

Welcome

Greetings from the Dean of Harvard College

Dear Students in Harvard College:

You're now a part of one of the richest intellectual environments in the world. Harvard and its surroundings also offer an incredible abundance of social and cultural opportunities. There are so many ways to spend your time and energy here that the choices can seem overwhelming.

The Handbook for Students is a kind of user's manual for Harvard College. It will give you an overview of the options available to you, and of the resources that can help you make choices that best serve your current needs as well as your long-term goals. It is designed to guide you in forging your own unique path and making informed decisions.

You might want to skim the Handbook for Students to see what types of information it contains and so that you'll know where to access the information when you need it. This Handbook can be your guide to academic requirements, our residential system, and the many activities that take place outside the classroom. It clarifies our community values that should inform work and personal conduct in the College. It sets forth the academic and disciplinary rules that apply to everyone in our community. And it sketches the broad outlines of the concentrations and secondary fields offered by the College.

As you read this Handbook, allow yourself to consider new possibilities. You have entered a period of tremendous growth and change in your life, years when you will form lasting friendships, discover new interests, and take great steps toward becoming the person you hope to be. All of us in the College – faculty, administrators, and staff – encourage you to venture far beyond your “comfort zone.” Take classes in subjects about which you know nothing. A subject you haven't yet considered might become the passion of your adult life. Participate in activities you have never before tried and meet as many new people as possible who live and study in this environment around you.

Lastly, I hope you will use your time at Harvard to dare to do new things, albeit safely; to work hard, and to play enthusiastically, while still getting enough rest. When you're not certain about which choice to make, many people stand by to help you think things through. Find advisers you like and trust, and never be afraid to ask for some of their time. Everyone here wants you to succeed as a student and as a human being. If you read this Handbook carefully, you will be

well on your way.

I wish you a joyful and rewarding year at the College.

Sincerely yours,

Evelynn M. Hammonds
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Introduction

Notice to Students

This website 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. Specific requirements for each of the fields of concentration and secondary fields can be found under the Fields of Concentration and Secondary Fields headings. Included here 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. Throughout this website, "the Registrar" refers to the Office of the Registrar of the Faculty of Arts and Sciences, located at 20 Garden Street.

Harvard University makes all decisions concerning applicants, students, faculty, and staff on the basis of the individual's qualifications to contribute to Harvard's educational objectives and institutional needs. Discriminating against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course requirements is inconsistent with the purposes of a university and with the law. Harvard expects that those with whom it deals will comply with all applicable antidiscrimination laws.

In June of 2009, the completion or graduation rate for students who entered Harvard College as freshmen in September 2003 was 98 percent.

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.

Interim Registrar

Noël Bisson, Associate Dean of Undergraduate Education

John (Jay) Ellison, Associate Dean of Harvard College

Ian A. Richmond, Administrator, Office of Academic Programs
Ann K. Waymire, Coordinator, Administrative Board

The Official Register of Harvard University
Published by the Office of the Dean of Harvard College

Introduction

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.

Introduction

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 one of America's greatest men of science in the colonial era.

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 26th 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 27th 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. Some outcomes of that review are a new focus on study abroad, the creation of secondary fields, and the new Program in General Education, which will replace the Core Curriculum.

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 January 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, the Division of Continuing Education, 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.

Academic Calendar

[Academic Year 2010-2011](#)

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[Examination Scheduling](#)

[Examination Groups and Dates](#)

Academic Calendar

Academic Year 2010-2011

Fall Term

August 26, Thursday

- Dormitories open for freshmen at 7 am.

August 28, Saturday

- Houses open for upperclass students at 9 am.
- All House dining halls open for dinner; regular meal service begins.

REGISTRATION

For times and places of Registration refer to the Registrar's website:
www.registrar.fas.harvard.edu.

August 20, Friday

- Online registration opens.

August 31, Tuesday

- Last day for all freshmen, continuing and returning students, new transfer students, and visiting undergraduates to register online.

September 1, Wednesday

- **Academic year begins. First meeting of fall term classes, following a Monday schedule. Courses scheduled to meet on Mondays will meet on September 1; courses that meet Wednesday only are scheduled to hold class for the first time on September 8.**

September 6, Monday

- University Holiday: Labor Day.

STUDY CARD DAY

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

September 9, Thursday

- Completed study cards for all students (upperclassmen, freshmen, visiting undergraduates and new transfer students) are due between 9 am and 5 pm.
 - Freshmen turn in completed study cards in the Faculty Room, 2nd Floor of University Hall.
 - Visiting undergraduates turn in completed study cards at Dudley House.
 - Upperclassmen and new transfer students turn in study cards at the Houses.

September 9, Thursday

- 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.

September 15, Wednesday

- Plans of Study/Declaration of Concentration due for transfer students who entered in Fall 2010 with second-semester Sophomore or Junior class standing.

September 17, Friday

- Final applications for November 2010 degree candidates due.
- Last day upon which undergraduates may submit cross-registration petitions. Note that some schools have earlier deadlines; check with the relevant school.

September 20, Monday

- Last day upon which undergraduates may drop or add any course without a fee.
- Makeup examinations for 2009-2010 spring term begin.

October 1, Thursday

- 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](#) under [Financial Information](#) for details of room and board charges.
- Applications for degree credit for study out of residence for the spring term are due at the Office of International Programs.

FIFTH MONDAY

October 4, 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.
- Last day upon which March 2011 Degree Candidates may submit signed paperwork switching from completing the Core requirements to completing the General Education requirements to the Office of the Registrar. There are no exceptions to this deadline.

October 11, Monday

- University holiday: Columbus Day.

October 13, Wednesday

- Application deadline for registered non-resident students who wish guaranteed housing in their House of previous residence for spring term.
- Deadline for Returning Student Housing Application for spring term.

October 15, Friday, through October 16, Saturday

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

SEVENTH MONDAY

October 18, 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 2011 Degree Candidates may submit a completed and signed petition for a secondary field to the Office of the Registrar. There are no exceptions to this deadline.

October 29, 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 the [chart](#) under [Financial Information](#) for details of room and board charges.

November 3, Wednesday

- Pre-Term Planning due for Seniors (class of 2011).

November 10, Wednesday

- Pre-Term Planning due for Juniors (class of 2012).

November 11, Thursday

- University holiday: Veterans' Day.

November 12, Friday

- Deadline for students in the fall term to notify the College they are not returning to the College housing for the spring term.
- Deadline to submit a Housing Contract Cancellation form for students who have submitted a Returning Student Housing Application for the spring term.
- Deadline to submit a spring term inter-House Transfer Application.

November 17, Wednesday

- Plans of Study/Declaration of Concentration due for class of 2013.
- Pre-Term Planning due for Sophomores (class of 2013) and Freshmen (class of 2014).

November 22, Monday

- Final applications for March 2011 degree candidates due.
- Last day to change concentration for March 2011 degree candidates without Administrative Board approval.
- Last day upon which March 2011 degree candidates may submit a completed and signed foreign language citation study plan to the Office of the Registrar. There are no exceptions to this deadline.
- Advanced Standing-eligible students planning to graduate after six or seven terms in March 2012, or to begin a fourth year AM program in spring term 2011, must file Advanced Standing Activation Form by this date.

November 25, Thursday, through November 28, Sunday

- Thanksgiving recess.

December 3, Friday

- Last day in the fall term upon which undergraduates will ordinarily be granted a leave of absence from the College.
- 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](#) under [Financial Information](#) for details of room and board charges.

READING PERIOD

December 3, Friday, through December 12, Sunday

EXAMINATION PERIOD

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

December 13, Monday, through December 21, Tuesday

December 22, Wednesday

- Students not continuing in residence past the fall term 2010-11 must leave their rooms by noon.
- Students transferring from one House to another must move between 9 am and noon on this day.
- Houses and Dorms close at 5 pm. All students must vacate their residence by this deadline.

December 22, 2010, Wednesday, through January 2, 2011, Sunday

- Winter recess.

January 3, Monday, through January 23, Sunday

- January break.

January 11, Tuesday

- Students not continuing in residence for the spring term 2010-11 must leave their rooms by 5 pm.

January 16, Sunday

- All Houses and Dorms open at 9 am for the spring term.

January 17, Monday

- University Holiday: Martin Luther King Day.

Spring Term

REGISTRATION

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

January 19, Wednesday

- Online registration opens at the Registrar's website.

January 24, Monday

- Last day for all continuing, new transfer, and visiting undergraduates to register online.

January 24, Monday

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

STUDY CARD DAY

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

January 28, Friday

- Completed study cards are due for all students between 9 am and 5 pm.
 - Freshmen turn in completed study cards in the Faculty Room, 2nd Floor of University Hall.
 - Visiting undergraduates turn in completed study cards at Dudley House.
 - Upperclassmen and new transfer students turn in study cards at the Houses.

January 28, Friday

- 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 7, Monday

- 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.
- Makeup examinations for 2010-2011 fall term begin.

February 11, Friday

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

February 15, Tuesday

- Deadline to submit a fall term Inter-House Transfer Application (Round 1).
- Application deadline for registered non-resident students who wish to be guaranteed housing in their House of previous residence for fall term.
- Deadline to submit a Returning Student Housing Application for fall term.

February 21, Monday

- University holiday: Presidents' Day.

FIFTH MONDAY

February 21, 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.
- Last day upon which 2010-2011 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.
- Last day upon which May 2011 and November 2011 degree candidates may submit signed paperwork switching from completing the Core requirements to completing the General Education requirements to the Office of the Registrar. There are no exceptions to this deadline.

February 25, Friday

- 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 the [chart](#) under [Financial Information](#) for details of room and board charges.

March 4, Friday, through March 5, Saturday

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

SEVENTH MONDAY

March 7, 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 May 2011 and November 2011 degree candidates may submit a completed and signed petition for a secondary field to the Office of the Registrar. There are no exceptions to this deadline.

March 12, Saturday, through March 20, Sunday

- Spring recess.

March 25, 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 the [chart](#) under [Financial Information](#) for details of room and board charges.

April 1, Friday

- Final degree applications for May 2011 degree candidates due.
- Last day to change concentration without Administrative Board approval for May 2011 and November 2011 degree candidates.
- Last day upon which May 2011 and November 2011 degree candidates may submit a completed and signed foreign language citation study plan to the Office of the Registrar. There are no exceptions to this deadline.
- Advanced Standing-eligible students planning to graduate after six or seven terms in May 2012 or November 2012, or to begin a fourth year AM program in fall term 2011, must file the Advanced Standing Activation Form by this date.

April 15, Friday

- Applications for degree credit for study out of residence for the summer or fall term are due at the Office of International Programs.

April 20, Wednesday

- Deadline for the class of 2013 to report advising conversations.

April 28, Thursday

- Last day in the spring term upon which undergraduates will ordinarily be granted a leave of absence from the College.
- 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](#) under [Financial Information](#) for details of room and board charges.

READING PERIOD

April 28, Thursday, through May 5, Thursday

EXAMINATION PERIOD

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

May 6, Friday, through May 14, Saturday

May 13, Friday

- Deadline to submit a fall term Inter-House Transfer Application (Round 2).
- Deadline to submit a Housing Contract Cancellation form for the fall term without penalty.

May 15, Sunday

- Non-graduates must vacate their rooms by noon.

May 26, Thursday

- Harvard University Commencement.

May 27, Friday

- Graduating seniors must vacate their rooms by 5 pm.

May 30, Monday

- University holiday: Memorial Day.

Academic Calendar

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.

Academic Calendar

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.

Academic Calendar

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 Resident Dean'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.

Academic Calendar

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.

Academic Calendar

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 Calendar

Pre-Term Planning

A student who fails to submit the relevant information on or before the prescribed deadline will incur a late fee of \$40 per week. An overdue submission of “course planning” information will make the student liable for disciplinary action, including requirement to withdraw.

Academic Calendar

Academic Year 2011-2012

The Harvard University Coordinated Academic Calendar became effective with the 2009-2010 Academic Year. Special attention should be paid to deadlines as many will vary from prior years.

	Fall Term*	Spring Term
Freshman Registration	Aug. 30 (T)	Jan. 23 (M)
Upperclass Registration	Aug. 30 (T)	Jan. 23 (M)
Term Begins	Aug. 31 (W)	Jan. 23 (M)
Thanksgiving Recess	Nov. 23 (W) - Nov. 27 (Su)	
Spring Recess		Mar. 10 (Sa) - Mar. 18 (Su)
Reading Period	Dec. 3 (Sa) - Dec. 11 (Su)	April 26 (Th) - May 3 (Th)
Examination Period	Dec. 12 (M) - Dec. 20 (Tu)	May 4 (F) - May 12 (Sa)
Commencement		May 24 (Th)

*See Addendum

Academic Calendar

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 online at www.registrar.fas.harvard.edu shortly after Study Card Day. 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

Courses that meet at four popular meeting times have their own exam groups and days:

- Exam Group 3 for courses that meet MWF at 10 am.
- Exam Group 4 for courses that meet MWF at 11 am.
- Exam Group 5 for courses that meet MWF at 12 noon.
- Exam Group 13 for courses that meet TuTh at 11 am.

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.

Academic Calendar

Examination Groups and Dates

The table below shows the dates of final examinations associated with each of the final Examination Groups. For most courses, an Examination Group is published in Courses of Instruction within the course description. Examination Groups correspond to course meeting days and times and ordinarily change if the course meeting days and times change. Occasionally, the Office of the Registrar may need to assign an Exam Group that does not correspond to the meeting days and times of a course. All 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 December 13, Monday, through December 21, Tuesday. For the spring term, the Final Examination Period is May 6, Friday, through May 14, Saturday.

Examination Group	Fall Final/Midyear Examination	Spring Final Examination
1	Friday, Dec 17	Saturday, May 14
2	Thursday, Dec 16	Friday, May 13
3	Wednesday, Dec 15	Thursday, May 12
4	Monday, Dec 13	Tuesday, May 10
5	Saturday, Dec 18	Friday, May 6
6	Tuesday, Dec 21	Monday, May 9
7	Friday, Dec 17	Saturday, May 14
8	Monday, Dec 20	Saturday, May 7
9	Monday, Dec 20	Saturday, May 7
10	Tuesday, Dec 21	Monday, May 9
11	Monday, Dec 20	Saturday, May 7
12	Monday, Dec 20	Saturday, May 7
13	Tuesday, Dec 14	Wednesday, May 11
14	Friday, Dec 17	Saturday, May 14
15	Thursday, Dec 16	Friday, May 13
16	Thursday, Dec 16	Friday, May 13
17	Monday, Dec 20	Saturday, May 7
18	Monday, Dec 20	Saturday, May 7

Academic Information

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[Registration and Course Enrollment](#)

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Academic Information

The Bachelor of Arts and Bachelor of Science Degrees

Requirements for the Degree

Course Requirements for the Degree

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 or General Education requirements) 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".) 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.

Academic Information

Accessible Education Office

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 a person 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, visit AEO at www.aeo.fas.harvard.edu, contact AEO at 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 <http://www.aeo.fas.harvard.edu> for details about the grievance procedure.

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Program in General Education

Harvard has long required that students take a set of courses outside of their concentration in order to ensure that their undergraduate education encompasses a broad range of topics and approaches. As part of the Harvard College Curricular Review, the Faculty of Arts and Sciences voted to replace the existing, thirty-year-old Core Curriculum requirements with a new Program in General Education in order to align these requirements with the educational needs of Harvard College students at the dawn of the twenty-first century. In contrast with the Core Curriculum, which required that students be exposed to a number of different “ways of knowing,” the new Program seeks explicitly to “connect a student’s liberal education – that is, an education conducted in a spirit of free inquiry, rewarding in its own right – to life beyond college.” In addition, the new Program in General Education seeks to provide new opportunities for students to learn – and faculty to teach – in ways that cut across traditional departmental and intra-University lines.

Complementing the rest of the curriculum, this program aims to achieve four goals that link the undergraduate experience to the lives students will lead after Harvard:

- to prepare students for civic engagement;

- to teach students to understand themselves as products of, and participants in, traditions of art, ideas, and values;
- to enable students to respond critically and constructively to change;
- and to develop students' understanding of the ethical dimensions of what they say and do.

Students must complete one letter-graded course in each of the eight categories in General Education. One of these eight courses must also engage substantially with the study of the past:

Aesthetic and Interpretive Understanding – Courses in Aesthetic and Interpretive Understanding focus on the development of aesthetic responsiveness and the ability to interpret forms of cultural expression through the study of literary or religious texts, paintings, sculpture, architecture, music, film, dance, decorative arts, etc. Students learn to engage intelligently and critically with the world of art, literature, and ideas by analyzing works in a theoretical framework.

Culture and Belief – The aim of courses in Culture and Belief is to develop an understanding of and appreciation for the ways that social, political, religious, economic, and historical conditions shape the production and reception of ideas and works of art, either within or across cultural boundaries. Students in these courses examine how cultures and beliefs affect the identities of individuals and communities. Courses in this category draw connections between the material covered in the course and cultural issues of wide concern or interest.

Empirical and Mathematical Reasoning – Courses in Empirical and Mathematical Reasoning teach the conceptual and theoretical tools used in reasoning and problem-solving, such as statistics, probability, mathematics, logic, and decision theory. Students develop the ability to apply abstract principles and theories to concrete problems. They also learn how to make decisions and draw inferences that involve the evaluation of data and evidence, and how to recognize when an issue cannot be settled on the basis of the available evidence. Students will become aware of the many mistakes human beings are prone to making in their reasoning and come to understand how to avoid common pitfalls in inference-making.

Ethical Reasoning – Courses in Ethical Reasoning teach students to reason in a principled way about moral and political beliefs and practices, and to deliberate and assess claims for themselves about ethical issues. Students examine the competing conceptions and theories of ethical concepts such as the good life, obligation, rights, justice, and liberty with a focus on developing the ability to assess and weigh the reasons for and against adopting them to address concrete ethical dilemmas. Students in these courses may encounter value systems very different from their own that call attention to their own ethical

assumptions.

Science of Living Systems – Courses in Science of Living Systems teach central concepts, facts and theories in the life sciences and engineering, and relate them to problems of wide concern. These courses may explore a range of topics relating to understanding life – its origins, the way it adapts to and changes the environment, and the ways in which human interventions can affect its trajectory. These courses provide students with the tools to evaluate scientific claims, consider alternative accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Whenever possible, students examine the nature of experiments on living systems through laboratory, field, or other hands-on experiences.

Science of the Physical Universe – Courses in Science of the Physical Universe teach scientific concepts, facts, theories, and methods in the physical sciences and engineering and relate them to problems of wide concern. These courses may explore discoveries, inventions, and concepts in the physical sciences that have led to or underlie issues affecting societies across the globe including reliance on fossil fuels, the exploration of space, the proliferation of nuclear weapons, climate change, and privacy in an age of digital communication. The courses provide students with the tools to evaluate scientific claims, consider alternative accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Whenever possible, students examine the nature of experiments in the physical sciences and engineering through laboratory, field, or other hands-on experiences.

Societies of the World – Courses in Societies of the World provide students with an international perspective by acquainting them with values, customs, and institutions that differ from their own, and help students to understand how different beliefs, behaviors, and ways of organizing society come into being. These courses may focus primarily on a single society or region, or they may address topics that transcend national boundaries, analyzing the flow and transformation of money, goods, people, resources, information, or ideas between and among different societies. The courses may take a variety of disciplinary approaches, and may treat topics from a contemporary perspective or a historical one. Students will develop an awareness of the diversity of ways in which human beings have organized their social existence.

United States in the World – Courses in United States in the World examine American social, political, legal, cultural, and/or economic practices, institutions, and behaviors from contemporary, historical, and/or analytical perspectives. These will help students to understand this country as a heterogeneous and multifaceted nation situated within an international framework by examining ideas about what it means to be an American, about the persistence and diversity of American values, about the relations among different groups within

the United States and between the United States and the rest of the world. Courses may compare the American situation to other societies of the world, or show change over time within the US. These courses prepare students for civic agency by providing critical tools to understand these issues in a historical and/or comparative context.

In general, students should plan to take one General Education course per term. There are, however, no constraints regarding the timing of the requirements as long as all are completed by graduation. First-year students often find that General Education courses are useful for exploring potential concentrations. Other students use the General Education requirements to add some variety to their course of study.

Switching from the Core Requirement to the General Education Requirement

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but will be permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. Interested students should discuss their situation with their Resident Dean, who must approve any change of requirements. Students must complete the process and submit signed paperwork to the Registrar's Office by the fifth Monday of their final term in residence.

To switch to General Education, students must access the online Plan of Study Tool, which can be found on the Registrar's website at: http://www.registrar.fas.harvard.edu/fasro/ugrad/plan_of_study.jsp. A brief tutorial explaining how to complete the tool can be found at the bottom of that webpage. Additional information can be found on the "Policy" section of the General Education website (www.generaleducation.fas.harvard.edu).

Program in General Education Policies

Statement of Principles

In all cases, these policies are designed to provide students with flexibility to pursue a variety of educational opportunities. In general, General Education requirements will be proportional to the number of terms a student spends in residence at Harvard. Students may not reduce their requirements by more than one category in specified clusters, thus maintaining breadth in their overall program. The Program in General Education has the right to approve or deny requests for exceptions.

Minimum General Education Requirement

In all cases, students must complete a minimum of four half-courses in General Education through regular coursework at Harvard College.

Advanced Standing

The General Education requirement for Advanced Standing students will be reduced by one course per term of Harvard College credit granted for Advanced Placement tests. No student may reduce his or her requirements by more than one category in the following groupings: (For example, no student will be excused from both “Aesthetic and Interpretive Understanding” and “Culture and Belief.”)

- Aesthetic and Interpretive Understanding; Culture and Belief
- Empirical and Mathematical Reasoning; Ethical Reasoning
- Science of Living Systems; Science of the Physical Universe
- Societies of the World; United States in the World

Transfer Students

The General Education requirement for transfer students will be reduced by one course per term of Harvard College credit granted for prior coursework, up to four courses. Students staying at Harvard for an “extra transfer term” must take an additional General Education requirement. No student may reduce his or her requirements by more than one category in the following groupings: (For example, no student will be excused from both “Aesthetic and Interpretive Understanding” and “Culture and Belief.”)

- Aesthetic and Interpretive Understanding; Culture and Belief
- Empirical and Mathematical Reasoning; Ethical Reasoning
- Science of Living Systems; Science of the Physical Universe
- Societies of the World; United States in the World

NOTE: Transfer students admitted prior to September 2009 may not switch from Core to General Education requirements.

Study Abroad During Term Time

The General Education requirement will be reduced by one course per term of Harvard College credit earned for study abroad during term time. No student may reduce his or her requirements by more than one category in the following groupings (for example, no student will be excused from both “Aesthetic and Interpretive Understanding” and “Culture and Belief”):

- Aesthetic and Interpretive Understanding; Culture and Belief

- Empirical and Mathematical Reasoning; Ethical Reasoning
- Science of Living Systems; Science of the Physical Universe
- Societies of the World; United States in the World

Summer School

Designated Harvard Summer School courses may count for General Education. Ordinarily, courses count if they are identical to courses that receive General Education credit during the academic year and are taught by the same Harvard faculty members who teach them during the academic year (or by a member of the same department). Other courses may count, as determined by the Committee on General Education. Harvard Summer Study Abroad courses will be subject to the same rules.

Foreign Language Citation

Unlike under the rules of the Core Curriculum, completion of the Foreign Language Citation does not fulfill a requirement for General Education. However, individual courses with a General Education designation may count for both the language citation and satisfy a General Education requirement.

For questions, students should contact the General Education Office, Fourth Floor, Holyoke Center, 617-495-3022, gened@fas.harvard.edu.

Academic Information

The Core Curriculum Requirement

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[Minimum Core Requirement](#)

All students who entered Harvard College in September 2008 or earlier must meet the requirements of the Core Curriculum in order to graduate, unless they choose to switch to the new Program in General Education (see General Education section). Students who entered Harvard College in September 2002 through September 2008 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 General Education Office, Fourth Floor, Holyoke Center, 617-495-3022, regarding this requirement.

The Core Curriculum Requirement

There are eleven areas in the Core Curriculum:

Foreign Cultures

Historical Study A

Historical Study B

Literature and Arts A

Literature and Arts B

Literature and Arts C

Moral Reasoning

Quantitative Reasoning

Science A

Science B

Social Analysis

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 and in its section in Fields of Concentration and Secondary Fields. The Core requirements for Advanced Standing students who graduate in fewer than eight terms, and for transfer students, are explained in "Options for Meeting Core Area Requirements." 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 General Education Office for information about specific Summer School courses that can be taken for Core credit. Information regarding departmental courses that can be counted for Core area credit is given below in the section "Options for Meeting Core Area Requirements."

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

Core Areas by Concentration

AFRICAN AND AFRICAN AMERICAN STUDIES

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts A
Historical Study B	Literature and Arts C
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Social Analysis
Literature and Arts C	
ONE of the areas marked (†), depending on program, in consultation with the wing Head Tutor.	
<i>Non-exempt areas:</i>	
Historical Study A	Moral Reasoning
†Historical Study B	†Quantitative Reasoning
†Literature and Arts A	†Science A
†Literature and Arts B	†Science B

Biological Anthropology

<i>Exempt areas:</i>	
Science B	Social Analysis
ONE of the areas marked (†)	
ONE of the areas marked (*)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Social Analysis
Literature and Arts C	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Moral Reasoning
†Historical Study B	Quantitative Reasoning
Literature and Arts A	Science A
Literature and Arts B	Science B

APPLIED MATHEMATICS

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	Social Analysis
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts A
Historical Study B	Literature and Arts C
<i>Non-exempt areas:</i>	
Historical Study A	Science A
Literature and Arts B	Science B
Moral Reasoning	Social Analysis
Quantitative Reasoning	

COMPUTER SCIENCE

<i>Exempt areas:</i>	
Quantitative Reasoning	Science A
ONE of the areas marked (†)	
ONE of the areas marked (*)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts A
Historical Study A	Literature and Arts C
<i>Non-exempt areas:</i>	
Historical Study B	Science A
Literature and Arts B	Science B
Moral Reasoning	Social Analysis
Quantitative Reasoning	

ECONOMICS

<i>Exempt areas:</i>	
Historical Study A	Social Analysis
Quantitative Reasoning	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Literature and Arts A	Literature and Arts C
TWO of the areas marked (†), but not both Historical Study A and Historical Study B.	
<i>Non-exempt areas:</i>	
†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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	Social Analysis
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	Social Analysis
<i>Non-exempt areas:</i>	
Historical Study A	Quantitative Reasoning
Historical Study B	Science A
Literature and Arts B	Science B
Moral Reasoning	

GERMANIC LANGUAGES AND LITERATURES

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Quantitative Reasoning
†Historical Study B	Science A
†Literature and Arts B	Science B
Moral Reasoning	Social Analysis

GOVERNMENT

<i>Exempt areas:</i>	
Foreign Cultures	Moral Reasoning
Historical Study A	Social Analysis
<i>Non-exempt areas:</i>	
Historical Study B	Quantitative Reasoning
Literature and Arts A	Science A
Literature and Arts B	Science B
Literature and Arts C	

HISTORY

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts C
Historical Study B	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Foreign Cultures	Quantitative Reasoning
Literature and Arts A	Science A
Literature and Arts B	Science B
Moral Reasoning	†Social Analysis

HISTORY AND LITERATURE

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts A
Historical Study B	Literature and Arts C
<i>Non-exempt areas:</i>	
Foreign Cultures	Science A
Literature and Arts B	Science B
Moral Reasoning	Social Analysis
Quantitative Reasoning	

HISTORY AND SCIENCE

<i>Exempt areas:</i>	
Historical Study A	Quantitative Reasoning
Historical Study B	
ONE of the areas marked (†), depending on subfield. Consult concentration Director of Undergraduate Studies.	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts C
Literature and Arts B	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Foreign Cultures	Quantitative Reasoning
†Historical Study B	Science A
Literature and Arts A	Science B
Moral Reasoning	Social Analysis

HUMAN DEVELOPMENTAL AND REGENERATIVE BIOLOGY

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
Foreign Cultures	Literature and Arts B
†Historical Study A	†Literature and Arts C
†Historical Study B	Moral Reasoning
†Literature and Arts A	Social Analysis

HUMAN EVOLUTIONARY BIOLOGY

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Social Analysis
Quantitative Reasoning	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†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

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Quantitative Reasoning
†Historical Study B	Science A
†Literature and Arts B	Science B
Moral Reasoning	Social Analysis

MATHEMATICS

<i>Exempt areas:</i>	
Quantitative Reasoning	Social Analysis
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science A
Science B	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts C
Literature and Arts B	Quantitative Reasoning
<i>Non-exempt areas:</i>	
Foreign Cultures	Science A
Historical Study B	Science B
Literature and Arts A	Social Analysis
Moral Reasoning	

NEAR EASTERN LANGUAGES AND CIVILIZATIONS

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts A
Historical Study A	Literature and Arts C
<i>Non-exempt areas:</i>	
Historical Study B	Science A
Literature and Arts B	Science B
Moral Reasoning	Social Analysis
Quantitative Reasoning	

NEUROBIOLOGY

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Literature and Arts C	Quantitative Reasoning
Moral Reasoning	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Foreign Cultures	†Literature and Arts B
†Historical Study A	Science A
†Historical Study B	Science B
†Literature and Arts A	†Social Analysis

PHYSICS

<i>Exempt areas:</i>	
Quantitative Reasoning	Science B
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Social Analysis
Science B	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Foreign Cultures	Moral Reasoning
Literature and Arts C	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†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

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Quantitative Reasoning
†Historical Study B	Science A
†Literature and Arts B	Science B
Moral Reasoning	Social Analysis

SANSKRIT AND INDIAN STUDIES

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Quantitative Reasoning
†Historical Study B	Science A
†Literature and Arts B	Science B
Moral Reasoning	Social Analysis

SLAVIC LANGUAGES AND LITERATURES

<i>Exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Literature and Arts A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
†Historical Study A	Quantitative Reasoning
†Historical Study B	Science A
†Literature and Arts B	Science B
Moral Reasoning	Social Analysis

SOCIAL STUDIES

<i>Exempt areas:</i>	
Historical Study A	Quantitative Reasoning
Moral Reasoning	Social Analysis
<i>Non-exempt areas:</i>	
Foreign Cultures	Literature and Arts C
Historical Study B	Science A
Literature and Arts A	Science B
Literature and Arts B	

SOCIOLOGY

<i>Exempt areas:</i>	
Historical Study A	Social Analysis
Quantitative Reasoning	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Quantitative Reasoning	Social Analysis
Science A	
ONE of the areas marked (†)	
<i>Non-exempt areas:</i>	
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

<i>Exempt areas:</i>	
Literature and Arts B	
TWO of the areas marked (†)	
ONE of the areas marked (*)	
<i>Non-exempt areas:</i>	
†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

<i>Exempt areas:</i>	
Historical Study A	Literature and Arts C
Literature and Arts A	Social Analysis
<i>Non-exempt areas:</i>	
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 with a letter grade a course approved for Core credit and listed in that area. Core courses and departmental courses approved for Core credit (Departmental Alternates) are listed in the relevant sections of Courses of Instruction. While Courses of Instruction is regularly updated, students should also consult the Core Program website, my.harvard.edu/core, for the most recently approved Departmental Alternates. Note that all courses that count for the new Program in General Education will also count for Core requirements. These courses are listed with the Departmental Alternates.

Students should be aware that Departmental Alternates are not necessarily designed for a general audience. Such courses may assume prior experience or assume more than could be expected of students seeing the subject for the first time. As with Core courses, not all of these departmental courses are offered every year.

Students who would like to satisfy a Core requirement with an unapproved

departmental course should contact the General Education Office for further information.

In addition to Departmental Alternates, students have three additional options for satisfying the Foreign Cultures requirement:

- 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 General Education 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 for Foreign Language Citations](#)”)
- 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 General Education Office to request Foreign Cultures credit.)

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 General Education 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 General Education Office to request Foreign Cultures credit for a Language Citation.

Core Requirement for Advanced Standing Students

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

1. 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 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

2. 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 "Advanced Standing" for more information.

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 entered Harvard College 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 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.

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.

Academic Information

The Concentration Requirement

[Choosing a Concentration](#)

[Changing Concentrations](#)

[Joint Concentrations](#)

[Special Concentrations](#)

[Tutorial](#)

[General Examinations](#)

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 [Fields of Concentration](#) and [Secondary Fields](#).

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 an honors recommendation from the department or committee that supervises the concentration, 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](#)").

Several concentrations may limit enrollment by selecting their concentrators from those students who apply. These are Environmental Science and Public

Policy; History and Literature; Literature; Social Studies; and Visual and Environmental Studies. 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, other resident advisers, concentration advisers, and faculty are available to help students make this decision. Fields of Concentration and Secondary Fields lists the names of individuals who can provide specific information about each concentration. Students may also consult www.fas.harvard.edu/~advising/listofprograms.html for up-to-date contact information.

Students should plan their concentration program with a representative of the concentration who will sign the Declaration of Concentration & 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 Fields of Concentration and Secondary Fields 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 in the fall of 2006 or later must submit a completed Declaration of Concentration & Plan of Study near the end of the fall term of their second year (see "[Academic Calendar](#)" for specific deadlines). Students who are out of sequence because of leaves or withdrawals must submit a completed Declaration of Concentration & Plan of Study no later than two weeks before the end of classes of their third term of enrollment. An overdue submission of this form will make the student liable for a late fee of \$25 for the first week, \$50 thereafter, and for disciplinary action.

As preparation for choosing a concentration, every student is 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. In order to facilitate these conversations, the Advising Programs Office works in conjunction with the concentrations to hold advising conversation events during Advising Fortnight, which begins one week after the conclusion of spring recess. 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 for more information at advising@fas.harvard.edu.

Changing Concentrations

After submitting a Declaration of Concentration & 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 overall 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 for those students completing the Core curriculum. 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 General Education. For information on such petitions, consult the General Education Office, Fourth Floor, Holyoke Center, 617-495-3022, gened@fas.harvard.edu.

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

Every year, some students find that their interests are best 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 concentration is meant to integrate the two fields into a coherent plan of study and ordinarily culminates in an interdisciplinary thesis written while enrolled in the thesis tutorial of one concentration only. Some concentrations do not participate in joint concentration programs. Students should consult with the Head Tutor or Director of Undergraduate Study in the relevant fields for more information.

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 Fields of Concentration and Secondary Fields or www.secondaryfields.fas.harvard.edu).

Students who wish to combine two fields in a joint concentration must file with the Registrar a Declaration of Concentration & 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 Standing Committee on Degrees in Special Concentrations (see [Special Concentrations](#) under Fields of Concentration). 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 (Dr. Deborah Foster, dfoster@fas.harvard.edu, 617-495-8056), 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 Fields of Concentration and Secondary Fields. Except for those tutorial courses graded SAT/UNS (see [Non-Letter Grades](#) for more information), 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 required 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 concentration's 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.

Academic Information

Other Requirements

Writing Requirement

Language Requirement

Language Requirement Waiver

Residence Requirement

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 Expository Writing Program. 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 Harvard College 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 700 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 in one language at Harvard, or the equivalent as determined by the appropriate language department. These courses may not include foreign literature courses conducted in English.
- Passing with a letter grade a language course or courses at the appropriate level taken in Harvard programs abroad, as approved by the appropriate language department. Study completed at other institutions may also fulfill the requirement if approved by the appropriate language department whether through examination or on the basis of achieving a minimum grade.

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 before the start of the junior year. (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 to the ordinary means of satisfying the requirement, or to the timing of the requirement, can be granted only by the Administrative Board upon recommendation of the Dean of Freshmen or upon the recommendation of the student's Allston Burr Resident Dean. Students who fail to meet the requirement

by the beginning of the junior year, or in the timeframe specified by the Administrative Board, are subject to disciplinary action.

Placement exams in a few languages will be available on-line to entering students over the summer before they arrive at Harvard; students looking to place into courses in these languages, or who plan to satisfy the language requirement in these languages, are strongly encouraged to take the exam over the summer before the start of their freshman year. A student whose score on the on-line exam indicates sufficient mastery of the language to satisfy the requirement will need to take a brief, proctored follow-up exam after arriving on campus and before study cards are due. Placement exams in these languages, as well as many others, will also be administered to freshmen at a designated time during Opening Days. Upperclassmen interested in taking a language placement exam should be in touch with the relevant department prior to the start of the term.

Students wishing to fulfill the language requirement in a language for which the College does not provide a standard placement exam will need to consult with the Freshman Dean's Office as soon as possible upon admission to the College. Students may request to take a special examination 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; such students should apply to the Freshman Dean's Office as soon as possible upon admission to the College. Special language examinations will ordinarily be scheduled by the day that study cards are due, but students should plan to take either a placement examination in another language if possible or a first-year course in another language to maximize their options pending the result of the special examination. Students who plan to fulfill the language requirement by special examination should consult with their Resident Dean of Freshmen or their Allston Burr Resident Dean prior to the filing of study cards.

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](#).)

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 [Requirements for the Degree](#)), or as a result of course work done at the Harvard Summer School (see [Harvard Summer School](#)), 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 [Gift Aid for Acceleration Fees](#)).

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](#)), or, if eligible, by enrolling in a program of study approved by the Committee on Education Abroad (see [Study Abroad](#)).

Academic Information

Other Academic Opportunities

Secondary Fields

Study Abroad

Options for Study Abroad

Procedures for Earning Degree Credit for Study Abroad

Citations in a Foreign Language

Advanced Standing

Advanced Placement

Advanced Standing

Foreign Credentials

Study at Other Boston-Area Institutions

The Undergraduate Teacher Education Program (UTEP)

Human Subjects Research

Research Involving Animal Subjects

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 the concentration; 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 are responsible for notifying secondary fields of their interest in the program, for tracking their requirements, for obtaining required signatures, and for submitting all electronic information and signed paperwork to the Office of the Registrar no later than the seventh Monday of their final term, as published in this Handbook. The deadline is firm; no exceptions will be made.

See Fields of Concentration and Secondary Fields or www.secondaryfields.fas.harvard.edu for a list of programs and their requirements. The on-line tool for tracking requirements and sending electronic information to the Registrar is also available on this site.

Study Abroad

Harvard views study abroad as an invaluable part of every student's undergraduate 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 international 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 can 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 or General Education 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 or General Education websites (see [Core Credit for Study Abroad](#) or [Study Abroad During Term Time](#) under General Education), 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

It is important to begin the study abroad planning process early: first-year students are encouraged to begin thinking about how to incorporate this experience into their studies, and all students should seek assistance from the Office of International Programs. Students should also consult with their concentration Head Tutor or Director of Undergraduate Studies, and their Resident Dean.

Applications for degree credit for study abroad must be completed and submitted before the program of study begins. On-line application instructions and materials are available on the OIP website. The deadlines for submitting applications are March 1 for study abroad during the summer or fall term, and October 1 for study abroad during the spring term. Applications may be approved prior to these dates, and students are strongly encouraged to apply early. 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 for links to various electronic resources. Harvard's Undergraduate Travel 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.funding.fas.harvard.edu). All students earning credit abroad during the academic year will be assessed the student services fee; students will also automatically 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 who study abroad will take a full course-load, as determined and approved by the OIP. Any term for which a student receives four half-courses of degree credit (an approved study abroad term) will reduce by one the number of terms for which the student may register at Harvard College. An approved study abroad term for which full credit was pre-approved, but only partial credit is granted (1–3 half-courses) does not reduce the student's number of terms at Harvard but may subject the student to an acceleration fee. Such a term of partial credit will also require that the student make up the credit deficiency either by applying a fifth course taken earlier at Harvard, or by making up the course in a future term or through Harvard Summer School. See [Acceleration](#), [Residence Requirement](#), and [Rate of Work](#).

Independent Study with a member of the 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 [Independent Study](#)), 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" unavailable to the student at Harvard. Information on the process for petitioning for credit for study away within the US can be obtained from the student's Freshman Dean or Allston Burr Resident Dean; if the student's petition is approved by the Administrative Board, the OIP will be notified by the appropriate Dean and will instruct the student on how to apply for transfer credit.

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](#).

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, General Education, Secondary Field, and/or concentration requirements, as appropriate. 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 General Education 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. Some programs require that courses be taken in a particular sequence; students should consult the relevant language advisers for more information.

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 planning their courses around a study-abroad or work-abroad

experience should consult with relevant advisers upon their return, as their language experience abroad may have an effect on the courses students may use for the Language Citation. 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 Ba, 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, Bb.

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.

Catalan

Catalán 20 plus three terms of Catalán 91r (conducted in Catalán), as an equivalent of 4 half courses beyond the first year of language study. Two half-courses must be at the third-year level or beyond. Other advanced Catalán courses taken out of residence for Harvard degree credit (if conducted in Catalán) may be substituted for these courses with permission of the Director of Language Programs for the Department of Romance Languages and

Literatures. 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 copies of syllabi and copies of graded written work done for the course.

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, 123xb (Chinese 125ab may count as two half-courses at the second-year level).

Third-year level or beyond: Chinese 130a, 130b, 130xa, 130xb, 140a, 140b, 150a, 150b, 183, 187, 197.

Chinese Bx does not count for a language citation.

Other courses taught primarily in Mandarin Chinese or 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, and 107b.

More advanced 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).

Czech

Slavic Cr, Slavic Cd, and two terms of Slavic Cr (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 C and 30.

Third-year level or beyond: French courses numbered at the 40- to 60-level, or any French course numbered at a higher level conducted in French. Students should consult the *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 50-level or 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 or a third year

course after having taken a course at the 70, 90, or 100-level. 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 General Education 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.

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 five 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 Ca, Cb, 50, 61, 62, 65, 66, 71, 72, 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 half-courses in Italian designated Italian Ca or above. 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: Japanese 120a, 120b, 130a, 130b, 140a, 140b, 150a, 150b.

Other courses taught primarily in Japanese or language 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 (eal@fas.harvard.edu).

Korean

Four half-courses from the following: Korean 120a, 120b, 130a, 130b, 140a, 140b, 150a, 150b.

More advanced courses or language 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 (eal@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

Slavic Dc, Slavic Dd, and two terms of Slavic Dr (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 half-courses in Portuguese beyond the A level and 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.

Slavic Languages

See Czech, Polish, Russian, and Ukrainian.

For information about studying other Slavic languages (for example, Bosnian, Croatian, and Serbian), please speak with the Director of Undergraduate Studies.

Spanish

Four of the following half-courses beyond the A level:

Second-year level: Spanish C and 30.

Third-year level or beyond: Spanish courses at the 40, 50, 60 and 65 level; or any Spanish course numbered at a higher level conducted in Spanish. 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 or a third year course after having taken a course at the 70, 90, or 100-level. 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 five 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 consist 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, 130b, 140, and 140b.

Language 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 publication, [Advanced Standing at Harvard College](#). Questions about the program should be addressed to the Allston Burr Resident Dean or the Advising Programs Office

(617-496-0218).

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 Opening Days.

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 [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 and the GPA calculations or honors recommendations, 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](#).

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](#).) 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 Administrative Board 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](#)). For more information,

a student should consult his or her Resident Dean of Freshmen or Allston Burr Resident Dean.

The Undergraduate Teacher Education Program

The Undergraduate Teacher Education Program (UTEP) is a 4-course sequence that 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 considers applications from students as early as the spring term in their sophomore year, or as late as the fall term in their senior year. The admissions process includes an interview and submission of an application, academic records, recommendations, a résumé, and a Plan of Study. Students should have a B– or higher cumulative grade point average when they apply, 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 fulfill the following requirements:

Three 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 310A, Graduate School of Education, or on the UTEP website (<http://www.hcs.harvard.edu/utep>).

Field Work (pre-practicum): One term of weekly classroom observations (6 hours per week; 78 hours total) in an approved public school setting.

Student Teaching (practicum): 360 hours of supervised student teaching. This experience counts as one half-course and must be taken at the Graduate School of Education after satisfying the pre-practicum fieldwork requirements.

Subject Matter Background: All UTEP candidates must have content expertise in an academic field taught in middle or secondary schools. UTEP offers preparation to teach biology, chemistry, earth science, English, general science (middle school only), history, mathematics, physics, and political science/political philosophy (social studies).

Ideally, all UTEP courses and field work should be completed within the junior

and/or senior year. Students enrolled in the Undergraduate Teacher Education Program (UTEP) may receive credit for summer courses taken in the Graduate School of Education in order to satisfy UTEP program requirements. Students may also apply for special-student status in the Harvard Graduate School of Education to complete the student teaching and curricular planning requirements in the first term after graduation. This is known as the Term-After Option. UTEP is also piloting another option for completing the program requirements. This would require students to spend a summer student teaching at the Cambridge-Harvard Summer Academy, along with relevant coursework at the Graduate School of Education. This would be followed, in the fall semester, by the practicum, teaching methods course, and the course on educational perspectives. This allows undergraduates to complete the UTEP requirements with as little disruption as possible to their college coursework.

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 Undergraduate Teacher Education Program Office at the Graduate School of Education, Longfellow Hall, Room 310A, 617-495-2783, or visit the UTEP website: www.hcs.harvard.edu/utep

Human Subjects 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:

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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 ensure 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.cuhs.harvard.edu.

Research Involving Animal Subjects

<http://www.fas.harvard.edu/~research/approvals/iacuc.html>

University regulations and federal rules require advance review and approval of all vertebrate research prior to its commencement. The Committee on the Use of Animals in Research and Teaching, the Faculty of Arts and Sciences' federally mandated Institutional Animal Care and Use Committee (IACUC), is responsible for reviewing proposed studies. There are no submission deadlines; applications may be submitted anytime.

IACUC administration services are provided by staff in the office of Research Administration Services (RAS). Information and forms may be obtained from the IACUC Manager (lane@fas.harvard.edu). All individuals using vertebrate animals in research and/or teaching must participate in the institution's occupational health program and complete a course entitled "The Humane Care of Animals in Research/Teaching." This course is offered four times per year and acquaints the participants with Harvard policies as well as federal, state, and City of Cambridge regulations regarding the use of animals. Information regarding the occupational health program and course dates and times may be obtained from the Occupational Health Program Coordinator (majkut@fas.harvard.edu).

The Office of Animal Resources (OAR) is the unit responsible for the housing, daily care, and health and well-being of all vertebrate animals used on campus at the FAS. No vertebrate animals may be obtained without the permission of

the Office of Animal Resources (617-496-9989).

All members of the Harvard community have 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). Anonymity will be honored if desired.

