPC)

Mon.–Fri., 9 am–5 pm

Rosovsky Hall (rear), 59 Plympton St., 617-495-9440

Email: ims_mpc@fas.harvard.edu

The MPC provides audio and video production and duplication services. Audio services include recording and preparation for CD, CD-ROM, and web delivery of audio content. Recordings can be made in our MPC studio or on location. Video services include DVD authoring, international standards conversion, and basic editing. Videoconferencing facilities are also available. CD, DVD, cassette tape, and VHS duplication are available with graphics and packaging. Please inquire about additional technical services available.

♿ Wheelchair accessible.

PIANO TECHNICAL SERVICES (PTS)

Mon.–Fri., 9 am–5 pm

Vanserg Hall, Piano Shop, 617-495-2981

www.fas.harvard.edu/~ims/PTS/

The department of Piano Technical Services restores, repairs, tunes, and maintains all FAS pianos and does some work with harpsichords. Seven days notice is required for all tuning requests. Emergency requests will be considered. Please phone to find out if your request can be accommodated. PTS does not move or rent instruments nor reserve or schedule practice rooms.

♿ Wheelchair accessible.

COMPUTING FACILITIES

FAS Computer Services

FAS Computer Services provides a variety of computing services and facilities to the students, faculty, and staff of the Faculty of Arts and Sciences (FAS) and its affiliates. Most services are distributed via the FAS network, a high-speed, fiber-optic data network which connects student residences, faculty and administrative offices, libraries, laboratories, and public areas. FAS Computer Services has specialists dedicated to providing for the needs of instruction, student communication, office automation, faculty interaction, and research.

FAS Computer Services offers laboratory facilities and computing support to undergraduate and graduate students within FAS and to students enrolled in computer-based courses in the Extension and Summer Schools. Student services include Internet access, UNIX accounts for mail, and a support model based on “students helping students.” Except for a small fee for network laser printing, computer services are provided to students at no cost. In addition to computer labs in the Science Center, residential labs in the Houses, and numerous computer kiosks around campus, every dorm room on campus is equipped with high-speed access to the Harvard network and the Internet. Wireless connectivity is also available in a growing number

of public locations, including libraries and popular campus gathering spaces. Students may ask computing questions or request an appointment with a User Assistant for personal computer assistance by contacting the Help Desk (Science Center B-13, 617-495-9000, help@fas.harvard.edu). Additionally, students can bring their computers into the Personal Computer Clinic, located in Science Center 225, for one-on-one help from a User Assistant (UA). The UAs are not factory-authorized technicians, and may refer students to a repair facility such as the Science Center's Computer Product & Repair Center for complex problems, but are able to solve many PC and Mac issues on site.

The Harvard Technology Showcase (Science Center 209) is an advanced multi-media facility offering state-of-the-art Macintosh and PC computing tools. The Showcase is available to FAS students and faculty wishing to explore multi-media and advanced technologies. The Showcase features equipment for scanning, video capture and editing, CD and DVD writing, and digital photography.

For additional information about FAS Computer Services, please visit the Computer Services website at www.fas.harvard.edu/computing.

UNIVERSITY INFORMATION SYSTEMS (UIS)

www.uis.harvard.edu

The mission of University Information Systems (UIS), Harvard University's central information technology (IT) organization, is to provide effective and efficient IT services to the University community.

Technology Services

The Technology Services group within UIS manages IBM, Lenovo, Apple, and GovConnection vendor partnerships and serves as facilitator, on behalf of the University, to ensure vendor compliance to contracts and timely communications about product or program changes.

Technology Services offers Apple computers at educational pricing and Microsoft software for students through its on-line store (www.computers.harvard.edu) and through telephone sales at 617-495-5450. Lenovo personal computers and IBM servers are available directly through Lenovo and IBM at aggressive price discounts negotiated exclusively for the Harvard community. For information on how to access the Lenovo/IBM site visit www.computers.harvard.edu. Peripherals, accessories, and other technology products are available through GovConnection, a subsidiary of PC Connection. GovConnection offers special pricing for the Harvard community and low shipping rates. For information on how to access the GovConnection site visit www.computers.harvard.edu.

Technology Services' Computer Product and Repair Center located in the Science Center features the latest laptop and desktop technology from Apple and Lenovo. A selection of iPods, software and accessories are also available for purchase, and a walk-in hardware repair service center staffed with A+ certified technicians is located on site, so that students, faculty, and staff can drop off computers for in-warranty or out-of-warranty service. The Center was developed in collaboration with FAS and supplements other technology services in the building provided by FASCS. Technology Services also takes computers in for hardware repair at its main facility located at 219 Western Ave.

The Computer Product and Repair Center is open Monday through Thursday, 10 am–6 pm and Friday, 9 am–5 pm. Technology Services telephone sales is open Monday through Friday, 9 am–5 pm, and can be reached by calling 617-495-5450. The Technology Services main facility for product pick-up, returns, and repair is located at 219 Western Avenue, Allston (on the corner of No. Harvard Street and Western Avenue next to the Harvard stadium) and the hours of operation are Monday through Friday, 8:30 am–5 pm.

CENTER FOR WORKPLACE DEVELOPMENT (CWD)**124 Mt. Auburn Street****617-495-4895*****www.harvie.harvard.edu/courses***

Computer classes taught by the Center for Workplace Development (CWD) are open to both the Harvard community and the general public. Classes run throughout the year. All classes are held in the PC classrooms at CWD, (124 Mt. Auburn Street). Information on current classes is available on the web: *www.harvie.harvard.edu/courses* (HUID and PIN required to login).

Classes range from hands-on introductory workshops to all levels of word processing, spreadsheets, database management and design, desktop publishing, and website development. Call (617-495-4895) for further information.

SUPPORT RESOURCES**BUREAU OF STUDY COUNSEL****Mon.–Fri., 8:30 am–5:30 pm****5 Linden Street, 617-495-2581****Fax: 617-495-7680; email: *bsc@fas.harvard.edu******bsc.harvard.edu***

The Bureau of Study Counsel is Harvard's center for academic and personal development. Bureau services are designed to help students engage in their academic work; make meaning of their lives; think critically; make thoughtful choices; develop a sense of voice and authority in their scholarship; cultivate healthy relationships; and thrive in the university environment.

The Harvard College experience is one of extraordinary opportunity, which typically comes with heightened external demands and internal pressures. Bureau services support students in their efforts to develop their intellectual, emotional, and social potential. All students can benefit from such support in this challenging environment and during such a transformative period in their lives. There is no charge to undergraduates for Bureau services, except for minimal fees for peer tutoring and the Reading Course, which are subsidized by the College and may be further offset by financial aid.

Services include:

Study Counseling

The Bureau offers study counseling for students who have concerns about their academic performance, concentration, motivation, anxiety, study skills, or other aspects of their school-work. Study counseling encourages students to reflect upon the power and limitations of their current ways of studying, and helps them expand their repertoire of learning strategies and skills in areas such as time management, writing, exam-taking, note-making, reading, listening, and problem-solving.

Personal Counseling

During the college years, students encounter a range of educational, personal, and social challenges that test the limits of their current coping strategies. Counseling helps students develop new strategies and skills, enhance their engagement in their learning and in their lives, and deepen their connection to what really matters to them. Many students appreciate that the Bureau offers a reflective space, apart from everyday pressures and demands, where they can have the sorts of conversations that enable them to find a sense of perspective, purpose, and passion. For students who need or request services beyond those provided by the Bureau (such as

medical care or ongoing mental health treatment), a Bureau counselor can help the student get connected to appropriate resources in other HUHS departments or private services in the local area.

Peer Tutoring

As a supplement to formal course instructions, peer tutoring is available through the Bureau in any subject or course (particularly in mathematics, natural sciences, and languages, including English as a second language). Peer tutors help students master the subject matter of a course and explore new ways of learning. Peer tutors are undergraduates who have done honors work in the courses for which they tutor, and are trained and supervised by the Bureau.

Harvard Course in Reading and Study Strategies

The Harvard Course in Reading and Study Strategies is a non-credit mini-course that helps students adapt their accustomed ways of reading and learning to university-level work, including the rigors of a heavy workload, unfamiliar material, and self-direction. The lessons and exercises in the course are designed to meet several goals: to foster knowledge, understanding, and self-awareness about reading, concentrating, and studying; to provide practice in giving up old ways of approaching one's work and learning new ones; to teach strategies of studying more effectively and efficiently; and to make possible a greater sense of purpose, engagement, and meaning in one's experience of learning. Students find that they increase their reading speed (doubling it on average) without sacrificing comprehension. There is no homework other than for students to try out the strategies they are learning on the homework they already have for their current courses. The Harvard Course in Reading and Study Strategies is offered twice each term and once during the summer.

Study Skills Resources

The Bureau of Study Counsel offers both on-line and paper resources designed to assist students with the perplexities and challenges of academic life. See the Self Help section of our website for an extensive array of materials, including on-line learning self-assessments; links to tips, guides, and other resources related to academic success; and books, articles, and workbooks on study skills and college life. Or stop by the Bureau and visit our library of handouts and other materials related to college learning styles and strategies.

Previous Course Examinations

Reviewing course examinations from previous years is a useful method for discerning the sort of scholarship that is valued in a given course. Previous examinations can help orient students to the nature of a course's inquiry and can provide material for review. Final examinations from previous years are available on the web at www.fas.harvard.edu/~exams. Students are encouraged to bring a copy of a previous exam to a counseling session to use as a reference point for talking about how to approach studying for and taking exams.

Workshops and Discussion Groups

The Bureau offers workshops and discussion groups on topics related to college life and work, such as assertiveness, time management, procrastination, cultural adjustment, relationships, senior-thesis writing, and preparing for exams. Workshops and discussion groups can provide a safe context for self-exploration, interpersonal support, skill-building, and problem-solving.

Consultation

The Bureau provides consultation and training to members of the Harvard community regarding issues of student development and college life, or regarding specific students or situations (within the bounds of confidentiality). The Bureau provides orientation, training, and

supervision of peer counselors (in partnership with the Mental Health Services), academic peer tutors, and study center peer facilitators. Bureau staff members maintain affiliations with the residential Houses and the Yard dormitories, take part in House/Yard activities, and provide workshops or presentations by request on topics of current interest to students. Bureau staff also serve as non-resident academic advisers to new students. Bureau counselors are available for confidential consultation to members of the extended Harvard community on any issue that affects students' lives and activities.

Confidentiality

Students regularly speak with Bureau counselors about highly private and personal matters. As a department of HUHS, the Bureau shares with HUHS a commitment to affording students the maximum protection available by law to maintain their confidentiality, serve their best educational/developmental interests, and protect their safety and the safety of the community. Bureau counselors use their discretion and professional judgment to apply the strictest confidentiality protections applicable to each circumstance. One distinction of note is that the Bureau operates primarily in an educational context, while the HUHS Mental Health Service operates primarily in a health care context, and so confidentiality policies and procedures may differ between the two services.

The confidentiality of records related to academic services (such as tutoring, the Reading Course, groups and workshops, etc.) is protected by the Family Educational Rights and Privacy Act (FERPA), a federal law which protects all student education records. Information related to a student's use of counseling is also held to confidentiality standards that are applied to sensitive health or mental health information under Massachusetts law. This means that a Bureau counselor will not convey information related to a student's counseling to any party outside HUHS (including the student's deans, professors, or parents) without first consulting with and obtaining permission from the student. Counseling information may be shared without a student's permission only in very rare circumstances, such as when disclosure is allowed or required by law to comply with a court order or to ensure the safety of the student or the community.

For more information regarding the confidentiality of health and mental health records, see the HUHS Notice of Privacy Practices, huhs.harvard.edu/Privacy/. For more information regarding the confidentiality of educational records, see "Education Records," page 77. Students with confidentiality concerns or questions are invited to consult with a Bureau counselor, 617-495-2581, or the HUHS Patient Advocate, 617-495-7583.

♿ The first floor of the Bureau is accessible by wheelchair.

ACCESSIBLE EDUCATION OFFICE

Louise H. Russell, Director

20 Garden Street

Tel: 617-496-8707; Fax: 617-495-0815

V/TTY 617-496-3720 (Services for Deaf/Hard of Hearing Students)

Email: aeo@fas.harvard.edu

www.aeo.fas.harvard.edu

The University does not discriminate against qualified individuals with disabilities in admission or access to programs and activities. Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which an average person in the population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself.

The Accessible Education Office (AEO) serves as the central campus resource for Harvard College, the Graduate School of Arts and Sciences (GSAS), and the School of Engineering and Applied Sciences (SEAS) students with documented physical, mental health, and learning disabilities. Some students may just want to discuss difficult situations and not request any services at all. The process of serving students with disabilities in University-sponsored programs and activities is a collaborative one, with students expected to take the lead in self-disclosing to AEO in a timely manner, providing requested documentation to AEO, assuming responsibility for becoming familiar with AEO and University policies, as well as overseeing the effectiveness and quality of resources and services.

Students are encouraged to make initial contact with AEO upon admission or as soon as health-related concerns arise. Confidential discussions should occur between students and AEO as soon as possible to avoid service delays. Students may want to learn more about permanent or temporary academic or housing accommodations, accessible transportation, adaptive technology, and other academic adjustments consistent with University policies by reviewing the website and contacting AEO directly. For a more comprehensive description of AEO services, policies and documentation requirements, please contact AEO at www.aeo.fas.harvard.edu, aeo@fas.harvard.edu, or call 617-496-8707 Voice, or 617-496-3720 V/TDD. Students who are dissatisfied with their accommodations may wish to exercise their right to submit a grievance and may refer to www.aeo.fas.harvard.edu for details about the grievance procedure.

HARVARD UNIVERSITY INTERNATIONAL OFFICE

Sharon Ladd, Director

Mon.–Fri., 9 am–5 pm

864 Holyoke Center, 617-495-2789

www.hio.harvard.edu

The Harvard International Office (HIO) serves the international community at Harvard by providing programs and services for international students, scholars, and their families. These programs and services include orientation meetings and printed information to assist with adjustment to Harvard and living in the Boston/Cambridge area; advising and counseling on immigration regulations, social and cultural differences, financial matters, and personal concerns; referrals to other offices when appropriate; and the host family program for new graduate students. In late February/early March, the HIO sponsors tax seminars for international students and scholars. The HIO also purchases a software program, CINTAX, to assist non-residents with their tax obligations.

The HIO acts as a liaison between Harvard University and a variety of public and private agencies in matters affecting the University's international students and scholars. The office supports the activities of the various international clubs whose members include graduate and undergraduate students.

All newly admitted international students must visit the HIO before they register in their individual schools. They should bring their passports and entry permits or other evidence of their immigration status. The HIO encourages all international students and scholars to take advantage of its programs and services. An adviser is always on duty to help with any problems or concerns.

All international students are urged to frequently consult the HIO website at www.hio.harvard.edu. Important announcements about changes in immigration regulations will be posted on the website as soon as the information is available.

♿ Wheelchair accessible.

OFFICE OF CAREER SERVICES**William Wright-Swadel, Director****Mon.–Fri., 9 am–5 pm****54 Dunster Street, 617-495-2595*****www.ocs.fas.harvard.edu***

The Office of Career Services (OCS) serves students and alumni/ae of Harvard College and the Graduate School of Arts and Sciences at all stages of their career exploration and planning. OCS encourages students to take advantage of its extensive range of programs and resources beginning with their first year at Harvard. In addition to assisting with career decisions, OCS can help students learn about internships, summer jobs, work abroad, graduate and professional study, and fellowships such as the Herchel Smith, Goldwater, Truman, Rhodes, Marshall, and Fulbright.

♿ The first floor of OCS is accessible to students with mobility impairments via the entrance at 52 Dunster Street. Short-term loans of library materials or other accommodations can be arranged for students with other disabilities. For special assistance, contact Susan Vacca at 617-495-8050.

Counseling

OCS career counselors are available either by appointment (for in-depth sessions) or on a ten-minute walk-in basis to meet with students to assist them at any stage of their career exploration and decision-making process. Counselors can help students to begin the process by identifying their skills and interests and incorporating this knowledge into their plans. They can also help students to develop the tools they will need as they present themselves to potential employers or internship sponsors: resumes, cover letters, and interviewing and networking skills.

Counselors have areas of expertise in the arts, business, education, fellowships, government, graduate and professional study, law, media, medicine, minority concerns, public service, science, technology, summer opportunities, and work abroad, as well as in general career planning. OCS can help an individual to develop a sense of direction.

OCS Library

The OCS Library contains information in both print and electronic formats on topics ranging from summer jobs and internships to graduate and professional schools, fellowships, career fields, and employers. Assistance in using these resources is available at the OCS front desk and from Susan Vacca, the Librarian, as well as from the OCS counselors.

Career Planning Programs and Services

OCS conducts meetings and workshops throughout the year to introduce students to the career exploration process and to provide information on specific career fields, employers, and educational opportunities. Resumé and interview workshops and videotaped mock interviews help students to hone their presentation skills. Walk-in ten-minute resumé (and cover letter) reviews are also offered every day.

A Career Forum sponsored by OCS in the early fall provides an opportunity for students to discuss summer and career opportunities with employers representing a number of fields. The On-Campus Recruiting Program brings representatives from employers and graduate schools across the globe to Harvard to interview students for post-graduate opportunities. OCS also receives numerous job and internship listings from employers worldwide on a daily basis. A Summer Opportunities Fair is held in December and presents a variety of work, study, research, and public service summer opportunities.

The Harvard College Internship Program, administered by OCS in collaboration with the Harvard Alumni Association, offers students a three- to five-day “shadowing” experience with employer sponsors who are interested in helping students learn about their respective career fields.

International Experience Program

The International Experience Program (IEP) of the Office of Career Services provides extensive advising and resources related to jobs, internships, volunteer positions, and fellowships around the world. It also offers special programs including the Weissman International Internship Program, Kawamura Summer Fellowship Program, Arias Foundation Internship Program, and the Harvard Overseas Schools Teaching (HOST) program. Students and alumni/ae can register for the OCS International list-serv to receive timely information about opportunities and events; see www.ocs.fas.harvard.edu.

Newsletter and Publications

The OCSNews contains feature articles and information about career-related events and workshops, job and internship opportunities, fellowships, graduate and professional study, and international experience. It is published electronically biweekly during the academic year, and is available on the OCS website and through a list-serv.

OCS also publishes guidebooks on career planning, funding opportunities, and various career fields. These and other handouts are available on the first floor of OCS.

OCS Website and List-Servs

Students can subscribe to career-specific list-servs and can access the OCSNews, the OCS Calendar, On-Campus Recruiting Program information, job and internship listings, and more career-related material by visiting the OCS home page at www.ocs.fas.harvard.edu.

Fellowships Office 617-495-8126

The Fellowships Office at OCS administers nearly all fellowship competitions for the College that require institutional nomination (such as the Marshall, Rhodes, and Truman), as well as the majority of Harvard-based competitions. The Fellowships Office maintains current information on all of these and other competitions, as well as on general issues of grantsmanship, and it publishes an annual calendar of competitions and periodic editions of The Harvard College Guide to Grants. Students interested in fellowships for study, travel, work, or other projects, are encouraged to consult these resources and to call or drop by with questions of any sort. Individual counseling appointments are also available.

OCS Public Service Guidance Contact: Gail Gilmore 617-495-2595

The Office of Career Services encourages students to engage in public service both during and after their undergraduate years. OCS counselors advise students interested in public service work in the US or abroad, and meet with students to discuss the most effective ways to pursue these options.

Workshops, career panels, and information meetings are scheduled throughout the academic year to help students identify their particular interests and formulate their public service plans. In addition, OCS maintains an extensive collection of resource materials, including paid

and unpaid internship listings, summer and postgraduate job listings, and information about public service organizations and funding sources.

A number of public service fellowship programs are administered by the Fellowships Office at OCS. These include the Trang Ho Memorial Fellowships, the Lamont Public Service Fellowships, the K. J. Lee Family Public Service Fund Fellowships, the Carl and Lily Pforzheimer Foundation Public Service Fellowships, the Elliot and Anne Richardson Fellowships in Public Service, the Eric Ritland Memorial Fund Grants, and the Steiner Community Service Fund Grants. To learn more about these and other funding opportunities, students should consult The Harvard College Guide to Grants and consider meeting with one of the fellowships counselors at OCS.

HARVARD UNIVERSITY HEALTH SERVICES (HUHS)

David S. Rosenthal, MD, Director

75 Mt. Auburn Street

Appointments: 617-495-8414 or 617-495-2001

Nights, Weekends, and Holidays: 617-495-5711; TTY: 617-495-1211

www.huhs.harvard.edu

Harvard University Health Services (HUHS) provides high quality, comprehensive, confidential health care to students, staff, faculty, and their dependents 24 hours a day, 365 days a year. Primary care and counseling services are available at the main health center, located at Holyoke Center in Harvard Square, as well as at satellite clinics on the Business, Law, and Medical School campuses. Behavioral health and academic counseling services are also provided at the 5-7 Linden Street location in Harvard Square. A range of other medical and surgical specialty services are available at the Holyoke Center location, including allergy; dermatology; ear, nose, and throat; general surgery; nutrition; obstetrics and gynecology; ophthalmology; orthopedics; pediatrics; physical therapy; and laboratory and radiology services. Also on-site are a comprehensive dental service, a pharmacy, an optical shop and a wellness/health education center.

Harvard University Student Health Plan

Member Services

Holyoke Center, 1st floor

617-495-2008

msservices@huhs.harvard.edu

The Harvard University Student Health Plan has two parts that work together:

1. The Student Health Services Fee (SHF) covers most services at the Harvard University Health Services (HUHS).
2. Blue Cross Blue Shield PPO (BCBS) is designed to complement the healthcare benefits available under the SHF and covers hospitalization, emergency care, and some services and procedures not available through HUHS.

Those students who have coverage under a different health plan that meets the Commonwealth of Massachusetts requirements may be eligible to waive the BCBS portion of the Harvard University Student Health Plan. **All waivers must be completed on-line by September 30 for the fall and March 31 for the spring; no waivers will be accepted after these deadlines.** Before making this important decision, please review the Harvard Student Health Plan summary of benefits, limitations, and restrictions and the Commonwealth of Massachusetts

requirements, available on the HUHS website (click “Student Insurance”). If you are unable to access the HUHS website and need to request printed forms, or if you have questions, please contact a Member Services representative.

Confidentiality and Consent

The confidentiality of all records and other medical information about patients at HUHS is protected to the full extent of the law and follows the ethical practice guidelines of the medical, psychiatric, and psychological professions. Patient records from the Mental Health Service and student records from the Bureau of Study Counsel are kept separate from general medical records (see also Bureau of Study Counsel, page 493). Records of all types are kept in secure locations and are available only to the HUHS staff members directly involved in a specific case. Written authorization from the student is necessary to release record information to any third party except in highly unusual circumstances as required by law, or as indicated in the following paragraphs. More specific information about the privacy and security of medical records held by HUHS can be found in the HUHS Notice of Privacy Practices, www.huhs.harvard.edu/privacy. Any questions or concerns about issues of confidentiality or patient rights at HUHS should be addressed to the Patient Advocate at 617-495-7583 or patadvoc@huhs.harvard.edu, and students can also consult the Harvard Student Health Insurance Handbook on this topic.

The College may call upon professional staff at HUHS or the Accessible Education Office (AEO) for consultation regarding the impact of a student’s physical or emotional health on residence, on the necessity of a medical leave of absence, or on special academic or residential arrangements or accommodations (see also “Effect of Health Issues on Dormitory or House Residence” on page 421, “Medical Clearance for Return to Residence” on page 425, and “Attendance, Absences, Reading Period, Examinations, and Extensions” on page 67). If, as part of the consultation, the College requests medical information from HUHS about a student, then that information may be provided, in ordinary circumstances, only with the student’s permission. Where permission is given, only relevant information about the impact of a physical illness, disability, emotional difficulty, or other health condition on a student’s residential and academic life is discussed; information that is not relevant to the arrangements of residential and academic adjustments under consideration will not be disclosed. When a student chooses not to allow HUHS to provide such information to the College regarding pending academic or residential arrangements or accommodations, then the College will proceed to make decisions in the absence of this information. It is also always possible for students to initiate a consultation between their health care providers at HUHS and College administration.

In certain circumstances it may not be possible or advisable for professional staff at HUHS or AEO to obtain a student’s consent to a disclosure of medical or mental health information. Three such circumstances worthy of note include the following:

Danger to self or others

One exception to obtaining a student’s consent is the rare instance in which a student’s medical condition or behavioral disturbance poses a danger to the student or threat to others or to the community. HUHS or AEO professional staff may then disclose any relevant information to any appropriate person, including College officials, for the purpose of protecting the student, others, or the community from harm. Generally, even in this situation, every effort is made to notify the student of the need to disclose and the reason for such disclosure.