Academic Information

Registration and Course Enrollment

Registration

Students are required to register online at an on-campus location at the opening of each term by the date designated in the calendar for the academic year. 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. Registration may also be held if the student has a disciplinary case pending before the Administrative Board. Students should visit the appropriate office and make arrangements to clear the hold that has been placed on their registration. 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. 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](#) and [Study Cards](#).)

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

Academic Information

Pre-term Planning

Beginning in November 2010, all students will be required to provide preliminary information about their course plans for the Spring 2011 term. This process will be repeated in the summer of 2011 as students plan for the following fall term. The information that students submit is for planning purposes only. The choices will populate the first draft of the study card, but are non-binding and students may change any or all of the courses during the first week of classes, before study cards are due. In addition, choices communicated during this process will not give students priority in limited enrollment courses or any subsequent course lotteries. Students are strongly encouraged to consult with their academic advisers before submitting information.

Students will be required to submit their information by the dates specified below. Please note that the College reserves the right to adjust dates and deadlines. Any changes will be posted on the registrar's website and communicated to all students well in advance of the deadlines (see <http://www.registrar.fas.harvard.edu> for more information).

Planning for Spring 2011 (dates subject to change):

Seniors (Class of 2011): Nov 3, 2010

Juniors (Class of 2012): Nov 10, 2010

Sophomores (Class of 2013): Nov 17, 2010

Freshmen (Class of 2014): Nov 17, 2010

Planning for Fall 2011: All students will log on to the tool and submit their information between June 1-June 15.

Late fees and penalties: A student who fails to submit the relevant information on or before the prescribed deadline will incur a late fee of \$40 per week. An overdue submission of "course planning" information will make the student liable for disciplinary action.

Academic Information

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 a freshman adviser, sophomore adviser, or concentration adviser or tutor. (For enrollment in non-FAS courses, see [Cross-Registration](#).) Selection should be made with a view toward satisfying concentration and Core Curriculum or General Education 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 his or her 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.

Academic Information

Study Cards

Students officially enroll in courses for credit by including the course name and 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. Students can access their advisers' contact information via the Advising Network Portal at www.fas.harvard.edu/~advising. Registration is not complete until the study card is turned in 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 dates for filing study cards appear 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 turned in. 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 Resident Dean'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 student record, which lists every course in which the student is enrolled, at the Advising Network Portal (www.fas.harvard.edu/~advising), or at www.registrar.fas.harvard.edu (select "Undergraduates," then "Student Record"). It is the student's responsibility to confirm his or her program for that term.

The student should check the student record 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 student record. He or she should report any errors to the Registrar's Office and make any necessary changes by filing an appropriate change-of-course petition (see [Change of Course](#)). Students must have a PIN to access their web-based student record.

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.

Academic Information

Course Credit Without Letter Grades

Freshman Seminars (Graded SAT/UNS)

Courses Taken by Cross-Registration

Courses Graded Pass/Fail

Courses Graded SAT/UNS

Independent Study (Graded Pass/Fail)

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, General Education, 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 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](#))

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](#)).

Courses Graded SAT/UNS

Certain tutorial courses (see [Non-Letter Grades](#)), 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.

For example, 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, available on the Advising Programs Office website (www.fas.harvard.edu/~advising/docs/Ind_Stdy.pdf), requires two signatures:

1. That of a qualified adviser (ordinarily a voting 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 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, regular instruction, and group projects are inadmissible. Students whose projects include interviews or research involving human subjects should contact the Committee on the Use of Human Subjects (www.fas.harvard.edu/~research/hum_sub.html) before submitting their Independent Study petition.

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 or General Education requirements and is not normally counted toward concentration or secondary field 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.

Academic Information

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.

Academic Information

Cross-Registration

[Filing a cross-registration petition](#)

[Regulations](#)

[Grading](#)

[ROTC](#)

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 to cross-register for one 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](#). 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. Instead, the cross-registration placeholder should be included on the study card in order to confirm intent to enroll in the course. A separate petition should be submitted (see [Filing a cross-registration petition](#) below). 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](#) 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, the Freshman Dean's Office or the Registrar's Office. The signatures of the instructor and the Registrar of the other school are required before the petition is returned for 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. Freshmen and first-semester sophomores who have not declared a concentration but who have enrolled in a cross-registered course can petition for concentration credit by the seventh Monday of the term following the declaration of the concentration.

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 [Extensions of Time for Written or Laboratory Work](#)). 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 Rate of Work) 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.) 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.

Academic Information

Change of Course

After the study card is filed, any change in the program, including all corrections to courses, can be made only by filing the proper change-of-course form. It can be obtained from the Allston Burr Resident Dean, the Freshman Dean's Office, or the Registrar'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 Resident Dean. 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](#)). Students may make one course change (or one combination of drop and add) per form.

Each term, the Registrar makes the student record available online to each student, listing the courses in which the student is enrolled. The reports may be found at the Advising Network Portal (www.fas.harvard.edu/~advising) or at www.registrar.fas.harvard.edu (select "Undergraduates," then "student record"). 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 student records 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 student record online.

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. 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 and Full Courses)

Academic Information

Full Courses—Divisible and Indivisible

Divisible Full Courses

Entering the Course in the Spring and Completing It in the Fall Term
Continuing for the Second Term with an Unexcused Absence
Diving with Half-Course Credit and Midyear
Leaving a Divisible Course at Midyear Because of Absence from the College
Changing Letter-Graded or Pass/Fail Status

Indivisible Full Courses

Suspending Credit
Combining Two Halves of a Full Course
Leaving an Indivisible Course at Midyear Because of Absence from the College
Changing Letter-Graded or Pass Fail Status

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). 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 Resident Dean 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 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 Registrar's Office. This petition requires the signature of the instructor of the course, the Allston Burr Resident Dean, and the concentration or freshman adviser. The petition 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.

Academic Information

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. 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.

Academic Information

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 Resident Dean. 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](#) and [Exclusion from a Course](#)).

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](#)).

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).

Academic Information

Additional Term

In exceptional cases, and only to meet specific degree 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.

Academic Information

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, to meet specific degree requirements, 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 or General Education requirement with the exception that junior transfers who remain for a fifth term do not need to take a fifth Core or General Education 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 or General Education requirement. They are, however, subject to all the usual “additional term” provisions.

Academic Information

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 [Procedures for Earning Degree Credit for Study Abroad](#)). Students enrolled in the Undergraduate Teacher Education Program (UTEP) may receive credit for summer courses taken in the Graduate School of Education in order to satisfy UTEP program requirements.

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. 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.
- Note that Harvard College students may not count online Summer School courses toward their Harvard College degrees.

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 concentration, Core, or General Education 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.

Non-Completion 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.

Students who register for Harvard Summer School who are on leave of absence or who have been required to withdraw from Harvard College for any reason must submit to the Summer School an Allston Burr Resident Dean Approval Form signed by their Resident Dean. 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.

Academic Information

Grades and Honors

The Grading System

Letter Grades

Non-Letter Grades

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 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 Final Examinations).

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 if the Administrative Board does not grant additional time or, if additional time is granted, upon the expiration of the extension (see Extension of Time for Written or Laboratory Work).

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
- Chemistry 91r, 98r, and 99r
- English 99r
- Environmental Science and Public Policy 99
- Folklore and Mythology 99
- French 99
- German 99
- Government 99r
- History 99
- History & Literature 99
- History of Art and Architecture 99
- Indian Studies 99
- Italian 99
- Latin American Studies 99

Linguistics 99a and 99b
Literature 98a, 98b, 99a, and 99b
Mathematics 60r
Portuguese 99
Psychology 985, 990, 992, and 993
Religion 99
Romance Studies 99
Scandinavian 99
Slavic 99a and 99b
Social Studies 99
Sociology 99
Spanish 99
Special Concentrations 99
Stem Cell and Regenerative Biology 99
Studies of Women, Gender, and
Sexuality 99a and 99b

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.

Approximately six business days after the end of the final examination period, students can view their final and midyear grades on the student record, which is available from the Advising Network Portal (www.fas.harvard.edu/~advising) or at www.registrar.fas.harvard.edu (select “Undergraduates” then “student record”). However, students who complete online evaluations for all courses in which they were enrolled for the term will be provided early online access to their final course grades.

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). The Registrar must be satisfied that all students in the course will have been treated equitably before authorizing any grade change.

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.

Academic Information

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](#)). 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 percent of their respective classes will be designated John Harvard Scholars, based on the grade point average of the previous academic year. Students of the sophomore, junior and senior classes in the top 10% of their respective classes who are not designated John Harvard Scholars will be designated Harvard College Scholars.

Academic Information

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

Academic Information

Requirements for Honors Degrees

Summa Cum Laude in a Field

Magna Cum Laude in a Field

Cum Laude in a Field

Cum Laude

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 (see Grade Point Averages).

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 school, 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. Ordinarily, 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). Historically, the Faculty has recommended between 4 percent and 5 percent of May degree candidates for the degree summa cum laude. The standards of each May will be applied at subsequent degree meetings until the following May.

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 school, department, or special committee appointed by the Faculty for this purpose. For May 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 May degree candidates. The minimum grade point average that is awarded a degree magna cum laude each May will constitute the standard to be applied for that degree at subsequent degree meetings until the following May.

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 school, department, or special committee appointed by the Faculty for this purpose. For

May 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 May degree candidates. The minimum grade point average that is awarded a degree cum laude in field each May will constitute the standard to be applied for that degree at subsequent degree meetings until the following May.

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 May, if the number of candidates with a sufficient grade point average exceeds 10 percent of all May degree candidates, only those with the highest grade point averages totaling 10 percent of all May 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 May will constitute the standard to be applied for that degree at subsequent degree meetings until the following May.

Academic Information

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 on the website of the [Faculty of Arts and Sciences Office of the Secretary](#). 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 Information

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.

Academic Information

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.

Academic Information

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.

Academic Information

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. A student may also be excluded from a course by the Administrative Board if the student has committed academic dishonesty 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.

Academic Information

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 Information

Academic Dishonesty

[Plagiarism and Collaboration](#)

[Submission of the Same Work to More Than One Course](#)

[Tutoring Schools and Term Paper Companies](#)

[Official Forms and Petitions](#)

Plagiarism and Collaboration

The College recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. And yet, it is important for all scholars to acknowledge clearly when they have relied upon or incorporated the work of others. To ensure the proper use of sources while at the same time recognizing and preserving the importance of the academic dialogue, the Faculty of Arts and Sciences adopted the following policy:

It is expected that all homework assignments, projects, lab reports, papers, theses, and examinations and any other work submitted for academic credit will be the student's own. 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 online, but also information and opinions gained directly from other people. 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.)

Students must also comply with the policy on collaboration established for each course, as set forth in the course syllabus or on the course website. Policies vary among the many fields and disciplines in the College, and may even vary

for particular assignments within a course. Unless otherwise stated on the syllabus or website, when collaboration is permitted within a course students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. If the syllabus or website does not include a policy on collaboration, students may assume that collaboration in the completion of assignments is permitted. Collaboration in the completion of examinations is always prohibited.

The responsibility for learning the proper forms of citation lies with the individual student. Students are expected to be familiar with the *Harvard Guide to Using Sources*, which is available at <http://usingsources.fas.harvard.edu>. Students who are in any doubt about the preparation of academic work should consult their instructor and Resident Dean 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, up to and including requirement to withdraw from the College. Students who have been found responsible for any violation of these standards will not be permitted to submit a Q evaluation of the course in which the infraction occurred.

Submission of the Same Work to More Than One Course

It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done solely for that course or for that purpose. If the same or similar work is to be submitted to any other course or used for any other academic purpose within the College, 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 or used for more than one academic purpose within the College 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 or for more than one academic purpose within the College without such prior permission is subject to disciplinary action, up to and including requirement to withdraw from the College.

Students are urged to consult their Resident Dean 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, or translations, or who are employed by a tutoring school or term paper company, are similarly liable and may be subject to disciplinary action, up to and including requirement to withdraw from the College. 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, up to and including requirement to withdraw.

Academic Information

Attendance, Absences, Reading Period, Examinations, and Extensions

Regarding attendance in class and for examinations, Massachusetts law provides as follows:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on a particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. (Massachusetts General Laws, Chapter 151C: Section 2B).

Academic Information

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.

Academic Information

Absence from Classes

A student should report all absences that may have a significant effect on his or her status to his or her Resident Dean 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 Resident Dean 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 Harvard University Health Services or his or her own physician but should report all cases of serious illness promptly to Harvard University Health Services either in person or by telephone (617-495-5711).

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.

Academic Information

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.

Academic Information

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. In accordance with Massachusetts law, students who are unable to participate in an hour or midterm examination as a consequence of their religious beliefs shall be provided with an opportunity to make up the examination, without penalty, provided that the makeup examination does not create an unreasonable burden on the College. 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 an instructor is satisfied that an absence for a reason other than religious observation 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 Resident Dean, 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.

Academic Information

Reading Period

At the end of each term, a period of eight 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.

Academic Information

Final Examinations

[Examination Rules](#)

[Late Arrival to Examination](#)

[Illnesses During the Examination](#)

[Absence from Examinations](#)

[Absences for Religious Reasons](#)

[Makeups for Examinations: Excused Absences](#)

[Examinations in Absentia](#)

Courses that will culminate in a final examination scheduled by the Registrar will hold their exams during the designated Midyear and Final Examination Period. Examinations scheduled during the Midyear and Final Examination Period are three hours in length. There are two exam sessions each day. Morning exams begin at 9:00 am and afternoon exams begin at 2:00 pm. The examination schedule is posted online at www.registrar.fas.harvard.edu shortly after Study Card Day each term. The posted schedule is subject to change.

To seek accommodations for a final exam on account of disabilities, undergraduates must direct their petition to the [Accessible Education Office](#). 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 teaching staff.
- 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. 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 instructions 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. Students who are late for a final exam should report directly to the exam room. 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 instructor. An ill student will be sent to HUHS, where the student will be kept incommunicado until able to resume the

examination. Upon resumption of the examination, the student will be allowed only the balance of time remaining.

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 Full Courses— Divisible and Indivisible).

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 HUHS.

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

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).

Absences for Religious Reasons

As mentioned above regarding attendance and examinations, in accordance with Massachusetts law, students who are unable to participate in a final examination as a consequence of their religious beliefs shall be provided with an opportunity to make up the examination, without penalty, provided that the

makeup examination does not create an unreasonable burden on the College. 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.

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](#)).

Petitions for makeup exams are due in the office of the Resident Dean 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 HUHS and take the form personally and directly to the Resident Dean. Students wishing to be excused for other reasons should see their Resident Dean.

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 Resident Dean 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.

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 Registrar.

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 Resident Dean.

Students are responsible for any fees incurred in the administration of an in absentia examination, including proctoring fees, postage, and any extraordinary costs incurred in the delivery or administration thereof (room rentals, media rentals, etc.).

Academic Information

Extension of Time for Written or Laboratory Work

Students who encounter unexpected difficulties in completing their work should immediately consult their Resident Dean.

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 Resident Dean 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 or if additional time is not granted by the Administrative Board.

Academic Information

Leaves of Absence

Voluntary Leaves of Absence (Granted by Petition)

[Use of College Services and Facilities](#)

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[Returning to College](#)

Involuntary 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 Resident Dean.

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](#) and in [Housing Policy](#).

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 Student Life, University Hall, Ground Floor North, 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](#)).

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 and their Resident Dean 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, 86 Brattle Street. 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 Resident Dean.

The date the student goes on leave will affect the student's health insurance through Harvard. For details, review the Leave of Absence policy at <http://huhs.harvard.edu/Insurance/Students.aspx>, or contact the Student Health Insurance Office, Member Services, at (617) 495-2008 or

msservices@huhs.harvard.edu.

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 Actions of the Administrative Board) 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. To be granted degree credit for course work done out of residence, a student must apply to the Office of International Programs 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 Harvard 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 Student Life, University Hall, Ground

Floor North. 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 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 Those Who Will Ordinarily Be Housed and Those Who Will be Housed On a Space-Available Basis Only).

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 Student Life, in writing, that the initial application be reactivated.

Students returning from a leave who wish to apply for financial aid must notify the College Financial Aid Office at 617-495-1581 and file the necessary application forms (see www.fao.fas.harvard.edu) by mid-April for the following fall term, and by October 1 for the following spring term. Late applicants cannot be assured that their aid will be available in time for registration payment deadlines.

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 Harvard 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 and, as appropriate, with other officers of the University (for example, with the office of the Director 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 Resident Dean.

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 Administrative Board Actions and Letters of Recommendation).

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 Readmission after Requirement to Withdraw) 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.

Academic Information

Education Records

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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 Standing Committee on Information Technology 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 Resident Dean 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 (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. Under certain extenuating circumstances, a student may request an exception to this rule.

FERPA permits disclosure of, educational records without a student's knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information to perform the functions of his or her job, including instructional, supervisory, advisory, administrative or other duties. "Harvard 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. A student's education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving the health and safety of the student. In addition, the College will forward a student's education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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 also 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

General Regulations

Conduct Within the Community

Standards of Conduct in the Harvard Community

The Administrative Board of Harvard College and the Student-Faculty Judicial Board

General Regulations

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.

General Regulations

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 Resident Dean. 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 Resident Dean.

General Regulations

Harassment

Advising Resource and Procedures for Resolution

Informal Resolution: Advice, Counseling, Mediation

Formal Complaint

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 and Obscene or Harassing Telephone Calls).

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](#).

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 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 Senior Tutors [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 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 or the Administrative Board of the Graduate School of Arts and Sciences 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.

General Regulations

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, First 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.

General Regulations

University Ombudsman Office

The University Ombudsman Office is an independent resource for problem resolution serving the academic community. 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 to 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 ombudsman may assist individuals in finding solutions for problems that they may have been unable to resolve using existing channels. The ombudsman can help analyze and assess avenues for conflict resolution, including assistance with both written and verbal communications. Next steps are always determined by the visitor, depending on the circumstances and comfort with possible options. Provided all parties agree, the ombudsman may facilitate conversations through shuttle diplomacy, informal mediation, or be present in a discussion as a neutral. Typical issues may include academic and research disputes, advisor-student relationships, harassment, inappropriate behavior, unprofessional conduct, disability or illness, problematic work climate, and resource referral.

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. To learn more about the Ombudsman Office, please visit www.universityombudsman.harvard.edu.

General Regulations

Standards of Conduct in the Harvard Community

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.

General Regulations

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](#)).

General Regulations

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.

General Regulations

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 (OSAPR), 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)
731 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, room 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 Hospital Victims of Violence counseling program
Central Street Health Clinic, Somerville
617-591-6360

If a student does not wish to use these Harvard or Community 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 (see [The Administrative Board of Harvard College](#)) and on the website of the Administrative Board at www.adboard.fas.harvard.edu. For additional information about University support and resources for sexual violence, visit the [Harvard University Police Department webpage on Rape and Indecent Assault and Battery](#).

General Regulations

Drugs and Alcohol

Health Concerns

Referrals for Consultation/Treatment Regarding Alcohol and/or Other Drug Abuse

Grounds for Referral

Referral Letter

Initial AODS Consultation

Monitoring Student Compliance

Illegal Acts

Responsible Social Events

Disciplinary Action

Amnesty Policy

Usual Responses

Student Groups

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. All students are expected to comply with any College rules governing possessing or serving alcohol. More information is available at your House website or the website for the Office of Student Life (www.osl.fas.harvard.edu). 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 (AODS) and other departments within Harvard University Health Services (HUHS), as well from Resident Deans 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 Freshmen or Allston Burr Resident Dean) based on incidents in the Yard or Houses or as a result of Administrative Board action. Consultations with 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 medical complication resulting from alcohol or drug use (e.g., aspiration, traumatic accident, alcohol poisoning, seizure, blackout, overdose, infection from intravenous use);

- repeated incidents related to alcohol or drug use that require medical intervention;
- a serious behavioral or disciplinary problem related to alcohol or drug use;
- disruption in the residential community or academic environment related to alcohol or drug use;
- academic difficulties or other problems in functioning related to misuse of alcohol or drugs; or
- 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 (three 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 (AlcoholEdu 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 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 access AODS services on their own.

Monitoring Student Compliance

At the initial consultation meeting, the Director of AODS will seek permission

from the student to contact the appropriate College officer (typically, the student's Resident Dean) regarding the student's attendance and participation in the initial consultation and what further action, if any, is recommended. The same process is invoked for subsequent interventions such as AlcoholEdu for Sanctions, BASICS, and New Directions; 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 under 21 and the host knew or reasonably should have known that he or she was furnishing alcohol to a person under 21, the host will be held responsible for injuries or damage to that person or to third parties caused by the person under 21's alcohol-influenced actions. Further, even if the guest was not a person under 21, 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.

Responsible Social Events

Harvard College considers the officers of all student groups (whether or not

such group is officially recognized by the College) to be leaders in the Harvard community, and expects that they, like any other social host, will create safe social environments. To this end, student group officers are urged to participate in annual education efforts with the AODS and the Office of Student Life, which may include, for example, training on event planning, risk reduction, and bartending.

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, the College may take disciplinary action against a student, including requirement to withdraw. However, the College has also adopted an “amnesty policy,” as set forth below.

Amnesty Policy

Any student may bring an intoxicated or drug-impaired friend to Harvard 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. Further, if the person who sought assistance for the intoxicated or drug-impaired student was a member or guest of the student group involved, the College will weigh this fact heavily as a mitigating circumstance with respect to any potential disciplinary action. Conversely, the College will consider the failure to seek assistance by members of the student group as a factor when determining the appropriateness of disciplinary action. The College also may consider as mitigating factors the student group’s participation in the College’s annual education and training about responsible social events, as well as any efforts made by the hosts or officers to prevent the harmful or potentially harmful situation and their cooperation with the College in its investigation of the situation.

Usual Responses

Officers of the College may initially respond to the use of illicit drugs, underage possession or consumption of alcohol, serving alcohol to underage individuals, or overconsumption of alcohol with a warning and/or referral to the AODS. A pattern of behavior in violation of rules governing their use or possession 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 engender danger to individuals or to the community at large. The Administrative Board will also take action in cases in which a student is involved in the falsification of identification with the intent of obtaining alcohol.

Student Groups

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 may be held personally responsible. If the hosts can not be identified, the officers of the organization may be held personally responsible. In considering such cases, the College will, in all circumstances, apply the amnesty policy described above.

At a minimum, when cases involving the consumption of alcohol or drugs at an event held, sponsored, organized or supported by a student group come to the attention of the College, the student group may be asked to come to the Office of the Dean of the College for a conversation about their procedures for hosting responsible social events and may be asked to participate in additional education or training efforts.

General Regulations

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 (see [Relations to Harvard University](#)). All regulations concerning safety and the use of rooms must be observed (see [Meetings and Events](#)). The compilation or redistribution of information from University directories (printed or electronic) is forbidden (see [Privacy of Information](#)). Use of library resources for commercial purposes is prohibited (see [Libraries and Library Books](#)). General regulations concerning use of computers and networks must be observed (see [Use of Computers and Networks](#)). 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 (see [Publicity and Solicitation](#)). 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.

General Regulations

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 online at http://www.provost.harvard.edu/policies_guidelines/names_insignias.php). 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.

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 [Vehicle Registration and General Parking Regulations](#)) 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 Publicity and Solicitation).

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.

General Regulations

Regulations Concerning the Use of University Resources

[Libraries and Library Books](#)

[Use of Computers and Networks](#)

[Use of Facilities](#)

[Privacy of Information](#)

[Electronic Communication](#)

[Intellectual Property and Copyrighted Materials](#)

[Harvard University Identification Cards](#)

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.

Harvard College Library Patron Agreement

The Harvard libraries serve the University's students, faculty, staff, and other authorized members of the scholarly community. In order to provide an environment conducive to research, 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. The Harvard College libraries promote an attitude and atmosphere of mutual respect, cooperation and consideration among librarians and staff, and expect the same from library users.

Every user of the Library has a responsibility to:

- safeguard the integrity of library resources
- respect the restrictions placed on access to and the 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
- respect the authority of the librarians and staff whose job it is to protect library resources

The following are prohibited:

- illegal copying
- the systematic exploitation for profit of library resources or materials
- 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 research
- possession of alcohol or other controlled substances
- possession of weapons of any kind including but not limited to firearms, knives, razor blades, mace, or pepper spray.
- Animals are not permitted in the library with the exception of service animals.

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 action, 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.

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 file-sharing 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 Information Technology website at www.fas-it.fas.harvard.edu/services/student/policies/rules_and_responsibilities. Students are expected to abide by these rules and policies and to consult an official of FAS Information Technology 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. Such access will be limited to those staff with a direct job role in maintaining the availability of the FAS computing environment, and at no time will result in student personal information being copied or disclosed to any other person.

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 http://www.fas-it.fas.harvard.edu/services/student/policies/rules_and_responsibilities.

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 and Obscene or Harassing Telephone Calls). 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). 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

All students receive a Harvard University Identification Card. ID Cards are the property of Harvard University and are intended for University purposes only. The 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 stripes on the back, however, must be kept free from stickers.

First-term students are encouraged to submit an ID Card photo using Harvard University's ID Card Photo Submission Web Application. If a photo is successfully submitted, the Student ID card will be printed. When the first-term students arrive on campus, they must bring government-issued identifications to facilitate photo and identity validation before they can receive their Harvard ID Cards. If a photo is not successfully submitted using the ID Card Photo Submission Application, students will receive instructions from their school regarding when and where they will have an opportunity to have their ID Card Photo taken on campus, as well as when they can receive their Student ID Card.

Every student will keep their ID Card while they are enrolled at Harvard University and is responsible for his or her ID Card and the consequences of its misuse. ID cards are not transferable; a student may not allow any other person to use his or her ID card for any purpose. A student who alters or falsifies his or her ID 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 ID Services Office, Holyoke Center 953. There is a replacement fee of \$25 every time a replacement card is issued.

Students must present their ID Card or otherwise identify themselves upon request to any properly identified employee of the University. Surrendered ID Cards will be transmitted immediately to the student's Resident Dean or other appropriate Dean.

General Regulations

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.

General Regulations

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)]

In the event that a student is threatened by any of the means above, contact the HUPD at 617-495-1212.

General Regulations

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. The College may make occasional exceptions, on a case-by-case basis, for students who wish to participate in club sports that involve the use of dangerous weapons (as defined below), but in all such cases advance approval must be obtained from both the HUPD and the Club Sports Office, and the participating students must comply with any and all College rules and requirements for use and storage of the weapons. College rules require, at a minimum, that any weapons shall be stored in a secure place and not in a student's room. The applicable Massachusetts law is as follows:

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 eighteen months, 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.

General Regulations

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.

General Regulations

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 willfully 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 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 or activity will be held personally responsible. If the hosts are 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]

General Regulations

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 or visit the website of the Administrative Board at www.adboard.fas.harvard.edu.

General Regulations

The Administrative Board of Harvard College

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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; the opportunity to meet personally with a subcommittee of the Board in some disciplinary cases; the option to have present during a personal appearance at the subcommittee meeting a qualified adviser in addition to one's 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 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 of 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 Resident Deans 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 Resident Dean.

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 www.adboard.fas.harvard.edu for more information on the number of petitions and cases, category by category, considered by the Board in the previous five years.

The full Board 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. 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, his or

her Resident Dean, and the Secretary of the Administrative Board or his or her designee, 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. For more information on Board procedures visit www.adboard.fas.harvard.edu.

Once the student and 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 before a subcommittee of the Board personally when the case is discussed, 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, student or other member of the community. 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.

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 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 of Freshmen, the Board itself may be the single most important resource available to the Resident Deans 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).

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. For cases of academic dishonesty only, either: (a) *Exclusion from a Course*: a notation of EXLD on the transcript, indicating that the student was not permitted to continue in the course 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; or (b) *Referral for Local Sanctions*: a referral to the faculty member teaching the course in which the finding of academic dishonesty was made with a recommendation that "local sanctions" (for example: mandatory tutoring, a course warning, an ungraded rework of the assignment in question, a grade penalty, or a failure for the assignment) are appropriate. Such sanctions will be imposed at the discretion of the faculty member, in consultation with the Board.

3. *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.

4. *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 (see Students' Financial Obligations). 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).

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). **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.**

5. *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.

6. *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);
- 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 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).

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). A student who has twice been required to withdraw from the College will ordinarily not be readmitted. Although Exclusion from a Course 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.

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 of 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 of 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 of 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 Resident Dean 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 Harvard 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 Resident Dean for clarification.

Students request readmission through their Resident Deans, 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.

General Regulations

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 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.

General Regulations

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.

Life in the Harvard Community

Residential Life

Policies Governing Enrollment and Residency in the Houses and Dormitories

Undergraduate Organizations

Regulations for Undergraduate Organizations

Life in the Harvard Community

Residential Life

Office of Student Life
University Hall, Ground Floor South
Tel: 617-495-1558; Fax: 617-495-1719
Mon.–Fri., 9 am–5 pm

The Office of Student 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.

Life in the Harvard Community

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 Student Life, University Hall, Ground 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 360-490 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 wellbeing 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, 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.

House affiliation and residence for transfer students are determined by a random lottery prior to the student's arrival.

Housing Assignments

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 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.

Life in the Harvard Community

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. Students who transferred to Harvard College from other institutions may apply to transfer after 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 an inter-House transfer based on medical reasons are evaluated on an individual basis throughout the year. Petitions must be directed to the Accessible Education Office (AEO) or to the appropriate doctor in Harvard University Health Services. 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.

Life in the Harvard Community

Housing for Students Requiring Accommodation

Students for whom safety and proximity to essential locations—such as bathrooms, accessible entrances, transportation, and meals—are necessary, 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 declare this 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 the Accessible Education Office (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.

Life in the Harvard Community

Gender Neutral Housing

Harvard College recognizes that there are circumstances in which it would be appropriate to consider requests for mixed-gender rooming groups, although the College ordinarily requires single-gender living arrangements. Thus, the Office of Student Life may, in consultation with the Houses, permit mixed-gender rooming groups in certain circumstances, such as to accommodate students with a gender-based need (i.e., transgender students). 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. Requests for mixed-gender rooming groups that are made to the Office of Student Life or the Houses will be addressed and managed on a case-by-case basis, taking into account all circumstances, including space constraints.

For more information about this policy or to make a request for a mixed-gender rooming group please contact your House Administrator or the Director of Housing (014 University Hall, 617-495-1558).

Life in the Harvard Community

Married and Family Student Housing

Harvard College does not offer undergraduate housing in the Houses or dorms to married undergraduates and/or undergraduates with families. However, students who are married and/or have children may be eligible for Harvard-affiliated housing through Harvard Real Estate Services (HRES). Given the leasing period for HRES housing, students are strongly encouraged to make such a request during the spring term (by February 1) if they are requesting housing for the following academic year. Requests can be made at any time, but the ability to accommodate such requests is more limited after the February 1 deadline. Requests and inquiries related to this policy should be directed to the Director of Housing (014 University Hall, 617-495-1558).

Life in the Harvard Community

Housing Alternatives

[The Dudley Cooperative](#)

[Commuters](#)

[Students Who Move Off-campus](#)

[Visiting Undergraduate Students](#)

While Harvard College is predominantly residential, some students do not live in College housing. 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.

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 move out of the Dudley Cooperative. 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.

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.

Commuters

Occasionally, Harvard admits to the freshman class a student who is 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 16. They are otherwise affiliated with Dudley House in their second year.

Students Who Move Off-campus

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 Housing Contract Cancellation form. 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. Students who elect to live in the Dudley Co-op are required to affiliate with Dudley House.

Visiting Undergraduate Students

Those students who are admitted to Harvard as visitors for a term or a year are admitted as nonresidents.

Life in the Harvard Community

Policies Governing Enrollment and Residency

Policies Governing Residential Life

Disciplinary Actions

Roommate Rights and Responsibilities

Noise

Guests

Smoking

Obscene or Harassing Telephone Calls

Nonpayment of Telephone Calls

Other Residences

Care of Residential Property

Maintenance and Energy Conservation

Recycling

Resource Conservation

Care of Furnishings and Personal Property

Security and Access

Health and Safety

Fire Safety Regulations, Instructions, and Procedures

Carbon Monoxide

Storage and Vacate Procedures

Vehicle Registration and General Parking Regulations

Policies Governing Residential Life

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 Student Life (www.osl.fas.harvard.edu/)
- House resident tutor, Allston Burr Resident Dean, or House Master
- Center for Wellness, 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 respectful treatment of neighbors, in the community and in the residences. In addition to every student being responsible for the maintenance of good order and reasonable quiet in his or her room, students are also responsible for maintenance of good order and reasonable quiet in the neighborhoods in and around campus. Students shall at all times show proper regard for others. Voices, 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. The College reserves the right to prohibit overnight guests when issues of security are involved.

Guest Meals

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 Sunday and Monday holidays \$6.50 (with tax)
Breakfast Annenberg, Monday – Saturday \$9.00 (with tax)
Breakfast Houses, Monday – Saturday \$7.75 (with tax)
Lunch \$12.00 (with tax)
Dinner \$15.00 (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.

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 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 weeks' 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

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.

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.

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.

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, Walk-mans, 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 Recycling & Solid Waste Removal website: www.uos.harvard.edu/fmo/recycling/.

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, furniture storage is not available. 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 bed board or bunk bed 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 bed board or bunk bed 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

For the protection of students, their belongings, and University property, doors must be locked at all times. 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.

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.

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.

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.

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 online at www.collegerefrigerators.com/. Models MH-2.7TP, MF-3TP, and MF3.6TP are all permitted in student rooms.
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. Decorations are ordinarily not permitted on the outside of buildings. Exceptions require the approval of the respective House Master or Dean of Freshmen and Building Manager.
8. Students may use electrical devices, such as hairdryers and electric razors, 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.
 - o Appliances must not be connected to light sockets.
 - o Do not daisy chain or plug multiple outlet strip plugs or surge

- protectors together.
- o No spliced cords are allowed.
 - o Extension cords and stereo speaker wiring must be in good condition and of adequate wire gauge.
 - o 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.
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 below.

Fire Safety Regulations, Instructions, and Procedures

Fire: 911

University Police: 617-495-1212

Regulations

A student who violates any of the fire safety regulations (see [Fire Regulations](#)) 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 from a safe location. 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, close doors behind you as you exit the building 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. Hang a sheet or something out the window.
2. If the door is not hot, open it slowly. If smoke and heat fill the hall, close the door, stay in your room, and call for help.
3. If you can safely leave your room, take your key and close your door behind you. Exit by the nearest clear exit stairway. Do not use the elevator – it may fail in a fire or be automatically recalled to the ground floor. Failure to leave when an alarm sounds, unless there are safety reasons for not doing so, is a punishable offense.
4. 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.
5. So that you may be accounted for, go to the predetermined emergency evacuation meeting location.

6. Do not attempt to reenter the building until the Fire Department gives permission to do so.

Fire Safety Instructions

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 is 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. **Cooking equipment is prohibited.** The City of Cambridge forbids cooking in any room or apartment not equipped with permanent cooking facilities.
6. **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. Emergency exit doors within rooms/suites shall not be blocked on either side by furniture or obstructions of any kind.**
7. Student participation in annual fire drills is mandatory.
8. 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

Select rooms may be equipped with carbon monoxide detectors. 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 Commonwealth of Massachusetts requires residential buildings with carbon monoxide-generating appliances to be equipped with carbon monoxide detection devices and alarms.

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. If anyone is experiencing symptoms of carbon monoxide poisoning, call 911 or Harvard University Police Department, 617-495-1212.
2. If there are no symptoms of carbon monoxide poisoning, call the University Operations Center, 617-495-5560, for instructions and assistance. Remain outside until directed by the Police or Fire Department that it is safe to re-enter the building.

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 May 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.

Vehicle Registration and 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. The University assumes no responsibility for damages to any vehicle or its contents for reason of fire, theft, vandalism, or other cause.

Harvard Parking Services

Monday through Friday, 8 am–5 pm

46 Blackstone Street

Tel: 617-495-3772; Fax: 617-495-9119

Email: parking@harvard.edu

www.uos.harvard.edu/transportation

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.cambridgema.gov or call 617-349-4700.

Undergraduates living on-campus may purchase a permit to park at the One Western Avenue Garage. Commuter parking is available at the One Western Avenue Garage on a space-available basis. Applications are available to students during registration in the fall.

Nonresident Student Driver Statements and Decals

State law requires Harvard to post the following notice to all students who are not Massachusetts residents:

“IT IS UNLAWFUL FOR A NONRESIDENT STUDENT TO FAIL TO FILE A NONRESIDENT DRIVER STATEMENT WITH THE POLICE DEPARTMENT LOCATED IN THE SAME CITY OR TOWN AS THE SCHOOL OF COLLEGE ATTENDED, IN ACCORDANCE WITH SECTION 3 OF CHAPTER 90 OF THE MASSACHUSETTS GENERAL LAWS. FAILURE TO FILE SUCH STATEMENT IS PUNISHABLE BY A FINE NOT TO EXCEED \$200.”

Under Massachusetts law, if out-of-state students bring cars to campus but elect not to register them with the Massachusetts Registry of Motor Vehicles, then they must file a nonresident driver statement with the local police department, whether or not they apply for on-campus parking. Shortly after filing the nonresident driver statement with the Cambridge/Boston [as applicable] Police Department, students will receive a nonresident student driver decal from the University Parking Office. This decal must be prominently displayed in the uppermost center portion of the vehicle’s windshield.

Harvard Parking Permit Policies

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 <http://www.uos.harvard.edu/transportation/parking/>. 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.

To effect cancellation and receive a credit, a student must return the issued hang tag and access credentials (e.g., transponders) to Parking Services at 46 Blackstone Street during regular business 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.

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 contact 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 Online Permit Purchase System. 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/parking/visitor_parking.shtml for the most current visitor parking rates. Parking at all visitor lots is issued on a space-available basis.

Life in the Harvard Community

Missing Persons Policy

As required under federal law, Harvard College immediately will refer to the Harvard University Police Department any missing persons report involving a student who lives in on-campus housing. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School, working with HUPD as necessary, will: (1) attempt to contact the student using any confidential contact information that the student may have provided to the School; (2) notify an appropriate external law enforcement agency; (3) contact any person the student has identified to the Registrar as an emergency contact; and (4) notify others at the University, as appropriate, about the student's disappearance. In addition, the School will contact a custodial parent or guardian of any missing student who is under 18 years of age and reported missing from on-campus housing. Students are reminded that they must provide the Registrar with emergency contact information and/or confidential personal contact information if they have not already done so.

Life in the Harvard Community

Housing Policies and Deadlines

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Housing Policy

All freshmen are required to live on campus. Most upperclass 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. Below is information about applying for and canceling 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 a leave of absence or required to withdraw and intend to return to College Houses must notify the Office of Student Life of their intention to return by filing a Returning Student Housing Application (which can be obtained at www.osl.fas.harvard.edu) by the dates given below. A student who has filed an application to return to residential housing for one term and subsequently decides to return for the following term must submit a new Housing Contract Cancellation Form and a new Returning Student Housing Application.

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 Student Life by the dates given below:

Deadlines	Consequences of Failure to Notify
October 13 - if student is returning for the spring term	Student will be housed on a space-available basis only, and ineligible to apply for an inter-house transfer or enter a housing lottery.
February 15 - if student is returning for the fall term	

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 Student Life of their intent by filing a Housing Contract Cancellation form (available at www.osl.fas.harvard.edu) by the dates given below. See Students Who Move Off-campus.

Deadlines	Cancellation Fee
May 13 - if not taking up residence for the fall term 2010	For cancellation fees, please see the Financial Obligations <u>chart</u> .
November 12 - if not taking up residence for the spring term 2010	

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. Please refer to the chart Students' Financial Obligations for detailed information about payment in the event of a leave or move off-campus.

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.
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 Student Life by February 15 for fall term housing or October 13 for spring term housing.

Those Who Will Be Housed On a Space-Available Basis Only

Students who submit the Returning Student Housing Application after the appropriate deadline will be placed on their House's Space Available Wait List. Students should consult the House Administrator for space availability.

Housing Contract

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 the back of this card, 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.

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 and 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.

Licensee Signature:

Date:

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 Dorms and Houses between Fall and Spring Terms

Students are expected to leave at the end of the fall term and not return to campus until the Houses and dorms reopen at the start of the spring term.

During the first part of this period, from December 22, 2010 through January 2, 2011, Harvard College will be closed. Thereafter, from January 3 through January 15, only students with a recognized and pre-approved need to be on campus will be permitted to return to College housing. All students continuing on for the spring 2011 term may move back to campus on January, 16 2011.

Life in the Harvard Community

Financial Obligations

Room and board charges, as well as late cancellation fees for the current year, are listed in [Tuition and Fees](#).

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 this [chart](#). 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 Student Life. Students who move off-campus during the academic year must submit the proper paperwork to the Office of Student Life; 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.

Life in the Harvard Community

Effect of Health Issues on Dormitory or House Residence

Responsibilities of Health and Counseling Services

College Responsibilities

Procedure for Notice and Consultation

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). 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 Confidentiality and Consent).

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 Bureau of Study Counsel 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). 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 Resident Dean. In the event of disagreement, the clinician, the Resident Dean, 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.

Life in the Harvard Community

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.

Occasionally, a student with potentially significant problems in the use of alcohol, use of drugs, or behavioral manifestations of a 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, for example, life in the residential community, disturbance of personal relationships, or threats to the safety of individuals or of property. A student's behavioral problems resulting from substance use or psychological disorder also may recur or persist over time, and thus may pose a significant threat to his or her own health and well-being or the health and well-being of others. The College may initiate disciplinary proceedings in response to the student's conduct. In addition, regardless of whether disciplinary proceedings are initiated, where a student has not voluntarily sought help, the student's Resident Dean may formally refer the student to HUHS for evaluation of substance use or psychological disorder, ideally in consultation and cooperation with the student.

In the referral the Resident Dean 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 Resident Dean 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 or remain enrolled in the College. The Dean of Harvard College may, if she 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 Resident Dean of the fact of the meeting, but will not disclose the substance of the meeting unless the clinician believes that the student's or others' health and well-being are at significant risk, or unless the student agrees that information be shared.

Either at that time, based on the concerns that led to the referral, or later, should the student's problems associated with substance use or psychological disorder persist, the Dean of the College, in consultation with the student's Resident Dean and with HUHS may condition the student's continued residence or enrollment in the College on the student's participation in ongoing counseling or therapy. In this case, the Resident Dean will propose a formal agreement with the student, which 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. The student must sign the agreement, and a copy will be given to all members of the student's treatment team. Another copy will be placed in the student's file.

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 must inform HUHS and the College if the student does not comply with treatment.

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, or enrollment in the College, if appropriate. In this instance too, the Dean of Harvard College may, if she 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.

Life in the Harvard Community

Medical Clearance for Return to Residence and/or Continued Enrollment

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 and life in the academic community 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 or continued enrollment.

Life in the Harvard Community

Medical Insurance and Harvard University Health Services (HUHS)

[Massachusetts Insurance Requirements](#)

[Waiving the Harvard Student Health Insurance Plan](#)

[Dental Coverage Options](#)

[Confidentiality and Consent](#)

[Patient Advocate](#)

[Special Needs](#)

[Immunizations and Travel Health](#)

Main Health Clinic at Holyoke Center

www.huhs.harvard.edu

75 Mt. Auburn Street, Cambridge

617-495-5711, TTY: 617-495-1211

Scheduled Appointments and Walk-in Care: Mon.-Fri. 8 am–5 pm

After-Hours Urgent Care: Mon.-Fri. 4 pm–8 am; Sat., Sun., and holidays 24 hours

Massachusetts Insurance Requirements

Massachusetts law requires that any full-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health plan of comparable coverage. All Harvard students are automatically enrolled in the Harvard University Student Health Plan (HUSHP) and charges are applied to their term bill. Harvard University Student Health Plan (HUSHP) consists of two parts:

HUSHP Basic: Harvard University Health Services (HUHS) Fee

HUSHP Basic is required of all students unless they are studying outside of Massachusetts. HUSHP Basic covers many services at HUHS, including the following:

- Urgent medical care 24 hours a day, 7 days a week
- Primary care
- Medical and surgical specialty care
- Physical therapy
- Radiology
- Mental health and counseling services

Additional HUHS services are available for a fee and may be term billed (e.g., routine eye exams, optical shop and immunizations).

HUSHP Supplemental: Blue Cross Blue Shield (BCBS) Hospital/Specialty and Medco Prescription Drug Coverage

The hospital/specialty care portion of HUSHP Supplemental is administered by BCBS of MA. It is a PPO plan designed to complement the services available under HUSHP Basic. Most services require a copayment, deductible, or coinsurance.

BCBS Coverage includes the following:

- Emergency room visits
- Inpatient hospitalization
- Diagnostic laboratory and radiology services (including lab services at HUHS)
- Ambulatory surgery
- Specialty care outside of HUHS (limited benefit)

Medco Prescription Drug Coverage:

Prescription drugs may be obtained on campus at the HUHS pharmacy or at most retail pharmacies. This Plan has a maximum benefit of \$5,000 per academic year.

Note: Please see the website for a full benefit description. Limitations apply.

Waiving the Harvard Student Health Insurance Plan

Students who meet certain requirements may be eligible to waive a portion of the Harvard University Student Health Plan (HUSHP). All waivers must be completed online prior to the waiver deadlines (fall 2010 deadline August 31, 2010; spring 2011 deadline February 28, 2011). Late waiver requests will not be granted. The online waiver will be available June 1, 2010 on the student health insurance website at www.huhs.harvard.edu.

Note: You should carefully evaluate how your insurance coverage will work in the Boston area before waiving HUSHP Supplemental coverage. Make sure your insurance plan will allow you access to all of the care you will need in the Boston area. You will be financially responsible for all bills not covered by your insurance.

Dental Coverage Options

Dental coverage is not included in HUSHP. The HUHS Dental Service provides a full array of dental services at a discount to Harvard students. Dental insurance for Harvard students is available through the Delta Dental PPO Value Plan. Over 100 area dentists participate in this plan; however, dentists at HUHS Dental Services do not participate. The deadline to enroll in this Plan is September 30, 2010. For detailed information on all dental care options please visit the student health insurance information at www.huhs.harvard.edu or contact Member Services at mervices@huhs.harvard.edu.

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 medical records are stored electronically. Medical records are kept separately from mental health records by use of a firewall. Both types of records are available only to HUHS staff members directly involved in the case. Each and every staff member employed by or affiliated with HUHS must participate in a thorough training and orientation on health information privacy and security laws and standards, and sign a confidentiality statement agreeing to maintain patient privacy within and outside the workplace. 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.