Stillman Infirmary

It is generally useful for the College to know when a particular student has suffered a serious injury or illness for such purposes as arranging academic relief or assuring that the student can return safely to residence. For this reason, it is the College’s policy that HUHS will normally

inform the College (via the student's Resident Dean or other responsible administrator) when a student is admitted to or discharged from Stillman Infirmary. Only information regarding the fact of the admission/discharge, general medical condition, and prospects for return to residence is shared; information regarding diagnosis or treatment is not shared. This procedure is intended to alleviate the concerns of College officials as to a student's whereabouts and safety, and to allow communication with parents in the event that the parents have been unable to locate the student.

Rarely, a student may go to HUHS for urgent care who refuses to disclose his or her name for fear of privacy concerns. HUHS will make every effort to assure that student that the confidentiality of any medical records generated by such care will be fully safeguarded. If admission to Stillman is medically indicated but the student refuses to divulge his/her identity, HUHS will be unable to admit that student to Stillman. In such circumstances, the student will be transferred to a local emergency department. Thereafter, the student will need to follow the standard University policy on return to residence.

Treatment at area hospitals or medical facilities

It is HUHS' policy to notify the College of student transfers to local emergency departments. Such notification is provided to the appropriate Resident Dean, and is documented at HUHS in the Transfer Tracking Log. Exceptions to this rule include transfers for the purpose of services that cannot be provided at HUHS (e.g., suturing of lacerations or obtaining radiographs after hours) or the need for collection of evidence by a Sexual Assault Nurse Educator (in which case notification is provided to the Office of Sexual Assault Prevention and Response rather than to the Resident Dean). If a Resident Dean, other residential official, or College administrator has reason to believe that a student is not in residence and may be in a medical facility, he/she may contact HUHS regarding a student's whereabouts. The HUHS clinician will disclose only that the student is safely in care. When in a HUHS clinician's medical judgment, a student is in a life-threatening condition, or is medically or psychologically unstable, or has sustained an illness or injury that will likely result in a hospital admission or require care after discharge, that clinician will notify the student's Resident Dean, residential official, or College administrator. Only information regarding the fact of the admission/discharge, general medical condition, and prospects for return to residence is shared; information regarding diagnosis or treatment is not shared. Students returning from emergency care or hospitalization at area facilities ordinarily will be referred to HUHS for assessment regarding suitability to return to residence, and to AEO for consultation regarding the need for follow-up services and accommodations.

When a student who has been hospitalized or received emergency treatment decides to leave a medical facility against medical advice, a HUHS clinician may apprise that student's Resident Dean or other appropriate College official of this decision, if in the clinician's judgment the student's decision may pose a significant risk of physical or emotional danger to the student, to roommates or suite mates, or to members of the residential community. Depending upon the circumstances, the clinician may inform a College official of the student's location, decision to leave a facility against medical advice, risk of further injury or relapse, or possible threat to the student's own safety or to that of others.

Patient Advocate
Holyoke Center, 1st floor
617-495-7583
patadvoc@uhs.harvard.edu

The Patient Advocate is available to assist patients in navigating the healthcare system, including

- assisting individuals with arrangements for special needs
- interceding on behalf of patients who feel they have encountered a problem
- answering questions and concerns

All requests are welcome, including positive comments and recommendations for improvement, and all communications are kept in the strictest confidence. Comment Forms may be submitted to any of the suggestion boxes located throughout HUHS or through the HUHS website at *huhs.harvard.edu/PatAdvoc*.

Special Needs

HUHS is prepared to meet the general and special health care needs of students, faculty, staff, and retirees with disabilities. Early contact with a primary care clinician is advised to establish a base for continuity of care during a student’s active stay at Harvard. A variety of access services are available through the Access and Disability Services Office, including sign-language and oral interpreters. Wheelchair-accessible restrooms are located throughout HUHS at Holyoke Center, and Stillman Infirmary shower and bathroom facilities are fully equipped for patients with limited mobility. The Patient Advocate (617-495-7583) is available to provide orientation to HUHS on an individual basis, assist individuals with arrangements for special needs, and answer any healthcare-related questions or concerns

Primary Care Services
Holyoke Center, 3rd floor
Internal Medicine 3 East: 617-495-2001
Internal Medicine 3 North: 617-495-8414
Mon.–Fri., 8 am–5:30 pm

Harvard Business School Cumnock Hall Soldiers Field, Boston 617-495-6455 Mon., Wed., Fri., 9 am–5 pm Tue. & Thu., 9 am–6 pm*	Harvard Law School Pound Hall 1563 Mass. Ave., Cambridge 617-495-4414 Mon.–Fri., 9 am–5 pm	Longwood Medical Area Vanderbilt Hall 275 Longwood Ave., Boston 617-432-1370 Mon. & Thu., 9 am–6:30 pm Tue., Wed., Fri., 9 am–5 pm*
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* summer hours vary

HUHS is committed to providing each student with complete, coordinated health care through a working relationship with a particular primary care team, comprised of a primary care physician (PCP), nurse practitioner, registered nurses, and health assistants. Our teams work closely with students to provide high-quality outpatient healthcare services in a friendly, comfortable atmosphere. These include

- physical exams
- office gynecology (tests, screenings, contraception)
- evaluation of acute illness and injury

- continued care of chronic medical conditions
- immunizations and travel consultations
- health promotion and disease prevention education
- referrals to HUHS specialists

Physicians at HUHS are experienced board certified or board-eligible internists or family physicians who provide high-quality preventive and acute care. Nurse practitioners (NPs) hold advanced degrees and are board certified in family or adult medicine, and are trained to evaluate and treat many acute and common conditions, write prescriptions, order diagnostic testing and provide preventive care in consultation with the PCP. Registered nurses (RNs) provide initial assessment for medical problems, help to facilitate appointments and navigate the health care system, provide routine immunizations, and offer advice on common health concerns and questions. PCP team members also help to coordinate any necessary specialty services both at HUHS and in the Cambridge/Boston area.

Students are encouraged to choose a primary care team if one has not already been assigned (as with new students) and should consult the HUHS website for a complete listing of primary care clinicians. Clinicians may be changed at any time for any reason. Students with chronic medical conditions are advised to establish a relationship with the primary care team early in the academic year. It will be helpful to provide copies of medical records of health care received at other facilities.

Appointments

Students may schedule routine and non-urgent appointments by calling the PCP team directly during regular business hours. HUHS makes every effort to accommodate any student who wishes to be seen on any given day for a medical concern or illness, and appointments are reserved each day to accommodate urgent medical concerns. Students may also wish to speak with a nurse prior to making an appointment to determine appropriate care and treatment.

Cancellations must be made at least 24 hours in advance of a scheduled appointment by contacting the Primary Care team. HUHS reserves the right to charge for “no-shows.”

Students needing to renew prescriptions are advised to call the Primary Care team at least 48 hours in advance to allow time to process the request.

Emergency Services

Any student experiencing symptoms of a medical emergency (e.g., chest pain, severe shortness of breath) should call 911 immediately. After-hours and weekend care for non-routine, urgent medical concerns or symptoms is available through the After Hours Urgent Care Clinic (see below).

Immunizations and Travel Health 617-495-5182

Required Immunizations

All students are required to comply with the Massachusetts immunization law prior to registration. Team/triage RNs are available to administer routine immunizations, and students may term bill or pay by cash or credit card for any immunizations required. Complete information regarding required immunizations is available on the HUHS website.

Travel Health Immunizations and Information

HUHS provides immunizations and related services prior to foreign travel, including

- expert counseling and advice

- review of CDC recommendations for travel
- review of individual immunization needs
- vaccinations
- prophylactic medication prescriptions

HUHS recommends scheduling travel health appointments six to eight weeks in advance of travel.

After Hours Urgent Care Clinic (AHUCC)

Holyoke Center, 5th floor

617-495-5711, TTY: 617-495-1211

Weekdays: 4 pm–8 am

Weekends and Holidays: 24 hours

The After Hours Urgent Care Clinic (AHUCC) is open nights, weekends, and holidays for 24-hour urgent care throughout the year. A physician and one or more nurses are on duty and other clinicians and technicians are on call; a mental health clinician and a psychiatrist are also on call 24 hours a day. Whenever possible, students are encouraged to call their primary care team or mental health provider for advice during regular office hours (8 am to 5 pm). Ideally, students should use the AHUCC for issues that cannot wait until regular clinic hours. Students who feel that they need medical or mental health attention but are not sure as to the urgency of the situation are advised to call first to obtain advice from the nurse on duty. The entrance to the AHUCC is midway down the parking ramp beneath Holyoke Center, accessible from both Dunster and Holyoke Streets; students who require transportation to the AHUCC are advised to call the Harvard University Police at 617-495-1212.

Stillman Infirmary

Holyoke Center, 5th floor

617-495-2034

24-hour care

Stillman Infirmary, the inpatient division of HUHS, is a licensed 10-bed hospital accredited by the Joint Commission on Accreditation of Healthcare Organizations. The infirmary is designed to provide short-stay care for uncomplicated medical and mental health problems, and certain post-operative cases. Admission to the Stillman Infirmary is based on clinical indications as determined by a student's primary care team and/or the After Hours Urgent Care Clinic staff.

Anonymous HIV Counseling and Testing Service

Holyoke Center, 5th floor

Appointments: 617-495-2139; Information: 617-495-9629

Anonymous HIV counseling and testing is available at HUHS at Holyoke Center; no identifying information is required to make an appointment. A \$10 fee for anonymous HIV antibody testing covers both pre- and post-test counseling appointments, but no student will be turned away due to inability to pay.

Confidential HIV testing is also routinely performed by HUHS primary care clinicians, often in conjunction with an overall risk assessment for other sexually transmitted diseases (STDs). Call your primary care team to schedule an appointment or to discuss HIV testing or other STD screening.

Dental Service
Holyoke Center, 1st floor
617-495-2063
Mon., Fri., 7:30 am–6 pm; Tue., Wed., Thu., 7:30 am–8 pm;
Sat., 8 am–12 Noon

Good oral health care is essential to overall well-being. The Harvard University Dental Service is conveniently located on the main campus and is open to all students on a fee-for-service basis. The Dental Service is a 12-chair practice staffed by general dentists, as well as specialty Board certified dentists and dental hygienists. It is a full-service practice offering

- diagnostic and preventive care
- restorative care (including prosthetic, implant and cosmetic dentistry)
- endodontics (root canals)
- oral surgery
- pediatric dentistry
- periodontics

Emergency care is available every day of the year. Please call or visit the HUHS website for additional information and special offers for students.

Optical Shop
Holyoke Center, 5th floor
617-495-5728
Mon.–Fri., 8:30 am–4:30 pm

The HUHS Optical Shop offers a range of products and services including

- Prescription eyeglasses and sunglasses
- Protective prescription eyewear for work, sports, and recreation (safety glasses, swim goggles)
- Computer glasses
- Adjustments and repairs

The Optical Shop operates on a walk-in, fee-for-service basis, and is open to all those presenting a valid HUID card. Payment options for students are term-billing, cash, check, Visa and MasterCard.

HUHS Pharmacy
Holyoke Center Arcade
617-496-6661; Refill Line 617-495-8468
Mon.–Fri., 8:45 am–7 pm; Sat., 9 am–1 pm;
Closed on Sundays and University Holidays

The HUHS Pharmacy is located in the Holyoke Center Arcade, adjacent to the main HUHS entrance. The Pharmacy can fill prescriptions written by a HUHS clinician, and offers a wide selection of non-prescription items at very competitive prices. The HUHS Student Health Fee includes coverage of most prescription medications with various co-payments. Limits do apply; for additional information please visit the HUHS website (huhs.harvard.edu).

**DEPARTMENT OF BEHAVIORAL HEALTH AND
ACADEMIC COUNSELING**

7 Linden Street, 2nd floor

617-496-2053

Mon.–Fri., 9 am–5 pm

The Department of Behavioral Health and Academic Counseling (BHAC) unites the Office of Alcohol and Other Drug Services, Bureau of Study Counsel, Center for Wellness and Health Communication, Mental Health Service, and Office of Sexual Assault Prevention and Response in one department to better coordinate student-focused services. Below are descriptions of the services provided by each of these units.

Office of Alcohol & Other Drug Services (AODS)

7 Linden Street, 2nd Floor

617-496-0133

Mon.–Fri., 9 am–5 pm and by appointment

www.huhs.harvard.edu/AODS

The Office of Alcohol & Other Drug Services (AODS) is a multidimensional resource for students, faculty, staff, and members of the larger Harvard University community, offering a wide range of programs and services aimed at reducing the negative consequences associated with heavy, episodic drinking and substance abuse. AODS collaborates with students and staff throughout the University to create a comprehensive program focused on the health and safety of Harvard students. AODS also trains a select group of student leaders to be Drug & Alcohol Peer Advisers (DAPAs), who act as health opinion leaders and peer resources for issues around alcohol and drug use. For more information please visit our website.