The College may call upon professional staff at HUHS 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](#), [Medical Clearance for Return to Residence](#), and [Attendance, Absences, Reading Period, Examinations, and Extensions](#)). 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 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 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 and refuse to disclose his or

her name because 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's 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. 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 an 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.

When a student who has been hospitalized or received emergency treatment decides to leave a medical facility against medical advice, an 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 suitemates, 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

The Patient Advocate is available to facilitate interactions with HUHS around any health care-related concerns, questions, or comments. All communications are confidential. For more information, please visit the website at www.huhs.harvard.edu/AboutUs/PatientAdvocacy.aspx.

Special Needs

HUHS is prepared to meet the general and special health care needs of students. 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 Accessible Education Office (AEO), 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 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

Immunizations and Travel Health

Required Immunizations

All students are required to comply with the Massachusetts immunization law and submit a complete immunization history to Harvard University Health Services prior to registration. NOTE: Incomplete or overdue forms may delay registration. Registered nurses are available to administer routine immunizations. There is a fee for most immunizations; students may charge it to their term bills or pay by cash or credit card. Complete information regarding required immunizations is available at www.huhs.harvard.edu.

Travel Health Immunizations and Information

HUHS provides immunizations and related services prior to foreign travel, including expert counseling and advice for individual travel health needs. HUHS recommends scheduling travel health appointments six to eight weeks in advance of travel. Appointments can be made online at: www.huhs.harvard.edu/Resources/PatientOnline.aspx.

Life in the Harvard Community

Statement of Policy Regarding Undergraduate Student Organizations

Recognition of Organizations

Funding and Finances

Hazing

Non-Harvard Organizations

Inappropriate Religious Recruiting

Officially Recognized Undergraduate Organizations

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 Student Life has the authority 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. The College assumes that organizations will comply with the understandings reached at the time of recognition. If the Committee on Student 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 Student Life each October in order to continue their recognition. Should a group not meet this registration deadline, fail to turn in any of the registration documents, and/or not reconcile debts with outside vendors, the student organization will be placed on probation by the Office of Student Life. During the probationary period, the student group will be unable to reserve space on campus, advertise for events, use the Harvard name, and/or participate in the visiting program or fall activity fairs.

Recognized organizations are expected to abide by the regulations of the Office of Student Life as described in the Student Organizations Handbook available online at: www.osl.fas.harvard.edu/handbook.)

Funding and Finances

Undergraduate organizations seek funds from a variety of sources that include membership dues, fee-paying events, advertising, alumni/ae endowments, and friends of the organization. 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 Student Life. 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 Student Life. 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 Student Life. 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 Student Life 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 Student Life, 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 to student organization success by providing: student organization offices and lockers in the Student Organization Center at Hilles; rooms for meetings and other facilities; resources for music, debate, drama, and dance; 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 more. For more information on how the College can help your organization, feel free to stop by the Office of Student Life at University Hall, Ground Floor South.

Hazing

The laws of the Commonwealth of Massachusetts forbid any form of hazing in connection with initiation into a student organization (see [Hazing](#)). As a condition of College recognition, each student organization must file non-hazing attestation forms with the Office of Student Life. Students should also consult an important guide, *Preventing Hazing at Harvard*, available in the Office of Student Life and online at the Office of Student Life and Activities' website that explains the College's policies regarding hazing, how to identify hazing activities, and suggestions for group activities that do not involve hazing. These policies also apply to non-recognized social clubs whose membership is made up of Harvard College students. See www.hazing.college.harvard.edu.

Non-Harvard Organizations

The regulations for undergraduate organizations require that they maintain local autonomy. This means 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 applies to the "final clubs" in Cambridge as well.

However, in special 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 Harvard Chaplains, the interfaith association of chaplains at Harvard, is concerned about destructive religious activity and the tactics of high-pressure

religious groups, including issues related to religious recruitment through high-pressure tactics, and provide suggestions for intervention and prevention. The Harvard Chaplains Office is located in the basement of Memorial Church in Harvard Yard and can be reached at 617-495-5529 or www.chaplains.harvard.edu.

Officially Recognized Undergraduate Organizations

The most updated list of information on individual organizations and rules governing their activities is available from the Office of Student Life, and online at osl.fas.harvard.edu/handbook.

Life in the Harvard Community

Regulations for Undergraduate Organizations

Recognition of Organizations

Officers' Responsibility

General Requirements

Recognition of Organizations

All officially recognized undergraduate organizations have the privilege of using Harvard College'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 online: www.osl.fas.harvard.edu/handbook.

The following are required of all undergraduate organizations:

- 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).
- A signed Adviser Agreement Form. The adviser must be an employee of the University and should have a personal interest or professional expertise in the organization he or she is advising.
- Reasonable evidence of ability to meet its financial obligations.
- Attendance at required training sessions held annually. The Treasurer/Financial Officer of each organization must attend one financial training workshop. The President (or designated officer of the organization) must attend one other leadership development training workshop.

Official recognition follows upon recommendation of the Student Organization Recognition Committee to the Committee on Student Life. To maintain official status, groups must register each October with the Office of Student Life. Failure to meet these requirements will cause an organization to be placed on probation and to lose all privileges given to recognized student organizations.

Officers' Responsibility

The officers of each organization are held responsible for 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 Student Life, University Hall, Ground Floor South, should be consulted. Members of organizations should note that other rules that may apply to them are contained in, 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 Student Life.

The officers of every organization are expected to register with the Office of Student Life each year in October in order to assume activities for the academic year in question. Organizations that fail to meet the requirements of registration will be placed on probation and/or will lose their recognition status by the College.

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 its adviser(s) 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 in good standing with the College.
- Only undergraduate student organizations that have received approval from the Dean of Harvard College may use "Harvard College" in their names. 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 publication 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) or visit the following website:
www.provost.harvard.edu/policies_guidelines/names_insignias.php). Explicit advance permission of the Office 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 October with the Office of Student Life and notify that Office promptly of any changes in the roster of officers.
 - Each fall in October the organization must provide the Office of Student Life with a financial report for the previous year, a proposed budget for the current year, current membership list, a signed agreement from faculty adviser(s), and a signed agreement on non-hazing compliance.
 - The organization must notify the Office of Student Life and the Committee on Student 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 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 advisers, sponsors, or consultants.
 - Undergraduate officers will be held accountable for maintaining the accuracy of all financial records.
 - Officers must receive approval for conferences and other large events from the Office of Student Life prior to planning such events. In addition, officers must consult the Office of Student Life 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.

Life in the Harvard Community

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 organizations that 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, that makes use of the name of Harvard (see also [The Use of the Harvard Name and Insignia](#) and www.provost.harvard.edu/harvard_trademark_program/trademk_policies.pl)
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Life in the Harvard Community

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 which 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.

Life in the Harvard Community

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 Student Life, in addition to fulfilling requirements outlined under Recognition of Organizations. 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.

Life in the Harvard Community

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 Student Life. 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 Student Life. Student groups may also wish to use the distribution services of Harvard Student Agencies

(<http://www.harvardstudentagencies.com/distribution/default.asp>). For distribution of materials outdoors, all organizations must complete and have approved an online application, which is available at <http://www.orl.fas.harvard.edu/icb/icb.do?keyword=k65178&tabgroupid=icb.tabgroup94710>.

Should a group of students that is not a formally recognized organization wish to distribute printed matter on campus, permission to do so may be granted by the Office of Student Life 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. Organizations violating these rules may be fined up to \$200 per daily violation and may lose postering privileges by the College. The defacement of sidewalks or buildings with posters, chalk, or any other material is prohibited.

- Every recognized student organization in good standing with the College, including official House organizations, has the privilege of posting on University bulletin boards and kiosks.
- “Restricted” bulletin boards (inside classrooms or buildings) are limited to the use of designated departments or organizations. The official representative of the respective department or organization must approve use of these bulletin boards.
- Prior permission of the Office of Student Life 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 Student Life and such permission will be granted only in exceptional cases.
- The bottom right-hand corner of all posters must clearly denote the official student organization's name and include details on accessibility.
<http://osl.fas.harvard.edu/icb/icb.do?keyword=k65178&pageid=icb.page333855>.
- It is against City of Cambridge ordinances to affix posters and notices to utility poles.

Balloons

Student organizations are prohibited from advertising events by use of balloons in Harvard Yard. In rare circumstances, permission may be granted by the College Dean's Office.

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 Student Life.
- All other sales: Director of Student Employment and the Office of Student Life.
- 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 Student Life.
- 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 Student Life must be obtained in order to solicit during Registration.

Life in the Harvard Community

The Use of Harvard University's Trademarks (Names and Insignia)

Harvard University's Trademark Program, in the Office of the Provost, 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.

www.provost.harvard.edu/harvard_trademark_program/trademk_policies.php.

Life in the Harvard Community

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 Student Life. Registered organizations must also obtain permission of the Dean to solicit support from alumni/ae and may request information on ways to reach alumni/ae for the purpose of development through the Office of Student Life.

Life in the Harvard Community

Meetings and Events

Complete information regarding policies and procedures for planning student organization events and activities can be found in the Student Organizations Handbook, available online: www.osl.fas.harvard.edu/handbook

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.
- Room Reservation privileges are non-transferable and may not be reserved on behalf of unrecognized organizations, non-College organizations, or other third party entities.

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 Student Life, www.osl.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).
- The Harvard Dance Center at 60 Garden Street and The Director's Studio at 74 Mt. Auburn Street: Office for the Arts. Call the main office at 617-495-8683.
- 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 without explicit permission from the Office of Student Life.

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 Student Life, refer to the Student Organization Handbook (www.osl.fas.harvard.edu/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 Student Life for any outdoor meeting.
- 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 Student Life 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 an Event Supervisor or

Beverage Authorization Team (BAT) through Student Event Services. The Event Registration Guidelines and appropriate forms can be found online at www.osl.harvard.edu. Questions about this process may be answered in the Office of Student Life.

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 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, proctors, or Student Event Services staff must be present. A complete list of guidelines for dances and the required Event Registration form are available in the Office of Student Life.

Life in the Harvard Community

Invitations to Distinguished Visitors

In order to facilitate the necessary official courtesies for distinguished visitors, the Office of Student Life 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.

Life in the Harvard Community

Student Organization Offices/Lockers/Mailboxes

Harvard College values and supports the presence and contributions of student organizations. The College provides over 40,000 square feet of space in the Student Organization Center at Hilles (SOCH) to facilitate the productive work of Harvard College student organizations and to encourage collaboration among student groups in proximity to one another. The SOCH offers student organization offices, lockers, and mailboxes. An organization desiring office space should follow guidelines outlined in the Student Organizations Handbook. Recognized organizations at the College are eligible to apply for SOCH space through an allocation process held each spring semester. All offices and lockers are allocated by the Office of Student Life 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, office, or Cambridge neighborhood nearby.
- Organizations will abide by the regulations of the Office of Student Life as described in the Student Organizations Handbook and the SOCH Operations Policies Manual.
- Students with authorized access to individual offices must be registered members of that organization, as well as registered students of Harvard College.
- Student organizations may not allow other groups or individuals to use the rooms/lockers assigned to them without the written permission of the Office of Student Life.
- No office/locker keys may be duplicated without the permission of the Office of Student Life.
- Student organizations will not hold the University responsible for property stored in their offices that is stolen or damaged.
- Personal items belonging to individual students will not be stored in office spaces during summer breaks or any time during the academic year.
- Alcohol is not allowed in the Student Organization Center at Hilles or freshman dormitories, including student organization spaces located in those buildings.
- Private parties may not be held in student organization offices without approval from the Office of Student Life.
- Mailboxes are available in the SOCH by request for recognized organizations. Officers of the group will be expected to pick up mail regularly from their assigned box. An organization that violates the above

regulations may lose its assigned office space/locker/ mailbox and/or be subject to disciplinary action by the Administrative Board of Harvard College.

Life in the Harvard Community

Exceptions

It is the practice of the Office of Student Life 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 nor 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 Student Life.

Life in the Harvard Community

UC Fee

The Undergraduate Council fee of \$75 added to all College students' bills is used to fund student groups and support the activities of the Undergraduate Council. In order to waive the UC fee, please write a letter and deliver or mail it no later than September 30, 2010, to:

Harvard University Student Receivables Office
Holyoke 953
1350 Massachusetts Avenue
Cambridge, MA 02138

Include your full name, Harvard ID, and reason for opting out. All requests will be honored. Students charged the UC fee in the spring semester should contact the Student Receivables office at 617-495-2739 by February 28, 2011 in order to waive the fee.

Financial Information

[Tuition and Fees 2010-2011](#)

[Financial Aid](#)

Financial Information

Tuition and Fees 2010-2011

Tuition \$34,976

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 and Acceleration. Students granted an Additional Term pay tuition at a per course rate (see Additional Term).

Harvard University Student Health Plan (HUSHP)

HUSHP Basic: Harvard University Health Services \$1,167

HUSHP Supplemental \$1,788

Blue Cross Blue Shield Hospital/Specialty and Medco Prescription Drug Coverage

Students with other health insurance may be eligible to waive one or both parts of HUSHP coverage. Waiver requests must be submitted online by August 31 for the fall term and by February 28 for the spring term. For details about HUSHP coverage and the online waiver visit www.huhs.harvard.edu/Insurance/Students.aspx.

Room Rent \$7,525

Student Services Fee \$2,273

Charged to all students (including students studying out of residence during the term for Harvard degree credit).

Board \$4,783

Undergraduate Council Fee \$75

A fee added to all students' bills to fund the Undergraduate Council will be used for Council operations and to fund undergraduate organizations (see UC Fee). Requests to waive the UC Fee must be submitted in writing by September 30, 2010 for the fall term or by February 28, 2011 for the spring term to: Student Receivables, 953 Holyoke Center, 1350 Massachusetts Avenue, Cambridge, MA 02138.

Financial Information

Late Fees and Fees for Special Petitions

Late Registration	\$50
Change of Course (per petition)	\$10
Correction of a Course Report After the fifth Monday of the term if approved by the Administrative Board —charged in addition to the fee for late change of course.	\$25
Late Filing of Study Card (weekly charge until card is filed)	\$40

Financial Information

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	each \$25
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

Financial Information

Payment Procedures

[Payment Policy](#)

[Monthly Billing Statements](#)

[Monthly Payment Plan](#)

[Payment Procedures](#)

[Late Payment of Term Bills](#)

[Information for Degree Candidates](#)

[Acceleration](#)

[Dishonored Checks](#)

[Information for Students Leaving the College](#)

Payment Policy

It is the University's policy that students are responsible for their bill. This responsibility includes reviewing the billing statement each month and making sure that payments are made by the due date. Students who do not pay their own bill must ensure that parents and others who do pay are able to access the student 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 bill 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. Once set up, authorized payers will also receive monthly bill notifications. More detailed information about the bill and the billing process is also available at the Student Receivables Office website (www.termbill.harvard.edu) or by calling 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. Students who are negligent in making their monthly payments during one term may not be permitted to use the plan in subsequent terms.

Students who wish to enroll in the monthly payment plan can call 617-495-2739. The \$35 plan fee is charged to the student bill for the semester. Once a student is enrolled, continuing enrollment in the plan is automatic unless the student calls to cancel.

Payment Procedures

Payments can be made online at www.termbill.harvard.edu or by check. All payments must be made in US currency and electronic payments must be drawn from US banks. Checks made payable 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 student HUID. Checks sent by mail should be accompanied by a bill stub, which can be printed out by clicking the PDF icon on the "Current Statement" page of the student bill.

Payments can also be made by wire transfer to the address listed below. The full name of the student, the student's HUID, and the address of the sender should be included on all wires.

ABA# 026009593

Bank of America, 100 Federal Street, Boston, MA 02110
Account #942926-3103
Account name: President & Fellows of Harvard College SRO
Swift Code: BOFAUS3N

Please note that although wires are sometimes subject to fees, neither Harvard University nor its bank charges for the receipt of wire transfers. International wires are subject to a fee from an intermediary bank between the sending and the receiving banks. Please check with your bank to determine what fees may apply to your wire transfer and be sure to adjust the amount of your transfer accordingly.

Late Payment of Term Bills

Student bills must be paid in full by the published due date. 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.

Any student who leaves the University with an amount due on their student bill that is unpaid for sixty days or more may be subject to collection activities. The costs associated with collecting an unpaid account will be added to the student's outstanding debt and must be paid in full.

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, Rate of Work, and Study Abroad.)

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 Students' Financial Obligations in the Event of a Leave of Absence or Requirement to Withdraw).

The chart does not include any charges for the Harvard University Student Health Insurance Plan. Separate policies apply to these fees; additional 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.

Financial Information

Students' Financial Obligations in the Event of a Leave of Absence or Requirement to Withdraw

If Student Leaves	Tuition	Room*	Student Services Fee †	Board
Fall Term 2010				
On or before May 17	-0-	-0-	-0-	-0-
From May 18 to June 12	-0-	234	-0-	-0-
From June 13 to July 8	-0-	469	142.06	-0-
From July 9 to Aug. 3	-0-	703	142.06	-0-
From Aug. 4 to Sept. 9	-0-	938**	213.09	pro-rated
From Sept. 10 to Oct. 1	4372.00	938**	284.13	pro-rated
From Oct. 2 to Oct. 29	8744.00	938**	568.26	pro-rated
From Oct. 30 to Dec. 3	13,116.00	938**	852.38	pro-rated
After December 3	17,488.00	3762.50	1136.50	2391.50
Spring Term 2011				
On or before Nov. 16	-0-	-0-	-0-	-0-
From Nov. 17 to Jan. 15	-0-	227	142.06	-0-
From Jan. 16 to Jan. 28	-0-	453**	213.09	pro-rated
From Jan. 29 to Feb. 25	4372.00	453**	284.13	pro-rated
From Feb. 26 to Mar. 25	8744.00	453**	568.26	pro-rated
From Mar. 26 to Apr. 28	13,116.00	453**	852.38	pro-rated
After April 28	17,488.00	3762.50	1136.50	2391.50

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 Student Life on the Monday after the deadline.

Students cancelling their housing for a future term are subject to cancellation fees if the leave of absence is voluntary. Please inquire in the Office of Student Life with questions about charges for a future term.

* For Dudley Cooperative meal plan charges, inquire in the Dudley House Office, Lehman Hall (617-495-2256). The housing charges are approximately 70% of the House housing charges.

** The total room rent charge is a portion of the room fee plus the number of days in residence at a daily rate of \$32.00 beginning when the residences open and up to the maximum room fee per term. The daily rate in residence fee begins on Saturday, August 28, 2010 for the fall term and Sunday, January 16, 2011 for the spring term.

† Student Services Fee.

Financial Information

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

faoinfo@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 and employment.

Financial Information

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 August 13 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 prior to graduation or at the time of a leave of absence or requirement to withdraw.

Financial Information

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 \$50,000.

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 the financial aid website: www.fao.fas.harvard.edu.

Financial Information

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.

Financial Information

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 website at www.fao.fas.harvard.edu.

Summer Earnings

In determining eligibility for scholarship assistance, the Committee expects that students will save from \$1,300 to \$2,600 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.

Students' Own Savings

In assessing student resources, the Financial Aid Office will ordinarily ask that a small percentage of students' 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 job expectation in the financial aid package, and can fully replace the summer savings expectation. Only if the amount of outside scholarships exceeds the combined job and summer savings expectations will the Harvard Scholarship be reduced.

Financial Information

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 nonresident 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.

Financial Information

Summer School

Students eligible for need-based scholarship assistance who wish to accelerate the completion of their degree requirements through taking courses at the Harvard Summer School will receive consideration for loan assistance that will be forgiven once they actually graduate on an accelerated schedule. In addition, students whose attendance at Summer School is approved by the Administrative Board may be eligible for scholarship aid to help defray Summer School costs. Loan requests for Harvard Summer School from students not accelerating their graduation 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 coordinated through the financial aid office.

Financial Information

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.

Financial Information

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.

Financial Information

Federal Verification

Harvard University participates in the US Department of Education's Federal Verification Program which may require additional documentation of certain data elements reported on a student's FAFSA form.

Financial Information

Statement of Privacy

All information submitted for the purpose of securing financial aid is protected under Harvard's Enterprise Security 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 Information

Financial Aid Schedule 2010-2011

August 31: 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 24: 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.
- Anticipated Financial Aid removed from term bill.

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.)

April

- Harvard financial aid renewal applications due.
- Seniors attend Money Management 101 sessions.

April, May

- Seniors complete online 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.

Fields of Concentration

African and African American Studies

Anthropology

Applied Mathematics

Astrophysics

Biomedical Engineering

Chemical and Physical Biology

Chemistry

Chemistry and Physics

Classics

Computer Science

Earth and Planetary Sciences

East Asian Studies

Economics

Engineering Sciences

English

Environmental Science and Public Policy

Folklore and Mythology

Germanic Languages and Literatures

Government

History

History and Literature

History and Science

History of Art and Architecture

Human Developmental and Regenerative Biology

Human Evolutionary Biology

Linguistics

Literature

Mathematics

Molecular and Cellular Biology

Music

Near Eastern Languages and Civilizations

Neurobiology

Organismic and Evolutionary Biology

Philosophy

Physics

Psychology

Religion, Comparative Study of

Romance Languages and Literatures

Sanskrit and Indian Studies

Slavic Languages and Literatures

Social Studies

Sociology

Special Concentrations

Statistics

Visual and Environmental Studies

Women, Gender, and Sexuality. Studies of

Fields of Concentration

African and African American Studies

Professor Glenda Carpio, 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 concentration 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 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

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 Program in General Education and the Core Curriculum. 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, with the exception of AAAS 99.
 - 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).
 - 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. Same as **Basic Requirements**.
 - 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. 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 Program in General Education and the Core Curriculum. 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, with the exception of AAAS 99.

- 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).
- 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. Same as **Basic Requirements**.
 - 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. 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, with the exception of AAAS 99.
 - 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](#).

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](#). 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.

HOW TO FIND OUT MORE

Students should consult [the departmental website](#), 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 (617-495-7868, carpio@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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Literature and Arts B	Historical Study B
Moral Reasoning	Literature and Arts A
Quantitative Reasoning	Literature and Arts C
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
African and African American Studies	9	11	15	21	19
African and African American Studies + another field	2	6	2	3	1
Another field + African and African American Studies	15	10	9	8	5

Fields of Concentration

Anthropology

Professor Mary Steedly, Director of Undergraduate Studies and Head Tutor for Social Anthropology

Dr. Richard H. Meadow, Head Tutor for Archaeology

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

As a comparative discipline that adapts science and humanities approaches to the study of human development, society, culture and beliefs, economics, politics, the arts, psychology, history, and language, anthropology is uniquely holistic in its understanding and outlook. Anthropology's tradition of cross-cultural understanding includes both Western and non-Western societies. Its commitment to the comparative exploration of human behaviors over the long sweep of time that marks human evolution makes it a broad, global science. Through its sub-disciplinary foci (including social, linguistic, medical, and applied anthropology, and archaeology), anthropology has developed a multidisciplinary character and has forged strong links to many other disciplines in the sciences, humanities, and arts.

At Harvard the Anthropology Department is divided into two programs: Archaeology and Social Anthropology. Biological Anthropology, which was once a third part of Anthropology at Harvard, is now encompassed within the concentration in Human Evolutionary Biology.

Archaeology investigates the past human condition 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 and elaboration of complex societies. 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 each concentrator. All students are encouraged to gain a basic knowledge of the two subfields (Archaeology and Social Anthropology), and both programs 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 two programs, meeting the concentration requirements set forward by the particular program concerned. Some students may choose to pursue a combined focus on both approaches, meeting reduced concentration requirements for both Social Anthropology and Archaeology.

The requirements for honors eligibility and tutorials are also distinguished by program. In Social Anthropology certain honors recommendations are possible without a thesis, but not to students pursuing a combined concentration in Archaeology and Social Anthropology. In Archaeology, honors recommendations require a thesis. Senior theses are generally supervised within a program, and the tutorials concentrate on problems of research within the subfields of each program. Anthropology concentrators may, however, take tutorials for credit in both programs if they so choose. Field and/or laboratory research is encouraged although not required. Some departmental 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 a broad and solid knowledge of their chosen subfield or subfields. While specialization in either Social Anthropology or Archaeology is the most common pattern of study, the program also encourages interdisciplinary work across programs or between anthropology and other disciplines. The Anthropology Department allows students to arrange joint concentrations when appropriate and possible. Such programs are restricted to honors candidates and culminate in an interdisciplinary senior thesis. A joint concentration involves an individualized, coherent plan of study approved by both of the departments involved. The number of required Anthropology courses and basic program requirements may be reduced. Students pursuing such interests are encouraged to work closely with the head tutors to take advantage of both the structure and flexibility that the concentration offers.

REQUIREMENTS

Archaeology

Basic Requirements: 10 half-courses

1. *Required courses:*
 - a. *Program 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. *Course in Social Anthropology or Human Evolutionary Biology:* One half-course in either, choice to be made in consultation with the head tutor.
 - 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. If a student has received Harvard degree credit for courses taken in a Harvard-approved overseas studies program, that student may petition the Head Tutor for Archaeology for permission to count these courses toward the requirements of the Archaeology

concentration. Ordinarily up to two courses per semester may be counted for concentration credit.

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 99x (full course, letter-graded), culminating in the submission of a senior thesis, followed by an oral presentation of and 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.

Social Anthropology

Basic Requirements: 10 half-courses

1. *Required courses*: Eight half-courses plus tutorials (see item 2).
 - a. Entry course: Anthropology 1600 or other designated social anthropology entry course.
 - b. One half-course in ethnographic methods: 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 course in Social Anthropology, Archaeology, or Human Evolutionary Biology, choice to be made in consultation with the head tutor.
 - 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.
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*: Concentrators in Social Anthropology are especially encouraged to participate in study abroad programs or internships, through which they can obtain 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 Head Tutor for Social Anthropology 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.

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. Anthropology 97z: Same as **Basic Requirements**.
 - b. Anthropology 98z: Same as **Basic Requirements**.
 - c. *Senior year*: Anthropology 99 (full course individual tutorial, letter-graded), culminating in the submission of a senior thesis.
3. Oral Examination: Ordinarily a defense of the thesis.
4. Thesis: Required.
5. General Examination: None.
6. Other information: Same as **Basic Requirements**.

NON-THESIS 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 Archaeology and Social Anthropology

Basic Requirements: 10 half-courses

1. *Required courses:*
 - a. Program requirements: Six half-courses plus tutorials (below). Three in each program. Consult the head tutors.
 - b. One half-course in human evolution or related Human Evolutionary Biology topic. Consult the head tutors.
 - c. Reading and related courses: One half-course.
2. *Tutorials:* Both the Archaeology and Social Anthropology Sophomore Tutorials (Anthropology 97x and 97z, two half-courses, spring term).
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Same as **Basic Requirements** for each program.
 - b. *Languages:* Same as **Basic Requirements** for each program.
 - 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:* Study abroad is encouraged. Consult the head tutors.

Requirements for Honors Eligibility: 12 or 13 half-courses

Non-thesis honors are not available to students doing a combined concentration in Archaeology and Social Anthropology. These students may pursue honors via the thesis track only. If the primary orientation is toward Archaeology, 13 half-courses are required; if the primary orientation is toward Social Anthropology, 12 half-courses are required. Consult the head tutors.

Joint Concentrations

The Programs in Archaeology and Social Anthropology of the Department of Anthropology both encourage a joint concentration with any other department that permits a joint concentration. The anthropology part of the joint

concentration can serve as either the primary or allied field. Consult the head tutor for Archaeology or for Social Anthropology (as appropriate) and the concentration advisor in the second field for details.

Archaeology and another field outside of Anthropology

For the Archaeology portion of the joint concentration, there are six basic course requirements.

1. *Required courses (six half-courses):*
 - a. Anthropology 1010 (half-course, fall term).
 - b. Anthropology 97x: sophomore tutorial in Archaeology (half-course, spring term).
 - c. Anthropology 98xa: junior tutorial in Archaeology (half-course, fall term).
 - d. Course in New World Archaeology (half-course).
 - e. Course in Old World Archaeology (half-course).
 - f. Course in a topical subject or in method/theory (half-course).
2. Because a joint concentration is an honors concentration, **if Archaeology is the primary field**, the following courses are also required:
 - a. Anthropology 98xb: junior tutorial in Archaeology (half-course, spring term),
 - b. Anthropology 99x: senior tutorial in Archaeology (full course).

Social Anthropology and another field outside of Anthropology

For the Social Anthropology portion of the joint concentration, there are six basic course requirements.

1. *Required courses (six half-courses):*
 - a. Entry course: Anthropology 1600 or other designated entry course (half-course).
 - b. Anthropology 97z: sophomore tutorial in Social Anthropology (half-course, spring term).
 - c. Anthropology 98z: junior tutorial in Social Anthropology (half-course, fall term).
 - d. Ethnographic methods: Anthropology 1610 or alternative approved by the head tutor (half-course).
 - e. Additional course in Social Anthropology (half-course, letter-graded).
 - f. Additional course in Social Anthropology (half-course, letter-graded).
2. Because a joint concentration is an honors concentration, **if Social Anthropology is the primary field**, the following courses are also required:
 - a. Additional course in Social Anthropology (half-course, letter-graded).

- b. Additional course in Anthropology (Archaeology or Social Anthropology, half-course, letter-graded).
- c. Anthropology 99x: senior tutorial in Social Anthropology (full course).

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 two head tutors — one each in Archaeology and Social Anthropology — have overall responsibility for the academic progress of undergraduates and for supervising 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, particularly to Social Anthropology students. Starting in the junior year and depending on their interests, undergraduates often begin to work more closely with individual faculty members, with senior graduate students (especially in Social Anthropology), and with members of the staff of the Peabody Museum (especially in Archaeology) within the tutorial system. Choice of a faculty adviser is made by the program head tutor through consultation with the 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](#).

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 the Archaeology Program (as well as of Human Evolutionary Biology). Adjacent to it stands the Alfred P. Tozzer Memorial Library, containing a collection of ca. 200,000 volumes, as well as current holdings of a wide range of the most important anthropological periodicals. The Social Anthropology Program 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.

FIELDWORK

Fieldwork 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 department's website address is www.fas.harvard.edu/~anthro. The undergraduate office is located in William James Hall, Room 352 (617-495-3814). Elizabeth Rew is the undergraduate coordinator: rew@wjh.harvard.edu. The Director for Undergraduate Studies and Head Tutor for Social Anthropology is Professor Mary Steedly, William James Hall 440 (617-495-3730) msteed@wjh.harvard.edu. The Head Tutor for Archaeology is Dr. Richard Meadow, Peabody Museum 35B (617-495-3354) archtut@fas.harvard.edu.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Archaeology

Non-exempt areas	Exempt Areas
Historical Study A	Foreign Cultures
† Historical Study B	Social Analysis
† Literature and Arts A	Literature and Arts C
† Literature and Arts B	ONE of the areas marked †, depending on program, in consultation with the wing Head Tutor.
Moral Reasoning	
† Quantitative Reasoning	
† Science A	
† Science B	

Social Anthropology

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Social Analysis
Literature and Arts A	Literature and Arts C
Literature and Arts B	ONE of the areas marked †.
Moral Reasoning	
Quantitative Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Anthropology	195	173	163	126	113
Anthropology + another field	14	12	7	6	7
Another field + Anthropology	6	9	6	6	2

Fields of Concentration

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.

REQUIREMENTS

16 half-courses

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 Office of Student Affairs, Pierce Hall 110, or online at

<http://am.seas.harvard.edu> 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.

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.

Theoretically-inclined students may substitute Mathematics 23a and 23b or 25a and 25b for Mathematics 21a and 21b. Mathematics Ma and Mb may be substituted for Mathematics 1a.

- b. Three half-courses from the following two categories, including at least one half-course from each category:
 - i. *Analysis:* Applied Mathematics 105a, 105b, 121, 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 154, or Applied Mathematics 101; Statistics 111, 139, 171.
 - ii. *Computation*: Applied Mathematics 111, 205; Computer Science 50, 51.
 - iii. *Modeling*: Applied Mathematics 50, 115, or a quantitative class in an area other than your area of application.
 - 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.
 - 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 Office of Student Affairs, and subsequently approved by the director of undergraduate studies.
 - c. *Honors*: To be eligible for honors, all students must satisfy a modeling 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.
 - 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 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](#).

HOW TO FIND OUT MORE

Further information and advice is available from Office of Student Affairs, Pierce Hall 110, 617-495-2833; or Dr. Marie Dahleh, Assistant Dean for Academic Programs, Pierce 111, 617-495-1485, mdahleh@seas.harvard.edu.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
Historical Study A	Science A
Historical Study B	Science B
Literature and Arts A	Social Analysis
Literature and Arts B	
Literature and Arts C	
Moral Reasoning	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Applied Mathematics*	103	114	121	101	159

*Applied Mathematics does not participate in joint concentrations.

Fields of Concentration

Astrophysics

Professor David Charbonneau, Director of Undergraduate Studies

The science of 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 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 junior tutorial places 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 optional senior theses. Since the emphasis of astrophysics is on the explanation of phenomena in the universe in terms of physical theory, the initial stages of a concentration in 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.

Astrophysics offers joint concentrations with other departments. In general, such concentrations involve meeting requirements for honors candidates in both fields. Joint concentrations combining 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 617-496-6515 or dcharbonneau@cfa.harvard.edu.

Students interested in completing a master's degree in 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

Requirements: 12 half-courses

1. *Required courses:*
 - a. Astronomy 16 and 17. (2 half courses; see 7a. below)
 - b. Physics 15a, 15b, and 15c. (3 half courses; see 7b. below)
 - c. Mathematics 21a and 21b, or Mathematics 23a and 23b, or Mathematics 25a and 25b, or Applied Mathematics 21a and 21b. (2 half courses; see 7c. below)
 - d. Astronomy 98: Research Tutorial, generally taken in the spring semester of the junior year. (1 half course)
 - e. Two additional courses in astronomy. (2 half courses; see 7d. below)
 - f. Two additional courses in astronomy or related fields to complete the requirement of 12 half-courses. (2 half courses; see 7e. below)
2. *Tutorial:* Required, see 1d. above.
3. *Honors Eligibility:* Students who wish to be considered for honors must satisfy requirements 1e. and 1f. by completing Astronomy 99 and/or courses at the 100 level or above. None of the courses satisfying 1e. or 1f. may be taken Pass/Fail. Courses that meet this requirement include:
 - a. Astronomy 99, a full-year course leading to the senior thesis. The Department of Astronomy is located within the Harvard-Smithsonian Center for Astrophysics, one of the world's largest astrophysical research institutes. The Center for Astrophysics offers significant undergraduate research opportunities, which students are encouraged to pursue through the senior thesis.
 - b. Any 100-level or 200-level course in astronomy.
 - c. Astronomy 97.
 - d. Physics 143a, 143b, 151, 153, 175, or 181.
 - e. Earth and Planetary Sciences 100, 121, 132, or 150.
 - f. Applied Mathematics 105a, 105b, 111, or 115.
4. *Thesis:* Optional. See item 3. above.
5. *Joint concentrations:* Joint concentrations are permitted to enable students to pursue study at the interface of Astrophysics and another field such as Physics or Earth and Planetary Sciences. Students must meet with the

director of undergraduate studies to develop the plan of study.

6. *General Examination*: None.

7. *Other information*:

- a. *Astronomy 16 and 17*: Together these two courses provide a complete introductory survey of astrophysics using single-variable calculus and freshman mechanics. These courses are not sequential and thus may be taken in either order.
- b. *Physics*: Physics 11a may be substituted for Physics 15a provided students follow Physics 11a with Physics 15b and 15c. This option is intended for students with no previous exposure to Physics, or students who complete Physics 11a prior to deciding to concentrate in Astrophysics. Qualified students may replace Physics 15a with Physics 16, to be followed by 15b and 15c.
- c. *Math*: Math Ma, Mb, 1a, and 1b normally do not count toward concentration credit.
- d. Students may count one half course selected from the following list for concentration credit, provided the course is completed prior to enrolling in other courses offered by the Department of Astronomy.
 - i. Astronomy 1 or Astronomy 2,
 - ii. a freshman seminar in Astronomy, or
 - iii. Science A-35, A-36, A-54, or another course offered in the Science of the Physical Universe category of the Program in General Education that focuses on astronomy.
- e. *Related fields*: Includes all departmental courses offered in physics, earth and planetary sciences, mathematics, and applied mathematics that count towards the respective concentration requirements. Appropriate courses in applied physics, computer science, chemistry, engineering sciences, mathematics, and statistics may be counted for concentration credit with permission from the director of undergraduate studies.
- f. *Graduate Study*: Students considering graduate study should contact the director of undergraduate studies to prepare a study plan to meet this goal.
- g. *Pass/Fail*: At most one of the courses counted for concentration credit may be taken Pass/Fail.

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 Astrophysics, please see the [Advising Programs Office website](#).

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 David Charbonneau. His Observatory office is 60 Garden Street, Room P-343 (617-496-6515); his email address is dcharbonneau@cfa.harvard.edu. A map showing the location of the Observatory complex can be found at [the Center for Astrophysics website](#). The astronomy department office is located at the same address in room C-25 (617-495-3752). Online information about the astronomy department is available at [the department's website](#). If you are interested in study abroad, please contact the director of undergraduate studies.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight

General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Astronomy	9	8	3	3	9
Astronomy + another field	8	4	3	1	8
Another field + Astronomy	9	5	3	5	7

Fields of Concentration

Biomedical Engineering

Professor Robert Howe, Director of Undergraduate Studies

Biomedical engineering lies at the intersection of the physical and life sciences, incorporating principles from physics and chemistry to understand the operation of living systems. As in other engineering fields, the approach is highly quantitative: mathematical analysis and modeling are used to capture the function of systems from subcellular to organism scales. An education in Biomedical Engineering, and engineering more broadly, enables students to translate abstract hypothesis and scientific knowledge into working systems (e.g., prosthetic devices, imaging systems, and biopharmaceuticals). This enables one to both test the understanding of basic principles and to further this knowledge, and it places this understanding in the broader context of societal needs.

In recognition of the pivotal importance of the life sciences and the technologies they inspire to our society, Harvard is committed to broadly educating engineers who will become leaders in the developing field of Biomedical Engineering. The objectives of this concentration include providing students a solid foundation in engineering, particularly as applied to the life sciences, within the setting of a liberal arts education. The concentration is flexibly structured for a diversity of educational and professional objectives. 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 14 half-courses. This degree prepares students for the practice of Biomedical Engineering and for graduate study in engineering and medicine, and it is an excellent preparation for careers in other professions (business, law, etc.) as it provides an ideal framework for a well-rounded technical and scientific education. The 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 (21a and 21b, 23a and 23b, or Applied Mathematics 21a and 21b), Life Sciences and Chemistry (Life Sciences 1a and 1b), Physics (11a and 11b or 15a and 15b), and Engineering Sciences 53.

Students are cautioned that it is more important to derive a solid understanding of these basic subjects than to complete them quickly without thorough knowledge; this material is extensively used in many subsequent courses. To get an early sample of engineering course work, entering students are also invited to enroll in Engineering Sciences 1 (Introduction to Engineering). This introductory course has minimal prerequisites, and has been very popular with prospective engineering concentrators. The Sophomore Forum provides an opportunity for students to become familiar with the range of engineering disciplines, research opportunities within the School, and to make industrial contacts in an informal setting.

The technologies that engineers create are changing at an amazing rate, but the fundamental tools of engineering that enable these advances remain more constant. The Biomedical Engineering curriculum emphasizes a solid background in the chemical and biological aspects of the Biomedical Engineering field, with ample opportunity to learn about state-of-the-art technologies. In particular, students will take courses in systems modeling (ES 53 and 145) to better understand and mathematically model non-linear, complex biological systems, thermodynamics (ES 181, ES 164 or MCB 199) to appreciate the basic driving forces underlying biological and chemical systems, the fundamental processes of heat and mass transport (ES 123) that often control the rates of system changes, and molecular to tissue level engineering of biological systems (ES 122, 130 or 221). Through this coursework students also gain experience in the engineering design process, the engineering activity that requires creative synthesis as well as analysis.

REQUIREMENTS

14 half-courses

1. *Required courses:*
 - a. *Mathematics:* 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. *Statistics:* Applied Math 101 or Statistics 115
 - d. *Organic Chemistry:* Chemistry 17 or 20
 - e. *Cell biology and genetics:* Life and Physical Sciences A or Life Sciences 1a, and Life Sciences 1b. Students who take Life and Physical Sciences A should consult with the Director of Undergraduate studies to get advice on advanced class selection.
 - f. *Engineering Sciences (five courses):* ES53, ES145, ES123, one of the following: ES181, ES 164 or MCB 199, one of the following: ES 91r, ES122, ES130, or ES221.
 - g. *Approved Elective (one half course):* Biophysics 101 or 170, Chem

27 , 30 or 160, CS 50, ES 120, 149 or 190, MCB 52 or 54, or OEB 53

2. *Sophomore Forum*: Sophomore year. Non-credit. Spring term. The Sophomore Forum aids in forming a community among engineering students, to start a conversation between students and engineering professionals, and to answer questions about courses. It will meet each Wednesday from 12:00-1:00 (lunch will be provided), and each meeting will be hosted by a member of SEAS. Activities include faculty talks, industry talks, lab tours or group activities.
3. *Thesis*: required for recommendations of high honors and highest honors. Thesis candidates must enroll in one or two terms of ES91r.
4. *General Examination*: None.
5. *Other information*:
 - a. 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.
 - b. Honors in the field are decided by vote of the Committee on Undergraduate Studies, taking into account the student's course selection and achievement. Honors is awarded to student with 3.2 GPA in the program. High Honors is awarded to students who obtain a 3.5 GPA and have excellent independent work or thesis. Highest Honors is for students with a 3.7 GPA and an outstanding thesis or independent work.
 - c. *Pass/Fail*: None of the courses used to satisfy concentration requirements may be taken Pass/Fail.
 - d. *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 Office of Student Affairs (Pierce 110) or from the School of Engineering and Applied Sciences (SEAS) website.
 - e. In addition, students are strongly urged to consider taking ES 1, in order to obtain a broad overview of engineering as a field.
 - f. *Independent project*: Students are required to have a substantial research experience in order to deepen their understanding of at least one aspect of the Biomedical Engineering field, and to develop hands-on experience in the scientific method and/or technology development. This typically would be fulfilled through a summer project resulting in a significant written report; alternatively, ES91r, or ES100hf may be used to fulfill this requirement. Students interested in a Thesis must enroll in ES91r. One semester of ES91r may be used to fulfill the requirement for an approved elective.

ADVISING

Students interested in concentrating in Biomedical Engineering should discuss their plans with the academic programs administrator; the director of undergraduate studies; or the concentration advisers, Dr. Marie Dahleh (mdahleh@seas.harvard.edu) or Dr. Anas Chalah (achalah@seas.harvard.edu). Each undergraduate who elects to concentrate in Biomedical Engineering is assigned a faculty adviser from the Committee on Undergraduate Studies in Biomedical Engineering. 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 concentration advisers, or the academic programs administrator at any time.

For up-to-date information on advising in Engineering Sciences, please see the [Advising Programs Office](#).

HOW TO FIND OUT MORE

Further information is available from the academic programs administrator in the School of Engineering and Applied Sciences Office of Student Affairs, Pierce Hall 110 (617-495-2833). 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 [Chapter 2](#) for more information about the Undergraduate Teacher Education Program (UTEP).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements

for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

Fields of Concentration

Chemical and Physical Biology

Professor Daniel E. Kahne, Co-Head Tutor

Professor Erin 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 undergraduate programs of study in the biological and life sciences. 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. The CPB concentration is intended primarily for students considering careers in research.

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. Mentoring on career choices, the research experience, and other academic issues is a logical extension of the tutorial. The tutorial is not taken for credit and therefore does not appear on the study card or transcript. A handout that describes the history, goals, and format of the tutorial program is available online.

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 (or Life and Physical Sciences A) and Life Sciences 1b, or equivalent.
 - b. *Molecular and Cellular Biology:* Molecular and Cellular Biology 52 and 54.
 - c. *Chemistry:* One half course in general or inorganic chemistry (chosen from Physical Sciences 1, Chemistry 40 or 160, or a suitable equivalent) and one half course in physical chemistry (chosen from Chemistry 60, Molecular and Cellular Biology 56 or 199, Chemistry 161, or suitable equivalent)
 - d. *Organic Chemistry:* Chemistry 20 and 30, or Chemistry 17 and 27, or equivalent.
 - e. *Mathematics:* Mathematics 19a and 19b, or 21a and 21b, or Applied Mathematics 21a and 21b.
 - f. *Physics:* Physics 11a and 11b or 15a (or 16) and 15b, or equivalent.
 - g. 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 are posted here.

- h. 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 (such as Life Sciences 100r, Chemistry 100r, 135 or 165) 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 (and therefore do not appear on the study card or transcript), take place approximately twice per month, and typically consist of readings selected from the primary literature or relevant texts. A handout that describes the history, goals, and format of the tutorial program is available online.

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

Professors Dan Kahne, and Erin O'Shea are the primary advisers for CPB concentrators. Dr. Tom Torello is also available to concentrators and pre-concentrators to provide guidance on course selection, laboratory research, and the fulfillment of concentration requirements. Please call 5-4106 or email cpb_conc@lsdiv.harvard.edu to schedule an appointment with either Tom Torello or one of the head tutors. Advising notes for CPB concentrators are also available online.

For up-to-date information on advising in Chemical and Physical Biology, please see the Advising Programs Office website.

RESOURCES

A tutorial reference library is housed in the CPB Student Affairs Office at 7 Divinity Avenue, and contains books and journals frequently used for tutorial reading.

HOW TO FIND OUT MORE

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. The CPB Student Affairs Office is located in Sherman Fairchild Room 195, 7 Divinity Avenue (617-495-4106).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
†Historical Study A	Science A
†Historical Study B	Science B
†Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
†Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2006	2007	2008	2009
Chemical and Physical Biology	27	54	33	65
Chemical and Physical Biology + another field	2	2	22	
Another field + Chemical and Physical Biology	0	0	0	

Fields of Concentration

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.

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):* Chosen from Life and Physical Sciences A, Life Sciences 1a and Physical Sciences 1, or satisfactory placement out of the requirement.
 - b. *Inorganic chemistry (one half-course):* Chemistry 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 100, 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, 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. (e.g. Mathematics 19a, Applied Mathematics 21a, Mathematics 23a etc). Mathematics 21b is strongly recommended.

- h. *Physics (at least two half-courses)*: Physical Sciences 2, 3 or Physics 11a, 11b or the 15a (16), 15b, 15c sequence. Physics 15a and 15b alone do not constitute a complete overview of general physics.
 - 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. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - c. Same as **Basic Requirements**.
 - d. Same as **Basic Requirements**.
 - e. Same as **Basic Requirements**.
 - f. Same as **Basic Requirements**.
 - g. Same as **Basic Requirements**.
 - h. Same as **Basic Requirements**.
 - 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. Please consult with office of the Director of Undergraduate Studies for a complete list of courses offered by other departments (e.g. MCB 176, EPS 133, ES 164) that can be used to satisfy this requirement.
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](#).

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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Chemistry	86	82	91	90	84
Chemistry + another field	4	5	5	3	1
Another field + Chemistry	1	1	1	1	0

Fields of Concentration

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 suggests, the concentration has been established to serve those students desiring to develop a strong foundation in both physics and chemistry. Because of the need to cover a wide range of material in considerable depth, only an honors-eligible program is available in this concentration.

The requirements of the Chemistry and Physics concentration are designed to provide a solid foundation for further study in either or both of these two closely related sciences. Concentrators have gone on to graduate work and careers in chemistry, physics, and other quantitative fields. 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 many 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 40 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. Students should consider especially Applied Mathematics 105a or Mathematics 113, Applied Mathematics 105b, Mathematics 115, Applied Mathematics 111 or 115, and Statistics 110. 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 5c). 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 5h).
 - 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. Satisfactory grades (C- or better) are required in Physics 15a, 15b, and 15c (or higher level substitutions).
 - b. *Pass/Fail*: Two half-courses counted for concentration may be taken Pass/Fail, but not Physics 15a, 15b, 15c, or 16.
 - c. 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.
 - d. *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. However, the total number of concentration courses taken during the student's college career (including study abroad or transfer credits) must be at least 13.
 - e. *Advanced Placement*: Students who have Advanced Placement in physics should consult the prerequisites in *Courses of Instruction* under Physics 16 for the conditions of entering that course directly.
 - f. *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 under the Physics concentration. Completing the Chemistry and Physics concentration with eligibility for teacher certification in both physics and chemistry requires taking the UTEP program, described on page 46, in addition to the required courses listed in items 1a–h.
 - g. *Individual Study and Research courses*: Physics 90r and/or 91r, and Chemistry 91r are optional.
 - h. 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](#).

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 associate director of undergraduate studies in Lyman 238, 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 associate director of undergraduate studies, Dr. David Morin, Lyman Laboratory 238, morin@physics.harvard.edu, 617-495-3257. For office hours, [check the website](#).

Official acceptance into the concentration program is made only through the office of the associate director of undergraduate studies, who must sign the Plan of Study.

GENERAL EDUCATION AND CORE REQUIREMENTS

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Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Chemistry and Physics	45	45	34	36	27
Chemistry and Physics + another field	4	7	6	4	5
Another field + Chemistry and Physics	0	0	1	1	2

Fields of Concentration

Classics

Professor Mark Schiefsky, Director of Undergraduate Studies

The Department of the Classics encourages its students to explore the whole range of Greco-Roman civilization from the Bronze Age through Byzantium and medieval Europe to Modern Greece. Its faculty provide instruction in all the major areas of classical studies, including language and linguistics, literature, archaeology, history, philosophy, and religion. Moreover, in conformity with its conviction that Classics lies at the root of many important academic fields, the department welcomes joint concentrations.

Two concentration options are offered within the department: (1) Classical Languages and Literatures, for students wishing to emphasize the study of Greek and Latin literature in the original languages, and (2) Classical Civilizations, for those primarily interested in exploring the connections between Greco-Roman culture and disciplines such as history, philosophy, archaeology, and linguistics. Concentrators in both tracks are required to acquire knowledge of Greek, Latin, or both, but neither track presumes any prior knowledge of these languages. Both may be pursued as joint concentrations with other departments. The department's flagship courses in the history of Greek culture and the history of roman culture (Classical Studies 97a and 97b), at least one of which is required of all concentrators, are provided as a gateway to classical studies broadly conceived. All students have the option of writing a thesis under the supervision of a faculty member in their senior year.

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

OPTIONS:

- Classical Languages and Literatures
- Classical Civilizations

REQUIREMENTS

Classical Languages and Literatures

Basic requirements: 11 half-courses

1. Two half-courses providing a broad introduction to Classical civilization, including at least one of Classical Studies 97a and 97b.
2. Six half-courses in Greek and/or Latin, at least two of which must be numbered 100 or above, and at least one of which must be selected from the following list: Greek 112a, Greek 112b, Latin 112a, Latin 112b (or equivalent in the case of medieval/modern Greek and medieval Latin).
3. One semester of Classics 98, a small-group tutorial, is required of all concentrators in the junior year. The tutorial emphasizes the development of research skills through a close examination of a topic in Greek and Roman literature and/or Greco-Roman civilization.
4. Two 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.
5. *Note:* Two half-courses counted for concentration may be taken Pass/Fail or, in the case of approved Freshman Seminars, SAT/UNS.
6. *Honors.* Students wishing to be considered for honors must fulfill the basic requirements as specified above, as well as the following:
 - a. *-Either-*

A senior thesis, together with two semesters of the senior tutorial (Classics 99, which is graded SAT/UNS). 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.

-Or-

Two additional half-courses in Greek or Latin, both of which must normally be letter-graded with a grade of A- or better:

- b. Candidates for Honors: Any 100-level half-course in Greek or Latin, plus one of the following half-courses: Latin H, K; Greek H, K.
- c. Candidates for High Honors: Two of the following half-courses: Latin H, K; Greek H, K.
- d. Candidates for Highest Honors: Both Latin K and Greek K.
- e. *Oral Examination for Highest Departmental Honors:* To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.

Joint concentration: Classical Languages and Literatures and Allied Field

Basic requirements: Six letter-graded half-courses in Classics

1. Classical Studies 97a or 97b, and Classics 98.
2. Four half-courses in Greek and/or Latin, at least two of which must be at the 100 level or above, and at least one of which must be selected from the following list: Greek 112a, Greek 112b, Latin 112a, Latin 112b (or equivalent in the case of medieval/modern Greek and medieval Latin).
3. Additional coursework as required by the allied field.
4. *Honors*: Thesis required. Two semesters of either Classics 99 or the equivalent in the allied field, as appropriate.
5. *Oral Examination for Highest Departmental Honors*: To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.

Classical Civilizations

Basic requirements: 11 half-courses

1. Two half-courses providing a broad introduction to Classical civilization, including at least one of Classical Studies 97a and 97b.
2. Four half-courses in Greek and/or Latin. Note: Students with advanced language preparation who choose this track can place out of up to two of these courses if they wish to do so. In such a case, the number of concentration electives (courses listed under item 4 below) is increased to six half-courses.
3. One semester of Classics 98, a small-group tutorial, is required of all concentrators in the junior year. The tutorial emphasizes the development of research skills through a close examination of a topic in Greek and Roman literature and/or Greco-Roman civilization.
4. 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.
5. *Note*: Two half-courses counted for concentration may be taken Pass/Fail or, in the case of approved Freshman Seminars, SAT/UNS.
6. *Honors*: In addition to the basic requirements set out above, all concentrators in Classical Civilizations who wish to be considered for honors must write a senior thesis by completing two semesters of the senior tutorial, Classics 99 (which is graded SAT/UNS). 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.

7. *Oral Examination for Highest Departmental Honors*: To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.

Joint concentration: Classical Civilizations and Allied Field

Basic requirements: Six letter-graded half-courses in Classics

1. Classical Studies 97a or 97b, and Classics 98.
2. Two half-courses in Greek and/or Latin.
3. Two additional half-courses from among those listed under Classics in Courses of Instruction, including cross-listed courses.
4. Additional coursework as required by the allied field.
5. *Honors*: Thesis required. Two semesters of either Classics 99 or the equivalent in the allied field, as appropriate.
6. *Oral Examination for Highest Departmental Honors*: To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.

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](#).

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 Mark Schiefsky, Director of Undergraduate Studies (mjschief@fas.harvard.edu, 617-495-9301).

GENERAL EDUCATION AND CORE REQUIREMENTS

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Non-exempt areas	Exempt Areas
Historical Study A	Foreign Cultures
Literature and Arts B	Historical Study B
Moral Reasoning	Literature and Arts A
Quantitative Reasoning	Literature and Arts C
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Classics	41	37	30	34	41
Classics + another field	2	6	5	4	4
Another field + Classics	5	4	4	1	0

Fields of Concentration

Computer Science

Professor Harry R. Lewis, 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.

REQUIREMENTS

The [Computer Science website](#) 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 either Computer Science 51 or 61.
- d. *Technical electives (4 half-courses):* Four additional half-courses in computer science. Statistics 110 and Applied Mathematics 106, 107 and 121 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). Computer Science 61 counts as a systems course towards this breadth 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 Office of Student Affairs, Pierce 110, or on the [SEAS website](#).

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 (5-6 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. Same as **Basic Requirements**.
- b. Same as **Basic Requirements**.
- c. Same as **Basic Requirements**.
- d. Same as **Basic Requirements**. Computer Science 91r is repeatable, no more than one term of Computer Science 91r may be counted toward concentration requirements.
- 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 Office of Student Affairs, 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; and two half-courses in different subfields of Computer Science. Note that these subfields are indicated by different middle digits in the three-digit course numbers: 4 (computer hardware), 5 (programming languages), 6 (systems), or 7 (graphics); Computer Science 91r can count towards this breadth requirement.
- 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](#). Interested students should contact the Computer Science liaison to the MBB program, Professor Stuart Shieber (shieber@seas.harvard.edu).

ADVISING

Students interested in concentrating in Computer Science are urged to consult the director of undergraduate studies early and often for advice on placement in courses and selection among courses. The director of undergraduate studies is happy to talk with freshmen and sophomores about their Plans of Study and to answer questions. When a student enters the concentration mid-way through the sophomore year, the director of undergraduate studies assigns 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 director of undergraduate studies. The director of undergraduate studies is also available to discuss problems or questions of any kind with students in the concentration.

HOW TO FIND OUT MORE

Announcements covering academic and nonacademic topics of interest to computer science undergraduates are distributed by email from the director of undergraduate studies or the Office of Student Affairs. 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 director of undergraduate studies or the Office of Student Affairs.

For further information, students should consult the Academic Programs Administrator (Academic Office, Pierce Hall 110a, 617-495-2833); Marie Dahleh, Assistant Dean for Academic Programs (Pierce Hall 111, 617-495-1485; mdahleh@seas.harvard.edu), or the Director of Undergraduate Studies, Harry Lewis (lewis@harvard.edu).

GENERAL EDUCATION AND CORE REQUIREMENTS

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Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	ONE of the areas marked †
† Literature and Arts A	ONE of the areas marked ‡
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
‡ Science B	
‡ Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Computer Science	67	64	65	86	86
Computer Science + another field	16	12	4	4	7
Another field + Computer Science	5	4	5	4	8

Fields of Concentration

Earth and Planetary Sciences

Professor Ann Pearson, Co-Head Tutor

Professor Sarah Stewart-Mukhopadhyay, Co-Head Tutor

Harvard offers outstanding opportunities for students who wish to pursue studies in Earth and Planetary Sciences (EPS). 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 biology, chemistry, engineering, physics, mathematics, and 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 Astrophysics, Chemistry, Engineering Sciences, and Physics. These foundational courses are followed by upper-level courses that focus on disciplines within Earth and planetary science. Within the EPS department students may focus on geological science, environmental geoscience, solid earth geophysics, geochemistry, geobiology, atmospheric and ocean science, and planetary science.

Alternatively, many students choose to take courses across these disciplines. All students are encouraged to participate in department-sponsored field

experiences. Many 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 also 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.

REQUIREMENTS

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:* (2-3 half courses): Preferred track: Physics 11a and 11b; or Physics 15a, 15b, and 15c; or Physical Sciences 2 and Physical Sciences 3.
 - c. *Chemistry:* (1-2 half-courses)
 - i. Physical Sciences 1 (or approved equivalent) and one additional half-course in Chemistry
 - or-
 - ii. one course at the level of Chemistry 17 or higher or

Engineering Sciences 164.

- d. Mathematics: (2 half-courses):. Mathematics 21a and 21b or Applied Mathematics 21a and 21b.
 - 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*: 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 be used to allow students to complete higher-level courses under 1b-1d; but a minimum of two physics, one chemistry, and two mathematics 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 and C- is normally the minimum acceptable grade.
 - 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 General Education or Core programs may substitute for one of the required introductory courses (EPS 7 and 8), if the Gen Ed/Core class is taken before any other EPS course. SPU12 may substitute for EPS 7; and SPU 14 and SPU 29 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 most 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 General Education or Core programs are not admissible for the related field requirement.
 - f. **Math Ma, 1a, 1b, and Life Sciences 1a normally do not count toward concentration credit.**
 - g. *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, EPS 182, EPS 186, EPS 187, EPS 189
- ii. *For students wishing to focus in Environmental Geoscience:* EPS 107, EPS 109, EPS 133, EPS 135, Engineering Sciences (ES) 162.
- iii. *For students wishing to focus in Solid Earth Geophysics:* EPS 161, EPS 166, , ES 162, Applied Math (AM) 105a, AM 105b.
- iv. *For students wishing to focus in Geochemistry:* EPS 107, EPS 133, EPS 141, EPS 145, EPS 150, EPS 186, EPS 187, EPS 189
- v. *For students wishing to focus in Atmospheric and Ocean Science:* EPS 131, EPS 132, EPS 133, Organismic and Evolutionary Biology (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 Computer Science 50.
- h. *Summer School/Study Abroad:* Courses from study abroad, Harvard Summer School, or other Harvard schools may count toward concentration credit if approved by the EPS Undergraduate Committee prior to the student's enrollment in these courses. Students must petition for such credit by contacting the academic administrator. Freshman Seminars normally do not count for concentration credit.
- i. *Field Trips:* An important aspect of the EPS concentration is participation in field trips and/or summer field camps, supported by the department.

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 (2-3 half courses): Preferred track: Physics 11a and 11b, or 15a, 15b, and 15c ; or Physical Sciences 2 and Physical Sciences 3
- 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 or Engineering Sciences 164.
 - 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*: 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. An EPS faculty member must serve as a thesis reader.
 5. *General Examination*: None.
 6. *Substitutions*: Advanced placement may be used to allow students to complete higher-level courses under 1b-1d; but a minimum of two physics, one chemistry, and two mathematics half-courses must be completed to satisfy concentration requirements.
 7. *Other information*: Same as **Concentration Requirements**.

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 an additional 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 co-head tutors at any time. Students seeking additional advising about course options in chemistry are encouraged to speak with Professor Ann Pearson (Hoffman Labs G 13, 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](#).

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 and offices 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 here 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 co-head tutors, or on our website. Outside of those offices is the bulletin board that contains many notices of job opportunities, lectures, fellowships, and other matters of interest.

Co-Head Tutor Professor Ann Pearson, Hoffman G 13, 617-384-8392, pearson@eps.harvard.edu;

Co-Head Tutor Professor Sarah Stewart-Mukhopadhyay, Geological Museum 210, 617-496-6462; sstewart@eps.harvard.edu

Academic Administrator Chenoweth Moffatt, Hoffman Laboratory Room 402, 617-384-9760, moffatt@eps.harvard.edu.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see Program in General Education Policies in this *Handbook* and the General Education website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Earth and Planetary Sciences	34	37	26	24	27
Earth and Planetary Sciences + another field	4	4	5	4	1
Another field + Earth and Planetary Sciences	2	2	4	5	7

Fields of Concentration

East Asian Studies

Professor Michael Szonyi, 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 a broad range of possibilities for students interested in the social sciences or the humanities. EAS facilitates course work in social sciences, incorporating approaches to modern East Asia drawn from political science, sociology, anthropology, economics, and psychology. EAS also emphasizes humanities, and students can choose to study modern and pre-modern East Asia from the perspectives of history, literature, art history, cultural studies, religion, philosophy, and folklore of modern and pre-modern East Asia. EAS faculty are drawn from the Departments of East Asian Languages and Civilizations, Anthropology, Economics, Government, History, History of Art and Architecture, Sociology, and the schools of Business, Law, and the Kennedy School of Government. The sophomore tutorial, an introductory course on East Asia from ancient times to the present, introduces a variety of perspectives from the humanities and the social sciences, and offers concentrators a forum to interact with Harvard's East Asia faculty. At the end of the sophomore year, students should decide on a disciplinary or area focus or choose comparative perspectives (involving one or more than one area or discipline) in consultation with the Head Tutor and their assigned faculty advisor. Juniors take an EAS 98 offering or an approved course to serve as their junior tutorial, and may choose to spend the summer in East Asia doing research or internships. Honors candidates usually 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 must take six half-courses of language, the sophomore tutorial, and two area courses.

Those interested in area studies must take the sophomore tutorial and five additional half-courses on East Asia. Please consult the East Asian Studies tutorial office for detailed requirements.

REQUIREMENTS

For the class of 2014 and beyond.

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. Four 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 four 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 four half-courses of language due to previous training or knowledge are required to substitute other courses. EAS will count up to six half-courses of language for concentration credit.
- b. Two half-courses of tutorial or courses designated as equivalents.
- c. Four to six* 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). It is recommended that at least two area courses be upper-level seminars.

*This number depends on the number of half-courses that a student opts for in one East Asian language, i.e., four area courses for a student who chooses to count six half-courses of language, six half-courses for a student who chooses to count four language courses.

2. *Tutorials:*

- a. East Asian Studies 97ab: Sophomore Tutorial (may be taken in sophomore or junior year).
- b. East Asian Studies 98: Junior Tutorial. 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. General Education classes on East Asia can be counted for concentration credit. Content courses taught in an East Asian language can count toward the language or area course requirement. A content course taught in an East Asian language may also count as a junior tutorial replacement course with the written permission of the Head Tutor.

Requirements for Honors Eligibility: 13 half-courses

1. *Required courses*:
 - a. Four 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. Four half-courses of tutorial or courses designated as equivalents.
 - c. Three to five* half-courses selected from among East Asian or related subjects (see item 1c of **Basic Requirements**), including language courses beyond **Basic Requirements**.

*This number depends upon the number of half-courses that a student opts for in East Asian language, i.e., three area courses for a student who chooses to count six half-courses of language study, five half-courses for a student who chooses to count four language courses.

2. *Tutorials*: Same as **Basic Requirements**. Plus:
 - a. *Senior year*: East Asian Studies 99 (two terms), preparation of thesis, required. Letter-graded. The senior tutorial consists of weekly meetings with the graduate student advisor and regular (usually bi-weekly) meetings with the faculty advisor. There are also periodic meetings with other seniors writing theses. EAS 99 counts towards course requirements.
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. General Education classes on East Asia can be counted for concentration credit. Content courses taught in an East Asian language can count toward the language or area course requirement. A content course taught in an East Asian language may also count as a junior tutorial replacement course with the written permission of the Head Tutor.

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 an EALC research seminar, 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 the Head Tutor and 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 the Head Tutor and an Assistant Head Tutor regarding their choice of disciplinary and area focus. Students are also encouraged to make appointments to meet with the Head Tutor, Assistant Head Tutor, and faculty advisor or to come to their office hours.

For up-to-date information on advising in East Asian Studies, please see the [Advising Programs Office website](#).

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 should contact the Head Tutor, Michael Szonyi, or the Coordinator for EAS, Nicole Escolas. They can also stop by the EAS office at 9 Kirkland Place during office hours, come to the office hours of the Head Tutor and Assistant Head Tutor, or make appointments with them. A copy of our brochure, *East Asian Studies at Harvard University, A Guide for Undergraduates* is available on the EAS website. More information can be obtained by emailing eas@fas.harvard.edu or calling 617-495-8365.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see Program in General Education Policies in this *Handbook* and the General Education website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Historical Study B	Foreign Cultures
Literature and Arts B	Historical Study A
Moral Reasoning	Literature and Arts A
Quantitative Reasoning	Literature and Arts C
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
East Asian Studies	21	25	32	40	32
East Asian Studies + another field	4	5	3	1	0
Another field + East Asian Studies	18	17	13	13	5

Fields of Concentration

Economics

Professor Jeffrey Miron, Director of Undergraduate Studies

Economics is a social science that is at once 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 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 Economics 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. 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 are 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 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. The specific requirements are listed below.

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](#).

REQUIREMENTS

For students entering the College in Fall 2010 or later.

Other students should refer to the *Handbook for Students* from the year in which they declared their concentration.

Basic Requirements: 11 half-courses

1. *Required courses:*

- a. Math 1a (or, placement into Math 1b or higher). Students who place out of this course do **not** need to replace it with an additional course. This requirement applies to students in the class of 2014 and beyond. Students in classes 2011-13 must have math preparation at the level of 1a (AB calculus) but are not formally required to take 1a or place out of it.
- b. Economics 10. Students may use AP or IB scores to place into 1010a, 1011a, 1010b, and 1011b, but they must replace Economics 10 with two economics electives. Consult the department handbook or a concentration adviser for details.
- c. Economics 970.
- d. Statistics 100, 104, or 110; or Math 154 (formerly 191) Note: *the first Stats class on your transcript will be the one counted for the ec concentration.*
- e. Economics 1010a or 1011a.
- f. Economics 1010b or 1011b.
- g. Economics 1123 or 1126.
- h. Three additional half-courses in economics that include:
 - i. one half-course that satisfies the writing requirement (see item 5a).
 - ii. one half-course that has Economics 1010a, 1010b, 1011a, or 1011b as prerequisite.
 - iii. Many courses satisfy both requirements simultaneously.

2. *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.

3. *Thesis*: None.
4. *General Examination*: None.
5. *Other information*:
 - a. *Writing Requirement*: A list of courses that satisfy the writing requirement is available from the Undergraduate Office and online.
 - b. *Pass/Fail*: Concentrators may take one full or two half-courses Pass/Fail, except for those courses used to fulfill items 1b–g of the required courses and for tutorials.
 - c. *Joint Concentrations*: Ordinarily, the economics department does not participate in joint concentrations.

Requirements for Honors Eligibility: 15 half-courses

1. *Required courses*: Same as **Basic Requirements**, plus:
 - a. Math 1b and Math 20, or Math 21, or AM 21a (or, placement into Math 21b or higher). Students who place out of these courses do **not** need to replace them with additional courses. This requirement applies to students in the class of 2014 and beyond. Students in classes 2011-13 must have math preparation at the level of 1a (AB calculus) but are not formally required to take 1a or place out of it.
 - b. Either Economics 985 (two terms) or 990 (two terms) and completion of a thesis; or the advanced course track (2 half-courses). See item 5d.
2. *Tutorials (All letter-graded)*: Same as **Basic Requirements**, plus:
 - a. *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.
3. *Thesis*: Required for a recommendation for High or Highest Honors in Field. See item 2c.
4. *General Examination*: In the spring term of their senior year, all honors candidates write a general examination covering microeconomics, macroeconomics, and econometrics.
5. *Other information*: Same as **Basic Requirements**, plus:
 - a. 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 1h. Within this total of five half-courses, the student must satisfy the requirements of item 1h 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. *ACT students must also take the honors exam in the spring term of their senior year.*

- b. A document explaining how the Department of Economics calculates honors recommendations is available from the Undergraduate Office.

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 (Littauer 111) on a walk-in basis, from 10am to 4pm, Monday through Friday. There is one full time staff adviser and several 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](#).

RESOURCES

[Harvard Institute for Economic Research](#).

STUDY ABROAD

The Economics Department permits study abroad for a term or an academic year. It is generally best for students to study abroad during their junior year. Students may earn concentration credit for up to 1 course per term abroad.

Students may postpone Economics 970 (Sophomore Tutorial) if they choose to go abroad during their sophomore year.

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 to have their required pre-departure questionnaire approved and signed. 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](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Historical Study B	Quantitative Reasoning
† Literature and Arts A	Social Analysis
Literature and Arts B	ONE of the areas marked †
† Literature and Arts C	
Moral Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Economics	686	733	769	742	698
Economics + another field	40	37	22	17	6
Another field + Economics	38	43	27	8	3

Fields of Concentration

Engineering Sciences

Professor Joost Vlassak, 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 14-16 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 ABET, Inc., 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 section 7d 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 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 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. 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 1 (introduction to engineering), 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 or 15a or 16, and Physics 11b or 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 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 1, 6, or ES 50 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 and 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 Office of Student Affairs (Pierce 110) or from the School of Engineering and Applied Sciences (SEAS) website.
6. *Areas of Specialization*
 - a. *Biomedical Sciences and Engineering—Mechanical, Electrical, and Chemical and Materials tracks*
 - 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 149, 150, 154, and 156
 - 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 51, 91r (one term only), 120, 122, 123, 128, 130, 139 or 110, 148, 149, 157, 159, 181, 190, 216, 217, 220, 221, 240

Either Applied Mathematics 101 or Engineering Sciences 150

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.

7. *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 51, 53, 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.

8. *Engineering Physics*

i. *Required for all tracks, four half-courses:*

Either Physics 143a or Chemistry 160

Either Engineering Sciences 181 or Physics 181

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 51, 53, 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
- 9. *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 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 51, 53, 91r (one term only), 103, 123, 162, 165, 167, 181, 220, 261, 262, 268
 - Earth and Planetary Sciences 107, 108, 109, 131, 132, 133
 - Either Engineering Sciences 154 or Physics 123
- 10. *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 51, 53, 91r (one term only), 96, 128, 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 or 15a or 16, and 11b or 15b.
 - c. *Chemistry:* Life Sciences 1a or Life and Physical Sciences A, 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, 111, or 121.
 - i. *Probability and Statistics*: At least one of Applied Mathematics 101 or Engineering Sciences 150
 - 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).
 - l. *Note*: Students who start in the Math 1a will not be required to satisfy either the probability and statistics requirement or the applied math requirement. Students who start in Math 1b will satisfy the probability and statistics requirement and students who start in the Math 21a or AM 21a will satisfy both requirements.
 - m. *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 149, 150, 154, 156.
 - 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

Physics 136, 140, 143a, 151, 153

Applied Physics 225

Either Chemistry 17 or 20

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, 53, 139 or 110, 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 Earth and Planetary Sciences 133; Engineering Sciences 6, 162, and 165.

ii. *Suggested:*

Earth and Planetary Sciences 107, 108, 109, 132, 133

Engineering Sciences 51, 53, 103, 139 or 110, 162, 164, 165, 166, 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, 53, 128, 139 or 110, 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. Students taking Engineering Sciences 1, 6, or 50 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.

- b. *Pass/Fail*: None of the courses used to satisfy the concentration requirements may be taken Pass/Fail.
- c. *Plan of Study*: Concentrators are required to file an approved departmental Plan of Study during their third term (i.e., the first term of their sophomore year) and to keep their plan up-to-date in subsequent years. All SB programs must meet the overall ABET program guidelines, a minimum of eight half-courses in basic sciences and mathematics and 12 in engineering topics. Plan of Study forms may be obtained from the School of Engineering and Applied Sciences Office of Student Affairs, Pierce Hall 110 and from the SEAS website.
- d. *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 the 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.

HOW TO FIND OUT MORE

Further information is available from the academic programs administrator in the School of Engineering and Applied Sciences Academic Office, Pierce Hall 110 (617-495-2833), 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 [Chapter 2](#) for more information about the Undergraduate Teacher Education Program (UTEP).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Engineering Sciences	111	106	99	110	145
Engineering Sciences + another field	2	3	2	2	1
Another field + Engineering Sciences	1	1	4	1	1

Fields of Concentration

English

Professor Daniel Donoghue, Director of Undergraduate Studies

The undergraduate program introduces students to the full breadth of imaginative literature written in the English language from the eighth century to its more recent dispersal around the globe. Whether engaged with literary giants such as Chaucer, Shakespeare, Milton, Dickinson, Keats, and Woolf or in exploration of less famous authors, students in the English program have a rare opportunity to combine aesthetic pleasure, intellectual stimulation, and ethical deliberation in their plan of study. In their first two terms concentrators take four common ground courses that integrate genre and modes, historical periods, and geographic dispersal in a way that lends coherence to an otherwise vast field. Because of their relatively small size, these courses offer students the mentoring they need to cultivate a vocabulary and a set of analytical tools essential for discussing literature and writing critical essays. Moving out from this foundation in the discipline, students explore English literature and language through electives, guided in their choices by a designated faculty adviser.

A degree in English prepares students for any field in which careful reading, clear thinking, and persuasive writing are valued. Our concentrators regularly go on to graduate school and to successful careers in business, law, education, and other fields too numerous to list. 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 for life as an engaged, intelligently caring citizen of the world.

The program offers a wide array of creative writing classes in poetry, fiction, non-fiction, screenplays, and play-writing. Although students are admitted by application only, the classes are open to all undergraduates, including non-concentrators.

Concentrators who pursue an honors degree have the opportunity to write a senior thesis, which may take the form of an investigation of a critical topic or a creative-writing project (which requires a separate application). All theses are directed by a professor in the English faculty. Honors seniors who choose not to write a thesis have the option of taking two undergraduate seminars in place of

the senior tutorial.

English concentrators can pursue either the Elective Program or the Honors Program. The Elective Program allows more scope 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 below.) A grade point average of 3.60 or higher is required for the joint concentration.

REQUIREMENTS

Elective Program: 11 half-courses

Honors Program: 14 half-courses

Joint Concentration: 8 half-courses in English

1. *Four common-ground courses:*
 1. English 40–49: Arrivals
 2. English 50–59: Diffusions
 3. English 60–69: Poets
 4. English 70–79: Shakespeares
2. *Additional Requirements*
 - a. *Elective Program:* 11 courses total. Seven courses in addition to the four common ground courses, one of which may be a related course from outside the English department.
 - b. *Honors Program:* 14 courses in total
 - i. Junior Tutorial, English 98
 - ii. Senior Thesis Tutorial, English 99, two terms; or two English 90 seminars (see 3.c below)
 - iii. Foreign Literature (see 5.a below)
 - iv. Six electives, of which one must be a 90-level seminar, and one may be a related course from outside the English Department.
 - c. *Joint Concentration:* see also section 4 below. The requirement is eight courses in total—four beyond the common ground courses:
 - i. Junior Tutorial, English 98
 - ii. Senior tutorial, Eng 99, two terms.
 - iii. Foreign Literature (see 5.a below)
 - iv. *Note:* Any adjustments to the Common-Ground courses and Junior Tutorial will be decided in consultation with the DUS.
3. *Senior Year, Honors Concentrators*

4. Honors students have three options for the senior year:
 - a. *Critical thesis*: The two-term senior tutorial, English 99, culminates in a completed 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.
 - b. *Creative thesis*: Like the critical thesis, a creative thesis is completed in the two terms of 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.
 - c. *Non-thesis option*: Honors students who would rather not write a thesis may choose the option of taking two additional 90-level seminars. Students who choose this option will not be eligible to receive a departmental degree recommendation higher than “with honors.”
 - d. *Oral Examination for Highest Departmental Honors*: To be recommended for highest departmental honors, eligible seniors take a forty-five minute oral examination at the end of the senior year.
5. *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 expected to take the junior tutorial in English. 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).
6. *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 works of literature are 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*.
- b. *Pass/Fail and SAT/UNS*: Courses counting for concentration credit must be taken for a letter grade. The only exceptions are the senior tutorial and one Freshman Seminar, which are graded SAT/UNS. Only one Freshman Seminar, taught by a member of the English department faculty, may be counted for concentration credit.
- 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 their plan of study can accommodate. See the *Guide for Concentrators* for details.

ADVISING

The English Department is committed to providing high quality advising to undergraduate concentrators, prospective concentrators and any Harvard student interested in the study of English literature. The Undergraduate Program Office assigns each sophomore, junior, and senior concentrator to a faculty adviser. All concentrators are encouraged to visit other members of the English faculty during scheduled office hours. The staff of the Undergraduate Program Office is always available during open office hours to discuss specific questions regarding the program.

For up-to-date information on advising in English, please see the [Advising Programs Office website](#).

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.

[Library Guide for English Concentrators](#).

HOW TO FIND OUT MORE

The *Guide for Concentrators*, along with all worksheets and forms, is available on the [department website](#).

Questions may be directed to the undergraduate program office at enghelp@fas.harvard.edu or 617-495-2533. Or contact any member of the staff:

- Daniel Donoghue, Director of Undergraduate Studies, 617-495-2505, dgd@wjh.harvard.edu
- Jeff Berg, Undergraduate Program Administrator, 617-495-4252, jmberg@fas.harvard.edu
- Melissa Gerber, Undergraduate Program Assistant, 617-495-2505, mgerber@fas.harvard.edu

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Foreign Cultures	Literature and Arts A
† Historical Study A	Literature and Arts C
† Historical Study B	TWO of the areas marked †, but not both Historical Study and Historical Study B
† Literature and Arts B	
Moral Reasoning	
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
English	247	245	257	236	209
English + another field	14	6	4	6	4
Another field + English	6	5	5	3	2

Fields of Concentration

Environmental Science and Public Policy

Professor Michael B. McElroy, Head Tutor

The concentration in Environmental Science and Public Policy (ESPP) 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.

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:* Organismic and Evolutionary Biology 10, Organismic and Evolutionary Biology 53, Life Sciences 1a, or Life Sciences 1b.
 - ii. Organismic and Evolutionary Biology 55.
 - iii. 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. An advanced course in the physical sciences, one chosen from Chemistry 17, Chemistry 20, or Engineering Sciences 164, or Physics 11a plus Physics 11b.
 - f. *Two half-courses in environmental science/engineering:* Earth and Planetary Sciences 5 and either Earth and Planetary Sciences 7, Earth and Planetary Sciences 8, or Engineering Sciences 6.
 - g. *Two half-courses in economics:* one half-course in microeconomics (e.g., Economics 10a) and Economics 1661 or Economics 1687. Students may satisfy the microeconomics requirement by taking Economics 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 Economics 10 may count as an elective within ESPP.
 - 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. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - c. Same as **Basic Requirements**.
 - d. Same as **Basic Requirements**.
 - e. Same as **Basic Requirements**.
 - f. Same as **Basic Requirements**.
 - g. Same as **Basic Requirements**.
 - h. Same as **Basic Requirements**.
 - 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](#).

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 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 resource of the economics department is the Harvard Institute for Economic Research.

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 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 Michael B. McElroy, Head Tutor (mbm@seas.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.

GENERAL EDUCATION AND CORE REQUIREMENTS

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Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
Historical Study A	Science A
Historical Study B	Science B
Literature and Arts A	Social Analysis
Literature and Arts B	
Literature and Arts C	
Moral Reasoning	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Environmental Science and Public Policy	52	67	53	52	45
Environmental Science and Public Policy + another field	2	3	1	2	1
Another field + Environmental Science and Public Policy	1	1	2	3	2

Fields of Concentration

Folklore and Mythology

Dr. Deborah D. Foster, Head Tutor

Concentration in Folklore and Mythology is a liberal education in and of itself. The program encourages the study of any given society through its language and culture, offering an array of choices for drawing on a variety of disciplines in the humanities and social sciences. To focus on the folklore and mythology of a society (at regional as well as national levels) is to understand how that society defines itself through epics, music, folktales, legends, dramas, dance, rituals, “beliefs,” proverbs, customs, law codes, festival celebrations, “wisdom literature,” and many other forms of expressive culture. To study the folklore and mythology of any group is to discover how that group identifies itself in relation to other groups. Concentrators conduct independent research on the oral or written forms of folklore and mythology in a variety of cultures, among them African, North and South American, Celtic, Chinese, English, German, Greek, Indian, Japanese, 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 variation in the special fields administered by the Committee on Degrees in Folklore and Mythology, 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.

REQUIREMENTS

14 half-courses

1. *Required courses:*
 - a. Culture and Belief 16.
 - 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](#).

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](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

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Non-exempt areas	Exempt Areas
Historical Study A	Foreign Cultures
Historical Study B	Literature and Arts A
Literature and Arts B	Literature and Arts C
Moral Reasoning	Social Analysis
Quantitative Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Folklore and Mythology	9	11	14	13	18
*Another field + Folklore and Mythology	0	1	1	3	1

*Folklore and Mythology participates in joint concentrations only when the other concentration is the primary concentration.

Fields of Concentration

Germanic Languages and Literatures

Dr. Lisa Parkes, Director of Undergraduate Studies, German

Dr. Ursula Lindqvist, Director of Undergraduate Studies, Scandinavian

The Department of Germanic Languages and Literatures offers a rich and diverse program of literary and cultural studies, including film and music. We offer students four options within the Germanic concentration: German literature, German cultural studies, Scandinavian Studies, or a joint concentration in German and another field. Our goal is to provide students with the enriching experience of studying languages, literatures, and cultures different from their own so they can gain new perspectives on their languages and countries of origin. At the same time, students will learn how the German-speaking and Nordic countries have influenced the development of Western culture and society. By acquiring proficiency in 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 study in Germanic studies, but also for students who choose careers in medicine, law, government, scientific research, business, the arts, design, and other fields.

Our department has a 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.

There are no prerequisites for the concentration; however, students should first develop their language skills to meet the required level of proficiency. German language is offered from beginning to advanced levels; students with prior knowledge of German should take a placement test. Students may begin to study the German language with German A (elementary German) or with German Bab (intensive elementary). Most concentrators in German take the sequence of German C (second year) and at least one 60-level course (third

year) in order to prepare them for 70- and 100-level courses. The literary survey courses, German 71 and 72, count as the sophomore tutorial in German, though students are permitted to postpone this sequence until their junior year. Students interested in the Scandinavian concentration (or the Swedish language citation) are likewise urged to begin their language study as soon as possible. Students with prior knowledge of a Scandinavian language should contact Dr. Lindqvist for placement. Our program offers Swedish courses through the second-year level, from Swedish Aa (Beginning Swedish Language and Literature) to Swedish Bbr (Special Topics in Swedish Literature and Culture), as well as Old Norse (Scandinavian 160a and 160br). Scandinavian 91r (Independent Study) is available for advanced students. Danish, Finnish, and Norwegian are available as language tutorials (Scandinavian 90r); students interested in these languages should contact Dr. Lindqvist at their earliest opportunity.

Concentrators desiring to be considered for honors write a thesis of 40 to 50 pages. 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 or Scandinavian 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](#); students interested in this option are encouraged to consult with the director of undergraduate studies by the fall term of their third year.

OPTIONS:

- German Literature
- German Cultural Studies
- Scandinavian Studies

REQUIREMENTS

Basic Requirements for All Options

1. *Required courses:* See **Specific Requirements** for each option.
2. *Tutorials:*
 - a. *Sophomore year:* Optional, see **Specific Requirements**.

- 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 71 and 72.
 - c. Six additional numbered half-courses in German, four of them on the 100 level or above. Together, these courses should address a wide spectrum of German literature from the medieval period to the present. One course should address a literary genre.
2. *Courses required for honors eligibility*: Eleven half-courses. Same as Item 1, plus two terms of German 99 (Thesis Tutorial).
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 Ca, Cb and Dab).

German Cultural Studies

Specific Requirements

1. *Basic required courses*: Ten half-courses.
 - a. A 60-level German course or its equivalent.
 - b. German 71 or 72.

- c. Four additional numbered half-courses in German, three of them on the 100 level or above. Together, these courses should address a wide spectrum of German culture from the medieval period to the present.
 - d. Four additional half-courses in related fields, with sufficient focus on the German aspect of the field. In consultation with the director of undergraduate studies, students coordinate these courses into a coherent but flexible program of study. Courses may be selected from such fields as English; folklore and mythology; government; history; history of art and architecture; history of science; linguistics; literature; music; philosophy; psychology; religion; visual and environmental studies; women, gender, and sexuality; and others, including German itself.
2. *Courses required for honors eligibility:* Twelve half-courses. Same as item 1, plus two terms of German 99 (Thesis Tutorial).
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 Ca, Cb and Dab).
 - 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 history of art and architecture may be submitted for approval of the departments concerned. For information about other possible combinations, consult the director of undergraduate studies.

Required courses: Twelve half-courses.

- 1. Five numbered half-courses in German (should include German 71 or 72). Only one may be an introductory or survey course.
- 2. Five half-courses in the related subject.
- 3. 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 91r and Scandinavian 97 and 98).
 - b. Four half-courses in related subjects.
2. *Courses required for honors eligibility*: Twelve half-courses. Same as Item 1, plus two terms of Scandinavian 99 (Thesis Tutorial).
3. *Other information*: For a list of approved related courses, see the director of undergraduate studies, who must also 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 in their field 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](#).

RESOURCES

Widener Library offers the most complete research collection in German and Scandinavian literatures, history, and civilization available in the United States. Valuable manuscripts and papers from the estates of such distinguished German poets as Hofmannsthal, Rilke, and Brecht and of such distinguished Scandinavian playwrights as Henrik Ibsen and August Strindberg, 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, and the Scandinavian Library (206 Waltham Street, West Newton) likewise hosts lectures, a Nordic film series, and a weekly coffee hour. Students can gain additional practice in conversation by attending the German and Scandinavian tables held in the various Houses, a weekly Stammtisch at The Queen's Head, or a monthly Kaffeestunde in the Thompson Room. Harvard is also home to a student-run German Club and the Harvard Club of Sweden.

HOW TO FIND OUT MORE

More detailed information on all concentration programs can be obtained by contacting the director of undergraduate studies for German, Dr. Lisa Parkes, Barker Center 348, 617-495-3548, lparkes@fas.harvard.edu, or the director of undergraduate studies for Scandinavian, Dr. Ursula Lindqvist, Barker Center 352, 617-496-4158, lindqvis@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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

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Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts A
† Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Germanic Languages and Literatures	2	1	2	3	6
Germanic Languages and Literatures + another field	0	2	2	2	1
Another field + Germanic Languages and Literatures	6	5	4	0	1

Fields of Concentration

Government

Professor Cheryl Welch, 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 Government 97, the sophomore tutorial.

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 contact the director of undergraduate studies and Government concentration advisers in the Houses. They should also be sure to consult [the department website](#).

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 one-third of the seniors in Government have written senior theses and become honors candidates.

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 foundational courses. The four subfields are:
 - i. Political Theory (foundational course: Government 10).
 - ii. Comparative Government (foundational course: Government 20).
 - iii. American Government (foundational course: Government 30).
 - iv. International Relations (foundational course: Government 40).
 - 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.
 - d. 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](#).
 - e. *Tutorial:* Government 97: Sophomore Tutorial. 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) or one related field half-course (item 1c) 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.
 - c. The only cross-listed courses that may count for subfield credit are those taught by Government Department faculty.

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:* Two additional half-courses in government.
 - c. *Additional Government Courses/Related Field Option:* Three half-courses (same as **Basic Requirements**).
 - d. *Tutorials:*

- i. *Sophomore year*: Government 97. Letter-graded.
 - ii. *Junior year*: Government 98 (one term). Letter-graded.
 - iii. *Senior year*: Government 99r (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 99r must submit at least thirty pages of written work in each term.
3. *General Examination*: A written general examination is not required. An oral examination is required under certain circumstances.
4. *Other information*:
 - a. *Pass/Fail*: Only one of the three additional half-courses in government (item 1b) or one related field half-course (item 1c) may be taken Pass/Fail. All other courses counted for concentration requirements must be letter-graded.
 - b. *Advanced Standing*: Same as **Basic Requirements**.
 - c. The only cross-listed courses that may count for subfield credit are those taught by Government Department faculty.

Joint Concentration

Requirements for Honors Eligibility: 15 half-courses,

9 in Government when Government is the primary field

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. Letter-graded.
 - ii. *Junior year*: One term of junior seminar may be drawn from either department after consultation with the Government director of undergraduate studies. Letter-graded.
 - iii. *Senior year*: Government 99r (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**).
 - d. *Additional Courses*: Six half-courses in another concentration.
2. *Thesis*: Required.
3. *General Examination*: A written general examination is not required. An oral examination is 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](#).

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 most often go during their junior year, and remain in residence for sophomore year and for senior year, if writing a thesis. Many students use a term abroad to find a thesis topic and to conduct 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 director of undergraduate studies and with the concentration advisers in the Houses. Please consult [the department's website](#) for a listing of advisers and office hours.

For up-to-date information on advising in Government, please see the [Advising Programs Office website](#).

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 Eastern 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 K151, 1737 Cambridge Street, is open Monday through Friday, 9:30–5:30. Additional information is also available on [the department's website](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Historical Study B	Foreign Cultures
Literature and Arts A	Historical Study A
Literature and Arts B	Moral Reasoning
Literature and Arts C	Social Analysis
Quantitative Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Government	575	532	495	477	467
Government + another field	16	22	11	8	1
Another field + Government	8	6	4	3	0

Fields of Concentration

History

Professor Daniel Smail, 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 of 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 play a dual role: they are accessible to freshmen and sophomores who would like to explore History in a small class environment but also welcome juniors and seniors, both concentrators and non-concentrators, who wish to have a more in-depth look at a historical problem. 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. Many of our concentrators choose to take more than the required number of reading and research seminars. A variety of reading and research seminars will be offered both fall and spring, thereby giving concentrators great flexibility in designing their tutorial program. The concentration's required courses ensure that each history concentrator receives similar foundational training and exposure to the department's faculty, and thus these courses must be taken within the department. The department recognizes, however, that many historically focused courses are offered in allied departments in the FAS, and encourages students to expand their historical training beyond departmental offerings if they wish to do so after fulfilling the requirements of the concentration.

The Department of History offers a wide range of advising resources, including the faculty and staff in the Undergraduate Tutorial Office, graduate student 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*, the department's own *Handbook for Concentrators*, and [the department's website](#).

With its emphasis upon critical reading skills, the evaluation of evidence, and persuasive 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.

REQUIREMENTS

Basic Program: 10 half-courses

Thesis Program: 12 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. Each concentrator may petition the DUS to receive History credit for one non-Departmental course. This "related field" might be a course of an historical nature taught by other faculty in the College, or a course providing auxiliary knowledge or skills related to the concentrator's historical interests.
2. *Tutorials:*
 - a. History 97 (offered in spring): taken during the first term in the concentration (required and letter-graded).
 - b. *Reading Seminar:* ordinarily taken by the end of the first term of the junior year (required and letter-graded).
 - c. *Research Seminar:* taken 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:* Oral Examination for highest (departmental) honors candidates.
5. *Other information:*
 - a. *History courses:* The courses listed under History in the course catalog (including cross-listed courses) as well as other courses taught outside the department by members of the Department of History are available for History credit without petition. Courses of an historical nature taught by other faculty in the College in related fields may be taken for History credit by petition to the DUS.
 - 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 half -courses towards concentration course requirements.
 - d. *Study Abroad:* The history department encourages study out of residence and urges interested students to consult the DUS about their pro-grams at their earliest convenience. Additional information is available in the department's own *Handbook for Concentrators*.