Bureau of Study Counsel

5 Linden Street, 1st floor

617-495-2581

Fall and Spring Term Hours: Mon.–Fri., 8:30 am–5:30 pm

Summer Hours: 9 am–5 pm

The Bureau of Study Counsel is designed to help students fully develop their intellectual and emotional potential and to make the most of their time at Harvard. Academic and personal counseling is available on a confidential basis to help students adjust to the transition to Harvard, manage the challenges of an exciting and demanding environment, define their motivation and aspirations, and resolve conflicts and difficulties. Bureau services include academic peer tutoring, the Harvard Course in Reading and Study Strategies, and issue-focused groups and workshops on such topics as college adjustment, study skills, relationships, and other matters pertinent to student life (see page 493 for more information).

Center for Wellness and Health Communication
Holyoke Center, 2nd floor
617-495-9629
Mon.–Fri., 9 am–5 pm
cwhc@huhs.harvard.edu

The Center for Wellness & Health Communication (CWHC) is a central resource focused on promoting the lifelong health and well-being of those in the Harvard community. The CWHC provides health and wellness-related education, information, programs, and advice in a confidential setting, including

- health promotion activities and wellness programs
- one-on-one health and wellness education
- complementary therapies such as acupuncture, massage therapy, and shiatsu
- health education resource center and lending library
- peer education and student health programs
- the Mind/Body Medical Institute

The CWHC also provides an “Ask a Nurse” line (617-998-HUHS [4847]) during regular business hours for information, guidance, and advice. The Center is prepared to meet each individual wherever they are on their journey towards a balanced sense of health and well-being.

Community Health Initiative

The mission of the Community Health Initiative (CHI) is to promote health and wellness within Harvard University through student-initiated programs and promotions. Community Health Initiative representatives are trained to serve as liaisons between campus resources, such as HUHS, and their residential community. As a student-focused resource, CHI members take proactive, holistic approaches encompassing the physical, social, emotional, intellectual, and environmental dimensions of health. Representatives gauge students’ specific health concerns, respond with information and preventive strategies, advocate for better health options for the students, and refer their peers to myriad campus and community resources. Past initiatives have focused on sleep, nutrition, and stress management, as well as yoga, tai chi, and massage therapy. CHI also has a special interest in education and advocacy regarding healthy relationships, sexual health, alcohol safety, and mental health issues.

Community Health Initiative - First Year (CHI-FY)

At the beginning of each year, first-year students who are interested in helping improve overall well-being for their peers are selected. CHI-FY representatives work with the CWHC, other CHI representatives, and the College to provide feedback about health and wellness issues, help plan and request programs, sponsor campus-wide events, and help promote various health-enhancing programs to first-year students.

Mental Health Services
Holyoke Center, 4th floor
617-495-2042
Fall, Winter, Spring: Mon. & Fri., 8 am–6 pm;
Tues., Wed., & Thurs., 8 am–8 pm
Summer: Mon.–Fri., 8:00 am–6:00 pm

The Mental Health Service provides 24/7/365 coverage to the Harvard community, offering counseling for a wide variety of concerns:

- bereavement
- transitional issues and adjustment difficulties
- depression, anxiety, or stress
- concerns interfering with work or relationships
- sexual concerns
- high-risk behaviors around food, alcohol and/or other substances

Treatment options include individual psychotherapy, medication management, biofeedback, and group and couples therapy.

All visits are confidential and mental health records are held separately from the rest of the medical record, except for information on medications and hospitalizations. For those who desire greater privacy, mental health providers are available at one of three non-Holyoke Center satellite clinics on the Harvard Law, Business, and Medical School campuses. Appointments may be made weekdays during business hours by phone or in person, and are scheduled within 24 to 48 hours of initial contact. For more urgent concerns, same-day appointments are available during regular hours of operation, and mental health clinicians are on call evenings, weekends, and holidays. For further information contact the Mental Health Service or visit the HUHS website.

Office of Sexual Assault Prevention and Response (OSAPR)
Harvard University
340 Holyoke Center
24-hour response line: 617-495-9100

The Office of Sexual Assault Prevention and Response (OSAPR) provides confidential, 24-hour information, assistance, and support for those who have experienced sexual assault and related forms of interpersonal violence, including sexual harassment and relationship abuse. Services provided by HUHS and OSAPR include

- transportation to Harvard-affiliated hospitals and coordination of follow-up care as appropriate
- assistance with resource referrals
- explanation of options for medical and mental health care, reporting, and adjudication
- consultation and support for friends, partners, and other relations of sexual assault survivors
- educating the Harvard community about sexual assault, its prevention, and its impact

Students may access these services by calling or visiting the office. All communications and services are completely confidential and no information about the victim will be reported to the police unless the victim requests it.

Peer Counseling

The Mental Health Service at HUHS, in conjunction with the Bureau of Study Counsel, oversees the training and supervision of five undergraduate peer counseling groups offering anonymous, confidential hotline and drop-in counseling throughout the academic year.

CONTACT

Thayer Basement

617-495-8111

Hotline and drop-in hours: Thu.–Sun., 8 pm–1 am

www.digitas.harvard.edu/~contact/

Contact is staffed by Harvard undergraduates who have been trained as peer counselors. The Contact staff includes women and men of various sexual orientations, racial backgrounds, and religious affiliations—a diverse group prepared to assist a diverse community. All Contact staff members share a deep concern about issues of sexual orientation, sex, sexuality and relationships and are interested in discussion of these topics. They also maintain a rapidly growing library of books, pamphlets, news clippings, and magazines. Drops-ins are welcome to peruse materials in the office or to borrow them from the library.

Eating Concerns Hotline and Outreach (ECHO)

Quincy House, F-Entry Basement

617-495-8200

Hotline hours: Nightly, 8 pm–8 am

Drop-in hours: Sun.–Thu., 8–11 pm

hcs.harvard.edu/~echo/

ECHO is a peer counseling group that addresses concerns surrounding eating, body image, and self-esteem. ECHO staff members are undergraduates trained to provide non-judgmental support, both for those dealing with these issues and those who are concerned about a friend, roommate, significant other or family member. In addition to staffing drop-in hours and a hotline, ECHO staff members plan and produce outreach events for the Harvard community.

PCC

HUHS 5th floor

617-495-7561

Hotline and drop-in hours: Nightly, 7 pm–midnight

hcs.harvard.edu/~pcc/

Peer Contraceptive Counselors is a group of undergraduate men and women who counsel Harvard students about contraceptives, sexually transmitted infections, relationships, and sexuality.

RESPONSE

Lowell House Basement E 13

617-495-9600

Hotline hours: Nightly, 9 pm–8 am

Drop-in hours: Sun.–Thu., 9 pm–midnight

For 24-hour assistance: contact the Office of Sexual Assault Prevention and Response (OSAPR) 24-hour Hotline at 617-495-9100.

www.hcs.harvard.edu/response/

Response is a group of undergraduate women professionally trained to provide peer counseling on issues of rape, abuse, intimate violence, psychological and physical harassment, and relationships. Response staff members provide non-judgmental support, honest answers, and information, and are aware of resources on and off-campus for individuals in need of medical,

legal, and/or psychological support. Response also provides outreach opportunities to the Harvard student community during the academic year.

ROOM 13

Thayer Hall Basement

617-495-4969

Hotline and Drop-in hours: Nightly, 7 pm–7 am

hcs.harvard.edu/~room13/

Room 13 is the oldest peer counseling group at Harvard. It is staffed by a group of men and women; each night a male and a female peer counselor are available to listen and offer support on any issue affecting students. Room 13 staff members offer a supportive, sympathetic ear, maintain strict confidentiality, and welcome discussion of any concerns without criticizing or passing judgment. Room 13 staff members don't claim to have any easy answers, but understand that sometimes it helps just to talk to someone who is attentive and truly cares about what one has to say.

Special Support

Life Raft

Memorial Church Basement

617-495-2042

Wed., 12–2 pm

bgilmore@huhs.harvard.edu

Life Raft is a weekly bereavement support group for Harvard students, faculty and staff facing life-threatening illness or death, or the death of a loved one; it is also available to their family members and friends. This free, confidential service offers weekly drop-in meetings and is open to all members of the Harvard/Radcliffe community, including alumni, retirees, and former staff and faculty. The Life Raft group includes members of many ages from all areas of the community; discussions are ongoing and there is no obligation for continuous attendance. Students may contact the Life Raft coordinator by phone or email, and are welcome to attend at any time.

UNIVERSITY OMBUDSMAN OFFICE

Lydia Cummings, Ombudsman

Mon.–Fri., 9 am–5 pm

Holyoke Center Suite 748

617-495-7748

www.universityombuds.harvard.edu

In a “Statement of Values” presented in August 2002, President Summers emphasized the responsibility of all who work at Harvard to uphold certain standards of conduct. These standards include respect for the rights and dignity of others, honesty and integrity in all dealings, the conscientious pursuit of excellence and a commitment to be accountable. The University Ombudsman Office was opened in 2003 to help individuals find solutions for problems that they may have been unable to resolve using existing normal channels.

The office is available to all Harvard faculty, students, post-docs, research personnel, and staff. The office supplements but does not replace any mechanisms for addressing grievances within the College and other parts of the University. The office has no power to adjudicate, arbitrate, or make formal investigations. The ombudsman is confidential, neutral, and independent. A visitor can discuss issues and concerns with the ombudsman without committing to further

disclosure or any formal resolution. The office provides a “safe haven” respecting the privacy and dignity of its visitors. Conversations will ordinarily remain completely confidential. There are no formal records of such conversations. Information will only be shared when there is a potential for personal harm or after the issuance of a court order.

The ombudsman will listen impartially, help to analyze the visitor’s problems, and discuss options for dealing with them. The choice for the most appropriate next steps is the visitor’s. If the chosen option involves discussion with others, the ombudsman can provide assistance and coaching with both written and verbal communications. Visitors are expected to come with a variety of problems—academic and research disputes, access to resources, supervisor-student conflicts, harassment, inappropriate behavior, interpersonal relationships, and problematic working conditions.

The University Ombudsman Office officially reports to the Provost but is independent of any University administrative structure. Office operations are consistent with the code of ethics and the practices of The International Ombudsman Association.

CHAPTER 9:
EXTRACURRICULAR
ACTIVITIES



Yardfest 2006 (Justin Haan '05)

Believing that extracurricular activities provide students with important opportunities for personal development and growth outside the classroom, the College supports a wide variety of pursuits including public service, the arts, and athletics. Through these activities undergraduates meet peers of similar interests, discover an outlet for their talents, and make a valuable contribution to Harvard and the community.

To familiarize students with the wealth of extracurricular possibilities available to them, this chapter discusses those activities directed by officers of the University, followed by a list of the organizations that fall under the jurisdiction of the Office of the Dean of Harvard College. The regulations that govern undergraduate organizations are also included here and outlined in more detail in the *Student Organizations Handbook*, available in the Office of Student Activities located in University Hall, First Floor, or on-line at www.college.harvard.edu/student/activities/. For a discussion of student government in Harvard College, see page 451.

OFFICE FOR THE ARTS AT HARVARD

Jack Megan, Director

Main Office: 74 Mt. Auburn Street

Tel. 617-495-8676, Fax. 617-495-8690

www.fas.harvard.edu/ofa

The Office for the Arts (OFA) is a central resource for arts opportunities, programs, information, and support at Harvard. Through its programs and services, the OFA fosters student art making, connects students to accomplished artists, integrates the arts into university life, and partners with local, national and international constituencies. Its programs and services include:

Visiting Artists Programs

Learning From Performers—a multi-disciplinary artist residency program, which brings in fifteen to twenty professional artists each year to work directly with students in workshops, master classes, productions, and full-scale residencies lasting anywhere from a few hours to months. The emphasis of the program is direct student participation in the creative process, working with professional artists of extraordinary caliber. Past Learning From Performers visitors have included Bobby McFerrin, Itzhak Perlman, Wynton Marsalis, Audra McDonald, Aaron Copland, Alan Menken, Blue Man Group, Mel Gibson, Whoopi Goldberg, and many others.

Silk Road Project—a cultural exchange founded by cellist Yo-Yo Ma '67 to study the global circulation of music along the fabled Silk Road, the Silk Road Project consists of musicians around the world who share their musical ideas—both traditional and innovative—through performances, recordings, university and museum residencies, and workshops. In September 2005 the Silk Road Project inaugurated a five-year collaboration with Harvard through the Office for the Arts and the Department of Music, which serve as the Project's Faculty of Arts and Sciences hosts and assist in the development of its wide-ranging artistic and educational scope at the University, which includes participation by undergraduates as well as members of the broader Harvard community.

Public Art Residency—a program through which established artists and students work together to explore the meaning of and possibilities for art in public spaces. Students may collaborate with artists who are commissioned to create new works on campus or they can participate in educational forums and visit project sites. Visiting artists have included Lee Mingwei, Christo and Jeanne-Claude, and Mags Harries.

Jazz Artist Residency—a program that connects students to masters of this American art form through clinics, rehearsals, and performances. Past artists include Max Roach, J.J. Johnson, Carla Bley, Steve Swallow, Dave Douglas, Jim Hall, and Jon Hendricks.

Visiting Director Program—co-sponsored by the American Repertory Theatre and the Harvard-Radcliffe Dramatic Club, this program provides undergraduates opportunities to work with an accomplished professional director on the Loeb Drama Center Mainstage.

Instructional Programs

Dance Program—provides ongoing professional co-curricular instruction in ballet, modern, jazz, tap, West African, and other forms to more than 350 undergraduates during the academic year. Courses are taught in the Harvard Dance Center and the Director's Studio (curricular courses in movement are offered through the Committee on Dramatic Arts and taught by Dance Program staff).

Ceramics Program—is located in a fully equipped professional studio managed by the Office for the Arts. Ceramics classes, seminars, and visiting artist demonstrations are offered to students, faculty, and staff, and community members at minimal fees throughout the year. Clay All Night parties and Drop-In sessions are available to undergraduates.

Music Program—The OFA oversees and supports the activities of several major professionally led choral and instrumental ensembles, including the Harvard University Bands, comprised of the Harvard University Band, Jazz Band, and Flute and Wind Ensembles; the Harvard Baroque Chamber Orchestra; the Harvard Pops Orchestra; the Harvard-Radcliffe Orchestra; the Mozart Society Orchestra; the Kuumba Singers of Harvard College; and the Holden Chapel Choirs, including the Harvard-Radcliffe Collegium Musicum, Harvard Glee Club, Harvard-Radcliffe Chorus, and Radcliffe Choral Society.

Figure Drawing—a weekly class sponsored by the Office for the Arts and taught by award-winning New England artist Jon Imber.

Student Support Services

Grants—under the aegis of the Council on the Arts, a faculty committee, the Office for the Arts administers close to 100 grants annually to support projects in the arts involving close to 1,500 students. Grant guidelines, applications and deadlines are available on the OFA website.

Artist Development Fellowships—Administered by the OFA and the Office of Career Services (OCS), this program supports select students demonstrating unusual accomplishment and/or evidence of significant artistic promise at a critical stage in their artistic development.

Music Lesson Subsidies Program—provides financial support to undergraduates for individual voice and instrumental lessons. Subsidies are awarded once a year in October based on proficiency and financial need.

Music Teacher Referral File—helps connect students with qualified music instructors in the Boston/Cambridge area. Teacher listings are available on the OFA website.

Technical Theater Support—provides hands-on professional training and support for nearly 60 student drama productions annually.

Harvard Box Office—a resource for student performing groups, offering not only ticketing and promotional services but also theater management training. The box office tickets approximately 500 events annually.

Facilities Management

The Office for the Arts manages a variety of important arts spaces, including Sanders Theatre, Memorial Hall, Lowell Lecture Hall, Agassiz Theatre, New College Theatre, Harvard Dance Center, Ceramics Studio, and the Director's Studio. As part of its management services, the Office for the Arts provides instruction on production planning and implementation at all venues.

A One-Stop Center for Arts Information at Harvard

Project Planning and Career Consultation—the Office for the Arts staff is eager to help students and offers specialists in all arts fields. One of the OFA's most important functions is not so much programmatic as it is advisory. OFA administrators meet virtually every day with students to discuss a variety of matters such as exploring opportunities in the arts at Harvard, creating new work, and making connections both within and outside of the University. The OFA also collaborates with the Office of Career Services to present seminars and other special events devoted to careers in the arts.

Information Sources—both in print or on-line:

- *Calendar of arts events*—on-line calendar of ticketed or scheduled events through the Harvard Box Office can be found at www.fas.harvard.edu/tickets. On-line tickets sales are available for many events.
- *The Beat*—student-oriented weekly email listing of arts events at Harvard; subscribe at thebeat@fas.harvard.edu
- *Arts Spectrum*—quarterly newsletter of OFA news and Harvard features of interest *Practice and Performance: the Guide to the Arts at Harvard*

Arts Policy Forum—addresses current issues in the arts by engaging leading public figures in lectures and discussions; past participants have included several National Endowment for the Arts chairs, and significant arts figures such as James Taylor, Mandy Patinkin, John Guare, and Elizabeth Murray. Students are encouraged to suggest topics.

Community Arts Partnerships—fosters connections between arts and cultural organizations within Harvard and between Harvard and the Boston/Cambridge community. Students are welcome to join; three meetings are held each academic year.

ARTS FIRST

The Office for the Arts produces a major four-day student arts festival each year during the first weekend of May, which is the culmination of a year's worth of undergraduate arts activity. This festival is sponsored by Harvard's Board of Overseers and features the work of over 2,000 students in hundreds of concerts, plays, dance performances, and exhibitions.

Contact Information

For more information on the Office for the Arts and its programs, visit our website at www.fas.harvard.edu/ofa or call the main office at 617-495-8676.

DEPARTMENT OF ATHLETICS
Director, Robert L. Scalise
65 North Harvard Street, Boston, MA, 02163
617-495-4848
www.athletics.harvard.edu

The Department of Athletics administers a diverse range of athletic activities for everyone in the University. The department oversees five major areas: intercollegiate athletics, club sports, intramural athletics, a recreation program, and athletic facilities. As required by the Equity in Athletics Disclosure Act of 1994, the current annual report on women's and men's intercollegiate athletics is available from the department office at 65 North Harvard Street, Boston, MA, 02163.

♿ Anyone with a disability may call the Manager of Recreational Services (617-495-4790) to discuss an athletic program to fit his or her needs.

Intercollegiate Athletics

The intercollegiate teams compete in twenty women's and twenty-one men's varsity programs ranging from football to sailing.

The Dean's Office, Administrative Board, and Department of Athletics collaborated to develop a policy that limits the number of class days and weekend days that may be missed per term on account of athletic competition. Controls and approval processes are in place to ensure that communication between the athlete and his/her Allston Burr Resident Dean or Resident Dean of Freshmen occurs prior to travel from campus. Athletes are ultimately responsible for resolving academic/athletic scheduling conflicts directly with academic faculty and staff. Administrative Sport Liaisons, designated by the Athletics Director and assigned to each team, are available to assist athletes with the compliance of these policies and procedures. Questions regarding these policies should be directed to Patricia Henry, Senior Associate Director of Athletics (617-495-2201, pwhenry@fas.harvard.edu).

Club Sports

The Department sponsors a varied collection of sports-oriented club activities, governed and financed by the student members. Club sports, which are subject to change from year to year, include rugby, equestrian, martial arts, and ultimate frisbee. The Club Sports Office at the Malkin Athletic Center assigns space and provides some administrative assistance to the clubs. Students who want to form clubs for new activities may receive information about requirements and procedures from the Club Sports Office.

Intramural Sports

Nearly half the College's undergraduates participate in intramural sports programs. All Harvard students are encouraged to take part regardless of athletic background or ability. In the course of an academic year more than 800 upperclass team contests are scheduled in over 25 sports. The Department of Athletics coordinates the House Intramural Program. Intramurals for freshmen are coordinated through the Freshman Dean's Office.

Recreation Program

The recreation program offers instruction in a variety of activities open to both undergraduate and graduate students as well as faculty and staff. The program is offered each term and all participants must register at the beginning of each session. Many of the courses have limited enrollment. Lists of activities and schedules are published on-line and are available from the Recreation Office in the Malkin Athletic Center. Schedules are also posted throughout the Uni-

versity at the beginning of each term. The recreation program includes such diverse activities as water safety instruction, group exercise classes, golf, and racquet sports (including lessons).

Athletic Tickets

Undergraduate students are admitted free to most home Harvard athletic events. For events where tickets are sold—football, men’s and women’s ice hockey, men’s and women’s basketball, men’s lacrosse—undergraduate students who show their Harvard ID upon entrance will be given a free ticket for the event. Any questions should be directed to the Athletic Ticket Office (617-495-2211).

Athletic Facilities

The athletic facilities, most of which are located at Soldiers Field, are available to members of the Harvard community subject to priorities accorded to intercollegiate and intramural schedules, recreation program classes, and club sports. Soldiers Field, an enclosed area of over 90 acres of playing fields, includes football, softball, soccer, lacrosse fields, baseball diamond, running track, outdoor hard surface tennis courts, and the following athletic buildings:

- *Murr Center*, 65 North Harvard Street—administrative offices, Harvard Athletics Hall of History, ticket sales for all intercollegiate events and participation memberships, recreational locker sales, Harvard Varsity Club, six indoor tennis courts, sixteen international plaster squash courts, and an intercollegiate weight room.
- *Harvard Stadium*—hosts intercollegiate football games and seats nearly 31,000.
- *Stadium Seasonal Bubble*—Synthetic field provides indoor field space during the winter.
- *Blodgett Pool*—a 50-meter Olympic-size pool with a separate diving well and seating capacity of 1,200; team and recreational locker and shower rooms.
- *Gordon Track and Tennis Center*—a 220-yard banked track with a separate field event area, five indoor tennis courts, and women’s team, coaches, recreational locker and shower rooms.
- *Bright Hockey Center*—ice rink with four team rooms and seating for 2,800.
- *Lavietes Pavilion*—basketball floor (intercollegiate use) and seating capacity for 2,050; astroturf covering for indoor practice for intercollegiate field sports.
- *Beren Tennis Center*—18 outdoor courts.
- *McCurdy Track*—400-meter track with eight 48” lanes and multiple Field Event areas.
- *Dillon Field House*—team rooms, men’s team and coaches locker and shower rooms, coaches’ offices, lounge, medical room, and laundry facilities.
- *Palmer Dixon Tennis Center*—Strength and conditioning space for varsity programs.
- *Jordan Field*, artificial turf facility—hosts lacrosse and field hockey with seating for 900.

University athletic facilities in other locations:

- *Newell Boat House*, Soldiers Field Road—houses shells used by intercollegiate heavy-weight and lightweight men’s crews.
- *Weld Boat House*, Memorial Drive and John F. Kennedy Street—houses shells used by women’s intercollegiate, House and Intramural crew, and recreational rowing.
- *Malkin Athletic Center*, Holyoke Street—one shallow pool for beginners; one all-deep 25-yard pool; basketball courts; and fencing, wrestling, cardiovascular exercise equipment, Nautilus, and weight facilities.
- *Radcliffe Quadrangle Recreational Athletic Center*, Garden Street—squash, racquetball, tennis, basketball, and volleyball courts; exercise rooms; and table games. It is open to all students living at the Radcliffe Quadrangle and the Freshman Yard. For information, call 617-495-3454.
- *Sailing Center*, near the Lower Basin on Memorial Drive. Accessible by subway.

- *Hemenway Gymnasium*, on Massachusetts Avenue near Harvard Law School—basketball court, group exercise room, three international squash courts, weight training and cardiovascular equipment.

HARVARD FOUNDATION
S. Allen Counter, Director
2 Thayer Hall, 617-495-1527
www.fas.harvard.edu/~harvfoun

The Harvard Foundation was established in 1981 by the President and Dean of the Faculty of Arts and Sciences to bring about improved cultural and racial understanding within the Harvard community. The Foundation is also the focus of the College's efforts to address the needs, concerns, and interests of minority students. The Foundation seeks to improve the Harvard community's quality of life through expression of its diverse cultures and histories.

The Harvard Foundation sponsors many activities, including an annual University-wide cultural festival, a science conference for minorities and women, an intercultural writers series and film festival, and a series of panel discussions, that are designed to promote awareness and appreciation of all of Harvard's ethnic cultures and their contributions to the cultural richness of the University. The Foundation has elected student and faculty committees that discuss issues and organize projects in the areas of scientific and cultural affairs, athletics, sociopolitical and academic issues, Harvard House concerns, and community outreach services.

In addition, the Foundation provides a number of grants for student projects that enable students to develop their own program for cultural expression. The grants are awarded each fall and spring to those projects that might best serve to improve ethnic relations within the Harvard community.