- e. *Freshman Seminars*: Please consult the Tutorial Office about which Freshman Seminars taught by history department faculty may be counted toward concentration requirements; no others may count.
- f. *Joint Concentration in East Asian History*: Consult the Undergraduate Tutorial Office of either History or East Asian Studies.

ADVISING

Students are encouraged to come to the History Undergraduate Tutorial Office in Robinson 101 for information and advice about the History concentration. It is particularly important for freshmen considering a concentration in History to stop by the Undergraduate Tutorial Office as soon as possible to receive advice about planning their sophomore year program. The director of undergraduate studies is Professor Daniel Smail. He and the assistant director of undergraduate studies, Dr. Trygve Throntveit, 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 Undergraduate 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](#).

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 Undergraduate Tutorial Office or on [the department's website](#). For further information, call or visit the History Tutorial Office, Robinson Hall 101 (617-495-2157). The Undergraduate Office, in Robinson 101, is open Monday–Friday 9:00am–5:00pm and may be reached by telephone at 617-495-2157. The staff will happily make appointments for students with the director of undergraduate

studies or assistant director of undergraduate studies.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Foreign Cultures	Historical Study A
Literature and Arts A	Historical Study B
Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
† Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

*Ordinarily, History does not participate in joint concentrations other than East

Asian History, a joint concentration with East Asian Studies.

Concentrators	2005	2006	2007	2008	2009
History	219	197	220	231	216
*History + another field	7	17	14	10	1
*Another field + History	7	5	3	1	0

Fields of Concentration

History and Literature

Dr. Jeanne Follansbee, 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 a student'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 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. Juniors work collaboratively with their tutors in small groups to craft a year-long course designed to develop expertise in subject and to hone research skills. Senior tutorials are individual. 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.

Concentrators are encouraged to consider study abroad as a means for augmenting their work in the concentration. Advisers in the concentration work closely with students who elect to study abroad to help craft plans of study that integrate courses taken out-of-residence.

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. Students interested in exploring interdisciplinary work in History and Literature are invited to enroll in a History and Literature 90 course, open to non-concentrators, in the fall of the sophomore year.

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 on [the History and Literature website](#). 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, 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 Concentrators*. 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 Examination*: Required of all concentrators. Oral examination on historical and literary texts. Coverage of the entire field will not be expected.
 4. *Junior Essay*: A required 5,000-6,000 word research paper which is part of the student's regular tutorial work.
 5. *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.
 6. *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.
 7. *Oral Examination*: Required of all concentrators except those who do not complete the thesis; covers the entire field of concentration.
 8. *Other information*:
 - a. *Fields of Study*:
 - i. America (1607 to the present)
 - ii. Latin America (1492 to the present)
 - iii. Postcolonial Studies (focus developed in consultation with advisers).
 - iv. Modern Europe (1750 to the present).
 - v. Early Modern Europe (1300 to 1750).
 - vi. Medieval Europe (ca. 400 to 1500)
 - vii. 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. *America*: Must take a reading course in one foreign literature.
 - ii. *Latin America*: Spanish.
 - iii. *Postcolonial Studies*: *The languages relevant to the student's work.*
 - iv. *Modern Europe*: The languages relevant to the student's work. Students studying Britain must take a reading course in one foreign literature.
 - v. *Early Modern Europe*:
 - vi. *Medieval Europe*: The languages relevant to the student's work.
 - vii. *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.

The languages relevant to the student's work.

- 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](#).

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 is the director of studies.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements

for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Literature and Arts B	Historical Study B
Moral Reasoning	Literature and Arts A
Quantitative Reasoning	Literature and Arts C
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
History and Literature	165	158	162	152	151
History and Literature + another field*	7	3	7	6	4

*History and Literature participates in joint concentrations only as the primary field.

Fields of Concentration

History and Science

Professor Jimena Canales, Director of Undergraduate Studies

The History and Science concentration at Harvard is a flourishing interdisciplinary field of study. 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.

We are a small concentration and are able to give students careful, one-on-one instruction and supervision. Tutorial courses are aimed at sharpening students' reading and writing abilities. By the time of graduation our concentrators know how to do advanced research, and often produce original academic work of very high quality.

The program offers students a variety of opportunities to expand their understanding of the scientific enterprise, to explore in detail how science has developed in history, and how science has shaped other human activities. Students focus on many topics and time periods -- medieval understandings of women's bodies, ancient Chinese medicine, the emergence of the computer in the 20th-century, the scientific revolution in the time of Galileo, Boyle, and Newton, the rise of Darwinian evolution, the birth of the classical physical universe, the Einsteinian revolution, the history of modern psychiatry, the history of modern American medicine, the rise of environmental science, and much more. In their studies, they will be challenged in a range of ways to ask big questions about science, medicine, and technology, and their place in human societies across time, questions like: What are science, medicine, and technology, how do scientists come to know things about the natural world, what are some social, ethical, political and religious implications of science, how do they affect the way people in different times and places live their lives?

In the fall of 2008, the concentration implemented a new two-track structure that provides students with new levels of flexibility. Both of the new tracks offer an honors and a non-honors option.

The Science and Society track is designed for students who have an interest in doing significant course work in an area of science but who also want to study how science develops and affects the world: how it relates to industry, policy, politics and the broader culture. This track may be especially attractive for students who want to pursue a career in public health, medicine, or science policy. Students can both do science and reflect about what science is. A special focus within this track, called "Medicine and Society," allows students to fulfill many of their pre-medical school requirements while doing sustained work in the history of medicine, health policy, and medical ethics.

The History of Science track does not require students to take science courses beyond the level mandated by General Education (though some may choose to do so and receive concentration credit), but it does offer students the possibility of studying the history and social relations of science more broadly. By taking a combination of courses from our department and also outside of it, students can learn how sciences as diverse as theoretical physics and economics interact with other areas of culture such as literature, film, art, or government.

Every concentrator will take History of Science 100 (Knowing the World: An Introduction to the History of Science), which is offered in the fall semester. In addition, every concentrator will take one semester of sophomore tutorial and one semester of junior tutorial, taught by faculty members and teaching fellows from the Department of the History of Science.

History of Science 97, the 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.

History of Science 98, the junior tutorial, is a research seminar designed to help students come to a better understanding of the craft of historical research and writing. Students meet in small groups of eight to ten. Students who wish to write a senior thesis must meet certain standards by the end of the research seminar, and will be recommended for admission to History of Science 99, the senior tutorial.

Students choosing to write a senior thesis may be supervised by a faculty member or an advanced graduate student, and are free to pursue a diverse range of topics. Some examples of theses recently written by students in the concentration include: "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," "Faith Displayed as Science: The Role of the 'Creation Museum' in the Modern American Creationist Movement" "From Whaling to Whale Watching: Human

Interaction With Whales in Coastal Massachusetts, 1820-1992,” “Population as Discourse: Medicine in Late Colonial Kenya “Ministering to Dixie: Medicine and Distinctiveness in the American South, 1840-1870,” and “Wild Goose Chase: The Communal Science of Waterfowl Migration Study in North America, 1880-1940.” Many of our theses go on to win College awards, and some have even been published. 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.

Our graduates frequently go on to successful careers in many areas, including medicine, law, journalism, government, business, finance, and academia. Employers are increasingly looking for graduates who are not just literate but also scientifically literate, not just technically skilled in a special subject but able to see the larger cultural, social, and policy implications and impact of scientific and technical developments. If this kind of breadth of vision appeals, our concentration may be right for you.

REQUIREMENTS

For students entering the concentration in Fall 2008 or later.
Other students should refer to the *Handbook for Students* from the year in which they declared their concentration.

History of Science track

Basic Requirements: 11 half-courses

1. *Required courses:*
 - a. History of Science 100: Knowing the World: Introduction to the History of Science.
 - b. Six half-courses in the history of science, medicine, and technology. One should be a broad gateway course and another one should be a department conference course (or a 200-level course, with the approval of the instructor). One may include supervised reading and research, or another special project. No more than two of the courses may be introductory, and one must cover a period of time before 1800.
 - c. Two courses, normally outside the department, designed to allow students to connect special interests in the history of science to relevant course work offered in other departments; examples include certain courses in history, film studies, sociology, religion, medical anthropology, philosophy of science, and literature.
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) required. Letter-graded.
- 3. *Thesis*: None.
- 4. *General Examination*: None.
- 5. *Other information*:
 - a. *Pass/Fail*: Two non-letter graded courses, including relevant Freshman Seminars taught by department faculty, may count for concentration credit.
 - b. *Study Abroad*: Students may elect to study abroad during their junior year. The department will count up to two approved courses out of residence towards concentration requirements. Please consult with the director of undergraduate studies or the manager of student programs for more information.

History of Science track

Requirements for Honors Eligibility: 13 half-courses

- 1. *Required courses*:
 - a. History of Science 100: Knowing the World: Introduction to the History of Science.
 - b. Six half-courses in the history of science, medicine, and technology. One should be a broad gateway course and another one should be a department conference course (or a 200-level course, with the approval of the instructor). One may include supervised reading and research, or another special project. No more than two of the courses may be introductory, and one must cover a period of time before 1800.
 - c. Two courses, normally outside the department, designed to allow students to connect special interests in the history of science to relevant course work offered in other departments; examples include certain courses in history, film studies, sociology, religion, medical anthropology, philosophy of science, and literature.
- 2. *Tutorials*:
 - a. *Sophomore year*: History of Science 97 (one term) required, group tutorial. Letter-graded.
 - b. *Junior year*: History of Science 98 (one term) required. Letter-graded.
 - c. *Senior year*: History of Science 99 (two terms) required (preparation of senior honors thesis). Letter-graded.
- 3. *Thesis*: Required.
- 4. *General Examination*: None.
- 5. *Other information*:
 - a. *Pass/Fail*: Two non-letter graded courses, including relevant Freshman Seminars taught by Department faculty, may count for

concentration credit.

- b. *Study Abroad*: Students may elect to study abroad during their junior year. The department will count up to two approved courses out of residence towards concentration requirements. Please consult with the Director of Undergraduate Studies or the Manager of Student Programs for more information.

Science and Society Track

Basic Requirements: 11 half-courses

1. *Required courses*:
 - a. History of Science 100: Knowing the World: Introduction to the History of Science.
 - b. Four half-courses in the history of science, medicine, and technology. Normally, at least three of the four courses must be in the history of science. One may include supervised reading and research, or another special project. 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 courses may be introductory, and one must cover a period of time before 1800.
 - c. Four half-courses in science, all in one coherent 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.
2. *Tutorials*:
 - a. *Sophomore year*: History of Science 97 (one term) required, group tutorial. Letter-graded.
 - b. *Junior year*: History of Science 98 (one term) required. Letter-graded.
3. *Thesis*: None.
4. *General Examination*: None.
5. *Other information*:
 - a. Two non-letter graded courses, including relevant Freshman Seminars taught by department faculty, may count for concentration credit.
 - b. Students may elect to study abroad during their junior year. The department will count up to two approved courses out of residence towards concentration requirements. Please consult with the director of undergraduate studies or the manager of student programs for more information.

Science and Society Track

Requirements for Honors Eligibility: 13 half-courses

1. *Required courses:*
 - a. History of Science 100: Knowing the World: Introduction to the History of Science.
 - b. Four half-courses in the history of science, medicine and technology. Normally, at least three of the four courses must be in the history of science. One may include supervised reading and research, or another special project. 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 courses may be introductory, and one must cover a period of time before 1800.
 - c. Four half-courses in science, all in one coherent 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.
2. *Tutorials:*
 - a. *Sophomore year:* History of Science 97 (one term) required, group tutorial. Letter-graded.
 - b. *Junior year:* History of Science 98 (one term) required. Letter-graded.
 - c. *Senior year:* History of Science 99 (two terms) required (preparation of senior honors thesis). Letter-graded.
3. *Thesis:* Required.
4. *General Examination:* None.
5. *Other information:*
 - a. *Pass/Fail:* Two non-letter graded courses, including relevant Freshman Seminars taught by department faculty, may count for concentration credit.
 - b. *Study Abroad:* Students may elect to study abroad during their junior year. The department will count up to two approved courses out of residence towards concentration requirements. Please consult with the director of undergraduate studies or the manager of student programs for more information.

Medicine and Society

Requirements for Honors Eligibility: 14 half-courses

The Medicine and Society focus in the Science and Society track is appropriate for students considering a career in medicine, health sciences, health policy, or who otherwise have a pronounced interest in the medical sciences. It allows students to combine course work in many of the scientific subjects required for medical school admission with a coherent program of courses that look at health

and medicine from a range of historical, social scientific and humanistic perspectives.

1. *Required courses:*

- a. History of Science 100: Knowing the World: Introduction to the History of Science.
- b. Four half-courses in medical sciences. No more than two half-courses may be introductory. Courses should be relevant courses in chemistry, the life sciences, the physical sciences, mathematics, molecular and cellular biology, organismic and evolutionary biology, neurobiology, or human evolutionary biology.
- c. *Five additional half-courses:*
 - i. At least two half-courses must be in the history of medicine or its allied fields (including the life sciences, mind sciences, bioethics, and biotechnology) and be taught by members of the Department of the History of Science.
 - ii. Two half-courses will normally be drawn from other disciplines concerned with the social, ethical, or humanistic analysis of medicine and health (e.g., anthropology, economics, ethics, sociology).
 - iii. One half-course may be an open-ended elective that can be fulfilled by taking any of the courses offered by the Department of the History of Science.

2. *Tutorials:*

- a. *Sophomore year:* History of Science 97 (one term) required, group tutorial. Letter-graded.
- b. *Junior year:* History of Science 98 (one term) required. Letter-graded.
- c. *Senior year:* History of Science 99 (two terms) required (preparation of senior honors thesis; normally, this will deal with some historical question to do with medicine and health, broadly understood.). Letter-graded.

3. *Thesis:* Required.

4. *General Examination:* None.

5. *Other information:*

- a. *Pass/Fail:* Two non-letter graded courses, including relevant Freshman Seminars taught by department faculty, may count for concentration credit.
- b. *Study Abroad:* Students may elect to study abroad during their junior year. The department will count up to two approved courses out-of-residence towards concentration requirements. Please consult with the director of undergraduate studies or the manager of student programs for more information.

More information may be found in the Focus in Medicine and Society guide,

which is available in the Undergraduate Office, Science Center 355. Students may also consult the [History of Science department website](#).

Mind, Brain, and Behavior Sciences

Requirements for Honors Eligibility: 14 half-courses

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 (MBB) focus in History and Science, developed in collaboration with the Standing Committee on Neuroscience and the University-wide [Mind/Brain/Behavior Interfaculty Initiative](#). (Mind, Brain, and Behavior tracks are also available in Human Evolutionary Biology, Computer Science, Linguistics, Philosophy, and Psychology.) Requirements for this program are based on those of the Science and Society track, except that:

1. 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:
 - a. Health and Science Policy
 - b. Medical Anthropology
 - c. Religion and Ethics
 - d. Philosophy of Mind & Behavior
2. The four half-courses in science must include Science of Living Systems 20 (or Science B-62 or Science B-29); the remaining three half-courses in science must include MCB 80 (ordinarily in the sophomore year), and at least two advanced science courses that focus in one of the following areas:
 - a. Cognitive Systems
 - b. Psychopathology
 - c. Human Evolutionary Biology
 - d. Child Development and the Brain
 - e. Computational Neuroscience
 - f. Neurobiology.

In some circumstances, courses from two areas may be combined.

Students pursuing the MBB track are also expected to participate in the University-wide MBB research milieu, including a non-credit senior year seminar for MBB thesis writers.

History and Science as Part of a Joint Concentration

Joint concentrations must be approved by both participating concentrations. Students who wish to have History and Science as their primary concentration

in a joint concentration must meet the regular 13 half-course concentration requirement for History and Science concentrators. Students who wish to have History and Science as the allied field in a joint concentration must meet the following 5 half-course departmental requirement: History of Science 97; History of Science 100; three additional history of science courses, one of which may be introductory. Joint concentrators also enroll in two terms of senior tutorial, normally in the primary concentration.

ADVISING

Professor Jimena Canales is director of undergraduate studies and has overall responsibility for advising in the concentration. She is also available for individual consultation (canales@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](#).

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 Jimena Canales, canales@fas.harvard.edu, 617-384-8103, Science Center 361. Our website is www.fas.harvard.edu/~hsdept/.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to

switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Literature and Arts A	Historical Study B
Literature and Arts B	Quantitative Reasoning
Literature and Arts C	ONE of the areas marked †, depending on subfield. Consult the Director of Undergraduate Studies.
Moral Reasoning	
† Science A	
† Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
History and Science	88	85	83	109	116
History and Science + another field	3	2	2	4	1
Another field + History and Science	1	0	1	1	1

Fields of Concentration

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. Sometimes it explores within large-scale fabrications (buildings, towns, cities) the dynamic between human and natural worlds. 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. For students with a special interest in architecture, the concentration offers courses on architectural history and urban planning, while also helping to advise in, and coordinate, relevant coursework undertaken beyond the department. 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, 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), Architecture, 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.

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 offerings in the Core Curriculum and Program in General Education.
- 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).
- g. *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 and General Education 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 and Program in General Education, 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 (graded SAT/UNS).
- c. *Major fields*: Students elect one of the categories below as an area of focus.

African	Ancient
Architecture	Baroque and Rococo
Byzantine	Chinese
Indian	Islamic
Japanese	Latin American/Pre-Columbian
Medieval	Modern and Contemporary
Renaissance	

Requirements for Honors Eligibility: 14 half-courses

1. *Required courses*: Same as **Basic Requirements**.
2. *Tutorials*:
 - a. Same as **Basic Requirements**.
 - 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). 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](#).

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. (Please note that the Fogg Art Museum and the Busch-Reisinger Museum will be closed to the public for a renovation project which is expected to last approximately 5 years. During the renovation, selected works from the Fogg, Busch-Reisinger, and Sackler collections will be on view at the Arthur M. Sackler Museum beginning in Fall 2008.) 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, the Isabella Stewart Gardner Museum, and the Institute of Contemporary Arts are three of Boston's great cultural resources. Entrance to these institutions is free to undergraduates who show their Harvard ID cards at the door.

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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program](#)

in General Education Policies in this *Handbook* and the General Education website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Foreign Cultures	Historical Study A
† Historical Study B	Literature and Arts B
Literature and Arts A	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see The Core Curriculum Requirement.

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
History of Art and Architecture	51	47	48	62	52
History of Art and Architecture + another field	4	3	4	4	4
Another field + History of Art and Architecture	7	5	5	6	3

Fields of Concentration

Human Developmental and Regenerative Biology

Professor Kevin C. Eggan, Co-Head Tutor

Professor Douglas A. Melton, Co-Head Tutor

Human Developmental and Regenerative Biology (HDRB) is a life science concentration that educates students on how human beings develop from a fertilized egg, are maintained and repaired throughout adulthood, and age till life's end. Students will be given a broad education in modern life sciences by studying important biological principles within the specific rubric of the developing and regenerating body. By adding an explicit and heavy emphasis on hands-on research opportunities in all four undergraduate years, HDRB will engage students with an interest in research and take advantage of Harvard's special strengths as a teaching college and research university.

To the extent that “translational” or “applied” research focuses on the application of discoveries made in model systems to humans, the HDRB concentration will embrace the opposite approach. Its emphasis will be on rigorous basic science with a focus on what the study of humans reveals about fundamental biology and reciprocally, what a greater understanding of biology teaches us about ourselves. We believe that a fundamental understanding of how the human organism develops and maintains itself requires foundational knowledge in life sciences, chemistry, and physical sciences, which are in turn dependent on a fundamental knowledge of mathematics. The requirements for the concentration reflect this view.

Students begin their study via foundational courses in the life sciences. Ordinarily, students next will enroll in Stem Cell and Regenerative Biology (SCRB) 10, which is a gateway course for the HDRB concentration. SCRB 10 introduces concentrators to concepts presented in depth by later electives. Students will delve deeper into more focused topics through at least three upper level lecture or laboratory courses. SCRB 91r, which serves as the concentration tutorial, is ordinarily taken in the junior year. SCRB 91r is a semester-long course of independent laboratory research. Honors candidates must also enroll in SCRB 99 and submit a thesis.

The framework of the concentration takes advantage of faculty strength in both the Faculty of Arts and Sciences, and Harvard Medical School through the Department of Stem Cell and Regenerative Biology. The curriculum provides a range of courses that will benefit students interested in medicine and biomedical research, as well as other fields in which a comprehensive understanding of human biology is needed.

REQUIREMENTS

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. *Life Sciences:* Life Sciences 1a (or Life and Physical Sciences A) and Life Sciences 1b.
 - b. *Mathematics:* One half-course above the level of Mathematics 1a. (Ordinarily, this is fulfilled by Math 1b, Math 19a, Math 21a, or equivalent.)
 - c. *Chemistry:* Physical Sciences 1 or equivalent.
 - d. *Human Developmental and Regenerative Biology:* SCRB 10. Concentrators would ordinarily take this course in the first semester of their sophomore year.
 - e. *Molecular Biology:* MCB 52.
 - f. *Physics:* Physical Sciences 2 or equivalent.
 - g. *Organic Chemistry:* Chemistry 17 and Chemistry 27, or Chemistry 20 and Chemistry 30.
 - h. *Advanced courses:* Three half-courses above the introductory level. Any of the 100-level SCRB courses may be used to fulfill these requirements. Students are advised to take one upper-level laboratory course and one lecture/discussion course in each of the broad categories of our developing and aging bodies. Certain advanced courses in molecular and cellular biology, chemistry and chemical biology, and organismic and evolutionary biology may also be used to fulfill this requirement; see 4e. Consult the concentration office for a list of courses categorized by area of inquiry.
 - i. *Research experience and tutorial:* SCRB 91r. All concentrators will be required to carry out at least one semester of supervised undergraduate research in the lab of a SCRB faculty member, Harvard Stem Cell Institute Principal faculty member, or others with the permission of the head tutor. Consult the concentration office for a list of approved faculty members. Concurrently with this research experience, students will meet with their undergraduate research adviser twice per month to discuss progress in their coursework, their research, and current literature in their field of inquiry.

Ordinarily, these two components will be combined in one term of SCRB 91r, usually taken in the junior year. Students carrying out thesis research ordinarily enroll in two terms of SCRB 99, one of which may be used to fulfill this requirement.

2. *Thesis*: None. See **Requirements for Honors Eligibility**.
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. Advanced Placement credit for Physical Sciences 1 may ordinarily be counted if the student begins with Chemistry 17 or 20.
 - c. Certain Courses offered by the School of Engineering and Applied Sciences and by the Division of Medical Sciences may also be counted for concentration credit if appropriate.
 - d. Courses given under the Core Curriculum (while it remains in effect) may not be counted for concentration credit, except by special approval from the Head Tutor. Courses required to fulfill General Education subject areas (most notably Science of Living Systems) may also be counted toward concentration credit where appropriate.
 - e. *Course categorization*: Courses described in 1h can be categorized as follows:
 - i. *Laboratory courses*: Life Science 100r; SCRB 160, 162, 165
 - ii. *Development courses*: Molecular and Cellular Biology (MCB) 118, 141, 254; SCRB 125, 140, 150, 155, 180, 268
 - iii. *Aging courses*: Chemistry 185/MCB 185; Chemistry 192/MCB 192; MCB 234, 235; Engineering Sciences 122, 130, 145; SCRB 140, 150, 167, 170, 180, 190, 268
 - iv. Note that some courses fall into multiple categories (e.g., SCRB 180).

Requirements for Honors Eligibility: 15 half-courses

1. *Required courses*: Same as **Basic Requirements**.
2. *Thesis*: Required. Students enroll in two terms of SCRB 99 during the senior year. See also 1i under **Basic Requirements**.
3. *General Examination*: None.
4. *Other information*: Same as **Basic Requirements**.

ADVISING

The HDRB concentration advisor, Dr. Bill Anderson, is available to concentrators and pre-concentrators to provide guidance on course selection, laboratory research, and the fulfillment of concentration requirements. To learn more, visit lifescience.fas.harvard.edu and follow the link for Human Developmental and Regenerative Biology under the “Concentrations” tab, or contact Dr. Anderson (william_anderson@harvard.edu or 617-495-0950).

HOW TO FIND OUT MORE

The co-head tutors of Human Developmental and Regenerative Biology are Professors Kevin Eggan and Doug Melton, and the concentration advisor is Dr. Bill Anderson. For more information about the HDRB concentration, visit lifescience.fas.harvard.edu and follow the link for Human Developmental and Regenerative Biology under the “Concentrations” tab. Students may also contact Dr. Bill Anderson (Bauer Laboratory Room 204, 7 Divinity Avenue; 617-495-0950; william_anderson@harvard.edu) for more information.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2008	2009
Human Developmental and Regenerative Biology*	NA	50

*Human Developmental and Regenerative Biology does not participate in joint concentrations.

Fields of Concentration

Human Evolutionary Biology

Professor David Pilbeam, Head Tutor

Dr. Carole Hooven, Concentration Adviser

Dr. Zarin Machanda, Associate Concentration Adviser

Evolutionary theory provides a powerful framework for investigating questions about why humans are the way they are. Human evolutionary biologists seek to understand how evolutionary forces have shaped our design, our biology, and our patterns of behavior. Examples of questions in which we are interested:

- Why do humans walk upright?
- Are humans adapted to eating cooked food?
- Why do human males invest in their offspring?
- How are humans different from non-human primates?
- What are the genetic bases for these uniquely human traits?
- When, where, how and why did *Homo sapiens* evolve?
- What is the role of hormones in behavior and development?

Human Evolutionary Biology (HEB) provides a general foundation in human and organismic biology as part of the life sciences cluster of concentrations. Students interested in addressing questions about human and non-human primate cognition from the perspective of human evolutionary biology may pursue a special program of study affiliated with the University-wide Mind/Brain/Behavior Initiative.

We encourage our students to get involved in research in HEB, and we offer many small, advanced courses for students to work intensively with members of the faculty. Opportunities vary from primarily lab-based research—such as in behavioral endocrinology, dental histology, evolutionary genetics, phylogenetics, anatomy, or primate and human nutrition—to field-based work—such as studying indigenous peoples in South America or primates in East Africa. Our faculty work closely with undergraduates on research projects of all kinds, for senior theses, research seminars and tutorial classes.

HEB offers a rigorous background in human evolutionary biology while encouraging interdisciplinary work. We offer students three options: the basic non-honors degree, thesis honors, and non-thesis honors. All students take Life

Sciences 1a, Life Sciences 1b, a sophomore tutorial, and a junior research seminar.

REQUIREMENTS

Basic Requirements: 13 half-courses

1. *Required Courses:*
 - a. Life Sciences 1a (or LPSa) and 1b (normally in freshman year).
 - b. Five half-courses, selected from those offered in HEB, or approved half-courses in related fields such as Organismic and Evolutionary Biology. Three of the five half-courses must fulfill distribution requirements in behavior, evolution, and anatomy/physiology. Courses are selected on close consultation with advisers.
 - c. Four additional half-courses in related fields. These four courses may 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., 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 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 course, normally taken in the junior year (may be taken senior year), which includes an 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 for concentration credit with permission from the concentration adviser or head tutor. These ordinarily include courses in related fields. All tutorials are letter graded.
 - b. *Languages:* No requirement.

Requirements for Honors Eligibility: 15 half-courses

Thesis Track Honors

1. *Required Courses:* 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 course (91r).
 - c. *Senior year:* HEB 99a and HEB 99b (in the Fall and Spring, respectively), 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 Honors

1. *Required Courses:* Same as **Basic Requirements**, plus:
 - a. Two additional half-courses in HEB or related fields approved in advance by the concentration adviser. These courses are ordinarily advanced lectures, seminars, or supervised reading courses on a focused topic; the topic should be related to one half-course selected from the **Basic Requirements**.
2. *Tutorials:*
 - a. *Sophomore year:* Same as **Basic Requirements**.
 - b. *Junior year:* Junior research seminar. Same as **Basic Requirements**.
 - c. *Senior year:* None.
3. *Thesis:* None.
4. *Other information:* Same as **Basic Requirements**. Honors recommendations are based on concentration GPA.

Human Evolutionary Biology/Mind Brain and Behavior Track

15 half-courses

1. *Required Courses:*
 - a. Life Sciences 1b (normally in freshman year).
 - b. Science of Living Systems 20 or Science B-29 (or Science B-62 for classes of 2012 and 2011).
 - c. MCB 80 (formerly Biological Sciences 80).
 - d. Three 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., 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:* HEB 99a and HEB 99b (in the Fall and Spring, respectively), culminating in the submission of a senior thesis, followed by an oral examination on the thesis.
 3. *Thesis:* Required.
 4. *General Examination:* One-hour oral defense (see Thesis, above).
 5. *Other information:* Same as **Basic Requirements**.

ADVISING

HEB concentration advisers (contact information below) are available to provide guidance on matters such as course selection, research, concentration requirements, summer plans and career goals. The Head Tutor and members of the HEB faculty 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](#).

HOW TO FIND OUT MORE

Concentration advisers: Dr. Carole Hooven, Peabody 55F, hooven@fas.harvard.edu; Dr. Zarin Machanda, Peabody Museum 50D, machanda@fas.harvard.edu; David Pilbeam, Head Tutor: pilbeam@fas.harvard.edu. For more information, visit [the Life Sciences website](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For

more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2006	2007	2008	2009
Human Evolutionary Biology	72	110	132	130
Human Evolutionary Biology + another field	0	1	1	1
Another field + Human Evolutionary Biology	0	1	0	0

Fields of Concentration

Linguistics

Professor Maria Polinsky, 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)

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 1950s and has occupied a privileged position in debates on cognitive issues ever since. At Harvard, the Mind/Brain/Behavior (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.

Concentration requirements

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. An extensive foreign language background is not required or assumed.

Concentrators in Linguistics can choose among 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 approved 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.

OPTIONS

- Linguistics
- Linguistics with Related Field
- Linguistics with MBB
- Joint Concentration with a second field

REQUIREMENTS

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 (also 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 99a (fall) and 99b (spring), required for Honors candidates and focused on the research and writing of the senior Honors thesis. Linguistics 99a is a one-term group tutorial led by the head tutor with the participation of Honors candidates' thesis advisers. Linguistics 99b is a one-term individual tutorial with each Honors candidate's thesis adviser. 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 credit.

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-
- c. 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 (MBB) 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 of Living Systems 20 (or Science B-62 for classes of 2012 and 2011; or Science B-29 for classes of 2010 or earlier).
 - ii. MCB 80: Neurobiology of Behavior.
 - iii. An MBB interdisciplinary seminar (see [the MBB website](#) for more information).
 - 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 1a-1c.

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 (also 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 122, one additional half-course in Linguistics;
2. *Linguistics as allied field*: Linguistics 110 or Social Analysis 34, Linguistics 112a, Linguistics 115a, Linguistics 120 or 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](#).

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 access 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 Maria Polinsky, Boylston 314, 617-495-9339, or the Department Office located on the third floor of Boylston Hall. The [department website](#) also contains a variety of useful information for undergraduates,

including the department [Handbook for Undergraduate Concentrators](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
Historical Study B	Quantitative Reasoning
† Literature and Arts A	Social Analysis
Literature and Arts B	ONE of the areas marked †
† Literature and Arts C	
Moral Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Linguistics	31	25	31	12	29
Linguistics + another field	5	5	5	18	2
Another field + Linguistics	1	4	5	2	0

Fields of Concentration

Literature

Dr. Sandra Naddaff, Director of Studies

Literature, the undergraduate wing of the Department of Comparative 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 5,000-6,250 word junior essay. Senior tutorial focuses primarily on thesis preparation. A senior

thesis of 11,250-18,750 words is required of all concentrators and is due on March 8. The second term of the 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 faculty in Literature and Comparative Literature and listed or cross-listed under the rubric of Literature and Comparative 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 College's procedures for petitioning for this credit.

Petitions for joint concentrations with other departments or programs will be considered.

REQUIREMENTS

14 Half-Courses

1. *Required Courses:*

- a. Literature 97; Literature 98a and 98b; Literature 99a and 99b (see item 2, Tutorials).
- b. Three half-courses from among the courses listed under Literature and Comparative Literature in Courses of Instruction, including those courses cross-listed under Literature. Each of these courses must be passed with a grade of B– or above.
- c. Three half-courses in one or more non-English literatures, each passed with a grade of B– or above. 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, additional courses in Literature and Comparative Literature; 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.. 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. A grade of SAT in both semesters is required in order to continue on to Literature 99a and 99b.
 - 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 60 minute oral examination at the end of the senior year. This exam will include a thesis defense, as well as discussion of texts and topics chosen by the student. The examination committee will include the student's junior tutor, senior tutor, and the faculty reader of the senior thesis. In cases where the junior and senior tutor are the same, the sophomore tutor or another member of the department will serve on the Committee.
 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 and 14 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 faculty members of the Department of Comparative 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 might wish to consider

Literature 12: Introduction to Literary Studies, as well as Literature 10 and Literature 11: Writing Across Cultures: Literatures of the World . Students are also encouraged to take courses in their first three semesters with members of the Department of Comparative Literature, particularly those listed under the rubric of Literature in Courses of Instruction. 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.

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. Isaure Mignotte, Literature Program Assistant, at Dana Palmer House, 617-495-4186.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see Program in General Education Policies in this *Handbook* and the General Education website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts A
† Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Literature	45	44	50	48	38
Literature + another field	7	3	2	1	1
Another field + Literature	0	3	1	2	0

Fields of Concentration

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, which 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.

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), 101, 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 19a, 19b, 20, 21a, 21b, 23a, 23b, 25a, 25b, 55a, 55b.
 - ii. Astronomy 145, 150, 193.
 - iii. Organismic and Evolutionary Biology 152, 181, 252.
 - iv. Molecular and Cellular Biology 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 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, 140, 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 Ma and Mb 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**.

Requirements for Joint Concentrations

The requirements in Mathematics for a joint concentration differ according to whether Mathematics is the primary or allied field. If Mathematics is the primary field, then the requirements are the same as the **Requirements for Honors Eligibility** as described above. If Mathematics is the allied field, then the requirements are 5 half-courses in Mathematics, at least three of which must be at the 100 level and include at least one in each of the areas of analysis (numbered 110- 119), algebra (numbered 120-129), and geometry (numbered 130-139). For a joint concentration in which Mathematics is the allied field, no expository paper is required.

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 [Chapter 2](#) 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 of 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 Teacher Education Program must be completed before graduating under the Mathematics and Teaching option. See Chapter 2 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, 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.

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 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](#).

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, Cindy Jimenez, Science Center Room 334, 617-495-9116, cindy@math.harvard.edu. They are also available online, together with other information about the concentration and the department, [on the department's web pages](#).

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 Cindy Jimenez (cindy@math.harvard.edu).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Social Analysis
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Mathematics	77	95	86	87	80
Mathematics + another field	8	18	18	7	11
Another field + Mathematics	56	49	35	37	43

Fields of Concentration

Molecular and Cellular Biology

Professor Rachelle Gaudet, Co-Head Tutor

Professor Richard Losick, Co-Head Tutor

The Molecular and Cellular Biology (MCB) 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, but is also excellent preparation for careers outside of science and medicine, such as in the fields of public health, science policy, law and intellectual property, business, education, and science writing.

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 tutorial is not taken for credit and therefore does not appear on the study card or transcript. The head tutor and concentration adviser make all tutorial assignments and are available throughout the academic year to answer questions from students or their tutors. [A handout that describes the history, goals, and format of the tutorial program is available on the web.](#)

REQUIREMENTS

Basic Requirements: 14 half-courses

1. *Required courses:*
 - a. *Life Sciences:* Life Sciences 1a (or Life and Physical Sciences A) and Life Sciences 1b.
 - b. *Biology:* MCB 52 and 54.
 - c. *Chemistry:* Three half-courses. One of these courses should be general chemistry, such as Physical Sciences 1, and the remaining two courses should be organic chemistry and may be chosen from Chemistry 17 and 27 or Chemistry 20 and 30. See item 4c below.
 - 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 Physical Sciences 2 and Physical Sciences 3, Physics 11a and 11b, or Physics 15a (or 16) and 15b.
 - 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 organismic and evolutionary biology may also be used to fulfill this requirement. A list of courses that fulfill the advanced course requirement is available online.
 - g. *Research experience*: One half-course chosen from advanced project lab offerings such as MCB 100r (no longer offered), Life Sciences 100r, or supervised research such as MCB 91r. Students doing thesis work ordinarily enroll in two terms of MCB 99, one of which will fulfill this requirement.
2. *Tutorial*: Required of all concentrators beginning after declaration. Tutorial sessions are non-credit (and therefore do not appear on the study card or transcript), take place approximately twice per month, and typically consist of readings selected from the primary literature or relevant texts. A handout that describes the history, goals, and format of the tutorial program is available online.
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. Students who start with Chemistry 17 and 27 or Chemistry 20 and 30 (rather than Physical Sciences 1) receive the credit equivalent of Physical Sciences 1. However, we strongly encourage students intending to pursue careers in research or medicine to take a course containing elements of inorganic and/or physical chemistry (such as Chemistry 40 or 60, Molecular and Cellular Biology 56 or 199, or equivalent).
 - d. 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.
 - e. 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.

For up-to-date information on advising in Molecular and Cellular Biology, please see the [Advising Programs Office website](#).

[Advising notes for MCB concentrators are available on the Life Sciences website.](#)

RESOURCES

A tutorial reference library is housed in [the MCB Student Affairs Office at 7 Divinity Avenue](#), and contains books and journals frequently used for tutorial reading.

HOW TO FIND OUT MORE

The Co-head tutors for the Molecular and Cellular Biology concentration are Professors Rachelle Gaudet and Richard Losick, and the concentration adviser is Dr. Thomas Torello (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 MCB 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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2006	2007	2008	2009
Molecular and Cellular Biology*	55	117	162	184

*Molecular and Cellular does not participate in joint concentrations.

Fields of Concentration

Music

Professor Thomas Forrest Kelly, Head Tutor

The concentration in Music provides an understanding of music in diverse cultural and historical contexts as well as a solid foundation in composition, theory, analysis, and criticism. While the Department of Music is not in itself a school of music with a performance department, we strongly encourage performance activities.

Students begin the concentration in Music with two foundational pillars: Music 97a, 97b, and 97c provide extensive knowledge of the history and literature of Western music as well as the principles of ethnomusicology and world music repertoires; Music 51a, 51b, 150a, and 150b teach skills important in musicianship, theory and analysis. Students who enter with a significant background in theory may bypass portions of the theory sequence through the placement exam at the beginning of the semester. While it is possible to complete the concentration requirements within five semesters, we encourage potential concentrators to enroll in Music 51 as early as possible to allow for the greatest possible flexibility in the path through the concentration.

Students are then offered a wide range of advanced, specialized electives that build on the foundations laid in Music 97 and Music 51/150. A variety of courses in music theory, composition, musicology, ethnomusicology, and performance-related areas allow students to engage with musical questions at a deep level. In musicology and ethnomusicology, these courses take the form of proseminars for small groups that explore in detail selected musicological issues and direct students toward significant independent projects. Several advanced courses in acoustic and electronic composition are given each year, along with occasional offerings in orchestration and other specific compositional topics. Advanced theory and analysis courses include such topics as tonal and post-tonal analysis, jazz harmony, and modal and tonal counterpoint. Performance-oriented courses include chamber music, historical performance practice, and conducting.

Students are welcome to take a term of Supervised Reading and Research (Music 91) as an elective. This consists of individual work with a faculty member of the student's choice. A term of Music 91 is especially encouraged for juniors

intending on pursuing a senior thesis. For those writing senior theses, a year of senior tutorial (Music 99) is required. Options for senior theses include research papers, original compositions, or senior recitals. There are no general examinations for undergraduates.

The department welcomes joint concentrations with other departments that allow them. Joint concentrators need to fulfill a reduced number of course requirements, as outlined below. 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 a 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.

Basic Requirements

13 half-courses

1. *Required courses:*
 - a. Music 51a and 51b: Theory I.
 - b. Music 150a and 150b: Theory II.
 - c. Music 97a and 97b: Western Music History and Repertory; and Music 97c: World Music History and Repertory.
2. *Required categories:*
 - a. *Topics in Musicology:* Any two courses chosen from Music 190r through Music 194r, Music 182r or Music 183r.
 - b. *Advanced Theory:* Any two courses chosen from Music 151 through Music 159.
 - c. *Electives:* Any two from the following:
 - i. Composition: Music 160r through Music 167r.
 - ii. An additional half-course from those listed in 2a above.
 - iii. An additional half-course from those listed in 2b above.
 - iv. Music 180r.
 - v. Music 91r.
 - vi. Conducting or orchestration: Music 121a through Music 125b.
3. *Tutorial:*

4. *Examination:*
5. *Other information:*
 - a. Students interested in the music concentration are encouraged to take Music 51a as early as possible.
 - b. A theory placement examination is given at the beginning of the fall term. See Professor Alexander Rehding (617-495-2791) for more information.
 - c. Courses counting for concentration credit may not be taken Pass/Fail, except that one Freshman Seminar graded (SAT/UNS) may be counted for concentration credit with departmental approval.

Requirements for Honors Eligibility

15 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. Independent study in the junior year through Music 91r is strongly encouraged, but not required.
3. *Thesis:* Required of all honors candidates. May be an original composition, a senior recital, or a verbal thesis. Plan or subject to be approved by the department at the end of the junior year. Early in the second term of the junior year, students wishing to submit a composition as their thesis are required to submit a portfolio of work for consideration by the composition faculty, and students wishing to pursue a recital must submit a representative recording for consideration by the performance committee. Any change of plan must be resubmitted to the department.
4. *Other information:* Same as **Basic Requirements**.

Joint Concentration Requirements

8 half-courses

1. *Required courses:* Music 51a and 51b, Music 150a and 150b, and any two semesters of Music 97 (a, b, and/or c).
2. *Electives:* Two additional upper-level courses (taken from item 2 under **Basic Requirements**). The remaining semester of Music 97 may also count as one of these electives.
3. *Tutorial:* Students should enroll in two terms of 99r in their primary department. A faculty adviser in Music will be provided in any case. Will not count towards music concentration credit.
4. *Thesis:* Required. Plan or subject to be approved by both departments by

- the end of the junior year.
5. *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](#).

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 on campus 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.

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](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education](#)

website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Historical Study B	Literature and Arts B
Literature and Arts A	Literature and Arts C
Moral Reasoning	Quantitative Reasoning
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Music	17	25	28	30	26
Music + another field	12	10	15	9	8
Another field + Music	9	10	8	6	8

Fields of Concentration

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.

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/adviser 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. In addition, as noted in 1b, it is expected that two of the other courses for the concentration will be ones using the departmental language in a substantial way.
- 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 (graded SAT/UNS) 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, normally given 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. The tutorial will be taught by NELC and affiliated faculty members. Papers required.

- 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*: At least one semester, 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](#).

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 Machinis (machinis@fas.harvard.edu). Students are also

encouraged to obtain a copy of our brochure—*The Concentration in Near Eastern Studies at Harvard*—[online](#), by mail, or in person from the department office at 6 Divinity Avenue, 617-495-5757.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Historical Study B	Foreign Cultures
Literature and Arts B	Historical Study A
Moral Reasoning	Literature and Arts A
Quantitative Reasoning	Literature and Arts C
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Near Eastern Languages and Civilizations	10	13	12	13	10
Near Eastern Languages and Civilizations + another field	7	5	2	1	1
Another field + Near Eastern Languages and Civilizations	12	14	12	4	2

Fields of Concentration

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 upon 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 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, Molecular and Cellular Biology (MCB) 80, lays out the corpus of knowledge and how it connects to other disciplines. In elective

courses, students explore specific areas more deeply. Neuroscience is one of the most vibrant fields of research at Harvard, and students will have many opportunities for hands-on laboratory experience and independent research projects.

We also offer a Mind, Brain, and Behavior track. This track allows students to look beyond the biology of the brain and to see how neurobiology impacts other disciplines (i.e., anthropology, linguistics, philosophy, and psychology) and vice versa.

REQUIREMENTS

Basic Requirements: 13 half-courses

1. *Required courses:*
 - a. *Eight half-courses in biology and neuroscience:*
 - i. Life Sciences 1a (or Life and Physical Sciences A) and Life Sciences 1b.
 - ii. One half-course chosen from Life Sciences 2, MCB 52, MCB 54, Organismic and Evolutionary Biology 53.
 - iii. MCB 80.
 - iv. Organismic and Evolutionary Biology 57.
 - v. Three advanced half-courses in neurobiology (chosen from a list maintained on the [concentration website](#); at least one of these courses should be MCB 105 or MCB 115).
 - b. *Five half-courses in related fields:*
 - i. Three half-courses in physical sciences (Ordinarily these courses include Physical Sciences 1, 2, and 3; Chemistry 17, 20, 27, 30, 40, and 60; Computer Science 50; the Physics 11 series and Physics 15 series; and select courses in Engineering Sciences and Mathematics).
 - ii. Completion of Math 19a or higher. Two half-course requirements are reserved to complete the math requirement. Students who complete the math requirement in one semester may fulfill the second half-course requirement with any course relevant to the concentration, such as additional courses in the other required categories .
2. *Other Information:*
 - a. *Advanced Placement:* Ordinarily the Neurobiology concentration does not give AP credit.
 - b. *Pass/Fail:* All requirements for the concentration must be taken for a letter grade.
 - c. *Tutorials:* Different Neurobiology 95hf courses are offered each year. These tutorials are considered advanced Neurobiology courses.

Neurobiology 95hf courses (half-course throughout the year) cannot be divided or combined for credit. Tutorial seminars that are offered each year are listed on the [concentration website](#) and in [the Courses of Instruction](#).

- d. *Other course credit:* Ordinarily, Harvard Summer School courses (other than Chem S-20ab) may not count towards the concentration. Courses taken through study abroad programs may be counted by petition. Courses taken at other Harvard faculties (e.g. Harvard Medical School) may count for credit if the course is one of the approved advanced neurobiology courses, otherwise by petition.