**HARVARD COLLEGE WOMEN'S CENTER/
THE ANN RADCLIFFE TRUST**
Susan Marine, Director
Canaday Hall, Ground Level
617/495-1558
www.fas.harvard.edu/~womctr/

The Harvard College Women's Center opened in Fall 2006 in Harvard Yard. Designed as a space both for meetings and for relaxation, the Center develops and implements a comprehensive outreach and support structure for undergraduate women individually and for their student organizations. The center can provide support and information on a wide variety of issues and centralize all references and contact information for existing resources on campus. The Center promotes Harvard's women by linking female faculty, alumni, and current Harvard women through conferences, workshops, mentorship, meals, and networking events.

Building on the work of the Ann Radcliffe Trust, the Center serves the needs of women as well as those of men, creating an environment that benefits all students. Undergraduate student organizations may apply for grants to support student projects and programs that raise awareness of women's issues among students and increase the visibility of women in the College.

Harvard College continues to identify areas of concern to its women students, in order to maintain its long-standing conviction that an ideal coeducational environment offers the richest possible experience for all students.

PUBLIC SERVICE

There are many community and public service opportunities available to Harvard students through the Phillips Brooks House Association (PBHA) and the Public Service Network (PSN). These activities are designed to

- deliver needed services to the community
- get students involved with neighborhoods outside of Harvard Yard
- provide leadership opportunities for students
- offer undergraduates the opportunity to explore the field of public interest careers through internships and fellowships
- foster social responsibility within the College community
- encourage collaboration with students and faculty

The century-old Phillips Brooks House (PBH) in the northwest corner of Harvard Yard is home to PBHA and PSN and the many programs that are a part of each (see below). The House also provides staff support to the Faculty of Arts and Sciences Committee on Public Service, a faculty and student committee that provides oversight of all undergraduate public service activities. Various funding opportunities, including the President's Public Service Fund and the COOP Public Service Grants, are available to all public service groups through a competitive application process and administered by the House.

Phillips Brooks House Association (PBHA)

Gene Corbin, Executive Director

Phillips Brooks House, Harvard Yard

corbin@fas.harvard.edu, 617-495-8851

www.pbha.org

The Phillips Brooks House Association (PBHA), the largest public service organization at Harvard, has been serving the Boston and Cambridge communities for over 100 years. Both a separate non-profit and a Harvard student organization, PBHA is governed by the student membership and supported by professional staff. More than 1,500 students actively volunteer in 73 programs encompassing after- and in-school programs; mentoring; adult education; elderly and teen programs; housing construction; and social and legal advocacy. The programs range in intensity and focus, but are mostly community-based and are committed to on-going, continuous service, including year-round programming. During the summer, PBHA operates 12 intensive summer camps for children in the neighborhoods served during the term time. PBHA is strongly invested in a deep level of community partnership for direction, integrity of programming, and resource support.

Often referred to as “the best course at Harvard” PBHA is also dedicated to the student mentorship and learning experience. The Stride Rite Community Service Program, administered through PBHA, provides financial support to Federal Work-Study eligible students along with opportunities for professional and personal development. There are also numerous opportunities, such as the Big Question, through which students can discuss and learn about social justice issues. Additional reflection and training, based in peer sharing and best practices, are provided through the Cabinet, the student membership body.

Public Service Network
Amanda Sonis Glynn, Director
Phillips Brooks House, Harvard Yard
asglynn@fas.harvard.edu, 617-496-8622
www.fas.harvard.edu/~pbh
Listserv: *publicservice-list@fas.harvard.edu*

The Public Service Network (PSN) serves as a coordinating and support organization for approximately 40 independent public service groups on campus, including HAND (The House and Neighborhood Development Program), as well as a resource for individual students, faculty, and staff. PSN provides student advising, publishes a directory of public service organizations and an annual report, conducts workshops and speaker panels, and manages a website and a listserv.

PSN works closely with PBHA staff and students to host trainings and speakers for all volunteers and to create forums and other events that broaden campus exposure to issues concerning public service.

The Center for Public Interest Careers at Harvard College (CPIC)

Amanda Sonis Glynn, Coordinator
asglynn@fas.harvard.edu, 617-496-8622
www.cpic.fas.harvard.edu
cpic@fas.harvard.edu

The Center for Public Interest Careers (CPIC) flagship program matches undergraduates and recent graduates with paid summer and post-graduate year-long positions in non-profit organizations in Boston, New York, Washington DC, Chicago, and San Francisco. The CPIC Fund for Service Internship (FSI) Program, funded by the Heckscher Foundation for Children, matches students with summer internship opportunities in child advocacy organizations in New York and provides a stipend and housing. CPIC also administers four additional grant opportunities for undergraduates. The Harvard Clubs Summer Community Service Fellowship, offered by Harvard Clubs in select cities across the US, provides funding for students to work in a non-profit organization in the city of the sponsoring Harvard Club. CPIC works closely with the Harvard Alumni Association to administer this program; applications are due in mid-March. The Arthur Liman Public Interest Law Fellowship provides funding for undergraduates working in unpaid public interest legal positions over the summer; applications are due in February. The Steamboat Scholar Program, a program of the Steamboat Foundation, provides one Harvard junior with a generous stipend to work at Facing History and Ourselves over the summer. The Summer Work Study Awards for Public Service are also available through CPIC. Students who are work-study eligible can apply to receive work-study funding to work at a non-profit organization of their choice. Applications are available in April and due on a rolling basis throughout May on a first-come first-served basis until the funding is depleted.

Public Service Program

The OCS Public Service Program supports student involvement in work for the public good. For more information, see page 498.

RELIGIOUS ACTIVITY

The Memorial Church and Appleton Chapel

The Reverend Professor Peter J. Gomes, Pusey Minister

The Reverend Dr. Dorothy A. Austin, Associate Minister

and University Chaplain

Office hours: Mon.-Fri., 9 am–5 pm

Harvard Yard, 617-495-5508

www.memorialchurch.harvard.edu

The Memorial Church is Harvard's University Church, dedicated on Armistice Day in 1932 as a gift of the alumni to the University in memory of those who lost their lives in the First World War.

Founded as a Protestant non-denominational house of worship, The Memorial Church maintains a broad ecumenical program of worship, preaching, and teaching, a representation of Harvard's recognition of the spiritual dimension of the life of the mind and a community of inquiry. All members of the University, regardless of denomination, are welcome, and internationally known clergy and religious leaders regularly preach from the pulpit. The church also serves as a resource for all religious life on campus, hosting events in the Faith & Life Forum, the annual William Belden Noble lectures, and providing pastoral counseling services to all members of the University.

Services

A Christian service of Morning Prayers is held at 8:45 am Monday through Saturday during the term, with the principal worship service held at eleven o'clock on Sunday mornings. Once a month, a service of Compline is held on a Thursday evening at ten o'clock. Based on the traditional evening liturgy of scripture, music, prayers, and silence, Compline is sung in the candlelit space of Appleton Chapel by members of the University Choir. The Sunday and daily service schedules are announced in the *Gazette*. In addition, a printed guide listing all services and activities is available each academic term and may be obtained by contacting the Church office.

The Harvard University Choir: www.hcs.harvard.edu/~uchoir

The Harvard University Choir is regarded by many worldwide as the premier program in college chapel music in America, a demanding but rewarding musical experience for Harvard students. The Choir sings at all Sunday Services and each year presents the nation's oldest consecutive Christman Carols Service, as well as an eagerly anticipated Spring Concert once a year.

Board of Ministry and Harvard Chaplains

Office hours: Mon.–Fri.; 9 am–5 pm

The Memorial Church, Ground Floor

Harvard Yard, 617-495-5529

chaplains.harvard.edu

Harvard Chaplains is the umbrella organization of 38 chaplains representing 26 of the world's traditions (religious and non-religious), united in their commitment to serving Harvard's diverse student, faculty, and staff communities. Members of the Harvard community are encouraged to contact the Harvard Chaplains, who are available to meet and talk about spiritual concerns, ethical and personal matters. For profiles of our chaplains and a full description of groups, programs, events, and services, please refer to our website, *chaplains.harvard.edu*.

Staff Assistant, Board of Ministry and Harvard Chaplains: Debra Dawson (617-495-5529).

Chaplains:

Baha'i Association Baptist	Mrs. Barbara Markert (<i>bymarkert@aol.com</i>)
American Baptist	Rev. Irving Cummings (<i>pastor.ocbc@verizon.net</i>)
Southern Baptist	Rev. Curtis Cook (<i>cbhcook@juno.com</i>)
Southern Baptist	Mrs. Rebekah Kim (<i>rebekah_kim@harvard.edu</i>)
Boston-Cambridge Ministry in Higher Education	Rev. Carolyn Dittes (<i>carolyn_dittes@harvard.edu</i>)
United Church of Christ	
Presbyterian Church (USA)	
Buddhist Chaplaincy	Lama Migmar Tseten (<i>migtse@earthlink.net</i>)
Campus Crusade for Christ	Mr. Pat McLeod (<i>pat.mcleod@uscm.org</i>)
Catholic Student Center	Msgr. Dennis Sheehan (<i>dsheehan@fas.harvard.edu</i>)
	Fr. William Murphy (<i>billmurph@att.net</i>)
	George Salzmann, OSFS (<i>gsalzman@fas.harvard.edu</i> .)
	Ms. Faye Darnall (<i>faye_darnall@harvard.edu</i>)
Chabad House (Jewish)	Rabbi Hirschy Zarchi (<i>rabbi@chabadharvard.org</i>)
Christian Science Organization	Ms. Margit Hammerstrom (<i>MarHam@aol.com</i>)
Church of Jesus Christ of Latter-day Saints	Dr. Thomas Chapman (<i>thomas_chapman@harvard.edu</i>)
Episcopal Chaplaincy (Anglican)	Dr. William Fogt (<i>fogtwj@ldscs.org</i>)
Foursquare (Grace Street Church)	Rev. Benjamin King (<i>ben_king@harvard.edu</i>)
Harvard Hindu Fellowship (Vendanta Society)	Rev. Russ Schlecht (<i>rschlecht@hotmail.com</i>)
Harvard Korean Mission Church	Swami Tyagananda (<i>swami_tyagananda@harvard.edu</i>)
Hillel Foundation	Rev. Raymond A. Kahng (<i>rkahng@hds.harvard.edu</i>)
	Dr. Bernard Steinberg (<i>bernie@hillel.harvard.edu</i>)
	Rabbi Norman Janis (<i>norman@hillel.harvard.edu</i>)
	Rabbi Avi Poupko (<i>apoupko@camail.harvard.edu</i>)
Humanist Chaplaincy	Mr. Greg Epstein (<i>greg_epstein@harvard.edu</i>)
InterVarsity Christian Fellowship	Mr. Jeff Barneson (<i>jbarneson@harvard.edu</i>)
	Mr. Jimmy Quach (<i>jquach@post.harvard.edu</i>)
	Ms. Rebecca Duff (<i>beccainboston@gmail.com</i>)
	Ms. Marie Williams (<i>williams.marie@gmail.com</i>)
Islamic Society (Muslim)	Mr. Taha Abdul-Basser (<i>tbasser@fas.harvard.edu</i>)
Lutheran Campus Ministry	Rev. Donald Larsen (<i>dlarsen@unilu.org</i>)
Memorial Church	Rev. Prof. Peter J. Gomes (<i>jan_randolph@harvard.edu</i>)
	Rev. Dr. Dorothy Austin (<i>daustin@fas.harvard.edu</i>)
	Fr. Peter-Michael Preble (<i>peter_preble@harvard.edu</i>)
Orthodox Christian Fellowship	Rev. Bradley Barnes (<i>bradleybarnes@ruf.org</i>)
Presbyterian Church in America	Thomas Patrick Ash (<i>FMCResident@iecc.com</i>)
Religious Society of Friends (Quakers)	
Swedenborgian Chaplaincy	Mr. Kevin Baxter (<i>pastor@swedenborgchapel.org</i>)
Unitarian Universalist	Rev. Jory Agate (<i>revjory@aol.com</i>)
United Methodist Chaplaincy	Rev. Scott Campbell (<i>WScottCampbell47@cs.com</i>)
Zoroastrian Chaplaincy	Dr. Cyrus Rustam Mehta (<i>mehta@cytel.com</i>)

HARVARD STUDENT AGENCIES

www.hsa.net

67 Mount Auburn Street

617-495-3030

Harvard Student Agencies, Inc., was founded in 1957 to help Harvard students defray the cost of their education, provide practical business experience, and supply valuable services to the Harvard community. It has since grown into the largest student-run corporation in the world.

Products and Services

HSA provides a number of products and services that are helpful during students' stay at Harvard. HSA Rentals offers microfridges, televisions, and water coolers; HSA Cleaners provides the least expensive laundry and dry cleaning service in Harvard Square; HSA Publications publishes the *Unofficial Guide to Harvard* and, with OCS, the *Harvard Guide to Summer Opportunities*; and the student-run Harvard Shop stocks high-quality Harvard merchandise at its retail location at 52 JFK Street or online at *www.theharvardshop.com*.

Information about HSA products and services is available at *www.hsa.net*.

Employment Opportunities at HSA Agencies

HSA employs over 700 students and provides a wide variety of paid experiences for Harvard students interested in long-term or short-term employment. Each of HSA's nine agencies is headed by a student manager, who has the unique opportunity to manage all aspects of the agency's business, including sales and marketing, operations, finances, and personnel. HSA's largest agency, Let's Go Publications, publishes the best-selling *Let's Go* travel guide series, which is widely read and sold in bookstores throughout the world. Let's Go hires over 150 editors and research-writers each year to revise and update its titles. Information about HSA employment is available at *www.hsa.net/recruiting* or visit the company's headquarters at 67 Mt. Auburn Street in Cambridge.

HARVARD COLLEGE STUDENT ORGANIZATION CENTER AT HILLES (SOCH)

David R. Friedrich, Manager

Hilles, Radcliffe Quadrangle

617-495-1020

Center Hours: 7 days, 7am-4am

Penthouse Coffee Bar: Sunday-Thursday, 7pm-1am

www.fas.harvard.edu/~soch

soch@fas.harvard.edu

Listserv: *soch-list@fas.harvard.edu*

The Student Organization Center at Hilles opened in the fall of 2006 and has been designed to draw Harvard's vast, diverse, and stimulating network of student organizations together into one space that can support their individual goals while sparking new channels of conversation and collaboration. The College values experiential learning through co-curricular activities, and the SOCH provides a forum for this learning to occur.

The SOCH is open to all Harvard College students and student organizations, regardless of whether they hold office space in the Center. The open nature of the building, extensive technological resources, and unprecedented dedication of resources have been established to

facilitate collaboration and strengthen relationships between groups, and to create a social space that fosters community. The SOCH Advisory Board, comprised of students and administrators, provides direction, feedback, and oversight for Center programs, facilities and activities. The SOCH hosts social programs and workshops designed to connect students, organizations, and their projects. It also provides a performance venue for student musicians, display space for student art, and a cinema for screening films. A yearly space allocation process, beginning each January for the following year, provides student groups the opportunity to apply for office or storage space.

All student organizations registered with the Harvard College Student Activities Office are welcome to host meetings, rehearsals, and events at the SOCH. With over 40,000 square feet of space on four floors, the building features event/conference facilities, recording studio, coffee bar and catering on the penthouse level; student organization offices, storage lockers, and mailboxes on the second and third levels; and a cinema on the ground level. There are two large multi-use function spaces, nine conference rooms, computer labs, color printer/copier, flat panel TVs, LCD projectors and a portable sound system.

UNDERGRADUATE ORGANIZATIONS

Statement of Policy

Through undergraduate organizations each new class leaves its special mark on the cultural, social, and intellectual life of the College. In granting official recognition to these activities, the College seeks to fulfill its commitment to free inquiry and to the importance of an education that encompasses the whole person. Such support does not, however, imply endorsement by the College of any partisan political position or point of view.

Recognition of Undergraduate Organizations

The Committee on College Life (see page 452) has the responsibility to grant official recognition to undergraduate organizations and to establish regulations for their governance. The rules it has adopted are presented below under the heading “Regulations for Undergraduate Organizations,” page 527. The College assumes that organizations will comply with the understandings reached at the time of recognition. If the Committee on College Life determines that a student organization has failed to abide by these basic responsibilities, it may revoke the organization’s charter. Undergraduate organizations must re-register with the Office of the Dean of Harvard College each October in order to continue their recognition. (See the *Student Organizations Handbook*, available in the Office of the Dean of Harvard College, University Hall, First Floor, or at www.college.harvard.edu/student/activities.)

Funding and Finances

Undergraduate organizations seek funds from a variety of sources that include membership dues, fee-paying concerts, advertising, alumni/ae endowments, and friends. Most of these endowments, foundations, and friends’ groups have been established to perpetuate the organization and to provide financial subsidy for programs. Endowments are usually administered by alumni/ae groups in consultation with the Office of the Dean of Harvard College. The College encourages the development of such financial arrangements and, when appropriate, will use University resources to assist with fund drives. Such fund drives must have the prior approval of the Office of the Dean of Harvard College. An organization must obtain permission through the Dean to solicit support from its alumni/ae.

The earnings of any undergraduate organization may not accrue to individual members. Some groups pay salaries to members for services performed by those members. Organizations wishing to pay such salaries or other forms of remuneration must first receive approval from

the Office of the Dean of Harvard College. It is expected that salaries will ordinarily conform to current student wage rates in student employment, although special compensation may be given to managers of organizations.

Organizations are responsible for their own finances and for keeping their own financial records, and the College expects that they will be managed in a prudent fashion. The Office of the Dean of Harvard College provides training for financial officers and guidelines for the maintenance of financial records through workshops held each term.

Under the conditions of recognition, financial officers will be required to attend a financial seminar, organizations will be required to present annual financial reports to the Office of the Dean of Harvard College, and an audit of an organization's finances may also be required. Organizations that are Massachusetts corporations and federally tax exempt are reminded of the requirement to file special financial reports annually with the Secretary of State in the Commonwealth of Massachusetts and with the Internal Revenue Service.

The College makes a considerable contribution in the following ways: provides student organization offices in the Student Organization Center at Hilles, rooms for meetings and other facilities; provides resources for music, debate, drama, and dance; provides in-kind contributions such as professional advice in fundraising for existing foundations, friends' groups, and new projects, help in ticketing events through the Harvard Box Office, event planning and support, leadership training, mailboxes and mail delivery for student groups, negotiated transportation options, and others.

Hazing

The laws of the Commonwealth of Massachusetts forbid any form of hazing in connection with initiation into a student organization (see "Hazing" on page 407). As a condition of College recognition, each student organization must file non-hazing attestation forms with the Office of the Dean of Harvard College.

Non-Harvard Organizations

The regulations for undergraduate organizations require that they maintain local autonomy. This means that they can have no institutional connection with outside organizations and that all policy decisions must be made without obligation to any parent organization. In this way, the independence and integrity of the College are maintained.

From time to time, undergraduates raise questions about their membership in non-Harvard organizations. It is important that students make well-informed decisions when considering membership in these organizations. While fraternities and sororities may be recognized officially at other universities and in local towns, they are not permitted to conduct any activity at Harvard even though their activities involve Harvard undergraduates. This policy also applies to the "final clubs" in Cambridge.

However, under limited circumstances, non-recognized student organizations whose membership consists entirely of Harvard College undergraduates may, at the discretion of a particular Harvard office or department, be permitted to co-sponsor events with that office or department.

Inappropriate Religious Recruiting

The United Ministry, the interfaith association of chaplains at Harvard, is concerned about destructive religious activity and the tactics of high-pressure religious groups. They have included in the brochure *Religious Life at Harvard* some of the issues related to religious recruitment through high-pressure tactics and provide suggestions for intervention and prevention. The brochure is available in the Office of the Dean of Harvard College (617-495-1558) and the United Ministry Office (617-495-5529) located in the basement of the Memorial Church.

Officially Recognized Undergraduate Organizations

The most updated list of information on individual organizations and rules governing their activities is available from the Office of the Dean of Harvard College, and on-line at www.college.harvard.edu/student/activities.

REGULATIONS FOR UNDERGRADUATE ORGANIZATIONS

(As adopted by the Committee on College Life)

Recognition of Organizations

All officially recognized undergraduate organizations have the privilege of using Harvard's name and its facilities with limitations (detailed in the *Student Organizations Handbook*). Complete information on the procedures that should be followed to obtain recognition is found in the *Student Organizations Handbook*, available from the Office of the Dean of Harvard College in University Hall, First Floor or at www.college.harvard.edu/student/activities.

- A constitution and by-laws whose membership clause shall not discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, or physical disability.
- A complete list of officers (all must be registered undergraduates in good standing) and members (at least ten undergraduates).
- Signed letters of acceptance from two faculty advisers. Both must be officers of FAS and at least one adviser must be a faculty member with voting privileges within the Faculty.
- Reasonable evidence of ability to meet its financial obligations.
- Attendance at annual financial training workshops offered by the Student Activities Office is required for the Treasurer and President of each organization.

Official recognition follows upon recommendation of the Committee on College Life. To maintain official status, groups must register each October with the Office of the Dean of Harvard College.

Officers' Responsibility

The officers of each organization are held responsible for a knowledge of the following regulations and are expected to keep members of their organization informed of relevant portions. If there is any doubt about the interpretation or if any organization wishes an exception made, the Office of the Dean of Harvard College, University Hall, First Floor, should be consulted. Members of organizations should note that other rules that may apply to them are contained in Chapter Five, "General Regulations and Standards of Conduct." Any violation of the following regulations may lead to the suspension or revocation of an organization's charter by the Committee on College Life.

The officers of every organization are expected to register with the Office of the Dean of Harvard College each year, early in the fall term, in order to assume activities for the academic year in question.

General Requirements

- Recognized organizations must maintain their local autonomy. The criterion for local autonomy shall be whether the College organization makes all policy decisions without obligation to any parent organization. Graduate trusteeships and other advising boards composed of responsible alumni will ordinarily be acceptable under this rule.
- Each organization must consult faculty advisers and, if applicable, graduate boards or trustees at the beginning of each term.

- Members must be students of Harvard University.
- There must be at least ten undergraduate members.
- All officers and a majority of the members must be registered undergraduates.
- Only undergraduate student organizations that have received approval from the Dean of Harvard College may use “Harvard” or “Harvard College” in their name. Approval of the name and recognition by the Dean’s Office constitutes permission to use that name in notices of meetings and written materials. Any regular publications sponsored by the group that uses “Harvard” in its title needs advance permission. Permission to use “Harvard” or “Harvard College” in the name of a group applies to undergraduate groups, and not to alumni groups (see also “The Use of Harvard University’s Trademarks [Names and Insignia]” on page 531 or visit the following website: www.provost.harvard.edu/policies_guidelines/useofname/names_insignias.php). Explicit advance permission of the Dean or Provost is needed before an organization can give permission to a third party to use the “Harvard” name or to imply connection with the College or University.
- Organizations must not duplicate the mission of previously recognized organizations.
- The organization will file a list of current officers and members every fall and spring with the Office of the Dean of Harvard College and notify that Office promptly of any changes in the roster of officers.
- Each fall the organization must provide the Office of the Dean of Harvard College with a financial report for the previous year, a proposed budget for the current year, and signed agreements verifying commitment by both faculty advisers.
- The organization must notify the Office of the Dean of Harvard College and the Committee on College Life of any change in its constitution and by-laws and submit a copy of the amended documents for approval.
- The regulations of the College (see Chapter Five, “General Regulations and Standards of Conduct”) require that students on probation may not engage in any competition or activity that, in the opinion of the Administrative Board, may interfere with their College work. A student on probation must attend all classes and be especially conscientious about all academic responsibilities. If the offense or unsatisfactory academic record is related to participation in extracurricular activity, the Administrative Board may at its discretion restrict participation; in cases in which management of time appears to be the problem, the Administrative Board may ask the student to obtain the Board’s permission for participation in each individual extracurricular activity.
- Faculty members may not be voting members or officers of undergraduate groups. They are, however, encouraged to serve as faculty advisers, sponsors, or consultants.
- Undergraduate officers will be held accountable for maintaining the accuracy of all financial records.
- Officers must receive approval for conferences from the Office of the Dean of Harvard College prior to planning such events. In addition, officers must consult the Office of the Dean of Harvard College before signing any contracts with vendors, hotels, consultants, or performers.
- Students on leave of absence or required to withdraw may not take part in student activities, including student organizations.
- Departmental organizations may also become undergraduate organizations by complying with the preceding requirements.