Requirements for Honors Eligibility:

14 half-courses

1. *Required courses:*
 - a. Same as **Basic Requirements** 1a & 1b.
 - b. Half-course in independent research (Neurobiology 98r). No more than two supervised research half-courses may be taken for concentration credit.
2. *Tutorial:* Neurobiology 95hf, recommended but not required (see 2c above).
3. *Thesis:* Optional for award of Honors or High Honors in Field, but required for Highest Honors in Field. The thesis is based on original research in neurobiology and is ordinarily conducted in the laboratory. Students may also take Neurobiology 99, the thesis-writing tutorial, but it is not required. All students planning to submit a senior thesis must submit a short thesis proposal, usually during the spring term of junior year. The thesis proposal form is available at the [concentration website](#). Members of the Committee on Degrees in Neurobiology evaluate theses based on input from the mentor and other faculty readers.

Requirements for Mind, Brain, and Behavior Track:

16 half-courses (Honors Only Track)

1. *Required courses:*
 - a. Same as **Basic Requirements**, except as noted below.
 - b. Two half-courses in physical sciences (Ordinarily these courses include Physical Sciences 1, 2, and 3; Chemistry 17, 20, 27, 30, 40, and 60; Computer Science 50; the Physics 11 series and Physics 15 series; and select courses in Engineering Sciences and Mathematics).

- c. Two advanced half-courses in neurobiology (chosen from a list maintained on the [concentration website](#)).
 - d. Half-course in independent research (Neurobiology 98r). No more than two supervised research half-courses may be taken for concentration credit.
 - e. Neurobiology 99 (Honors Thesis Tutorial).
 - f. Two approved Mind, Brain, and Behavior half-course electives chosen from a list maintained on the [concentration website](#). Not all of the courses listed in the Mind, Brain, and Behavior chapter of the [Courses of Instruction](#) are appropriate MBB electives for Neurobiology concentrators.
2. *Seminar in Mind/Brain/Behavior*: Half course, recommended junior year . Letter-graded. Select one from a list on the [concentration website](#) that varies each year.
 3. *Thesis*: Required (see section 3 in Honors requirements).
 4. *Other information*: Students pursuing the Mind, Brain, and Behavior track are also expected to participate in the University-wide Mind, Brain, and Behavior research milieu, including [the all-day MBB junior symposium](#) and a non-credit senior year seminar for Mind, Brain, and Behavior thesis writers. Students are encouraged to join the student organization [Harvard Society for Mind, Brain, and Behavior \(HSMBB\)](#).

ADVISING

Dr. Family Weissman, Assistant Director of Undergraduate Studies in Neurobiology, is available to provide guidance to concentrators and pre-concentrators on course selection, laboratory research, and fulfilling concentration requirements. Visit lifescience.fas.harvard.edu or contact Dr. Weissman (BioLabs Room 1082a, 16 Divinity Ave., 617-496-9908, weissman@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](#) or the [concentration website](#).

HOW TO FIND OUT MORE

Head Tutor of Neurobiology: Professor John Dowling, BioLabs Room 2081, 16 Divinity Ave, 617-495-2245. Assistant Director of Undergraduate Studies: Dr. Family Weissman, BioLabs 1082a, 16 Divinity Ave., 617-496-9908, weissman@fas.harvard.edu. More information about the Neurobiology concentration can also be found at lifescience.fas.harvard.edu.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2006	2007	2008	2009
Neurobiology*	52	111	157	207

*Neurobiology does not participate in joint concentrations.

Fields of Concentration

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](#) 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 close to home or abroad. OEB does not participate in joint concentrations but will consider senior theses that incorporate work from a secondary field.

REQUIREMENTS 13 half-courses

1. *Required courses:*
 - a. Three half-courses in introductory biology: Life Sciences 1a (or Life and Physical Sciences A), Life Sciences 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), Life Sciences 110, SCRIB 10.
 - c. Two advanced-level half-courses in biology, one of which may be a supervised research or reading course.
 - d. At least four half-courses to be chosen from offerings in applied mathematics, chemistry, computer science (above the level of Computer Science 1), 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, OEB 193). Any supervised research and reading course undertaken with mentors outside of OEB must be approved and co-sponsored by an OEB faculty member
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) and head tutor (David Haig; dhaig@oeb.harvard.edu) are 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 the Office of Career Services and appropriate pre-professional advisers regarding entrance requirements for these programs.

RESOURCES

In addition to faculty research laboratories, several special facilities offer unique and exciting opportunities for OEB concentrators. These include computer clusters, DNA sequencing facilities, imaging centers, 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 botanical models (“glass flowers”). 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](#).

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).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2006	2007	2008	2009
*Organismic and Evolutionary Biology	23	51	34	84

*Organismic and Evolutionary Biology does not participate in joint concentrations.

Fields of Concentration

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.

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 credit 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. Letter-graded. Two semesters, half time (one semester's credit). Tutorial 1 is prerequisite.
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 (Philosophy 3), an introduction to the history of philosophy (Philosophy 7 or 8), 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. Same as **Basic Requirements**.
 - 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/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 of Living Systems 20 (or Science B-62 for classes of 2012 and 2011; or Science B-29 for classes of 2010 or earlier).
 - ii. Molecular and Cellular Biology 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 (Philosophy 3).
 - 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 the following three areas: 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, Government, History, Mathematics, 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](#).

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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For

more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Foreign Cultures	Literature and Arts C
† Historical Study A	Moral Reasoning
† Historical Study B	Quantitative Reasoning
† Literature and Arts A	ONE of the areas marked †
† Literature and Arts B	
Science A	
Science B	
† Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Philosophy	56	47	43	48	61
Philosophy + another field	9	4	1	1	4
Another field + Philosophy	9	6	6	8	9

Fields of Concentration

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. Keeping the

number of required courses small (twelve half-courses in physics and related fields; 13 to 15 half-courses for honors candidates) allows individual students 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 Astrophysics and in applied sciences.

No thesis or general examination is required for a degree with honors in physics.

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 5g).
 - 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 (see item 5a).
 - e. Additional half-courses in physics, or a related field (see item 5b), 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 120, 130, 150, 151, 191.
 - iv. Chemistry 160, 161, 242.
 - v. Engineering Sciences 120, 123, 125, 128, 151, 154, 173, 174, 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 2).
 - iv. Chemistry.

- v. Computer Science.
- vi. Earth and Planetary Sciences 121, 131, 132, 133, 141, 161, 166, and most 200-level courses. See the director or assistant director of undergraduate studies for approval.
- vii. Engineering Sciences.
- viii. Mathematics at the 100 or 200 level.
- ix. Statistics (except Statistics 100, 101, 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. Satisfactory grades (C- or better) are required in Physics 15a, 15b, and 15c (or higher-level substitutions).
- f. *Pass/Fail*: Two half-courses may be taken Pass/Fail. These may not include Physics 15a, 15b, 15c, or 16.
- g. 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. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - c. Mathematics courses including at least two half-courses above the level of Mathematics 21a, 21b; Mathematics 23a, 23b; Mathematics 25a, 25b; or Applied Mathematics 21a, 21b. Students should 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 5i).
 - 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 5g-h).
2. *Tutorial*: None.
3. *Thesis*: Optional. Students wishing to submit a thesis should obtain a copy of the departmental regulations from the office of the assistant director of undergraduate studies, Lyman 238.
4. *General Examination*: None.
5. *Other information*:
 - a. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.

- c. Same as **Basic Requirements**.
- d. Same as **Basic Requirements**.
- e. Same as **Basic Requirements**.
- f. *Pass/Fail*: Two half-courses may be taken Pass/Fail. These may not include Physics 15a, 15b, 15c, 16 or 191r.
- g. 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.
- h. The total number of concentration courses taken during the student's college career (including study abroad or transfer credits) must be at least 13.
- i. 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. Same as **Basic Requirements**.
 - 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. Same as **Basic Requirements**.

- b. Same as **Basic Requirements**.
- c. Same as **Basic Requirements**.
- d. Same as **Basic Requirements**.
- e. Same as **Basic Requirements**.
- f. Same as **Requirements for Honors Eligibility**.
- g. Same as **Requirements for Honors Eligibility**.
- h. Same as **Requirements for Honors Eligibility**.
- i. Applied Physics 190: Materials Physics or Applied Physics 195: Solid State Physics, and Engineering Sciences 123: Fluid Mechanics are highly recommended.
- j. 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. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - 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. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - c. Same as **Basic Requirements**.
 - d. Same as **Basic Requirements**.
 - e. Same as **Basic Requirements**.
 - f. Same as **Basic Requirements**.
 - g. Same as **Requirements for Honors Eligibility**.
 - h. Same as **Requirements for Honors Eligibility**.
 - i. In fulfilling the requirement in item 1f, a student may take up to two half-courses from the following: Life Sciences 1a, 1b; Molecular and Cellular Biology 52, 54, 56, and 80 (formerly Biological Sciences 52,

- 54, 56, 80); and Biophysics courses numbered above 100.
- j. 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) 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 on teaching in public schools 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.

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:

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 Ma, Mb).
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, by the assistant director of undergraduate studies, each undergraduate who elects to concentrate in Physics is assigned an additional faculty adviser. Students keep the same adviser until they graduate unless they request a change. It is expected that students will discuss their programs and review their progress with faculty advisers at the beginning of each term. Students are encouraged 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](#).

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 and the Laboratory for Integrated Science and Engineering, 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 associate director of undergraduate studies in Lyman 238. 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 Associate Director of Undergraduate Studies, Dr. David Morin, Lyman 238, morin@physics.harvard.edu (617-495-3257). For office hours, check the website: www.people.fas.harvard.edu/~hgeorgi/.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of

concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Science B
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Physics	74	75	70	79	64
Physics + another field	44	43	26	24	35
Another field + Physics	15	17	13	7	6

Fields of Concentration

Psychology

Professor Mahzarin Banaji, 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.

REQUIREMENTS

General Track in Psychology

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. *Tier 1:* Science of Living Systems 20: Psychological Science, half-course, recommended during the first year and required by the end of the sophomore year. Letter-graded.
 - b. *Sophomore Tutorial:* Psychology 971, half-course, required by end of sophomore year. Letter-graded. (See item 2)
 - c. *Basic Methods:* Psychology 1900 or Statistics 101, required by end of 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, 14, 15, 16, 18, or Molecular and Cellular Biology 80.
 - e. *Advanced Methods:* Psychology 1901: Methods of Behavioral Research, half-course, required by end of junior year.
 - f. *Concentration Electives:* Six half-courses. All letter-graded. (See items 5a. and 5b.) See the department's website for a list of electives.
2. *Tutorial: Sophomore Tutorial:* Psychology 971 is a semester-long tutorial required for concentrators by end of sophomore year. Sophomores planning to concentrate in psychology may enroll in the fall semester. 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.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:*
 - a. *Elective Requirement, Non-departmental Courses:* Up to two non-departmental 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 non-departmental courses are those taught by regular Psychology faculty (for the complete list, see [the department website](#)).

Affiliated Courses are non-departmental courses taught by departmental affiliates. These courses are automatically approved and designated for non-departmental elective concentration credit. Affiliated courses from other Harvard schools require cross-registration with instructor and departmental signatures.

Expedited Courses are non-departmental 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 non-departmental elective concentration credit by emailing psychology@wjh.harvard.edu by the appropriate deadline.

Petitioned Courses are other non-departmental 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 on [the department website](#)) and must be submitted by the appropriate deadline.

- b. *Elective Requirement, Research Courses:* Students may take up to two research courses (any combination of Psychology 910r, lab methods courses, or Psychology 985) in partial fulfillment of concentration elective requirements. Additional research courses may be taken for College elective credit. Students may enroll in Psychology 910r up to a total of three times for any combination of concentration and college credit.
- c. *Graded Course Requirement:* All courses taken for concentration credit must be letter-graded. The only exceptions are Psychology 985 and the specific Freshman Seminars designated on the departmental electives list.
- 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 [Chapter 2](#) for more information about the Undergraduate Teacher Education Program (UTEP).

Requirements for Honors Eligibility

Non-Thesis Option: 12 half-courses

1. *Required courses:* Same as **Basic Requirements**.
2. *Tutorial:* Same as **Basic Requirements**.
3. *Thesis:* None.
4. *General Examination:* None.
5. *Other information:* Same as **Basic Requirements**, plus the following:
 - a. *Minimum Concentration GPA:* Students must have a minimum (i.e. with no rounding) concentration GPA of 3.85. Concentration grade-point averages are calculated from a student's best twelve half-courses that meet the requirements (e.g. Tier 1, Tier 2, methods, electives), including final semester grades.
 - b. *Admissions Requirement:* No application or notification to the department is required. Students who meet the requirements as listed in 1-5a above at the end of their final semester will receive an Honors recommendation (see 5c).
 - c. *Determination of Departmental Honors:* A degree recommendation of Honors will be awarded to students who meet these requirements. Students who appear eligible for Honors will receive an award letter from the department prior to graduation.

Thesis Option: 14 half-courses

1. *Required courses:*
 - a. Same as **Basic Requirements**.
 - b. Same as **Basic Requirements**.
 - c. Same as **Basic Requirements**.
 - d. Same as **Basic Requirements**.
 - 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 on the department's website. See item 5b.
 - h. Psychology 990, Senior Tutorial, full course. Graded SAT/UNS. (See item 2c.)
2. *Tutorials:*
 - a. *Sophomore Tutorial:* Same as **Basic Requirements**.
 - b. *Junior Tutorial:* Honors Thesis Preparation (Psychology 985): Optional but strongly 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. Graded SAT/UNS. Prospectus or paper required. Application must be made to the undergraduate office prior to filing Study Card. See also item 5c.
 - 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 group meetings. Graded SAT/UNS.

3. *Thesis*: Required. An adviser-approved thesis application is normally due in March of the junior year. A thesis prospectus meeting giving thesis committee approval of the prospectus is normally required no later than late October of the senior year. The completed thesis is due the Thursday before spring recess of the senior year. Required poster session and defense occur during spring of senior year.
4. *General Examination*: None.
5. *Other information*:
 - a. *Elective Requirements, Nondepartmental Courses*: Same as item 5a in **Basic Requirements**.
 - 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 department's website for the current list](#).
 - c. *Elective Requirement, Research Courses*: Students may count one additional research course (Psychology 910r, Psychology 985, or a lab methods course) toward concentration requirements. Additional research courses may be taken for College elective credit; students may enroll in Psychology 910r up to a total of three times for any combination of concentration and college credit.
 - d. *Graded Course Requirement*: All concentration courses except Psychology 985, Psychology 990, and the specific Freshman Seminars designated on the departmental electives list must be letter-graded.
 - e. *Admissions Requirement*: A thesis application is required, normally in March of the junior year. To apply to the 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. Departmental recommendations can range from No Honors to Highest Honors under this option.
 - g. *Joint Concentrations*: Ordinarily, the psychology department does not participate in joint concentrations.
 - h. *Undergraduate Teacher Education Program*: See item 5d of **Basic Requirements**.

Cognitive Science Track

Requirements: 14 half-courses

The Cognitive Science track is affiliated with the University-wide Mind/Brain/Behavior (MBB) Interfaculty Initiative, and is administered through the Psychology Undergraduate Office. An application and thesis is required. MBB tracks are also available in Computer Science, History and Science, Human Evolutionary Biology, Linguistics, Neurobiology, and Philosophy.

1. *Required courses:*
 - a. *Tier 1:* Science of Living Systems 20: Psychological Science, half-course, recommended during the first year and required by the end of the sophomore year. Letter-graded.
 - b. *Sophomore Tutorial:* Psychology 971, half-course, required by end of sophomore year. Letter-graded.
 - c. *Basic Methods:* Psychology 1900 or Statistics 101, required by end of sophomore year. Must be passed with a grade of C or higher.
 - d. *Tier 2:* Molecular and Cellular Biology 80, half-course, sophomore year, and one other half-course from Psychology 13, 14, 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, required by end of junior year. Letter-graded.
 - g. *Laboratory Methods:* Half course, sophomore or junior year. Letter-graded. Select one from a list on the department's 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. Same as Psychology General Track **Requirements for Honors Eligibility: Thesis Option.**
3. Same as Psychology General Track **Requirements for Honors Eligibility: Thesis Option.**
4. Same as Psychology General Track **Requirements for Honors Eligibility: Thesis Option.**
5. *Other information:*
 - a. *Senior Tutorial:* Psychology 992 requires participation in the psychology spring poster session, MBB thesis activities, and attendance at group meetings of Psychology 990.
 - b. *Track Electives:* Track electives are selected in consultation with a concentration adviser and faculty adviser of the MBB program, and may include non-departmental courses by petition. Course selection will be reviewed and approved by the MBB head tutor in Psychology. Students typically do not count additional research 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 for any combination of concentration and college credit.

- 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 at the time of application. 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.
- d. *Graded Course Requirement:* All concentration courses except Psychology 985, Psychology 992, and the specific Freshman Seminars designated on the departmental electives list must be letter-graded.

Social and Cognitive Neuroscience Track

Basic Requirements: 12 half-courses

Requirements for Honors Eligibility: Non-thesis Option: 12 half-courses

Requirements for Honors Eligibility: Thesis Option: 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. *Tier 1:* Science of Living Systems 20: Psychological Science, half-course, recommended during the first year and required by the end of the sophomore year. Letter-graded.
- b. *Sophomore Tutorial:* Psychology 975, half-course, required by end of sophomore year. Examines issues and phenomena addressed in contemporary psychological and life science research from a variety of perspectives. A sophomore essay is required. Letter-graded.
- c. *Basic Methods:* Psychology 1900 or Statistics 101, required by end of sophomore year. Must be passed with a grade of C or higher.
- d. *Tier 2:* Molecular and Cellular Biology 80, half-course, and one other half-course from Psychology 13, 14, 15, 16, and 18, recommended by end of sophomore year. Letter-graded.
- e. *Advanced Methods:* Psychology 1901, half-course, required by end of junior year. Letter-graded.
- f. *Laboratory Methods:* half-course, sophomore or junior year. Letter-graded. Select one from a list on the concentration website.
- g. *Life Sciences Courses:* Three half-courses selected from a list on the concentration website. One of these courses must be either Life and Physical Sciences A, Life Sciences 1a, or Life Science 1b. Letter-graded.
- h. *Psychology Electives:* Two half-courses, both letter-graded. Only one may be non-departmental. (All students see **General Track: Basic Requirements**, item 5a.) Students may count one additional research course (Psychology 910r, Psychology 985, or a lab methods course) 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 for any combination of concentration and college credit.

2. *For Honors Eligibility:*

- a. *Non-thesis option:* Same as **Social and Cognitive Neuroscience Basic Requirements**, plus the following:
 - i. *Minimum Concentration GPA:* Students must have a minimum (i.e. with no rounding) concentration GPA of 3.85. Concentration grade-point averages are calculated from a student's best twelve half-courses that meet the requirements (e.g. Tier 1, Tier 2, methods, electives), including final semester grades.
 - ii. *Admissions Requirement:* No application or notification to the department is required. Students who meet the requirements as listed in 2a above at the end of their final semester will receive an Honors recommendation (see below).
 - iii. *Determination of Departmental Honors:* A degree

recommendation of Honors will be awarded to students who meet these requirements. Students who appear eligible for Honors will receive an award letter from the Department prior to graduation.

- b. *Thesis option*: 14 half-courses. Same as **Social and Cognitive Neuroscience Basic Requirements** plus the following:
 - i. *Senior Tutorial*: Psychology 993, full course, senior year. Graded SAT/UNS. See item 3c.
 - ii. *Thesis*: See item 4.
 - iii. *Admissions Requirement*: A thesis application is required, normally in March 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.
 - iv. *Determination of Departmental Honors*: Honors degree recommendations are normally determined by a combination of the concentration grade point average and the thesis evaluation. Departmental recommendations can range from No Honors to Highest Honors under this option.
3. *Tutorials*:
- a. *Sophomore Tutorial (Psychology 975)*: See Required courses, item 1b for description.
 - b. *Junior Tutorial*: Preparation for the Honors Thesis (Psychology 985): Optional (but strongly recommended for students considering writing a thesis) half-course tutorial consisting of individual reading and research leading to a thesis prospectus, supplemented by occasional required group meetings. 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): Required of students completing the honors thesis option. Full-year individual tutorial consisting of research leading to submission of the thesis, supplemented by required spring poster session and occasional group meetings in conjunction with PSY 990. Graded SAT/UNS.
4. *Thesis*: Required for honors eligibility if completing the thesis option. A College GPA of 3.5 or greater is required to apply for the thesis. An approved thesis application is required in March of the junior year. A thesis prospectus meeting giving thesis committee approval of the prospectus is normally required no later than late October of the senior year. The completed thesis is due the Thursday before spring recess of the senior year. Required poster session and defense spring of senior year.
5. *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](#), 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. Students may email brief questions to psychology@wjh.harvard.edu. House-based concentration advisers are available to upperclass students throughout the academic year (there is a list of [concentration advisers by house](#)). 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.

Pre-concentrators should read the Advising and Requirements sections of the undergraduate website (links to those sections are [on the home page](#)). Posted pre-concentration drop-in advising hours can also be [found online](#). Students can also e-mail psychology@wjh.harvard.edu or stop by the Undergraduate Office with questions.

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 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 neuroscience. 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 (Room 218–222) and students can come by during [business hours](#) or make an appointment. Students are welcome to come here for general information about the concentration and related matters. The [Psychology undergraduate website](#) includes information on concentration requirements, prizes, awards, volunteer and job opportunities.

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](#) that includes information about basic and honors concentration requirements, 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-departmental thesis advisers, grant applications, and other forms. You can also contact the undergraduate office at psychology@wjh.harvard.edu or 617-495-3712.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science B
† Historical Study B	Social Analysis
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Science A	

For more information on fulfilling the Core requirement, see [The Core](#)

Curriculum Requirement.

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Psychology	347	336	292	288	284
*Psychology + another field	5	5	3	1	0
*Another field + Psychology	11	7	2	1	0

*Ordinarily, Psychology does not participate in joint concentrations.

Fields of Concentration

Comparative Study of Religion

Dr. Tamsin Jones, 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 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.

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

For students entering the College in Fall 2008 or later. Other students should refer to the *Handbook for Students* from the year in which they declared their concentration.

Non-honors: 12 half-courses / Honors: 14 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. *Honors Candidates*
 - a. *Thesis:* To be eligible to write a thesis, a student must maintain a minimum average of B+ in the concentration.
 - b. *Senior Seminar:* Religion 99a and 99b (two terms), required only of students writing a thesis. Graded SAT/UNS.
4. *Other Information:*
 - a. *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
 - Buddhism
 - Christianity
 - East Asian
 - Greek, Hellenistic, Roman
 - Hinduism
 - Islam
 - Judaism
 - Modern West
 - South Asian
 - b. *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.

- c. *Pass/Fail*: In addition to Religion 99a and 99b (see above), one half-course taken Pass/Fail at Harvard can be counted for concentration credit. A relevant Freshman Seminar may therefore be counted for concentration credit, pending approval by the Director of Undergraduate Studies. Consult with the director of undergraduate studies regarding Pass/Fail credit for courses taken abroad.
- d. *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

1. *General: Comparative and Methodological Studies*: three half-courses.
 - a. One half-course chosen from Religion 11-20.
 - b. Religion 97 (one term).
 - c. One other half-course.
2. *Tradition I*: five half-courses.
 - a. Four half-courses focusing on a particular era or cultural/geographical area important in the tradition.
 - b. Religion 98a (one term).
3. *Tradition II*: Four half-courses focusing on a particular era or cultural/geographical area important in the tradition.
4. *For Honors Candidates*: Religion 99a and 99

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.
 - 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.

- b. Religion 98a (one term).
- 3. *For Honors Candidates:* Religion 99a and 99b.

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.
 - 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:* 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. As all joint concentrators must write a senior thesis, one of these courses will typically be Religion 99b, although 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:*

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. 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](#).

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 Tamsin Jones (tamsin_jones@harvard.edu), director of undergraduate studies.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts C
Literature and Arts A	Moral Reasoning
Literature and Arts B	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
† Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Comparative Study of Religion	22	18	26	34	30
Comparative Study of Religion + another field	6	4	2	1	3
Another field + Comparative Study of Religion	9	6	4	3	3

Fields of Concentration

Romance Languages and Literatures

Professor Luis M. Girón Negrón, 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 plays 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 Studies, Hispanic Studies, Italian Studies, Latin American Studies, 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 intending to pursue graduate degrees in literature, art, and related fields, as well as those planning careers in medicine, law, business, social work, or other 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. 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 sociological 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 sociological trends.

The track in Hispanic Studies 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. Students have the freedom to pursue additional courses in related fields such as anthropology, government, history of art and architecture, and history, in addition to literature courses. Course offerings 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 Studies concentrators to put their knowledge and communication skills to practical use.

The track in Italian Studies provides students with proficiency in the language and 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. Concentrators are encouraged 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 track in Portuguese and Brazilian Studies thoroughly acquaints students with the Portuguese language and the Portuguese-speaking world's diverse and vibrant literary and cultural expressions, both in the mainstream and popular dimensions, including film, theater, visual arts, music, dance, architecture and urban studies. Concentrators may take courses outside the department on various historical, economic, or political aspects of the culture of Brazil, Portugal, or the Portuguese-speaking countries of Africa and Asia. Faculty members work closely with students and encourage them to be creative and imaginative. Concentrators play a large role in the development of their individual plans of study.

Students are invited to pursue a secondary field in any one of the four language sections listed above, or a joint concentration between any one of the four language sections and a wide range of other departments and programs.

The track in Romance Studies is intended for students who wish to combine work in two or 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 of both, in the case of two languages, or of all three languages before arriving at Harvard, though the ideal candidate for this concentration track will already have an advanced proficiency in one Romance language and an intermediate proficiency in a second Romance language. Students are not permitted to pursue a joint concentration between the Romance Studies track and another

department.

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 Spanish and Portuguese, but also indigenous cultures. Concentrators in the Latin American Studies track are expected to demonstrate proficiency in both Spanish and Portuguese and to take courses on the Spanish-speaking nations in the Americas and Brazil as part of their requirements. As the track is already cross-cultural in focus and design, allowing for interdisciplinary and bilingual approaches, students are not allowed to pursue a joint concentration with another department.

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.

Concentrators may be eligible to obtain certification to teach in middle or secondary schools in Massachusetts and states with which Massachusetts has reciprocity. For

http://webdocs.registrar.fas.harvard.edu/ugrad_handbook/current/chapter2/UTEP for more information about the Undergraduate Teacher Education Program (UTEP), see [Chapter 2](#).

REQUIREMENTS

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. Sophomore Tutorial: French 97.
 - c. *A maximum of two of the following advanced half-courses in language:* French 40, French 50, French 59, any course in the French 61 series. *Note:* Must be passed with grade of B+ or better. See language proficiency requirement below. French 55 does not count for concentration credit. Courses taken outside Harvard may be substituted upon approval by the undergraduate adviser in French. Concentrators who present advanced language proficiency on entering the concentration should take one or two additional half-

- courses in French literature in lieu of half-courses in language.
- d. A minimum of five 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.
 - e. *Up to two half-courses in related fields*: These include courses in African and African American studies, the Program in General Education, History, History of Art and Architecture, Literature and Comparative Literature, Visual and Environmental Studies, among others. The undergraduate adviser in French must approve all courses to be counted as related fields.
2. *Tutorial*: The sophomore tutorial, French 97 (one term), is required of all concentrators in the Spring of their sophomore year. Small-group instruction. Letter-graded. See section 1b above.
 3. *Thesis*: Required only of honors candidates pursuing the thesis option.
 4. *Other information*:
 - a. *Pass/Fail*: Courses counting for concentration credit may not be taken Pass/Fail.
 - b. *Language requirement*: By the end of their junior year, concentrators are expected to demonstrate advanced proficiency in French. Proficiency may be demonstrated by a perfect score (800) on the SAT or Harvard Placement Test, by completion of one advanced language course at the 40 to 60-level with a grade of B+ or higher, or by passing an oral competency examination administered by the Undergraduate Adviser in French.
 - 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 1d.
 - d. *Combining French with one or two other Romance languages and literary traditions*: See Romance Studies track.

French and Francophone Studies

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the five half-courses under item 1d of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option*. In addition to the **Basic Requirements**, students 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. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their

Senior year.

3. *Non-thesis Option*. Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in French, in addition to the 12 half-courses under **Basic Requirements**. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

French and Francophone Studies

Joint Concentration Requirements

Upon approval from the undergraduate adviser in French, honors candidates may combine a concentration in French and Francophone Studies with a concentration in another department significantly related to some aspect of French or Francophone literature or culture. Ordinarily, only students with a strong concentration GPA and a clearly formulated project bridging the two disciplines will receive approval. In recent years, programs in French and Linguistics, French and English, French and Classics, and French and History of Art and Architecture have all been approved. During the senior year, completion of an honors thesis is required, as are written and oral general examinations in French. A total of six half-courses in French and Francophone Studies, in addition to the senior thesis, is required of joint concentrators:

Required courses:

1. *Two survey courses*: French 70a and either French 70b or 70c.
2. *Sophomore Tutorial*: French 97.
3. *Junior Tutorial*: French 98, or equivalent.
4. Two half-courses in French at the 100 level or above.
5. *Senior Thesis*: Either two semesters of French 99 or the senior thesis tutorial in the related department.

For further information, please consult the undergraduate adviser in French.

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. A maximum of one of the following advanced half-courses in language: Spanish 40, 50, 59, 62, or 65. *Note:* Must be satisfied with a grade of B+ or better. See language proficiency requirement below. Courses taken outside Harvard may be substituted upon approval from the undergraduate adviser in Spanish. Concentrators who demonstrate advanced language proficiency should take one additional half-course in Hispanic literature in lieu of an advanced half-course in language.
 - c. *Sophomore Tutorial:* Spanish 97.
 - d. One half-course in the Spanish 90 series.
 - e. A minimum of four half-courses in Spanish that are numbered 100 or above or are tutorials. At least two of the courses in this category must treat literature before 1800, and all four courses must be taught in Spanish.
 - f. Up to three half-courses in related fields. These include courses in Anthropology, the Program in General Education, Government, History, History of Art and Architecture, among others. The undergraduate adviser in Spanish must approve all courses to be counted as related fields.
2. *Tutorial:* The sophomore tutorial, Spanish 97 (one term), is required of all concentrators during the Spring of their sophomore year. Small-group instruction. Letter-graded. See requirement 1c above.
3. *Thesis:* Required only of honors candidates pursuing the thesis option.
4. *Other information:*
 - a. *Pass/Fail:* Courses taken for concentration credit may not be taken Pass/Fail.
 - b. *Language Requirement:* By the end of their junior year, concentrators are expected to demonstrate advanced oral and written proficiency in Spanish. Advanced proficiency may be demonstrated by a perfect score (800) on the SAT or Harvard Placement Test, or by completion of one advanced language course at the 40-level or above with a grade of B+ or higher, or by passing an oral competency examination administered by the undergraduate adviser in Spanish.
 - c. *Combining Spanish with one or two other Romance languages and literary traditions:* See [the Romance Studies track](#).
 - 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 1e.

Hispanic Studies

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the four half-courses under item 1e of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option*. In addition to the **Basic Requirements**, students take two terms of Spanish 99 (graded SAT/UNS) and complete a 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. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their Senior year.
3. *Non-thesis Option*. Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in Spanish, in addition to the 12 half-courses under **Basic Requirements**. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

Hispanic Studies

Joint Concentration Requirements

Upon approval from the undergraduate adviser in Spanish, honors candidates may combine a concentration in Hispanic Studies with a concentration in another department significantly related to some aspect of the literature or culture of the Spanish-speaking world. Ordinarily, only students with a strong concentration GPA and a clearly formulated project bridging the two disciplines will receive approval. In recent years, programs in Hispanic Studies and Anthropology and Hispanic Studies and History of Art and Architecture have been approved. During the senior year, completion of an honors thesis is required, as are written and oral general examinations in Spanish. A total of six half-courses in Hispanic Studies, in addition to the senior thesis, is required of joint concentrators:

Required courses:

1. *Two survey courses:* Spanish 70a or 70c and Spanish 71a or 71b.
2. *Sophomore Tutorial:* Spanish 97.
3. *Junior Tutorial:* Spanish 98, or equivalent.
4. Two half-courses in Spanish at the 100 level or above.
5. *Senior Thesis:* Either two semesters of Spanish 99 or the senior thesis tutorial in the related department.

For further information, please consult the undergraduate adviser in Spanish.

Italian Studies

Basic Requirements: 12 half-courses

1. Required courses:
 - a. One of the following half-courses on Dante: Literature and Arts A-26 or Italian 131.
 - b. A maximum of three upper-level or advanced half-courses in language at the 30, 40, or 50-level. *Note:* Must be passed with a grade of B or better. See language proficiency requirement below. Courses taken outside Harvard may be substituted upon approval from the undergraduate adviser in Italian. Concentrators who demonstrate advanced language proficiency on entering the concentration should take additional half-courses in Italian literature in lieu of advanced half-courses in language.
 - c. A minimum of four half-courses in Italian literature numbered 80 and above. Must include Italian 97 (or equivalent) and a minimum of two Italian half-courses at the 100 level or above other than those listed in 1a. At least one of the 100-level courses must be in Italian.
 - d. Up to four half-courses in related fields. These include courses in Anthropology, the Program in General Education, English, Government, History, History of Art and Architecture, Linguistics, among others. The undergraduate adviser in Italian must approve all courses to be counted as related fields.
2. *Tutorial:* The sophomore tutorial, Italian 97 (one term), is required of all concentrators during the Spring of their sophomore year. Small-group instruction. Letter-graded. May be substituted with an equivalent 100-level course, with the approval of the undergraduate adviser in Italian. See requirement 1c above.
3. *Thesis:* Required only of honors candidates pursuing the thesis option.
4. *Other information:*
 - a. *Pass/Fail:* Courses taken for concentration credit may not be taken Pass/Fail.

- b. *Language requirement:* By the end of their junior year, concentrators are expected to demonstrate advanced oral and written proficiency in Italian. Advanced proficiency may be demonstrated by a perfect score (800) on the SATII or Harvard Placement Test, or a score of 5 on the Italian AP, or by completion of one advanced language course at the 35-level or above with a grade of B or higher, or by passing an oral competency examination administered by the undergraduate adviser in Italian.
- c. *Combining Italian with one or two other Romance languages and literary traditions:* See Romance Studies track described below.
- 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

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the four half-courses under item 1c of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option.* In addition to the **Basic Requirements**, students 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. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their Senior year.
3. *Non-thesis Option.* Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in Italian, in addition to the 12 half-courses under **Basic Requirements**. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

Italian Studies

Joint Concentration Requirements

Upon approval from the undergraduate adviser in Italian, honors candidates may combine a concentration in Italian Studies with a concentration in another department significantly related to some aspect of Italian literature or culture. Ordinarily, only students with a strong concentration GPA and a clearly formulated project bridging the two disciplines will receive approval. In recent years, programs in Italian and Anthropology, Italian and Linguistics, Italian and Literature, and Italian and History of Art and Architecture have all been approved. During the senior year, completion of an honors thesis is required, as are written and oral general examinations in Italian. A total of six half-courses in Italian Studies, in addition to the senior thesis, is required of joint concentrators:

Required courses:

1. One half-course on Dante: Literature and Arts A-26 or Italian 131.
2. One half-course at the 40-60 level in Italian. May be replaced by a more advanced course for students who demonstrate a high level of linguistic proficiency in Italian.
3. *Sophomore Tutorial*: Italian 97 or equivalent.
4. *Junior Tutorial*: Italian 98, or equivalent.
5. Two half-courses in Italian at the 100-level or above, or equivalent seminar, other than the Dante course above.
6. *Senior Thesis*: Either two semesters of Italian 99 or the senior thesis tutorial in the related department.

For further information, please consult the undergraduate adviser in Italian.

Latin American Studies

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Latin American Studies 70.
 - b. Either 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.
 - d. *Sophomore Tutorial*: Spanish 97 or Portuguese 97.
 - e. Four 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 Program in General Education; Studies of Women, Gender, and Sexuality, etc.). If the student is not taking any course on Brazil from item 1f 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 1f below, one of the courses in Romance Languages and Literatures should be focused on Spanish America.

- f. Four 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*: The sophomore tutorial, either Spanish 97 or Portuguese 97 (one term), is required of all concentrators during the Spring of their sophomore year. See item 1d above. Small-group instruction. Letter-graded.
3. *Thesis*: Required only of honors candidates pursuing the thesis option.
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 1e.

Latin American Studies

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the four half-courses under item 1e of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option*. In addition to the **Basic Requirements**, students take two terms of Latin American 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 Latin American Studies in conjunction with other faculty members and members of the Tutorial Board in the spring term of the junior year. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their Senior year.
3. *Non-thesis Option*. Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in Spanish and/or Portuguese, in addition to the 12 half-courses under **Basic**

Requirements. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

Portuguese and Brazilian Studies

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. Six half-courses in Portuguese, including required Sophomore tutorial (Portuguese 97). May include a maximum of two courses at the 30 to 60 level.
 - b. Two half-courses in another Romance language above the introductory/requirement level.
 - c. Up to four half-courses in related fields. These include courses in Anthropology, the Program in General Education, English, Government, History, History of Art and Architecture, Linguistics, etc. The undergraduate adviser in Portuguese must approve all courses to be counted as related fields.
2. *Tutorial:* The sophomore tutorial, Portuguese 97 (one term), is required of all concentrators during the Spring term of their sophomore year. Small-group instruction. Letter-graded. See requirement 1a above.
3. *Thesis:* Required only of honors candidates pursuing the thesis option.
4. *Other information:*
 - a. *Pass/Fail:* Courses counting for concentration credit may not be taken Pass/Fail.
 - b. *Language requirement:* By the end of their junior year, concentrators are expected to demonstrate advanced oral and written proficiency in Portuguese. Advanced proficiency may be demonstrated by a perfect score on the Harvard Placement Test, or by completion of one advanced language course (Portuguese 37 or higher) with a grade of B+ or higher, or by passing an oral competency examination administered by the undergraduate adviser.
 - c. *Combining Portuguese with one or two other Romance languages and literary traditions:* See Romance Studies track.
 - 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

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the six half-courses under item 1a of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option*. In addition to the **Basic Requirements**, students 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. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their Senior year.
3. *Non-thesis Option*. Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in Portuguese, in addition to the 12 half-courses under **Basic Requirements**. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

Portuguese and Brazilian Studies

Joint Concentration Requirements

Upon approval from the undergraduate adviser in Portuguese, honors candidates may combine a concentration in Portuguese and Brazilian Studies with a concentration in another department significantly related to some aspect of Portuguese or Brazilian literature or culture. Ordinarily, only students with a strong concentration GPA and a clearly formulated project bridging the two disciplines will receive approval. In recent years, programs in Portuguese-Brazilian Studies and English, and Portuguese and Brazilian Studies and Anthropology, have been approved. During the senior year, completion of an

honors thesis is required, as are written and oral general examinations in Portuguese. A total of six half-courses in Portuguese and Brazilian Studies, in addition to the senior thesis, is required of joint concentrators:

Required courses:

1. *Sophomore Tutorial*: Portuguese 97.
2. *Junior Tutorial*: Portuguese 98, or equivalent.
3. Three half-courses in Portuguese. May include no more than two courses at the 30-60 level.
4. One half-course in a related field, to be approved by the undergraduate adviser in Portuguese.
5. *Senior Thesis*: Either two semesters of Portuguese 99 or the senior thesis tutorial in the related department.

For further information, please consult the undergraduate adviser in Portuguese.

Romance Studies (a program allowing students to study two or three Romance languages and literary traditions)

Basic Requirements: 12 half-courses

1. *Required courses:*
 - a. A maximum of two advanced language half-courses (40-level or above in French and Spanish; 30-level or above in Italian and Portuguese) in the Department of Romance Languages and Literatures. Concentrators must demonstrate advanced proficiency in at least two Romance languages. See advanced language proficiency requirement below. Concentrators who demonstrate advanced language proficiency on entering the concentration should take additional half-courses in literature in lieu of advanced half-courses in language.
 - b. At least one Romance Studies course other than tutorials at the 70 or 100-level.
 - c. At least seven half-courses in the Department of Romance Languages and Literatures in at least two Romance languages and at the 70 level or above. These seven courses must include one sophomore tutorial (course numbered 97, or equivalent) in any Romance language; at least two survey courses in at least two different Romance languages; at least two half-courses at the 100-level or above in at least two different Romance languages. At least one half-course in this category must treat literature before 1800.
 - d. Two half-courses in related fields. These include courses in Anthropology, Classics, the the Program in General Education,

- English, Government, History, History of Art and Architecture, Linguistics, among others. The undergraduate adviser in Romance Studies must approve all courses to be counted as related fields.
2. *Tutorial*: One term-long Sophomore tutorial (97-level course) in any Romance language is required of all concentrators during the Spring of their sophomore year.
 3. *Thesis*: Required only of honors candidates pursuing the thesis option.
 4. *Other information*:
 - a. *Pass/Fail*: Courses taken for concentration credit may not be taken Pass/Fail.
 - b. *Language requirement*: By the end of their junior year, concentrators are expected to demonstrate advanced written and oral proficiency in two Romance languages. Advanced proficiency may be demonstrated by a perfect score (800) on the SAT or Harvard Placement Test, or by completion of one advanced language course with a grade of B+ or higher, or by passing an oral competency examination administered by the undergraduate adviser.
 - c. *Joint Concentrations*: Not permitted.
 - 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.

Romance Studies

Requirements for Honors Eligibility: 14 half-courses

1. All Honors candidates must take one term of junior tutorial as one of the seven half-courses under item 1c of **Basic Requirements**. They then have two options for their senior year:
2. *Thesis Option*. In addition to the **Basic Requirements**, students 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. In addition, once they have completed a thesis, students take an hour-long oral exam, normally during Reading Period in May of their Senior year.
3. *Non-thesis Option*. Honors students who prefer not to write a thesis may take two additional half-courses at the 100-level or above in any of the Romance languages they are studying, in addition to the 12 half-courses under **Basic Requirements**. Students who take two additional courses at the 100-level, or one additional course at the 100-level and one additional course at the 200-level, with a minimum grade of A- in each, and who have a minimum concentration-course GPA of 3.65 can be recommended

for a departmental degree of Honors (but not High or Highest) Students who take two additional courses at the 200-level with a minimum grade of A- in each and who have a minimum concentration-course GPA of 3.65 can be recommended for a departmental degree of High Honors (but not Highest). To be eligible for Highest Honors, students pursue the Thesis Option above.

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 [the department's website](#). 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](#).

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. The director of undergraduate studies in Romance Languages and Literatures is Professor Luis M. Girón Negrón. The Associate Director of Undergraduate Studies is Dr. Clémence Jouët-Pastré. The undergraduate advisers are:

French

Professor Mylène Priam, Boylston 507
617-495-9209

Italian

Professor Giuliana Minghelli, Boylston 426 (Fall Term)
617-496-0486
Dr. Elvira G. DiFabio, Boylston 321 (Spring Term)

617-495-5478

Latin American Studies

Professor José Rabasa, Boylston 516
617-496-3488

Portuguese

Dr. Clémence Jouët-Pastré, Boylston 422
617-495-1929

Romance Studies

Professor Luis M. Girón Negrón, Dana Palmer House 104
617-495-2567

Spanish

Dr. Johanna Damgaard Liander, Boylston 421
617-495-5895

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts A
† Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Romance Languages and Literatures	54	42	36	43	46
Romance Languages and Literatures + another field	1	5	5	2	0
Another field + Romance Languages and Literatures	9	10	4	4	2

Fields of Concentration

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. 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, Hindi-Urdu 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:*
3.
 - 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.
4. *Thesis:* Required.
5. *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](#).

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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts A
† Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Sanskrit and Indian Studies	3	1	1	2	1
Sanskrit and Indian Studies + another field	1	1	1	1	1
Another field + Sanskrit and Indian Studies	5	3	3	2	1

Fields of Concentration

Slavic Languages and Literatures

Professor Jonathan Bolton, Director of Undergraduate Studies

The concentration in Slavic Literatures and Cultures offers you the opportunity to study the great works and cultural traditions, past and present, of Russia and the other Slavic countries, especially Ukraine, Poland, and the Czech Republic. These countries share a rich cultural life as well as a turbulent and fascinating history. In the Slavic concentration, you will develop proficiency in Russian or another Slavic language such as Czech, Polish, or Ukrainian, and you will use your knowledge of the language to better understand these cultures and the important role they 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.

Your Slavic tutorials will give you 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 interpreting 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. Many of our concentrators combine a love of literature with a strong interest in other disciplines, and we highlight the interdisciplinary nature of Slavic studies by incorporating questions of history, social structure, political theory, and cultural practice in our tutorials and other department courses. In the senior year, non-honors concentrators 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, Central and East European film, post-realist and postmodernist 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 you for graduate study in Slavic, comparative literature, history, and other programs, many of our students follow careers in other areas, including medicine, law, business, and government; they find that the experience of learning a language 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.

REQUIREMENTS

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 142, Slavic 145a, Slavic 145b, Slavic 148, Slavic 181, Culture and Belief 38, Culture and Belief 42, Aesthetic and Interpretive Understanding 32, Aesthetic and Interpretive Understanding 41, Aesthetic and Interpretive Understanding 45, and Ethical Reasoning 28.
 - 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:*
1. Elective courses may include any Slavic Department literature or linguistics course at the 125 level or above; Culture and Belief 38, Culture and Belief 42, Aesthetic and Interpretive Understanding 32, Aesthetic and Interpretive Understanding 41, Aesthetic and Interpretive Understanding 45, and Ethical Reasoning 28; relevant courses in the Departments of Comparative Literature, Linguistics, VES, History or Government if approved by the Director of Undergraduate Studies; a relevant Freshman Seminar; or an Independent Study approved by the Director of Undergraduate Studies.
 2. All courses for the concentration must be letter-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](#).

HOW TO FIND OUT MORE

Consult Professor Jonathan Bolton, director of undergraduate studies, Barker Center 319, 617-496-0623, jbolton@fas.harvard.edu.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Historical Study A	Foreign Cultures
† Historical Study B	Literature and Arts A
† Literature and Arts B	Literature and Arts C
Moral Reasoning	ONE of the areas marked †
Quantitative Reasoning	
Science A	
Science B	
Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Slavic Languages and Literatures	8	11	7	9	11
Slavic Languages and Literatures + another field	0	0	0	0	0
Another field + Slavic Languages and Literatures	2	0	1	0	0

Fields of Concentration

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 foundational texts by 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 in preparation for their senior theses.

Students develop an individualized focus field in consultation with their academic adviser. They identify an area of interest (for example, inequality, development, or modern social theory) and create a plan of study. A Social Studies plan of study includes a minimum of four half-courses, normally drawn from at least two social science departments and including at least one course on a 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 2013) is Friday, October 22nd, 2010.

Transfer students and second-semester sophomores seeking to change concentrations can apply to Social Studies in late January for admission in the spring semester, and juniors can apply in early September for admission in fall.

REQUIREMENTS

13 half-courses

For students entering the College in Fall 2008 or later.

Other students should refer to the *Handbook for Students* from the year in which they declared their concentration.

1. *Required courses:*
 - a. Social Studies 10a and 10b.
 - b. Social Studies 98, the junior tutorial. Students must take two junior tutorials.
 - 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, an appropriate course in social or political theory, or a course in social

science methodology. Students must complete this requirement by the end of the junior year.

- g. Four half-courses studying the student's focus field. These courses will be selected in consultation with the student's adviser and must be approved by the Social Studies Board of Instruction. The focus field should be drawn from two social science departments and must include at least one half-course on a 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. Two terms required.
 - 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.

Joint Concentrations

Social Studies discourages most joint concentrations, as the program is already interdisciplinary, and students seeking to gain expertise in another discipline can usually do a secondary field in that discipline. We do not allow joint concentrations in the sciences or the humanities, or with the departments with which we share faculty (anthropology, economics, government, history, and sociology). However, students with unusual interests can petition the Social Studies Board of Instruction for permission to do a joint concentration with a few programs, such as African and African American studies; studies of women, gender, and sexuality; East Asian studies; or the comparative study of religion. Joint concentration petitions are accepted at the beginning of each semester.

ADVISING

Each student entering the concentration is assigned an adviser who sits on the Social Studies Board of Advisers and 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 interests with the student. Students must meet with their advisers at least three times a year to discuss course selection, their focus field, and their plan of study; more frequent meetings are strongly encouraged. The Director of Studies heads the Board of

Advisers.

For up-to-date information on advising in Social Studies, please go to www.socialstudies.fas.harvard.edu or visit the [Advising Programs Office website](#).

HOW TO FIND OUT MORE

For more information, contact the assistant director of studies for Freshman/Sophomore Advising, Dr. Thomas Ponniah, or the undergraduate program administrator, Sarah Champlin-Scharff, on the lower main floor of Hilles Library (617-495-2163).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Historical Study B	Moral Reasoning
Literature and Arts A	Quantitative Reasoning
Literature and Arts B	Social Analysis
Literature and Arts C	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Social Studies	305	326	312	296	311
Social Studies + another field	22	13	11	6	2
Another field + Social Studies	0	0	0	0	0

Fields of Concentration

Sociology

Dr. David Ager, Director of Undergraduate Studies

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 takes pride in its advising system, 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 they 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 the honors thesis

topic or by pursuing a secondary field. Joint concentrators whose primary field is Sociology must take a junior tutorial.

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 [Chapter 2](#) 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 Sociology Undergraduate Office.

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.
 - g. Five half-courses in Sociology.
2. *Tutorials:*
 - a. Sophomore year: Sociology 97 (one term) required. Small seminars

made up of eight to 12 students. An intensive introduction to classical and contemporary sociological theory.

- b. Junior year: Sociology 98 (one term) required. Small seminars made up of eight to 10 students who work together on an original research project (or set of interrelated 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*: Up to 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). Joint concentrators may take up to one of the half-course electives in Sociology Pass/Fail.
 - c. Students may wish to complete 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 Undergraduate Office.
 - d. *Joint concentrations*: Information on joint concentrations may be obtained in the Sociology Undergraduate Office or on the department's undergraduate website.

Requirements for Honors Eligibility: 12 half-courses

1. *Required courses*:
 - a. a-f. Same as **Basic Requirements**.
 - b. Three half-courses in Sociology.
 - c. 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 Undergraduate Office in the spring of senior year. Students are urged to choose thesis topics and select an adviser 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, two thesis readers will be assigned by the Undergraduate Office. The overall thesis grade is determined by averaging the grades given by the two readers. (Midyear seniors should consult the Directors of Undergraduate Studies.)
4. *General Examination*: None.
5. *Other information*: Same as **Basic Requirements**.

JOINT CONCENTRATIONS

The Department of Sociology encourages a joint concentration with any other department that permits a joint concentration. Sociology can serve as either the primary or allied field.

1. *Required courses when Sociology is the primary concentration (nine half-courses)*:
 - a. One Sociology course from the introductory series (Sociology 10-89)
 - b. Sociology 97 (half-course, offered both fall and spring term)
 - c. Sociology 98: Junior Tutorial (half-course, offered both fall and spring term)
 - d. Sociology 128: Models of Social Science Research (half-course, offered fall term)
 - e. Sociology 156: Quantitative Methods (half-course, offered spring term)
 - f. Two half-courses in Sociology
 - g. Sociology 99: Senior Thesis (full year course)
2. *Required courses when Sociology is not the primary concentration (six half-courses)*:
 - a. One Sociology course from the introductory series (Sociology 10-89)
 - b. Sociology 97 (half-course, offered both fall and spring term)
 - c. Sociology 128: Models of Social Science Research (half-course, offered fall term)
 - d. Sociology 156: Quantitative Methods (half-course, offered spring term)
 - e. Two half-courses in Sociology.

Note: A joint concentration is always an honors concentration. Anyone wishing to pursue a Sociology joint concentration must meet with the department's Director of Undergraduate Studies. For more information visit

www.wjh.harvard.edu/soc/pdfs/joint.pdf.

ADVISING

The Director of Undergraduate Studies is responsible for providing advising to Sociology concentrators. During the sophomore year all advising is done by the Directors of Undergraduate Studies (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 a thesis adviser by the end of the junior year. Students may choose from among current Sociology faculty, department affiliates, and eligible graduate students.

For up-to-date information on advising in Sociology, please visit www.wjh.harvard.edu/soc/pages/undergrad.html or the [Advising Programs Office website](#).

RESOURCES

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 in William James Hall 684, (Kate Drizos, kdrizos@wjh.harvard.edu, 617-495-3713).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and

advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Historical Study B	Quantitative Reasoning
† Literature and Arts A	Social Analysis
Literature and Arts B	ONE of the areas marked †
† Literature and Arts C	
Moral Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Sociology	73	79	94	144	155
Sociology + another field	12	9	8	4	3
Another field + Sociology	4	6	5	2	3

Fields of Concentration

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 current 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:* 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:* 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 [Special Concentrations website](http://www.specialconcentrations.fas.harvard.edu/):
<http://www.specialconcentrations.fas.harvard.edu/>.

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](http://www.specialconcentrations.fas.harvard.edu/): <http://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.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. Special Concentrations students should consult the Core adviser in the Program in General Education about their Core requirement. For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Special Concentrations*	20	19	17	14	22

*Special Concentrations does not participate in joint concentrations.

Fields of Concentration

Statistics

Professor David P. Harrington, Co-Director of Undergraduate Studies

Professor Joseph Blitzstein, Co-Director of Undergraduate Studies

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 goal of the concentration in Statistics is to help students acquire the conceptual, computational, and mathematical tools for quantifying uncertainty and making sense of complex data arising from many applications. The mathematical preparation required includes linear algebra and multivariate calculus to the level of Mathematics or Applied Mathematics 19b (and preferably 21b). Recommended computational preparation includes Computer Science 50.

A basic introduction to the field is provided by any of Statistics 100 through 104, which introduce statistical principles (without any mathematical or statistical prerequisite), with different areas of application emphasized as indicated in the descriptions. Statistics 100 through 104 fulfill the Empirical and Mathematical Reasoning requirement for General Education. A theoretical introduction is provided by Statistics 110: Introduction to Probability together with Statistics 111: Introduction to Theoretical Statistics. These courses provide grounding in traditional and modern approaches to modeling, exploratory inference, and testing and estimation. They are prerequisites for most of the department's more advanced courses, which study specific models and methods in more depth.

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 elect one of three paths toward a concentration in statistics. Two programs of study (the tracks in bioinformatics/computational biology and quantitative finance) provide interdisciplinary education in statistics and biology or finance. Students wishing a more flexible program of study typically choose the standard concentration requirements.

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. The Statistics Department welcomes joint concentrations with other Departments. If interested, check with the two departments for details and possible restrictions.

The Bioinformatics and Computational Biology Track in Statistics is aimed at undergraduates 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 as 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 introduced the Quantitative Finance Track, 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 introduced 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, and biology (both OEB and MCB). The secondary field in Statistics will provide 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 [the secondary fields section of this website](#).

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, 123, 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, 105a, 105b, 106, 107, 111, 115, 120, 121 (formerly Engineering Sciences 102)
- ii. Astronomy 193
- iii. Biophysics 101
- iv. Computer Science 50, 51, 124, 165, 171, 181
- v. Economics 1123, 1126, 1127, 2110, 2120, 2130, 2140, 2142, 2144, 2146
- vi. Engineering Sciences 201, 202, 203
- vii. Government 1010, 2000, 2001, 2002, 2003
- viii. Mathematics 19a, 19b, 21a, 21b, 23a, 23b, 25a, 25b, 106, 112, 113, 115, 116, 121, 122, 123
- ix. Molecular and Cellular Biology 111 (formerly Molecular and Cellular Biology 211)
- x. Organismic and Evolutionary Biology 152
- xi. Physics 181, 262
- xii. Psychology 1950, 1951, 1952
- xiii. Any 100-level or 200-level statistics courses
- xiv. Other relevant courses if approved by the co-directors of

undergraduate studies.

- 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 one of the co-directors of undergraduate studies.
- 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 Chapter 2 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 from the list of related courses (see item 5a above).
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 directors of undergraduate studies in both concentrations 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; Organismic and Evolutionary Biology 153). Mathematics preparation to the level of Mathematics or Applied Mathematics 19b 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:* Same as **Basic Requirements**, but must also include Statistics 115 and 171 among the seven statistics half-courses, and must include Life Sciences 1a and 1b. Life Sciences 1a and 1b 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:* Molecular and Cellular Biology 52, 54, 56, and select one from Molecular and Cellular Biology 100, 111, 118, 140, 150
 - ii. *Evolutionary Biology and Ecology:* Organismic and Evolutionary Biology 53, 55, and select one from Organismic and Evolutionary Biology 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
 - v. Other relevant courses if approved by one of the co-directors of undergraduate studies.
 - 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 a co-director of undergraduate studies.
 - 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 [Chapter 2](#) 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. Any four of Statistics 123, 131, 139, 170, 171. Statistics 139 can be replaced by either Economics 1123 or 1126.
 - b. *Two 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)
 - c. *Four related courses for the Quantitative Finance Track*:
 - i. Any statistics course with course number above 111
 - ii. Economics 1123, 1126, 1127, 1745, 1759, 2120, 2140, 2142, 2723, 2724, 2725, 2728
 - iii. Computer Science 50, 51
 - iv. MIT Finance 15.401, 15.402, 15.433, 15.437, 15.501/15.516

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-directors of undergraduate studies are advisers to all Statistics concentrators. It is expected that students will discuss their program and review their progress with one of the co-directors at the beginning of each term.

For up-to-date information on advising in Statistics, please see the [Advising Programs Office website](#).

HOW TO FIND OUT MORE

For more information, please consult with the co-directors of undergraduate studies, Professor Joseph Blitzstein, Science Center 714 (617-496-2985, blitzstein@stat.harvard.edu) and Professor David Harrington, Science Center 300a (617-495-8710 david_harrington@harvard.edu).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Quantitative Reasoning
† Historical Study A	Science A
† Historical Study B	Social Analysis
† Literature and Arts A	ONE of the areas marked †
Literature and Arts B	
† Literature and Arts C	
Moral Reasoning	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Statistics	4	7	11	17	28
Statistics + another field	1	1	0	1	2
Another field + Statistics	3	4	5	2	4

Fields of Concentration

Visual and Environmental Studies

Professor Ruth Lingford, Director of Undergraduate Studies

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.

REQUIREMENTS

12 half-courses

Required courses (vary by track):

STUDIO ARTS AND FILM/VIDEO

1. *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.
2. *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.

3. *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).
4. *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

1. *Introductory Courses:* Three half-courses comprising Visual and Environmental Studies 70, 71 and 72.
2. *Film Theory:* One half-course in film theory.
3. *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.
4. *Advanced Film Studies Seminars:* At least two advanced film studies seminars.
5. *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 appears on the department's website

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 VES and any courses outside the Faculty of Arts and Sciences count for concentration credit.

INFORMATION FOR ALL TRACKS

1. *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 VES are letter-graded only. Application forms for all VES tutorials are available in the department office or from the [department's website](#).

- d. *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. 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](#).

2. *General Examination*: None.

3. *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](#).

- 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 who meets individually with concentrators to discuss course selection. Information and advice is also available throughout the year in the Carpenter Center from Paula Soares, manager of academic programs, 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 review 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.

For up-to-date information on advising in Visual and Environmental Studies, please see the [Advising Programs Office website](#).

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 museums: The 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, Professor Ruth Lingford (617-496-6614, or the manager of academic programs, Paula Soares (617-496-4469). The department has an extensive website, 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 just prior to the start of the fall term. Please check the daily listings from the Freshman Dean's Office for exact dates and times.

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see Program in General Education Policies in this *Handbook* and the General Education website.

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
† Foreign Cultures	Literature and Arts B
‡ Historical Study A	TWO of the areas marked †
‡ Historical Study B	ONE of the areas marked ‡
† Literature and Arts A	
† Literature and Arts C	
Moral Reasoning	
Quantitative Reasoning	
Science A	
Science B	
‡ Social Analysis	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Visual and Environmental Studies	90	84	84	80	83
Visual and Environmental Studies + another field	2	4	4	1	1
Another field + Visual and Environmental Studies	4	1	0	0	0

Fields of Concentration

Studies of Women, Gender, and Sexuality

Dr. Caroline Light, Director of Studies

The study of gender and sexuality has long constituted a vibrant and engaging arena 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. The concentration in Women, Gender, and Sexuality Studies (WGS) brings together a wide range of academic fields in the humanities, social sciences, and sciences (including history, literature, visual studies, anthropology, sociology, political science, psychology, and biology, to name just a few). As an interdisciplinary field of study, WGS pays close attention to how social norms have changed over time and how they vary across cultures. The concentration also actively investigates the ways in which ideas about gender and sexuality have shaped public policy, civil rights, health care, religion, education and the law, as well as the depiction of women and men in art, literature, and the popular media. WGS courses are characterized by a strong commitment to critical thinking, as well as a spirit of open and sustained intellectual inquiry.

The WGS program prides itself on the intense intellectual engagement of its students and its close collaboration between students and faculty. Beginning with the small-group sophomore tutorial (WGS 97), WGS provides students with a rigorous grounding in the theory and methodology of gender and sexuality studies, helping students hone their skills in critical analysis, close reading, and effective research and writing. All full concentrators must enroll in WGS 1300 (methodology), one of the two other foundational courses numbered WGS 1200 (historical approaches) or WGS 1210 (theories of gender and sexuality), and a WGS or WGS-related 1400+ level seminar. Concentrators may also 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.

WGS basic requirements consist of 12 half courses, including the core courses – 97/Sophomore Tutorial, either 1200 or 1210, and 1300 – seven electives, a WGS course at the 1400+ level, and the WGS capstone during senior year. This new course - available for the first time in spring 2011 – will be structured as a small advanced reading group (instructed by a member of the core WGS faculty) that focuses on a set of WGS-related analytical questions. The capstone will be open to senior concentrators and will provide a more rigorous and sustained study of topics touched upon in earlier courses. The course will culminate in a 20-page independent research project.

Honors Track: Students pursuing Honors eligibility must complete a total of 13 half courses. Beginning in fall 2009, with members of the class of 2012, students interested in pursuing Honors recognition will apply to enter the Honors track directly following completion of WGS 1300 (methodology). The director of studies or assistant director of studies will review applicants' previous academic records as well as their performance in WGS 1300 and may also elect to interview students before admission to the Honors track. Students selected for the Honors track will enroll in the semester long Junior Tutorial (WGS 98r), a one-on-one course in which students explore a particular area in depth, grapple with sophisticated readings, and research and write a major analytic essay. The junior tutorial syllabus is designed by the tutor in consultation with the student and often serves to prepare the student for a thesis project in his or her chosen field of interest. During senior year, Honors students enroll in WGS 99a/b, where they design, research, and write senior theses. Honors-eligible students work individually with a thesis adviser, and they also participate in a group senior tutorial. 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. Honors students also take an oral examination that covers both the senior thesis and general knowledge of the field.

LGBT Focus: We expect that every WGS student will develop a facility with Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies in their years in the program. However, some students may decide to concentrate their academic work on LGBT studies within WGS. These students should focus their junior tutorials and thesis projects on LGBT or queer subject matter, and they should take at least five additional LGBT courses, including a WGS 1200 or 1210 class on queer theory or LGBT history. (A list of LGBT-approved classes will appear on [the WGS website under the "Courses" category.](#)) For more information about the LGBT Studies track, please see the director of studies or the assistant director of studies.

Joint Concentrations: A joint concentration is an excellent choice for Honors-eligible students who want to integrate their studies, building toward a final combined thesis project. Students can pursue a joint concentration with WGS and a range of other concentrations including African and African American Studies, Anthropology, English, Environmental Science and Public Policy, History and Literature, History and Science, Literature, Mathematics, Music, Philosophy, Religion, Romance Languages, Social Studies, Sociology, and Visual and Environmental Studies. Since course requirements vary among the individual programs, students planning to concentrate jointly should meet with the director of studies to obtain specific guidelines.

Secondary fields: Students may also complete secondary fields either in Women, Gender, and Sexuality studies, or in Lesbian, Gay, Bisexual and Transgender (LGBT) studies. (See [the section on Secondary Field Information](#) for more details.) These secondary fields allow students to pursue an interest in either women, gender and sexuality studies or in LGBT studies outside of their work for their concentrations. Students must take one foundational course, which will ground them in the history, methodology or theory of gender and sexuality studies. The flexibility of the remaining four 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 a WGS course at 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](#). Students may wish to consult the Guide to Gender-Related Courses, Programs, and Other Resources, available in the WGS main office or [online](#).

REQUIREMENTS

Basic (Capstone) Requirements

12 half-courses

For students entering the concentration in 2009-2010 or later, the basic requirements are as follows:

Required courses:

1. WGS 97: Sophomore Tutorial. Students should take this course by the

- end of their sophomore year. Restricted to concentrators.
2. One of the foundational courses: WGS 1200 or 1210.
 3. WGS 1300: Methods Course.
 4. Any WGS course numbered 1400+ or another seminar substituted by permission of the director of studies.
 5. Seven additional half-courses in WGS or on WGS-related topics, one of which must be 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). 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. An additional foundational course (WGS 1200 or 1210) beyond that required can count within this group of required classes. At least four of these seven courses must be drawn from WGS course offerings or taught by WGS affiliated faculty.
 6. *Senior capstone*: Offered yearly by WGS faculty starting spring 2011.

Requirements for Honors Eligibility

13 half-courses

1. *Required courses*:
 - a. One of the foundational courses: WGS 1200 or 1210.
 - b. WGS 1300: Methods Course.
 - c. Any WGS course numbered 1400+ or another seminar substituted by permission of the director of studies.
 - d. Six half-courses in WGS or on WGS-related topics, one of which must be 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). 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. An additional foundational course (WGS 1200 or 1210) beyond that required can count within this group of six classes. At least three of these six courses must be drawn from WGS course offerings or taught by WGS affiliated faculty.
2. *Tutorials*:
 - a. *Sophomore year*: WGS 97. Students should take this course by the

- end of their Sophomore year. Restricted to concentrators.
- b. *Junior year*: WGS 98 (one term) required. Letter-graded. A 20-25 page junior essay is required.
 - c. *Senior year thesis*: 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 Honors-eligible students, who apply for Honors track admission after completion of WGS 1300.
 4. *Oral Examination*: Each Honors-eligible concentrator takes an individually tailored oral general examination at the end of the senior year.

Requirements for Joint Concentration (Honors-eligible only)

Women, Gender, and Sexuality as the Primary Concentration

8 half-courses (including thesis)

Required courses:

1. WGS 97 (one term), WGS 98 (one term); 99a and 99b.
2. Choose one of the following: WGS 1200 or 1210.
3. WGS 1300.
4. 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.)

For more information on Honors track tutorials, thesis, and oral examinations, please see 2, 3, and 4 under **Requirements for Honors Eligibility**, above.

Women, Gender, and Sexuality as the Allied Concentration

5 half-courses

Required courses:

1. WGS 97 (one term), and WGS 98 (one term).
2. One of the following: WGS 1200, 1210, or 1300.
3. 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.)

Honors-eligible students will take tutorials, thesis, and oral examinations in their primary department or program.

ADVISING

Whether they are full or joint concentrators, all students receive individual attention and advising from a core group of dedicated and highly-engaged faculty. 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. In consultation with their faculty advisers, students develop individual, cohesive plans of study tailored to their specific intellectual interests. Faculty members are closely involved with students' academic development at every stage of the concentration, from sophomore year (in which students enroll in a small group tutorial) to senior year (in which Basic track students take the Capstone course and Honors track students take a one-on-one senior thesis tutorial). Many of the courses offered by WGS are seminars, allowing for an exciting and productive exchange of ideas between students and faculty.

For up-to-date information on advising in Studies of Women, Gender, and Sexuality, please see the [Advising Programs Office website](#).

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.

The Open Gate Foundation, "A Fund for Gay and Lesbian Life at Harvard University," is a private charitable foundation established by members of the Harvard Gay and Lesbian Caucus, which gives grants to student groups and faculty to help finance a variety of events and activities, including speakers, symposia, and film festivals. Further information may be obtained from the [Open Gate website](#).

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 (WGS 98) the following spring. Honors-eligible 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 as well as the Office of International Programs 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 and [on our website](#).

GENERAL EDUCATION AND CORE REQUIREMENTS

Students completing the Program in General Education—regardless of concentration—must complete one letter-graded course in each of the eight General Education categories; one of these eight courses must also engage substantially with the study of the past. Students may count General Education courses for concentration credit with the permission of the concentration. For more information about the Program in General Education, please see [Program in General Education Policies](#) in this *Handbook* and [the General Education website](#).

Students who entered Harvard College in September 2008 or earlier are expected to fulfill the requirements of the Core Curriculum, but are permitted to switch to the Program in General Education if such a change is possible and advisable given their overall schedule and plan of study. The Core requirements for students in this concentration are as follows:

Non-exempt areas	Exempt Areas
Foreign Cultures	Historical Study A
Historical Study B	Literature and Arts A
Literature and Arts B	Literature and Arts C
Moral Reasoning	Social Analysis
Quantitative Reasoning	
Science A	
Science B	

For more information on fulfilling the Core requirement, see [The Core Curriculum Requirement](#).

ENROLLMENT STATISTICS

Number of Concentrators as of December

Concentrators	2005	2006	2007	2008	2009
Studies of Women, Gender, and Sexuality	13	14	12	10	13
Studies of Women, Gender, and Sexuality + another field	2	1	2	4	2
Another field + Studies of Women, Gender, and Sexuality	17	11	7	7	5

Secondary Fields

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Secondary Fields Program Index

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Anthropology

Archaeology

Astrophysics

Celtic Languages and Literatures

Chemistry

Classics

Computer Science

Dramatic Arts

Earth and Planetary Sciences

East Asian Studies

Economics

English

Environmental Science and Public Policy

Ethnic Studies

Folklore and Mythology

Germanic and Scandinavian Studies

Global Health and Health Policy

Government

History

History of Art and Architecture

History of Science

Human Evolutionary Biology

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Mathematical Sciences

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Molecular and Cellular Biology

Music

Near Eastern Languages and Civilizations

Neurobiology

Organismic and Evolutionary Biology

Philosophy

Physics

Psychology

Religion, Comparative Study of

Romance Languages and Literatures

Russia, Eastern Europe, and Central Asia

Sanskrit and Indian Studies

Slavic Languages and Literatures

Sociology

Statistics

Visual and Environmental Studies

Women, Gender, and Sexuality, Studies of

Secondary Fields

African and African American Studies

The secondary field enables students whose concentration is outside the field of African and African American Studies to gain a basic understanding of the history, cultures, politics, and social problems of Africans and peoples of African descent. Africans and peoples of African descent have developed cultural forms and traditions that are worthy of study in their own right and that also have profoundly shaped the fine arts and popular culture in the Americas and all around the planet. Black struggles for freedom, both on the continent of Africa and throughout the Western hemisphere, have served as a model for other oppressed groups throughout the world. Comparative and cross-cultural studies of Africa and its diaspora contribute enormously to our understanding of race and ethnicity, and in addressing the ethical, social, and political consequences of racial and ethnic antagonism, the field of African and African American Studies raises questions relevant to the experiences of all peoples. The Department of African and African American Studies (AAAS) offers two secondary field pathways.

REQUIREMENTS: 5 half-courses

African Studies

1. One introductory half-course in African Studies
2. One half-course in African history
3. Three additional half courses in African Studies, two of which may primarily be focused on language study
4. At least one of the five half-courses must be at the 100-level

African American Studies

1. One introductory half-course in African American Studies
2. One half-course in African American history
3. Three additional half courses in African American Studies

4. At least one of the five half-courses must be at the 100-level

OTHER INFORMATION

With the exceptions of Freshmen Seminars and courses taken abroad, only one course can be taken Pass/Fail or SAT/UNS. All grades must be passing grades.

Students may petition the director of undergraduate studies to have a relevant course taken in another FAS department or in the Core count toward the secondary field requirements. (*Note: Courses cross-listed with AAAS automatically count toward the secondary field requirements.*) Students may also petition to have a Freshman Seminar, a course taken abroad, a Harvard Summer School course, or a Harvard course outside of FAS count toward the secondary field requirements. However, at least three of the five courses must be drawn from regular AAAS course offerings.

After concentrators, students who are signed up for the secondary field will receive priority in limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

Students considering a secondary field in AAAS should contact the director of undergraduate studies, Glenda Carpio (carpio@fas.harvard.edu), or the undergraduate program officer, Kathleen Cloutier (cloutier@fas.harvard.edu) for further information or advising.

Secondary Fields

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:
 - o Anthropology 1600: Introduction to Social Anthropology
 - o Foreign Cultures 74: Cultures of Southern Europe
 - o Foreign Cultures 86: West African Cultures
 - o Social Analysis 28: Culture, Illness and Healing: Introduction to Medical Anthropology
 - o Social Analysis 70: Food and Culture
 - o Societies of the World 33: Tokyo
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.

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.

1. One entry-level half-course in Anthropology. Entry-level courses include:
 - Anthropology 1600: Introduction to Social Anthropology
 - Social Analysis 28: Culture, Illness and Healing: Introduction to Medical Anthropology
 - Social Analysis 70: Food and Culture
2. Three additional half-courses at the 100-level or above. Courses in Medical Anthropology include:
 - Anthropology 1615: Anthropology and Human Rights
 - Anthropology 1630: Anthropology of Religion
 - Anthropology 1710: Memory Politics
 - Anthropology 1790: Violence in the Andes : Coca, Conflict, and Control
 - Anthropology 1830: Social Suffering
 - Anthropology 1835: Introduction to Psychiatric Anthropology
 - Anthropology 2640: Interventions: Ethics, Logics, Intentions
 - Anthropology 2740: Culture and Mental Illness
 - Anthropology 2750: Local Biologies
 - Anthropology 2785: Theories of Subjectivity in Current Anthropology
 - Anthropology 2855: Deep China
 - Anthropology 1876: New Ethnographies of Social Experience

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.

Three of the four half-courses must be in the field of Anthropology of Asia, and related to at least two different Asian societies.

1. One entry-level half-course in Anthropology. Entry-level courses include:
 - o Anthropology 1600: Introduction to Social Anthropology
 - o Anthropology 1010: Introduction to Archaeology
 - o Social Analysis 70: Food and Culture
 - o Social Analysis 28: Culture, Illness and Healing: Introduction to Medical Anthropology
 - o Societies of the World 33: Tokyo
2. Three additional half-courses at the 100-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: Introduction to Social Anthropology
 - Foreign Cultures 74: Cultures of Southern Europe
 - Foreign Cultures 85: West African Cultures
 - Social Analysis 28: Culture, Illness and Healing: Introduction to Medical Anthropology
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. Relevant courses include:
 - Anthropology 1605: Law and Anthropology
 - Anthropology 1615: Anthropology and Human Rights
 - Anthropology 1618: Human Rights: Themes at the Intersection of Anthropology and Law
 - Anthropology 1635: Human Rights and Social Justice
 - Anthropology 1655: Politics of Nature
 - Anthropology 1710: Memory Politics: Truth, Justice, Redress
 - Anthropology 1732: Social Movements: Popular Mobilization and Politics
 - Anthropology 1750: Syncretism
 - Anthropology 1760: Nationalism and Bureaucracy
 - Anthropology 1790: Violence in the Andes: Coca, Conflict and Control
 - Anthropology 1795: The Politics of Language and Identity in Latin America
 - Anthropology 1820: Japan in the Ethnographic Gaze
 - Anthropology 1830: Social Suffering
 - Anthropology 1940: Comparative Liberation Theologies
 - Anthropology 1860: Colonial Departures
 - Anthropology 1980: Anthropology at Home: War and the US
 - Anthropology 2640: Interventions: Ethics, Logics, Intentions

OTHER INFORMATION

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.

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.

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 is the Head Tutor for Social Anthropology, Professor Mary Steedly (msteed@wjh.harvard.edu). All students interested in a secondary field are expected to register their interest with the department using the Secondary Fields Web Tool and have an initial advising conversation with the Head Tutor or her designate. Ultimately, one of these advisers must also sign the final form for secondary field credit.

Secondary Fields

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:
 - Anthropology 1010: The Fundamentals of Archaeological Methods & Reasoning
 - Social Analysis 50: Urban Revolutions: Archaeology and the Investigation of Early States
 - Anthropology 1130: Archaeology of Harvard Yard
 - Classical Archaeology 100: Introduction to Classical Archaeology

- Introductory course in the archaeology of Ancient Greece and/or Rome or in Medieval Archaeology, as available
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 Standing Committee on Archaeology's isite.

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.

OTHER INFORMATION

Up to three *approved* half-courses in the Core or Gen Ed may be counted toward fulfillment of the requirements for the secondary field. In addition, one *approved* course in the student's concentration and a maximum of two ancient language courses may be counted toward secondary field credit. All course work must be taken for a letter grade and must be passed with a grade of B- or better.

Students pursuing a secondary field in Archaeology are strongly encouraged to participate in an archaeological field school in the U.S. or abroad. 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. For further information on the field schools and funding opportunities visit the Standing Committee on Archaeology's isite.

ADVISING RESOURCES AND EXPECTATIONS

For more information, please contact the Secondary Field Adviser in Archaeology, Professor Michael McCormick at sca@fas.harvard.edu. Students interested in or intending to pursue a secondary field in Archaeology should first review their programs of study with SCA Coordinator by emailing sca@fas.harvard.edu by the beginning of their next to last semester.

Secondary Fields

Astrophysics

The secondary field in Astrophysics builds the foundation from which students may consider some of the deepest questions of the physical universe. What was the state and composition of the Universe at the moment of the Big Bang? What is the nature of the force that currently dominates the expansion of the Universe? How do space and time behave in the vicinity of a black hole? How do galaxies form, and how do stars and planets form within those galaxies? Are there habitable worlds other than our own?

The goal of the secondary field in Astrophysics is to provide students with an understanding of the physical universe beyond the Earth that emphasizes the interplay between the remote observation of astrophysical phenomena and the construction and testing of mathematical models to interpret those observations. The heart of the secondary field consists of two courses, Astronomy 16 and 17, that together provide a survey of astrophysics that is firmly rooted in single-variable calculus and freshman mechanics. These courses may be taken in either order, and each course includes the hands-on use of various astronomical observatories located on the Harvard campus.

In order to encourage students to pursue the secondary field while maintaining a rich schedule of other academic interests and extra-curricular activities, the requirements number only 4 half-courses including the prerequisite physics. The secondary field is intended to serve a broad audience: Since there are no requirements other than single-variable calculus, any student can undertake the secondary field in astrophysics, and it will benefit a wide range of careers including science education, public outreach, policy, or journalism. Many of the questions listed in the first paragraph lie at the interface of astronomy with physics, earth and planetary sciences, applied mathematics, computer science, and engineering sciences, and so concentrators in those departments may wish to consider the secondary field in astrophysics closely. The structure of the requirements below is the same as the foundation for the astrophysics concentration, so that students who develop a strong interest in the field and wish to concentrate in it may do so easily.

REQUIREMENTS: 4 half-courses

1. Physics 11a, or 15a, or 16, providing an introduction to mechanics. This course serves as the co-requisite for Astronomy 16 and Astronomy 17.
2. Astronomy 16, providing an introduction to stellar and planetary astronomy.
3. Astronomy 17, providing an introduction to galactic and extragalactic astronomy.
4. One additional course in Astronomy, either Astronomy 98, or any course in Astronomy at the 100-level.

OTHER INFORMATION

Together Astronomy 16 and 17 provide a complete introductory survey of astrophysics using single-variable calculus and freshman mechanics. These courses are not sequential and thus may be taken in either order.

Study abroad and summer courses taken at other institutions may be substituted for substantially equivalent Harvard courses with the permission of the director of undergraduate studies.

No course counted for secondary field credit may be taken Pass/Fail.

ADVISING RESOURCES AND EXPECTATIONS

Students pursuing the secondary field in Astrophysics enjoy many of the benefits afforded concentrators in Astrophysics: they chose a faculty advisor, are encouraged to participate in all departmental events and activities, and have access to several on-campus observatories. Students are also encouraged to consider research in astrophysics conducted either during the semester or the summer. The Department of Astronomy (<http://www.cfa.harvard.edu/ast>) is located within the Harvard-Smithsonian Center for Astrophysics (CfA; <http://www.cfa.harvard.edu>), which is home to over 300 scientists and thus offers significant opportunities for undergraduate research. Astronomers at the CfA make regular use of observatories located across the globe and thus there are numerous opportunities for research-related travel for undergraduates.

Students who are considering the secondary field in Astrophysics are encouraged to contact the director of undergraduate studies, David Charbonneau (dcharbonneau@cfa.harvard.edu, 617-496-6515).

Secondary Fields

Celtic Languages and Literatures

The Celtic languages, now spoken mainly in Ireland, the British Isles and Brittany, were once spoken over much of Europe and in Asia Minor. Speakers of Celtic languages are passionate about the survival of their languages, and many people in Ireland, Wales, Scotland and Brittany choose to live their lives in the Celtic languages native to their countries, despite the dominance of English or French. In addition to preserving a strong sense of cultural community, the Celtic languages are treasure troves of story, poetry and song ranging from the medieval to the contemporary. The languages are fascinating in themselves, quite different in their syntax from the Germanic and Romance languages that underlie English, and extraordinarily rich in idiom. They offer a direct link to the literary traditions of early medieval Europe, while at the same time holding an important position in the growing cultural pride and economic vibrancy of their societies. 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.

Classes in the Celtic Department are small, and there is a strong sense of community among undergraduates, graduate students and faculty, enhanced by social gatherings, talks and an annual colloquium to which undergraduates are most welcome.

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

Any General Education or Core course, and one Freshman Seminar, offered by members of the Celtic Department may count towards the secondary field. At least one 100-level course offered within the Celtic Department is required. 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.

OTHER INFORMATION

With the exception of the freshman seminar, all courses must be taken for a letter grade, with a minimum grade of C.

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).

Secondary Fields

Chemistry

A secondary field in Chemistry gives 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

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

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.

Most students interested in the secondary field will take four or five of the following introductory courses: Life and Physical Sciences A, 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 six courses in chemistry as long as one of these courses is an upper level course in chemistry.

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.

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.

Any Freshman Seminar, General Education, 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.

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.

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.

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.

Secondary Fields

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

One semester of either Classical Studies 97a or Classical Studies 97b.

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

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 are full-year courses and thus count as two such courses.

One half-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 Richard Thomas (rthomas@fas.harvard.edu).

Secondary Fields

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

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

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. 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 the director of undergraduate studies in Computer Science. Computer Science does not currently have any limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

All Computer Science secondary field students should meet with the director of undergraduate studies for Computer Science to be assigned a faculty member in 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

director of undergraduate studies in Computer Science, Professor Harry Lewis
(lewis@harvard.edu).

Secondary Fields

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 or studio courses (acting, directing, dance, choreography, dramaturgy, design, etc.), many of which are offered under Dramatic Arts in the Catalog.
2. At least two courses focused on critical and scholarly approaches from either the courses sponsored by Dramatic Arts or from the list of cross-listed courses.
3. Two additional courses from either list.

OTHER INFORMATION

Pass/Fail: With the exception of approved Freshman Seminars, all courses must be taken for letter grades. Grades should be B- or above.

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.

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 see the Dramatic Arts website or contact the coordinator, Deborah Foster (617-495-8056; dfoster@fas.harvard.edu).

Secondary Fields

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 and department tutorial

1. Two introductory EPS half-courses, selected from EPS 5 (atmospheric science), EPS 7 (geological science), and EPS 8 (earth history). More advanced courses in atmospheric and oceanic sciences (EPS 131, EPS 132, or EPS 133) may substitute for EPS 5. If a designated Science General Education or Core class is taken before any other EPS course, it may substitute for one of the required introductory courses: SPU 12 may substitute for EPS 7; and SPU 14 and SPU 29 may substitute for EPS 8. Note that only one substitution is permitted.
2. Three additional half-courses in EPS.

The department's courses have been organized such that three electives enable students to cover an area in reasonable depth (e.g., atmospheric science through EPS 131, 132, and 133) or to sample effectively from various fields within our discipline.

3. Departmental tutorial. Non-credit. Generally taken in the sophomore year.

OTHER INFORMATION

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 the UCC for such credit or substitution follows the same procedure used by EPS concentrators. For more information please contact the academic administrator. Freshman Seminars do not count toward secondary field credit.

All courses must be taken for a letter grade in order to count toward secondary field concentration credit and normally C- is the minimum acceptable grade.

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 can be found on [the department's website](#) in addition to hard copies being available from the academic administrator. The academic 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 concentrators 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 co-head tutor Ann Pearson (pearson@eps.harvard.edu, 384-8392, Hoffman Labs Rooms G13; co-head tutor Sarah Stewart-Mukhopadhyay (sstewart@eps.harvard.edu), Geological Museum 210, 496-6462; or academic administrator Chenoweth Moffatt (moffatt@eps.harvard.edu, 384-9760, Hoffman Labs Room 402).

Secondary Fields

East Asian Studies

The East Asian Studies (EAS) secondary field allows students whose primary concentration is not EAS 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 the Department of East Asian Languages and Civilizations (EALC) 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.
2. These introductory classes should be EAS 97ab: Sophomore Tutorial (spring) and one other course such as:
 - Aesthetic and Interpretive Understanding 35: Korea Indigenous
 - Culture and Belief 40: Popular Culture in Modern China
 - Ethical Reasoning 25: Confucian Humanism: Self-Cultivation and Moral Community
 - Ethical Reasoning 18: Classical Chinese Ethical and Political Theory
 - Foreign Cultures 68: Authority and the Claims of the Individual in Chinese Literary Culture
 - Literature and Arts A-63: Writing Women of Imperial China
 - Literature and Arts C-40: The Chinese Literati
 - Literature and Arts C-42: Constructing the Samurai
 - Societies of the World 12: China: Traditions and Transformations
 - Societies of the World 13: Japan in Asia and the World
 - Societies of the World 27: The Two Koreas
 - another general survey course concerning East Asian history with the written permission of the Head Tutor

3. At least one, but preferably two, 100-level courses offered by 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.
4. 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.
5. General Education courses on East Asia can be counted for secondary field credit.

OTHER INFORMATION

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.

Relevant Harvard Summer School courses and Study Abroad courses may be counted with permission of the department.

All courses must be letter-graded, with the exception of one Freshman Seminar related to an East Asian subject and one course that may be taken Pass/Fail with special written permission from the Head Tutor.

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. Information on language citations can be obtained by emailing eal@fas.harvard.edu.

ADVISING RESOURCES AND EXPECTATIONS

Those students interested in a secondary field in East Asian Studies should contact the EAS undergraduate office at eas@fas.harvard.edu or by calling 617-495-8365.

Secondary Fields

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 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. Economics 10: Principles of Economics (2 half-courses).

All students are required to take Economics 10, the full-year introduction to

current economic issues and to basic economic principles and methods.

Students may use Economics AP scores of 5, A Levels or IB scores of 7 to count for Economics 10 and place into 1010a, 1011a, 1010b and 1011b, but they must replace Economics 10 with 2 EC electives. Consult the department handbook or a concentration adviser 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:
 - Economics 1010a/1011a: Microeconomic Theory
 - Economics 1010b/1011b: Macroeconomic Theory

These intermediate theory courses teach the analytical tools that economists use. The 1011 courses assume a background in multivariate calculus whereas the 1010 courses have a prerequisite 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 910r: 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

All courses counting for secondary field credit must be taken for a letter grade.

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; Applied Math 101 (formerly ES 101); or Math 154 (formerly Math 191) can qualify as one of the three half-courses under requirement 3.

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.

Courses from study abroad may not be used for credit in the secondary field. Freshmen Seminars may not be used for credit in the secondary field.

Please note: 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 Neill (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.

Secondary Fields

English

The Department of English 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. *Early British Literature*: Any course in English literature before 1800 from the Department's range of offerings will fulfill this requirement. A *seminar* in pre-1800 literature can "double count" for these two requirements (although you must still take a total of six courses).
2. *Undergraduate Seminar*: At least one seminar is required, which could be a 90-level departmental seminar or a Freshman Seminar taught by a member of the English faculty. You may take more than one. *Please note*: We advise you not to wait until your senior year to fulfill your seminar requirement.
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 you must still take a total of six courses).
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

The six courses may be taken in any sequence. With the exception of Freshman Seminars, each course must be taken for a letter grade, with a minimum threshold of C minus. 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. No more than two creative writing courses may count toward the total of six. The secondary field in English is largely self-administered. The six required courses must be completed by the end of the senior year.

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 [department website](#).

For more information on the secondary field and for advising, please speak to either the coordinator for the secondary field, Melissa Gerber Lassonde (617-495-8443; mgerber@fas.harvard.edu), or the director of undergraduate studies, Daniel Donoghue (617-495-2505; dgd@wjh.harvard.edu).

Secondary Fields

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 the following:
 - ESPP 10: Environmental Science for Public Policy
 - ESPP 78: Environmental Politics
2. At least three half-courses chosen from the following:
 - ECON 1010a: Microeconomic Theory (ECON 1011a may be substituted)
 - ECON 1661: Environmental and Natural Resource Economics and Policy
 - ECON 1687: Economics of the Environment, Natural Resources and Climate Change
 - ESPP 78: Environmental Politics (if ESPP 10 were taken to satisfy requirement 1 listed above)
 - GOV 1100: Political Economy of Development
 - HIST SCI 132: Environmental History
3. Up to two half-courses chosen from the following:
 - OEB 55: Ecology: Populations, Communities and Ecosystems
 - OEB 157: Global Change Biology

- EPS 5: Intro to Environmental Science: Atmosphere, Ocean & Biosphere
 - EPS 8: History of the Earth
 - EPS 109: Earth Resources and the Environment
 - ES 6: Environmental Science and Technology
 - ES 164: Aqueous and Environmental Chemistry
 - ES 167: Environmental Assessment
4. *Optional additional elective*: With the permission of the instructor, one of the ESPP 90 junior seminars may be substituted for a course in requirement 2 or 3. Examples of current ESPP 90 topics include Conservation Biology, Climate Mitigation, Energy, and Environmental Justice.

Social Science or Humanities Concentrators

1. At least one half-course chosen from the following:
 - ESPP 10: Environmental Science for Public Policy
 - ESPP 78: Environmental Politics
2. At least three half-courses chosen from the following:
 - OEB 55: Ecology: Populations, Communities and Ecosystems
 - OEB 157: Global Change Biology
 - EPS 5: Intro to Environmental Science: Atmosphere, Ocean & Biosphere
 - EPS 8: History of the Earth
 - EPS 109: Earth Resources and the Environment
 - ES 6: Environmental Science and Technology
 - ES 164: Aqueous and Environmental Chemistry
 - ES 167: Environmental Assessment
3. Up to two half-courses chosen from the following:
 - ECON 1010a: Microeconomic Theory (ECON 1011a may be substituted)
 - ECON 1661: Environmental and Natural Resource Economics and Policy
 - ECON 1687: Economics of the Environment, Natural Resources and Climate Change
 - ESPP 78: Environmental Politics (if ESPP 10 were taken to satisfy Requirement 1 listed above)
 - GOV 1100: Political Economy of Development
 - HIST SCI 132: Environmental History
4. *Optional additional elective*: With the permission of the instructor, one of the ESPP 90 junior seminars may be substituted for a course in Requirement 2 or 3. Examples of current ESPP 90 topics include Conservation Biology, Climate Mitigation, Energy, and Environmental Justice.

OTHER INFORMATION

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. 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.

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 seventh Monday of the student's final semester if required courses are still in progress), students must complete the [online 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, Michael B. McElroy (mbm@seas.harvard.edu) or the undergraduate coordinator, Lorraine Maffeo (maffeo@fas.harvard.edu).

Secondary Fields

Ethnic Studies

The secondary field in Ethnic Studies offers students an opportunity to pursue sustained, interdisciplinary study of issues related to ethnicity, migration, indigeneity, and human rights, particularly in Asian American/Transpacific, Native American/Indigenous, and US Latino/American hemispheric topics, with an American focus as well as a transnational one. Ethnic Studies courses address race critique in the social sciences and in the humanities, and consider the role of mobility, diasporas and migration as well as of indigeneity in the configuration of group identities and power formations. An overarching concern is the study of the historical, political and cultural forms through which individuals inhabit the political space of the nation and of the transnational sphere, frequently in the wake of colonialism and displacements that have created stateless people. Bringing to bear the discourse of human rights, Ethnic Studies courses consider the ethics of responsibility that the university must try to foster as it trains citizens and leaders to deal with the construction of political communities as well as the situation of those who are deprived of their legal status.

Ethnic Studies is inherently comparative: those who wish to understand the uniqueness of a particular people can do so most effectively by comparisons with others. Scholars and students seek to understand why the boundaries of particular ethnic groups change and why this process of ethnic group formation is so fluid. The study of ethnicity at Harvard is focused on the broad canvas of the human experience. While it includes the United States at its center, it is enriched by being situated in a broadly comparative and transnational context. Moreover, the focus of many courses is explicitly historical, making for a better understanding of the changing ways in which individuals choose to affiliate or have been coerced into categories by others.