Relations to Harvard University

- No organization shall be allowed to appear on a commercially sponsored radio or television program.
- No organization shall in any publication, radio or television broadcast, public performance, or otherwise purport to represent the views or opinions of Harvard University, or its body.
- No organization may act so as to endanger the tax-exempt status of Harvard University.
- Only undergraduate student organizations which have received approval from the Dean of Harvard College may use the name “Harvard College.” Recognition by the Dean’s Office constitutes permission to use the name “Harvard College” in notices of meetings and publications. Permission to use the name applies to undergraduate organizations only, and not to alumni groups.
- No organization may be connected with any advertising medium, including the press or other public forum, which makes use of the name of Harvard (see also “The Use of the Harvard Name and Insignia,” page 531, or on-line at: www.provost.harvard.edu/policies_guidelines/useofname/names_insignias.php.)

Religion

The ability to express one’s views regarding religion is a significant freedom of speech that the College upholds. In some instances, this type of expression becomes an avenue for persuasion to affiliate with a particular religion. Discussion in this vein is prohibited when the educational and work environment of an individual or the community is jeopardized. Harassment is defined as actions on the part of an individual or group that demean or abuse another individual because of religious beliefs or that continue after the affected individual has requested a termination of that type of discussion. In all instances in which a particular religion sponsors an event or discussion, the individual or group initiating such contact must clearly identify its sponsorship or the sectarian religious nature of its agenda.

Publications

An organization or group of undergraduates wishing to create a new student publication must file a full description of the proposed publication with the Office of the Dean of Harvard College, in addition to fulfilling requirements outlined under “Recognition of Organizations,” page 527. Sufficient details as to financing, circulation, and authorship must be included in the description to give assurance that it is a Harvard College student enterprise and financially responsible.

Publicity and Solicitation

Distribution of Printed Matter

Distribution of printed matter in the Houses, dormitories, Annenberg Hall, or on Harvard property must be approved by the Office of the Dean of Harvard College. The House Masters and the Dean of Freshmen have the right to regulate the time, place, and manner of distribution in their areas. In each of the above cases, permission to distribute printed matter may be granted upon application to the Office of the Dean of Harvard College. Student groups may also wish to use the distribution services of Harvard Student Agencies (www.harvardstudentagencies.com/distribution/). For distribution of materials outdoors, all organizations must complete and have approved an on-line application, which is available at www.college.harvard.edu/student/activities.

Should a group of students who are not a formally recognized organization wish to distribute printed matter on campus, permission to do so may be granted by the Office of the Dean of Harvard College upon submission of a petition signed by ten registered undergraduates. Distribution cannot occur until approval has been made explicit.

Posters

Posters may be placed only on bulletin boards and kiosks and not on doors, fences, entry posts, gates, poles, waste containers, sidewalks, or other similar places. Should an organization fail to comply with this regulation, it will be assessed a \$25 fine and will be liable to the loss of privileges. The defacement of sidewalks or buildings with posters, chalk, or any other material is prohibited.

- Every registered organization, including official House organizations, has the privilege of posting on University bulletin boards and kiosks.
- Prior permission of the Office of the Dean of Harvard College is required for posters larger than 11" x 17". Posters are removed from bulletin boards and kiosks every Monday and Thursday, staffing and weather permitting.
- Non-recognized groups must obtain prior permission of the Office of the Dean of Harvard College and such permission will be granted only in exceptional cases.
- All posters must carry the name of the sponsoring organization in the lower right-hand corner. Only posters complying with the above rules may be posted.
- It is against City ordinances to affix posters and notices to utility poles.

Email

See page 402 regarding regulations for the use of electronic mail.

Solicitation

Solicitation in University buildings and on University property must have prior approval of the proper authority. Permission for each of the following activities must be obtained from the indicated office:

- *Sales of subscriptions* to recognized publications, *sales of tickets* to functions given by recognized organizations, and *sales of recordings* of recognized organizations (provided all such sales are conducted in the immediate vicinity of College Dining Halls, Sanders Theatre, or by the Science Center): the Office of the Dean of Harvard College.
- *All other sales*: Director of Student Employment and the Office of the Dean of Harvard College.

- All solicitation and canvassing must be carried out between the hours of 9 am and 9:30 pm on weekdays only. Exceptions may be granted by the Office of the Dean of Harvard College.
- The Dean of Freshmen or House Masters may deny permission to carry on the above in their dormitories or houses.
- Permission of the Office of the Dean of Harvard College must be obtained in order to solicit during Registration.

The Use of Harvard University’s Trademarks (Names and Insignia)

Harvard University’s Trademark Program, operated out of the Office for Technology and Trademark Licensing, is responsible for licensing the use of Harvard’s various trademarks (e.g., “Harvard,” “Harvard College,” “Harvard Law School,” “Radcliffe,” “the VERITAS shield,” etc.) throughout the world. Revenue from the Program is provided to FAS and is used for undergraduate financial aid. Any student group wishing to reproduce any University trademark on products (e.g., t-shirts, mugs, etc.) must contact the Trademark Program for written approval.

The Trademark Program will provide guidance on how the marks may be used, can recommend licensed manufacturers, and advise when royalty exemptions apply. Student groups should also make themselves familiar with “The Use of Harvard’s Names and Trademarks by Student Organizations” section of the *Student Organizations Handbook*. All student group names, logos, or publications incorporating any of the University’s trademarks are owned by the President and Fellows of Harvard College and are used by permission of the University. In addition to licensing, the Trademark Program is responsible for dealing with the unauthorized use of the University’s trademarks by third parties worldwide. Any unauthorized use of the Harvard trademarks should be reported to the Trademark Program.

Development

Any organization wishing to raise funds outside the Harvard University campus—whether from an individual or from an organization—must receive prior approval from the Office of the Dean of Harvard College. Registered organizations must also obtain permission of the Dean to solicit support from its alumni/ae and may request alumni/ae information for the purpose of development through the Office of the Dean of Harvard College.

Meetings and Events

Indoor Meetings

College classrooms, lecture halls, and certain other rooms are available to recognized organizations, with the understanding that:

- Rooms will be kept neat and clean.
- There will be no unnecessary noise or actions that might disturb other occupants or those in surrounding buildings or in the street or office below.

Permission to use the following rooms must be obtained from the offices indicated below:

- *Yard classrooms and lecture halls, including Ticknor Lounge:* The Office of the Dean of Harvard College, hcdroom@fas.harvard.edu.
- *Lamont Forum Room:* Lamont Library, 617-495-2455.
- *Paine Hall:* Music Department Administrator, 617-495-2791.
- *Phillips Brooks House:* the PBH Office, rskelly@fas.harvard.edu.
- *The House Common Rooms:* The House Offices (see House listings in Harvard Directory).

- *The Science Center*: The Science Center Director's Office: sc_sched@fas.harvard.edu.
- *Sanders Theater, Loker Commons and Memorial Hall/Lowell Hall Complex*: Office for the Arts (contact the Program Manager at 617-496-4595).
- *Dance spaces at the Rieman Center and at 74 Mt. Auburn Street*: Office for the Arts. Call the main office at 617-495-8676.
- *The Agassiz Theatre and Agassiz House*: Office for the Arts (contact the Program Manager at 617-496-4595).
- Rooms in freshman dormitories and the Barker Center are not available to student organizations.

An organization may not announce its meeting place until it has received official permission in writing for the use of that place. Meetings sponsored jointly with outside organizations are not permitted in University buildings.

Events open to the public should be planned with accessibility considerations in mind. Organizers should consider wheelchair accessibility, seating arrangements, audio-visual accessibility, alternative print options, podium access, and sign language availability as they plan events. For more information on accessibility, or to receive help in planning for these accommodations, there are several resources available. Please contact the Office of the Dean of Harvard College, refer to the *Student Organization Handbook*, or seek the assistance of the Accessible Education Office at 617-496-8707 or the University Disability Coordinator in the Office of the Assistant to the President at 617-495-1859.

Outdoor Meetings/Events

- Outdoor space request forms must be completed and approved by the Office of the Dean of Harvard College for any outdoor meeting. This form can be found on-line at www.college.harvard/student/activities.
- On University property, outdoor meetings may not be held in the immediate vicinity of classrooms during normal class hours, nor near residence buildings between 9 pm and 9 am.
- The use of private property also requires the permission of the owner.
- Meetings sponsored jointly with outside organizations are not permitted on University property.
- The use of city streets or other public property also requires written authorization from and compliance with regulations of the City of Cambridge.

Restricted Dates for Events

Permission will not be given to hold concerts, dramatic performances, debates, meetings, rallies, contests of any kind, etc., during Examination Periods, or the weekend of the Head of Charles Regatta. In addition, restrictions may be placed on events during Reading Periods if they interfere with residential areas and libraries where exam preparation is underway.

Paid Admissions

All public events must be registered and approved in advance through the Office of the Dean of Harvard College through the Event Registration process. In addition, the Event Registration policy may require the presence of a University police officer and/or tutors or proctors, City of Cambridge licenses, and/or a Beverage Authorization Team (BAT). The Event Registration Guidelines and appropriate forms can be found on-line at www.college.harvard.edu/student/activities. Questions about this process may be answered in the Office of the Dean of Harvard College.

Motion Pictures

- Any student group or organization in the College and the Houses borrowing commercial films must follow all copyright regulations as outlined below.
- If admission is charged, any surplus revenue shall be used to further the educational goals of the sponsoring organization, as outlined in its charter.
- The showing of commercial films in the College and its Houses is subject to the following regulations: (a) advertising must be restricted to the Harvard community; (b) the House Committee, recognized student organization, or other appropriate committee will ordinarily be responsible for the screening of films and for financial arrangements.
- Organizations showing films must conform to all applicable city and state fire regulations.

Copyright Regulations

The Federal Copyright Act makes it unlawful to show a film in public without the explicit permission of the film's copyright owner. Renting or purchasing a cassette at a local video store or elsewhere gives the customer the right to view the film but not to show it in public. The Copyright Act defines "public" in this context as "any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered."

Several major production and distribution companies—Columbia, MGM, Paramount, Orion, and others—have given notice that arrangements to show their films publicly on university campuses can be made by calling Swank Motion Pictures of St. Louis (314-289-2102). All students who wish to show films under circumstances that are likely to be considered "public" are urged to call this organization to arrange for appropriate permission.

Public Performances

- Permission will not be given to hold concerts, dramatic performances, debates, meetings, rallies, contests of any kind, etc., during Examination Periods, or the weekend of the Head of the Charles regatta.
- Regulations concerning "Relations to Harvard University," page 529, apply to public performances.

Dances

Dances must end by 2 am, per City of Cambridge ordinance. At any public dance, a University Police detail and/or tutors and proctors must be present. A complete list of guidelines for dances and the required Event Registration form are available in the Office of the Dean of Harvard College.

Invitations to Distinguished Visitors

In order to facilitate the necessary official courtesies for distinguished visitors, the Office of the Dean of Harvard College must be notified in advance and appropriate clearances obtained. Only then may invitations to visit Harvard as guests of an undergraduate organization be issued to heads of state or governments, past or present, to cabinet members, and/or to ambassadors of foreign nations. The University Marshal's office, located at Wadsworth House, should also be consulted about plans for distinguished visitors.

Student Organization Offices/Lockers/Mailboxes

An organization desiring office space should follow guidelines outlined in the *Student Organizations Handbook*. Assignment is made by the Office of the Dean of Harvard College on a space-available basis, to registered organizations on a temporary basis only, with the understanding that:

- Rooms/lockers will be kept neat and clean.
- There will be no unnecessary noise or actions that might disturb other occupants or those in surrounding buildings or in the street or office below.
- Student organizations may not allow other groups or individuals to use the rooms/lockers assigned to them without the express permission of the Office of the Dean of Harvard College.
- No office keys may be duplicated without the permission of the Office of the Dean of Harvard College.
- Student organizations will not hold the University responsible for property stored in their offices that is stolen or damaged.
- All official student organizations are assigned mailbox space. Officers of the group must pick up mail regularly from this assigned box.
- Alcohol is not allowed in freshman dormitories, including student organization offices located in those buildings.
- Private parties may not be held in student organization offices without approval from the Office of the Dean of Harvard College through the Event Registration form.

An organization that violates the above regulations will be deprived of its office space/locker/mailbox and its members will be liable to disciplinary action.

Exceptions

It is the practice of the Office of the Dean of Harvard College to grant exceptions to the rules for ad hoc groups of registered students who wish to hold occasional meetings in College rooms. Ad hoc groups of registered students may also petition the Office for permission to poster on campus. Groups petitioning must list at least ten registered students and include a contact name on the poster.

It will be understood that these ad hoc groups must observe the regulations of the College and the policies of the Faculty in the use of Harvard facilities and, in particular, must be autonomous of outside organizations. They may not act to endanger the tax-exempt status of the University or fail to comply with its policies regarding non-discrimination and harassment.

Exceptions to the Regulations may be granted only by petition to the Office of the Dean of Harvard College.

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