The secondary field in Ethnic Studies allows students to explore these questions from a variety of different angles and disciplinary perspectives. Students who choose to pursue the secondary field in Ethnic Studies will choose from a wide range of courses under the guidance of a faculty adviser from the Committee on Ethnic Studies. Given the relevance of Ethnic Studies to both local and global issues, the secondary field encourages, and provides through a number of its courses, opportunities for interacting directly with local communities and working outside of the traditional classroom. These courses provide a useful bridge

between theory and practice, connecting students' academic studies with local and global issues.

The secondary field in Ethnic Studies is intended to provide students with a foundational course and a general, overarching structure for taking a variety of meaningfully related courses in the four areas of ethnicity, migration, indigeneity, and human rights. Students may take courses in several of these areas or choose to focus on one or two of these tracks.

REQUIREMENTS: 5 half-courses

One introductory half-course to be selected from a number of portal courses that are offered as part of the General Education curriculum. A list of portal courses is available on the [Ethnic Studies website](#).

Four additional half-courses to be drawn from a wide range of courses offered across departments and schools and cross-listed under Ethnic Studies. At least two of these courses must be above the introductory level, ordinarily numbered in 100/1000 level or above. A list of courses is available on the [Ethnic Studies website](#).

OTHER INFORMATION

Four of the five courses must be taken for a letter grade and passed with a B- or better. One course, including approved Freshman Seminars, may be taken for Pass/Fail or SAT/UNS. Approved courses in the field of Ethnic Studies from study abroad, Harvard Summer School, and other Harvard schools will count toward the secondary field. Students should consult with an Ethnic Studies faculty adviser for guidance in choosing appropriate courses.

ADVISING RESOURCES AND EXPECTATIONS

Students considering a secondary field in Ethnic Studies should contact Tessa Lowinske Desmond (tessa_desmond@harvard.edu) for further information and to be put in contact with a faculty adviser. All students interested in pursuing a secondary field in Ethnic Studies will have an initial advising conversation with a faculty member of the advising committee of the Committee on Ethnic Studies. Faculty advisers will help students develop their plan of study and, ultimately, must also sign the form for secondary field credit.

Secondary Fields

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 (at regional 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 (F&M), therefore, have a few options as delineated below. All options (or tracks) require Culture and Belief 16 (formerly F&M 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. Culture and Belief 16: 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:
 - o FM 90a: Studies in Mythology (Harris)
 - o FM 90b: African Oral Narrative Traditions (Foster)
 - o FM 90c: Tolkien's Sources in Folkloristic Perspective (Harris)
3. Three courses from one of the areas listed below:
 - o Oral Literature & Performance
 - o Mythology
 - o Folklore

For an up-to-date list of the courses in each area, please see the [Folklore and Mythology website](#).

OTHER INFORMATION

With the exception of approved Freshman Seminars, all courses must be taken for a letter grade. Grades should be B- or above. 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.

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), 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 event.

Secondary Fields

German and Scandinavian Studies

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 popular 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. The role of the German-speaking nations in world history, their economic significance, and their 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 important perspectives on such issues as globalization and multi-culturalism. For these reasons, students in any undergraduate concentration who have attained a good working knowledge of German may wish to explore German cultural and intellectual history in greater depth, while also achieving greater fluency in the language.

Spoken by some twenty-five million inhabitants of northern Europe, the Scandinavian languages are official national languages in five countries (Denmark, Finland, Iceland, Norway, and Sweden), as well as in three autonomous regions (the Åland Islands, the Faroe Islands, and Greenland). Famed for the Icelandic sagas and other heroic legacies of the Viking Age, medieval Scandinavian literature is among the most renowned of the European Middle Ages, while modern Nordic culture boasts many world-class playwrights, novelists, poets and film-makers— e.g., Henrik Ibsen, August Strindberg, Knut Hamsun, Edith Södergran, Lars von Trier. Through their political stances, histories and social experiments, the Nordic countries have often held a prominent place on the modern world stage and offer students excellent opportunities for cross-cultural perspectives and research.

The Department of Germanic Languages and Literatures offers courses in German, Nordic languages, 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 Vikings and the Nordic heroic period, the German colonial imagination, Nazi film, Scandinavian literature and culture, and modern Scandinavian masterpieces. Smaller, discussion-type courses cover the age of Goethe, nineteenth-century Realism, the relationship

between Germany and the European Union, America in the German mind, German pop literature, 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 numbered half-courses

Two of the five courses must be at the 100 level or above.

Three of the five courses must be ones in which all texts are read in the original language.

OTHER INFORMATION

Up to two Core or General Education courses regularly offered by faculty in the department may count toward the secondary field. However, only one class can count towards both Core and General Education requirements and the secondary field. Freshman seminars taught by members of the department count toward the secondary field. Courses should be selected from those listed and cross-listed under Germanic Languages and Literatures in the *Courses of Instruction*. Appropriate substitutions may be made with permission of the DUS.

Normally no more than one half-course in German on the second-year level may be counted toward the secondary field (i.e. German Ca, Cb, Dab); in consultation with the DUS, all levels of less commonly-taught Germanic languages (e.g., Swedish A, Dutch Aa, Yiddish A) may be counted toward the secondary field.

With the exception of one approved Freshman Seminar (which must receive the grade of SAT), all courses must be taken for a letter grade and cannot be taken Pass/Fail; a grade of B- or better is required for these courses to count towards the secondary field.

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, Dr. Lisa Parkes (617-495-3548; lparkes@fas.harvard.edu) or the director of undergraduate studies in Scandinavian, Dr. Ursula Lindqvist (617-496-4158; lindqvis@fas.harvard.edu).

Secondary Fields

Global Health and Health Policy

The incidence and meaning of disease and injury, the quality and cost of health care services to prevent and treat those diseases and injuries, the variable access of citizens to those services, the role of government and politics in the provision and regulation of health care – these fundamental issues and many more are central concerns of health policy in the United States and abroad. Indeed, health care affects the life of every individual, whether through the financing of health insurance, both public and private, the treatment of illness, the care of the frail elderly, the dissemination of information about the health risks of smoking and benefits of exercise and other behaviors that affect health, or the adoption of regulations to reduce human exposure to toxic chemicals in the environment.

A secondary field in Global Health and Health Policy could explore any of these topics within the United States or across the world, moving into such themes as: accountability and governance – the role of the state versus transnational organizations and corporations in global health; the relevance and morality of global socioeconomic inequality in health; the emergence of pandemic diseases such as HIV and Multi-Drug Resistant Tuberculosis and their economic and psychological impact on populations; the consequences of political change in a country's health (e.g. post-Soviet Union); and warfare and the challenges resulting from those humanitarian crises (e.g. Sudan, Timor, and the Middle East).

The natural sciences, the social sciences and the humanities all contribute to the study of global health and health policy. Harvard offers many different perspectives and programs concerning health. Students may explore all aspects of health care, health policy, and health science through many perspectives, approaches and subject matters in the health domains that attract students with potentially quite different interests and that provide them with complementary forms of knowledge.

REQUIREMENTS: 5 half-courses

1. One foundational course, chosen from the following options:
 - a. United States in the World 11: American Health Care Policy

- b. Societies of the World 24: Global Health Challenges: Complexities of Evidence-based Policy
 - c. Societies of the World 25: Health, Culture, and Community: Case Studies in Global Health (formerly Anthropology 1825)
 - d. Science of Living Systems 21: Evolutionary Medicine
2. Three additional courses, one course in three of the following eight categories:
- a. Health Policy
 - i. Economics of Health
 - ii. Ethics of Health
 - iii. Health and Demography
 - iv. Health, Culture, and Society
 - v. History and Practice of Medicine
 - vi. Politics of Health
 - b. Science of Disease
 - i. Engineering Sciences and Statistics
 - ii. Science of Disease

A list of courses in each category is available at [the GHHP web site](#). Note that the eight categories are divided into two areas, Health Policy and Science of Disease. Students are strongly encouraged to take at least one course from both thematic areas.

3. One half-course to fulfill the research component of the secondary field in global health and health policy. The research component must be on an approved topic. For information on the approval process and deadlines, please consult [the GHHP web site](#). The research requirement may be fulfilled in one of four ways:
- a. Writing a senior thesis pertaining to global health or health policy in one's concentration. One term of the senior thesis tutorial will double count for the concentration and secondary field. (Please note that with this option, the tutorial will count as the one course that may double count for the secondary field and concentration.)
 - b. Adding a thesis chapter on the global health or health policy implications of a science thesis. One term of the senior thesis tutorial will double count for the concentration and secondary field. (Please note that with this option, the tutorial will count as the one course that may double count for the secondary field and concentration.)
 - c. Writing a research paper related to global health or health policy in GHHP 99: Advanced Topics in Global Health and Health Policy (formerly Government 1597: Advanced Topics in Health Policy). For students who are not writing a global health or health policy thesis, this course is the preferred means of meeting the research requirement since students receive consistent, one-on-one advising on their research projects.
 - d. Writing a research paper related to global health or health policy while enrolled in a supervised reading and research course (a 91r or

910r course) or in an independent study.

OTHER INFORMATION

No more than one of the five half-courses may be non-letter-graded. (Exception: Two half-courses may be taken non-letter graded if one is the required research component.)

According to the FAS Secondary Fields website: "Only one half-course may double count for a secondary field and concentration. Courses count first for concentration, and then one may be double-counted for a secondary field."

Given the unique inter-faculty commitment to global health education at FAS and the diverse offering of global health courses at other Harvard schools, students are encouraged, but not required, to cross register for selected courses. Approved courses are listed on [the GHHP website](#). Students are required to cross-register for these courses and permission from the instructors of these course is required. Students may count only two non-FAS courses toward the five required courses. This includes courses taken at Harvard Summer School and in study abroad programs.

ADVISING RESOURCES AND EXPECTATIONS

We encourage students to notify the program as soon as they have decided to pursue the Secondary Field in Global Health and Health Policy, so that the program may keep them informed of important policies, events, research, internship and employment opportunities.

The following faculty and health policy administrators are available for advice about the program and course selection:

- David Cutler, Faculty Chair, Health Policy Undergraduate Program and Otto Eckstein Professor of Applied Economics (dcutler@fas.harvard.edu)
- Debbie Whitney, Administrative Director, Interfaculty Initiative in Health Policy (ghhp@fas.harvard.edu; 617-496-5506)
- Rebekah Getman, Program Manager, Harvard Institute for Global Health (ghhp@fas.harvard.edu; 617-495-4866)
- Jonathan Colburn, Project Coordinator, Harvard Institute for Global Health (ghhp@fas.harvard.edu; 617-495-9213)

Secondary Fields

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

Students must take five courses in the government department for a letter grade and pass them with a grade of B- or better. Students may count one Freshman Seminar (with grade of SAT) taught by a department faculty member as one of these five courses. No more than one Freshman Seminar may be taken for the Government Secondary Field.

No more than two foundational courses (Gov 10, 20, 30, and Gov 40) will be counted toward a secondary field; three courses must be 50 or above.

OTHER INFORMATION

The five courses may include graduate courses taught by government department faculty with the permission of the instructor.

Outside courses (Freshman Seminars, House Seminars, Core courses, General Education courses, courses cross-listed with another department or Harvard school, and Social Studies tutorials) will count **ONLY** if they are taught by government department faculty.

Courses taken abroad will not be counted towards a secondary field.

Courses taken in Harvard Summer School will not be counted towards the Government Secondary Field, with the exception of the four foundational courses: Gov S-10, S-20, S-30, and S-40, and those courses taught by Government departmental faculty.

Students are not required to take a sophomore or junior tutorial. They may enroll in a tutorial if space permits; concentrators have priority.

Please note that these requirements differ from those for Government concentrators.

The government department has four official subfields: American politics, international relations, comparative politics, and political 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](#).

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 K151, 1737 Cambridge St, is open M-F, 9:30-5:30.

Secondary Fields

History

The History Department is pleased to offer a robust secondary field in History. 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. History informs our understanding of literature, art, politics, and the world around us. While exposing us to the variety of human behavior and achievements 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.

REQUIREMENTS: 5 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. *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.
3. *Three additional half-courses in history (reading seminar recommended)*: Students will be free to take any three courses in history to fulfill the bulk of the secondary field's course requirements. The Department strongly recommends that at least one of these half-courses be a reading seminar.

OTHER INFORMATION

All courses for the secondary field in History must be taken for a letter grade, except for Freshman Seminars graded SAT/UNS taken with history department faculty. A minimum letter grade of D- is required in all courses for the secondary

field.

Two types of courses count automatically toward History secondary field requirements:

1. all courses listed under "History" in the course catalog (including cross-listed courses); and
2. all courses taught by full members of the History Department faculty through the Core, General Education, and/or Freshman Seminar programs or through other departments.

The secondary field offers an opportunity to study a particular historical interest or to explore a range of eras, regions, and themes. There may be circumstances in which it would be appropriate to petition for a non-Departmental course to count (known in History concentration parlance as a "related field"); students must consult the History Undergraduate Office about this possibility.

Students may also apply to do an independent study, or History 91r, with a member of the department; the History 91r can be used to fulfill one of the three elective course requirements.

No coursework from Harvard Summer School or study out of residence will be counted toward the secondary field.

ADVISING RESOURCES AND EXPECTATIONS

To discuss whether a secondary field in History is right for you, or for specific program-policy questions, contact the Director of Undergraduate Studies, Prof. Dan Smail (smail@fas.harvard.edu) or the Assistant DUS, Dr. Trygve Throntveit (throntv@fas.harvard.edu). For general inquiries, please contact Staff Assistant Laura Johnson (lmjohns@fas.harvard.edu) or visit the Undergraduate Office in Robinson 101.

Secondary Fields

History of Art and Architecture

The Department of History of Art and Architecture 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

Three half-courses from the lower level of department offerings, selected from the catalogue range HAA 1 to 89 (these may include Freshman Seminars, General Education, and Core Curriculum courses offered by our faculty; and cross-listed courses).

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.)

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

In addition to Freshman Seminars, General Education, 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. 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. Students pursuing a secondary field will not be given preferential access to limited enrollment courses, which in our concentration are generally undergraduate pro-seminars 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 inform 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 interest 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 Prof. Joseph Koerner; the coordinator of undergraduate studies is Tom Batchelder (tbatchel@fas.harvard.edu, 495-2310).

Secondary Fields

History of Science

The Department of the History of Science 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. Gateway courses include (currently-offered lists are kept on the [department website](#)):
 - o Culture and Belief 34: Madness and Medicine: Themes in the History of Psychiatry
 - o Historical Study B-45: The Darwinian Revolution
 - o History of Science 120: History and Philosophy of Modern Physics
 - o History of Science 131: History of Biology
 - o History of Science 132: Environmental History
 - o History of Science 148: History of Global Health
 - o History of Science 150: History of Social Science
 - o History of Science 161: The Scientific Revolution
 - o History of Science 186: History of Technology: From the Printing Press to the Internet
 - o Science of the Physical Universe 17: The Einstein Revolution
 - o United States in the World 13: Medicine and Society in America
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*](#).
 - o 200-level courses may be taken only with the permission of the instructor.
 - o Students may use one (but no more) of their three elective courses to take an additional gateway course.

- One Freshman Seminar taught by a department faculty member may be counted as one of the three elective courses.
- 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

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.

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.

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 Prof. Jimena Canales, director of undergraduate studies (canales@fas.harvard.edu).

Secondary Fields

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).
 - Human evolution (e.g. Science of Living Systems 16)
 - Human anatomy/physiology (e.g. HEB 1420)
 - Human reproductive biology (e.g. HEB 1310)
 - Human/primate behavioral ecology (e.g. HEB 1330)
 - Human genetics (e.g. HEB 1463)

OTHER INFORMATION

One Freshman Seminar may be counted for the secondary field in HEB. Study abroad and summer school courses will be counted with approval of the head tutor or adviser. All courses must be taken for a letter grade, except relevant Freshman Seminars, which are graded SAT/UNS. Only courses for which a satisfactory grade is received will receive concentration credit.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Human Evolutionary Biology should contact secondary field adviser Dr. Zarin Machanda

(machanda@fas.harvard.edu)for more information.

Secondary Fields

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: Introduction to Linguistics; or Social Analysis 34: Knowledge of Language
 - b. Linguistics 83: Language, Structure, Culture; or Fresh. Sem. 34x: Language and Prehistory
2. Three more advanced courses, chosen from among
 - a. Linguistics 117r: Linguistic Field Methods; Linguistics 120: Introduction to Historical Linguistics; or Linguistics 122: Introduction to Indo-European; or
 - b. Any more specialized course in historical linguistics, e.g. Linguistics 168: Introduction to Germanic Linguistics; Greek 134: The Language of Homer; Linguistics 176: History of the Japanese Language; or
 - c. Any more specialized course in descriptive linguistics, e.g.

Linguistics 171: Structure of Chinese; Linguistics 174: Tense and Aspect in Japanese; Slavic 126a: Structure of Modern Russian

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: Introduction to Linguistics; or Social Analysis 34: Knowledge or Language
 - b. Linguistics 83: Language, Structure, Culture; Linguistics 88: Language and Cognition; Fresh. Sem. 34x: Language and Prehistory; or Fresh. Sem. 39x: Human, Animal and Artificial Languages
2. Three more advanced courses, chosen from among
 - a. Linguistics 112a: Introduction to Syntax; Linguistics 114: Introduction to Morphology; Linguistics 115: Introduction to Phonetics and Phonology; and Linguistics 116a: Introduction to Semantics; 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: Introduction to Linguistics; or Social Analysis 34: Knowledge or Language
 - b. Linguistics 88: Language and Cognition; or Fresh. Sem. 39x: Human, Animal and Artificial Languages
2. Three more advanced courses, chosen from among the following groups:
 - a. Linguistics 112a: Introduction to Syntax; Linguistics 130:

Psycholinguistics; Linguistics 146: Syntax and Processing;
Linguistics 188r: Bilingualism; or

- b. Any other course countable toward the elective requirement of the MBB track in Linguistics, e.g., Computer Science 187: Computational Linguistics; Psychology 1671: Language Acquisition; Philosophy 147: Philosophy of Language

OTHER INFORMATION

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. 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 Maria Polinsky (617-495-9339, polinsky@fas.harvard.edu).

Secondary Fields

Literature

Literature 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. 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 Literature and Comparative Literature, not including Literature 98a, 98b, 99a, or 99b. (See 3, below.)
3. Three courses from offerings in Literature and Comparative Literature, not including Literature 98a, 98b, 99a, or 99b. See note above.)

OTHER INFORMATION

All courses must be letter graded and must be passed with a grade of B- or above. Freshman Seminars may not be counted towards the fulfillment of the above requirements. However students may count courses taken while studying abroad as well as courses taken at the Harvard Summer School towards secondary field requirements. 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. Since only Literature students are allowed to enroll in Literature 97, students pursuing a secondary field in Literature should contact the Director of Studies before the first meeting of the sophomore tutorial. 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.

Secondary Fields

Mathematical Sciences

The secondary field in Mathematical Sciences is jointly sponsored by the Mathematics Department and the Applied Mathematics concentration.

REQUIREMENTS: 4 half-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 numbered 105 or higher; statistics courses must be numbered 110 or higher.

OTHER INFORMATION

Courses must be taken for a letter grade and cannot be taken Pass/Fail. Only courses with a grade of C- or above can be counted.

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.

Note that courses in other departments that are only cross-listed in the course catalog, under Mathematics, Applied Mathematics or Statistics, will not count towards the secondary field.

ADVISING RESOURCES AND EXPECTATIONS

Students interested in pursuing a secondary field in Mathematical Sciences should contact the director of undergraduate studies for Mathematics, Peter Kronheimer (kronheim@math.harvard.edu), or for Applied Mathematics, Michael Brenner (brenner@seas.harvard.edu).

Secondary Fields

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 below the 90-level listed on the [program's website](#). 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 at the 90-level or above in three of the four broad areas of study:
 - The Arts
 - History
 - Literature and Language
 - Thought and Religion
 - 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

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.

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; courses abroad offered by the Harvard Summer School must be taught by members of the Committee on Medieval Studies to count toward the secondary field.)

Courses counting for a secondary field in Medieval Studies are updated periodically. If students find other courses that could count, they should contact medieval@fas.harvard.edu.

ADVISING RESOURCES AND EXPECTATIONS

For more information on the secondary field, or for advice on how to devise your program with the field, please contact medieval@fas.harvard.edu.

Secondary Fields

Microbial Sciences

Microbial sciences is an interdisciplinary approach to studying the impact of microbes at scales from global ecosystems down to single-celled microenvironments. The academic program emphasizes the joint study of species diversity, metabolic function, geochemical impact, and medical and pharmaceutical applications of microbial sciences. Faculty affiliated with the Microbial Sciences Initiative (MSI) include members from the Departments of Molecular and Cellular Biology, Organismic and Evolutionary Biology, Earth and Planetary Sciences, Chemistry and Chemical Biology; the School of Engineering and Applied Sciences; Harvard Medical School; Harvard School of Public Health; and the Forsyth Institute.

The MSI secondary field is intended to provide a strong foundation in interdisciplinary microbial sciences to students who have sufficient preparation in other natural sciences, mathematics, or engineering. In particular, the MSI curriculum is intended to (i) be interdisciplinary, (ii) not be specifically biomedical, and (iii) incorporate elements from physical sciences as well as life sciences. An important aspect of the MSI secondary field is the laboratory component, which provides hands-on experiential learning to all students.

REQUIREMENTS: 6 half-courses

1. Two MSI cornerstone courses. All secondary field students will take LS 110: A Microbial World and LS 100r: Microbial Sciences Laboratory Projects or OEB 100: Evolution in Action. Other research project courses, such as those numbered 91r or 99r, may be allowed to substitute for LS 100r, if they have the appropriate microbial emphasis. No substitutions will be accepted for LS 110.
2. One introductory half course. All secondary field students will take one approved introductory half-course below the 100 level. The eligible courses will be selected from departmental offerings in FAS that contain material relevant to providing a foundation in microbial sciences. Examples include EPS 8: History of the Earth, CHEM 27: Molecules of Life, MCB 52: Molecular Biology. A list of approved courses is available on the [MSI website](#).
3. Three additional MSI half-courses at the 100-level or above. A list of

acceptable courses is available on the [MSI website](#). Examples include EPS 137: Biogeochemistry, OEB 192: Microbial Evolution, HMS 209: Molecular Biology of Bacteria.

4. MSI tutorial: non-credit. Students are encouraged, but not required, to attend the MSI chalk-talk series, which is offered every Friday from 8:45-9:30 am. The location is announced weekly at <http://www.msi.harvard.edu/fridays.html>.

OTHER INFORMATION

Pass/Fail: All courses must be taken for a letter grade in order to count toward secondary field credit, and normally C is the minimum acceptable grade. The only exception is approved Freshman Seminars, which are graded SAT/UNS.

Of the one introductory half-course and three additional MSI half-courses, two must be significantly outside the student's primary area of concentration, providing each student substantial interdisciplinary experience.

Some courses for MSI credit may have hidden prerequisites. Students should plan appropriately, as a prerequisite cannot be counted for MSI credit unless it satisfies requirement 2 above.

Students may receive credit for LS 100r twice and/or for LS 100r plus OEB 100. Students electing to do this may count one semester towards the Microbial Sciences secondary field and one towards their concentration, or they may count the second semester as one of their three 100-level electives in the secondary field. A single semester of LS 100r may not be double-counted.

Courses from study abroad or Harvard Summer School could count toward secondary field credit if approved by the MSI Steering Committee prior to the student's enrollment in these courses. The student must petition the MSI Steering Committee in the semester prior to their intended enrollment in such courses and must provide a syllabus or detailed course summary to the committee. A petition to retroactively consider substituting one relevant Freshman Seminar for one of the three 100-level elective courses also may be considered.

ADVISING RESOURCES AND EXPECTATIONS

Students will submit an MSI form to apply for the secondary field no later than the Study Card due date of their penultimate term. This application form is available on the [MSI website](#). Hard copies are available from the MSI Education Coordinator. Additionally, students must file online with the Registrar's Office through [the secondary fields web tool](#).

Students are encouraged to participate actively in all aspects of the MSI community. Secondary field students will be invited to all MSI events and activities. Undergraduate participation will provide opportunities to get acquainted with graduate students, post-docs, and members of the faculty.

Students interested in pursuing a secondary field in Microbial Sciences should contact MSI head tutor Ann Pearson (pearson@eps.harvard.edu, 617-384-8392, Hoffman Labs 303) or MSI manager of education programs Karen Lachmayr (klachmayr@fas.harvard.edu, 617-495-8643).

Secondary Fields

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. MBB offers both (1) tracks that integrate the study of mind/brain/behavior with concentration requirements and (2) the secondary field, which is available to students from any concentration who wish to study mind/brain/behavior.

REQUIREMENTS: 5 half-courses

1. Science of Living Systems 20: Psychological Science (recommended first year). Students who have previously taken Science B-29 or B-62 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.
4. Two Mind/Brain/Behavior courses, selected from a list that varies each year.

OTHER INFORMATION

All courses must be taken for a letter grade. Students are also encouraged to

attend the MBB junior symposium, and are welcome to join the student organization Harvard Society for Mind/Brain/Behavior (HSMBB).

ADVISING RESOURCES AND EXPECTATIONS

Students considering a secondary field in MBB should e-mail education program coordinator Shawn Harriman (shawn_harriman@harvard.edu) as early as possible 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. Information on the MBB Board of Faculty Advisors is available at [the MBB website](#).

Secondary Fields

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:
 1. Life Sciences 1a: Chemistry, Molecular Biology, and Cell Biology (or Life and Physical Sciences A)
 2. Life Sciences 1b: Genetics, Genomics, and Evolution
2. Two intermediate courses in molecular and cellular biology:
 1. MCB 52: Molecular Biology
 2. MCB 54: Cell Biology
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, Life Sciences 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 (no longer offered); LS 100r: Experimental Research in the Life Sciences; and MCB 91r: Introduction to Research count and are recommended for students interested in integrating a research experience into their plan of study.

OTHER INFORMATION

To count for credit towards the secondary field, the six half-courses must be taken for a letter grade. Freshman Seminars will not count towards the secondary field. 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), for more information on counting Harvard Summer School courses and research conducted as part of a study abroad program for the secondary field in MCB. 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. Given current policy with respect to counting courses for concentration and secondary fields, it is not possible for students concentrating 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 (mcb_conc@lsdiv.harvard.edu).

Secondary Fields

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

Any five half-courses selected from among the courses offered in Music (including Core courses, Gen Ed courses and Freshman Seminars taught by Music Department faculty), with the exceptions noted below:

- No more than one half-course may be selected from Music 1a, Music 1b, Music 2, Music 3, Music 4, Music 5, Core Courses, Gen Ed Courses, or Freshman Seminars.
- No more than one half-course may be selected from the Music 120 series (conducting), Music 180r, or Music 187r.

OTHER INFORMATION

Secondary field students are not required to take Music 51 and 150, 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 150 as prerequisites.

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](#).

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).

Secondary Fields

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 (Near Eastern Languages and Civilizations [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:
 - ANE 90: History, Kingship and the Gods
 - Religion 28: The Hebrew Bible and Its Worlds
2. Three electives from a list of relevant offerings at Harvard with the approval of the director of undergraduate studies (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:
 - Arabic 150: History of Classical Arabic Literature (in translation)
 - Culture and Belief 19: Understanding Islam and Contemporary Muslim Societies
 - Foreign Cultures 82: Modern Arabic Narratives: Self, Society and Culture
 - Humanities 18: For the Love of God and His Prophet: Religion, Literature and the Arts in Muslim Cultures
 - Islamic Civilizations 145: Introduction to Islamic Philosophy and Theology

- Religion 1801: Introduction to Islamic Mysticism: The Sufi Tradition
 - Religion 1806: The Vocabulary of Islam
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 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:
 - Jewish Studies 55: Jews, Judaism, and Jewishness
 - One survey of either modern Jewish history or modern Jewish literature (currently Historical Studies A-44: Jews in Modern Times: From the French Revolution to the Emergence of Israel; Jewish Studies 143: Jews in the Modern World; or Lit and Arts A-48: Modern Jewish Literature).
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

Courses taken abroad (whether over a summer, a semester, or a year; the DUS or his/her designee will advise students on approved programs) may count, as may Freshmen Seminars. Other than Freshmen Seminars, all courses must be letter graded. Courses taken in other departments that fit into the intellectual focus of the chosen track may also be counted.

At least two courses should be at the 100 level or above. 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).

Secondary Fields

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 and 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 one of the most vibrant fields of research at Harvard.

REQUIREMENTS: 5 half-courses

1. Life Sciences 1a or Life and Physical Sciences A
2. Molecular and Cellular Biology 80
3. Two advanced half-courses in neurobiology. These courses must be chosen from a list of approved courses maintained on the [concentration website](#).
4. An additional advanced half-course in neurobiology OR one of the following courses from the restricted electives list: Life Sciences 1b, Life Sciences 2, Molecular and Cellular Biology 52, Molecular and Cellular Biology 54, Organismic and Evolutionary Biology 57.

OTHER INFORMATION

Students must take both MCB 80 and LS 1a before enrolling in the advanced neurobiology courses. Only one course from the restricted electives list may be applied to the secondary field. Neurobiology tutorials designated as Neurobiology 95hf are considered advanced neurobiology courses. Ordinarily, only one tutorial course may be counted toward the secondary field. Students enrolling in Life Sciences 100r must complete the Neurobiology project and may only take the course once for secondary field credit.

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. Freshman Seminars may not

be included for credit. 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 concentration by petition. 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. With the exception of the tutorials/seminars and laboratories, none of our courses have a limited enrollment.

ADVISING RESOURCES AND EXPECTATIONS

Students intending to pursue the secondary field in Neurobiology should notify the concentration using [the secondary fields web tool](#) so that their name and contact information can be forwarded to the concentration. After completing the requirements for the secondary field, students are required to meet with Dr. Tamily Weissman, the concentration adviser, in order to confirm that the courses they have taken count for credit towards the Neurobiology secondary field. Prior to completing the required courses, students are welcome to meet with Dr. Weissman as needed, and are encouraged to meet with her upon completing the introductory courses in order to select appropriate advanced courses.

Questions about the secondary field in Neurobiology should be addressed to Dr. Tamily Weissman, Assistant Director of Undergraduate Studies (BioLabs Room 1082a, 16 Divinity Ave., 617-496-9908, weissman@fas.harvard.edu), or Professor John Dowling, Head Tutor for the Neurobiology Concentration (BioLabs Room 2081, 16 Divinity Ave., 617-495-2245). Either Dr. Weissman or Professor Dowling may sign the final form for secondary field credit.

Secondary Fields

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, genetics, genomics, behavior, development, ecology, entomology, evolution, forestry, 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.

REQUIREMENTS: 5 half-courses

A secondary field requires the completion of five half-courses in OEB. 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 OEB.

OTHER INFORMATION

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-.

Courses taught by members of the department at Harvard Summer School will count toward the secondary field. One Freshman Seminar or one course in the Core or General Education may count toward the secondary field (in each case

the course must be taught by a member of the department). One course taken while studying abroad may count toward the secondary field if approved in advance by the head tutor.

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 registered with 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 OEB concentration adviser must sign the final form for secondary field credit.

Secondary Fields

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 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.
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. 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. 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. 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. 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

This option invites students to construct proposals of their own for a secondary field in Philosophy, drawing on their own interests and the courses available. This option must be constructed in consultation with the head tutor, but would require at least the following courses:

1. One Introductory Course. These courses have numbers under 100.
2. Tutorial 1.
3. Three courses chosen from among the department's offerings, along with a proposal for combining these courses into an integrated secondary field.
4. One other course in the department or a related course outside the department.

OTHER INFORMATION

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. No more than two courses may be introductory level (numbered below 97). 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 information about the program. All students interested in a secondary field are expected to register their interest with the department early on, and have an initial advising conversation with the head tutor.

Secondary Fields

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 -- including 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

Physics courses taken at other institutions may be substituted for substantially equivalent Harvard courses with the permission of the head tutor.

Pass/Fail: No more than one course may be taken Pass/Fail.

Mathematics background at least at the level of Math 21a and 21b are prerequisites for many of the courses in this program.

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 associate head tutor, David Morin (djmorin@fas.harvard.edu) to make sure that they 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.

Secondary Fields

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 general overview of the field, or a more focused exploration of one subfield or several subfields of psychology, including experimental psychopathology, social psychology, cognition/brain/behavior, and developmental psychology.

REQUIREMENTS: 6 half-courses

1. Tier 1: Science of Living Systems 20: Psychological Science, half course, or an approved substitute:
 - a. PSYC S-1, offered in the Harvard Summer School.
 - b. A Psychology AP score of 5 or IB score of 7, in which case an extra elective will be required.
 - c. PSY 1 if taken Spring 2009 or earlier
 - d. SCI B-62 will meet the Tier 1 Introductory Psychology requirement if taken in Spring 2006 or Spring 2009. If PSY 1 and SCI B-62 were both taken prior to the 2008-09 academic year, SCI B-62 can count as a departmental elective (see #4.) If PSY 1 and SCI B-62 were both taken in the 2008-09 academic year, only one may count as the Tier 1 requirement and the other cannot count as an elective.
2. Psychology 1900 or Stat 100, 101, 102 or 104, passed with a grade of C or higher. 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 half-course from: Psychology 13, 14, 15, 16, 18, or 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. Any of the following courses that are not taken to meet the Tier 2 requirement may count as electives: PSY 13, 14, 15, 16, 18, and MCB 80.
 - ii. Only one lab course (from a list on the concentration website) or PSY 910r may count toward this requirement.
 - iii. Psychology courses that will not meet this requirement are marked in *Courses of Instruction* as not counting toward concentration requirements.
 - iv. Only the first half of Psychology 970 may count for the secondary field.
 - b. Courses taught by regular Harvard Psychology Department faculty members but offered outside of the department (e.g., *specified* Freshman Seminars, Core or General Education courses, or classes offered through other departments). See list on concentration website.
 - c. Only one non-departmental course that is listed as an affiliated elective on the Electives page. Courses listed as expedited electives for the concentration cannot count toward the secondary field. Petitions for elective credit will not be accepted.
 - d. Harvard Summer School Psychology courses may only count toward this requirement if taught by regular Harvard Psychology Department faculty and listed on the concentration website.
 - e. Only one Freshman Seminar, which must be taught by a regular Harvard Psychology Department faculty member and listed as a departmental elective, may count toward this requirement.

OTHER INFORMATION

Students are encouraged to take Science of Living Systems 20: Psychological Science as early as possible. Ideally, Psychology 1900 or Statistics 100, 101, 102, 104 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 Science of Living Systems 20: Psychological Science 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.

All courses must be taken for a letter grade unless that option is not available, and Psychology 1900 or Statistics 100/101/102/104 must be passed with a grade of C or higher.

Enrollment in upper-level psychology electives is often limited and students pursuing a secondary field in Psychology will not be given preferential access to limited enrollment courses.

ADVISING RESOURCES AND EXPECTATIONS

Students should 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 deadlines.

Students should review the [Frequently Asked Questions page](#) as early as possible to be aware of specific guidelines that apply to the secondary field requirements. General information requests and questions can be sent to the Psychology Undergraduate Office at 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](#).

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 department to review and sign the form prior to the College deadline.

Secondary Fields

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 (such as Religion and Gender, or Religion and Politics). Approved thematic areas depend on available faculty and course offerings.

REQUIREMENTS: 6 half-courses

Two general, methodological or comparative courses. At least one of these must be an approved introductory course (Religion 11-20) or the sophomore tutorial (Religion 97).

Four courses in one tradition or area of inquiry.

OTHER INFORMATION

Students may count one non-letter-graded half-course taken at Harvard for secondary field credit. Courses from study abroad, Harvard Summer School, or other Harvard schools may be counted toward the secondary field. 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, Tamsin Jones (617-496-1018; tamsin_jones@harvard.edu).

Secondary Fields

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 RLL 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 70- or 100-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, Mylene Priam (mpriam@fas.harvard.edu), or with the undergraduate coordinator, Walter Hryshko (hryshko@fas.harvard.edu).

Italian

1. A maximum of two Italian half-courses at the 40s-60s level.
2. At least three Italian half-courses at the 80-level or above. One of these three courses can be replaced by a Romance Studies course at the 70- or 100-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, Giuliana Minghelli (minghell@fas.harvard.edu) (Fall Term) or Elvira DiFabio (edifabio@fas.harvard.edu) (Spring Term) or with the undergraduate coordinator, Walter Hryshko (hryshko@fas.harvard.edu).

Portuguese

1. A maximum of two Portuguese half-courses at the 40s-60s level.
2. At least three Portuguese half-courses at the 100-level or above. One of these three courses can be replaced by a Romance Studies course at the 70- or 100-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, Clémence Jouët-Pastré (cpastre@fas.harvard.edu), or with the undergraduate coordinator, Walter Hryshko (hryshko@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 70- or 100-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), or with the undergraduate coordinator, Walter Hryshko (hryshko@fas.harvard.edu).

OTHER INFORMATION

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).

All courses must be taken for a letter grade, with the exception of an optional Freshman Seminar. 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 Undergraduate Program Coordinator, Walter Hryshko (hryshko@fas.harvard.edu).

Secondary Fields

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 [Davis Center Faculty Associates](#).
3. A minimum of three half-courses must be regular departmental courses (i.e., not Core or General Education courses or Freshman Seminars).
4. The five half-courses must be distributed across at least two different disciplines or departments.
5. One half-course of relevant language study may count towards the secondary field. For Russian, students may count any half-course at the level of Slavic 103 or higher. For non-Russian languages of the region, students who complete at least one full year of study may count one half-course towards the secondary field.

OTHER INFORMATION

Students may visit the [REECA secondary field website](#) for a list of [eligible courses](#) and [sample pathways](#) of secondary field study.

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. 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. *Please note: the Davis Center cannot guarantee students pursuing a secondary field preferential access to limited-enrollment courses.*

ADVISING RESOURCES AND EXPECTATIONS

Donna Griesenbeck (griesenb@fas.harvard.edu; 617-495-1194), Davis Center student programs officer and REECA coordinator, is available to advise students on the program and course selection and refer students to individual faculty as needed. 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.

Secondary Fields

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 General Education or Core offerings as well as departmental offerings:
 - o Culture and Belief 28
 - o Foreign Cultures 12
 - o Indian Studies 110, 118
 - o Societies of the World 36
3. Another course with the approval of the director of undergraduate studies.
4. 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

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.

Relevant Freshman Seminars may be counted toward the secondary field, even though they are taken on a SAT/UNS basis. 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.

Secondary Fields

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 5 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

All courses (except for Freshman Seminars) must be letter graded. Slavic-related Core or Gen Ed courses and Freshman Seminars are permitted. Any number of relevant Core or Gen Ed courses and one Freshman Seminar may be counted. Students may use Harvard-approved study abroad credit to count for up to two courses toward the secondary field. 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, Professor Jonathan Bolton(617-496-0623, jbolton@fas.harvard.edu), to discuss their program of study. Students should meet with the director of undergraduate studies as soon as possible once they have decided to take a secondary field in Slavic. He 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.

Secondary Fields

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 an inter-disciplinary field that bridges topics that are often studied in isolation elsewhere in the social sciences. 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 Social Theory, a basic introduction to sociological theory. Offered both terms.
2. Sociology 128: Methods of Social Science Research, a basic introduction to methods. Offered fall term.
3. Three concentration electives, one of which must be an advanced-level course (Sociology 100 or above). An introductory-level course (Sociology 10-89) is recommended but not required as part of this sequence.

OTHER INFORMATION

One of the three "concentration electives" may be taken Pass/Fail or SAT/UNS; Sociology 97 and 128 must both be taken for letter grades. Sociology 97 will ordinarily be taken in the sophomore year. Letter-graded courses must be passed with a grade of C+ or higher in order to receive credit toward completion of the secondary field. 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 Director of Undergraduate Studies. Freshman seminars taught by department faculty may also count.

Sociology 97: Tutorial in Social 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 Director of Undergraduate Studies 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. This course requires students to submit an extended term paper based on independent research. Sociology 91r is letter-graded.

Some examples of common pathways are listed below, which can be undertaken so that students might 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.

- Organizations and Pre-Business/Management
- Pre-Law
- Pre-Medicine
- Public Policy
- Inequality
- Culture

ADVISING RESOURCES AND EXPECTATIONS

For more information please contact Dr. David Ager, Director of Undergraduate Studies in Sociology (ager@wjh.harvard.edu).

Secondary Fields

Statistics

The Harvard Statistics Department has always had a strong methodological and applicational focus, and it has consequently attracted 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: 4 half-courses

1. Statistics 110: Introduction to Probability.
2. Statistics 111: Introduction to Theoretical Statistics.
3. Two additional half-courses in Statistics, with course numbers above 111.

OTHER INFORMATION

All courses must be letter-graded and taken during the academic year. Harvard Summer School courses do not count towards the requirements. Courses taken during study abroad would not normally count towards the secondary field requirements. A minimum grade of "C" is required in all secondary field courses.

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.

ADVISING RESOURCES AND EXPECTATIONS

Interested students should contact the co-directors of undergraduate studies, Professor Joseph Blitzstein (blitzstein@stat.harvard.edu) and Professor David Harrington (david_harrington@harvard.edu), who serve as advisers for the secondary field in Statistics. Students are urged to consult the co-directors of undergraduate studies soon after deciding to pursue the secondary field to discuss their plan of study.

Secondary Fields

Visual and Environmental Studies

The principal educational goal of the Department of Visual and Environmental Studies (VES) 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. Ordinarily, secondary field credit is only granted for courses taken in residence.

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.

A total of six courses are required for students wishing to pursue Environmental Studies as a secondary field. Students choosing this secondary field option should ordinarily enroll first in VES 107. Possible courses include VES 107, 160, 166 and 167; VES 182, 184, and 285x; ENG-SCI 6 and 103. In addition, courses taken at the GSD as well as other relevant courses taken at the College may be acceptable. 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.

Four VES courses in film or video making.

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. VES 70: The Art of Film.
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 manager of academic programs and on the [Film Studies website](#).

Studio

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.

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.

Students can see sample secondary field courses of study on the [VES Department website](#).

OTHER INFORMATION

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.

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.

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 from the manager of academic programs or on the [department's website](#). 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.

Up to one related cross-listed course may count toward the secondary field.

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, Ruth Lingford (lingford@fas.harvard.edu) and the manager of academic programs, Paula Soares (soares@fas.harvard.edu). Students are not required to inform 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](#)

Secondary Fields

Studies of Women, Gender, and Sexuality

The concentration in Women, Gender, and Sexuality Studies brings together a wide range of academic fields (history, sociology, literature, philosophy, religion, and psychology, to name just a few) united by a common interest in the ways in which various cultures express ideas about gender, race, class, and sexuality. As a discipline, WGS pays close attention to how social norms have changed over time, and how the “nature versus nurture” debate has shaped public policy, civil rights, health care, and education, as well as the depiction of women and men in art, literature, and the popular media. The WGS program prides itself on the intense intellectual engagement of its students. Students have conducted research on a variety of topics, from women's political campaigns, to public financing for safe sex education, to the representation of lesbians and gay men in traditional literature. Many of the courses in WGS seek to bridge the gap between academia and “the real world” by investigating the relationship between theory and practice — a subject that has long motivated WGS scholarship. Whatever the subject, WGS courses are characterized by a strong commitment to rigorous analysis and critical thinking, as well as a spirit of open and sustained intellectual inquiry.

Students may pursue two secondary fields: a general secondary field in Women, Gender, and Sexuality studies, or a more specific secondary field in Lesbian, Gay, Bisexual, and Transgender Studies. Both of these secondary fields will appear as “Women, Gender, and Sexuality” on students' transcripts. The general WGS secondary field allows students to pursue a broad interest in studies of women, gender, and sexuality outside of their work for their concentrations. For the LGBT secondary field, students may take courses on topics such as the history of LGBT social movements; literary, cinematic and other representations of queerness; and political and theoretical constructions of sexuality and sexual difference. For both of the secondary fields, students take one foundational course 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.

REQUIREMENTS: 5 half-courses

Studies of Women, Gender, and Sexuality

One of the following: WGS 1200, 1210, or 1300.

Four other courses drawn from the WGS course offerings. Students may petition to have one course from another department count toward the secondary field. Petition forms are available in the WGS office.

Lesbian, Gay, Bisexual, and Transgender Studies

A WGS 1200 or 1210 class on queer theory or LGBT history.

Four other courses drawn from the list of LGBT classes on the [WGS website](#). At least *two* of these courses must be offered through the WGS program. Students may petition to have a course count toward the secondary field that is not on the WGS list of approved courses. Petition forms are available in the WGS office.

OTHER INFORMATION

Students may petition to have one course from another department count toward the secondary field. Petition forms are available in the WGS office.

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 one of the student's non-WGS course; other courses would need to be drawn from WGS course offerings.

No more than one course can 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.

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 Director of Studies, Caroline Light (clight@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 inform 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.

Please note: Students are responsible for observing the Registrar's deadlines for filing secondary field forms in order to receive institutional acknowledgment of their completion of a secondary field. Visit [the secondary field website](#) to determine appropriate deadlines.

Directory of Resources

Academic and Support Resources

[Advising Programs Office](#)

[Office of the Registrar](#)

[Harvard University Library System](#)

[Harvard University Art Museums](#)

[Harvard Museum of Natural History](#)

[The Peabody Museum of Archaeology and Ethnology](#)

[The Semitic Museum](#)

[The Department of the History of Science Collection of Historical Scientific Instruments](#)

[Arnold Arboretum](#)

[Office of International Programs](#)

[The Writing Center](#)

[Adaptive Technology Laboratory](#)

[Instructional Media Services](#)

[Language Resource Center](#)

[Piano Technical Services](#)

[University Information Systems \(UIS\)](#)

[Center for Workplace Development \(CWD\)](#)

[Bureau of Study Counsel](#)

[Accessible Education Office](#)

[Harvard University International Office](#)

Office of Career Services

Harvard University Health Services

Office of Sexual Assault Prevention and Response (OSAPR)

Contact

Eating Concerns Hotline and Outreach

Peer Contraceptive Counselors

Response

Room 13

University Ombudsman Office

Hearing Officers

Addendum

October 19, 2010

- The Academic Calendar for 2011-2012 was updated. The Registration deadline and start of term were changed from September 2 and September 6 respectively, per email to FAS community from the Dean of Undergraduate Education.

February 17, 2011

- The Academic Calendar for 2011-2012 was updated. The dates for Thanksgiving Break and for Fall term Reading and Examination Periods were updated to correspond to the Registrar's calendar.

