

## **Haverford College Advising Guide 2024-25**

The Advising Guide offers a comprehensive overview of the philosophies, methodologies, course sequences, study abroad possibilities, and opportunities for praxis and exploration of professions for departments and programs.

### **Table of Contents**

[African and Africana Studies \(Bi-Co\)](#)

[Anthropology](#)

[Arabic \(Tri-Co\) and Middle Eastern Studies \(MEST - Bryn Mawr\)](#)

See also [Middle Eastern and Islamic Studies](#)

[Asian American Studies \(Tri-Co\)](#)

[Biochemistry and Biophysics](#)

[Biology](#)

[Chemistry](#)

[Chinese Language \(Bi-Co\)](#)

[Classical and Near Eastern Archaeology \(Bryn Mawr\)](#)

[Classics, Greek, and Latin](#)

[Comparative Literature](#)

[Computer Science](#)

[Dance \(Bryn Mawr\)](#)

[East Asian Languages and Cultures \(Bi-Co\)](#)

[Economics](#)

[Education Program \(Bi-Co\)](#)

[English](#)

[Environmental Studies \(Bi-Co\)](#)

[Film Studies \(Bryn Mawr\)](#)

[Fine Arts](#)

[French and Francophone Studies](#)

[Gender and Sexuality Studies](#)

[Geology \(Bryn Mawr\)](#)

[German and German Studies \(Bi-Co\)](#)

[Growth and Structure of Cities \(Bryn Mawr\)](#)

[Health Studies \(Bi-Co\)](#)

[Hebrew and Judaic Studies \(Bryn Mawr\)](#)

[History](#)

[History of Art \(Bryn Mawr\)](#)

[Transnational Italian Studies \(Bryn Mawr\)](#)

[Japanese Language \(Bi-Co\)](#)

[Latin American, Iberian, and Latinx Studies](#)

[Linguistics \(Tri-Co\)](#)

[Mathematics and Statistics](#)

[Middle Eastern and Islamic Studies](#)

[Music](#)  
[Neuroscience \(Bi-Co\)](#)  
[Peace, Justice, and Human Rights](#)  
[Philosophy](#)  
[Political Science](#)  
[Physics and Astronomy](#)  
[Psychology](#)  
[Religion](#)  
[Russian \(Bryn Mawr\)](#)  
[Scientific Computing](#)  
[Sociology](#)  
[Spanish](#)  
[Theater \(Bi-Co\)](#)  
[Visual Studies](#)  
[Writing Program](#)

## African and Africana Studies (Bi-Co)

- Concentration at Haverford; minor at Bryn Mawr
- Department website: <https://www.haverford.edu/africana-studies>

### About the field

#### *What is the African and Africana Studies program?*

African and Africana Studies is a Bi-College program, offered as a minor at Bryn Mawr or as an area of concentration for students at Haverford open to majors in which at least two African and Africana Studies courses are offered. The program also belongs to a consortium with Swarthmore College and the University of Pennsylvania, allowing concentrators to access resources and courses at all four institutions. The curriculum is organized to help students develop a global understanding of African societies and experiences throughout the African diaspora, to enable students to historically, conceptually, and theoretically frame their coursework in the concentration, and to cultivate students' capacities to relate disparate materials from cognate disciplines to their concentrated research in African and Africana Studies.

#### *What are the research methodologies?*

Drawing on anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, students analyze and interpret processes of emancipation, decolonization, development, and globalization in Africa proper and in societies with populations of African origin. African and Africana Studies students hone sophisticated global frames of reference and dynamic research methods in order to study continental Africa and the African diaspora.

#### *Why study African and Africana Studies?*

African and Africana Studies faculty provide an expansive and interdisciplinary perspective on Africa and its Diasporas. We empower our students to discover and cultivate their own specific areas of interest, enriched by the knowledge they bring from their major discipline.

### Course planning

#### *Which gateway courses are recommended for potential concentrators?*

All concentrators are required to complete an introductory course, which is usually Introduction to African and Africana Studies (AFST 101 at Haverford) or Introduction to Africana Civilizations (HIST 102 at Bryn Mawr), which provides a foundation and frame of reference for advanced work.

#### *Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

Students are advised to complete one of the two foundation course options as early as possible, ideally during the first two years, and by no later than the junior year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to African and Africana Studies?*

Anthropology, economics, history, linguistics, English, religion, political science, and sociology inform and are complementary to African and Africana Studies.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Concentrators produce a senior thesis, a work of original research. The topic of this work must be approved by both the department in which the student is majoring and by the coordinators of the African and Africana Studies Department. Thesis advising—one-on-one with a faculty adviser as well as in a group setting—and the timetable for producing the thesis, are determined by the policies of the student's major.

### **Learning by doing**

*What kinds of opportunities are available beyond the classroom for African and Africana Studies students?*

Our scholarly community extends beyond the classroom. The program is rich in extra- and co-curricular resources, including speakers and scholars/artists in residence, study abroad opportunities, and international internships.

## Anthropology

- Major and minor
- Department website: <https://www.haverford.edu/anthropology>

### About the field

*What are the main questions of interest in anthropology?*

Anthropology is the study of human beings in their social and cultural contexts. Anthropologists are interested in the social relationships that individuals enter into with others as they seek to meet basic day to day human needs. At the heart of anthropology are the following questions: What role do social institutions (e.g., family, education, religion, politics, and economy) play in structuring relationships among individuals and social groups? How do social norms shape difference and relations of inequality along the lines of race, class, generation, gender, and sexuality?

*What are the research methodologies?*

Anthropologists use a holistic approach in relating each phenomenon they study (such as sacrifice or worship) to the broader social system, and as well as comparative frameworks that highlight similarities and differences between societies. Anthropologists find information/collect data through participant observation, a research method that involves spending extended periods of time living among the people they study and participating in their daily activities.

*Why study anthropology?*

Anthropology instills students with the ability and commitment to engage everyday experiences with a critical analysis. Majoring in anthropology prepares students for critical citizenship in this sense and also provides them with social skills that will enrich their work in whatever profession they pursue.

### Course planning

*What courses are recommended in the first year for any student?*

Introduction to Anthropology (ANTH 103), which is taught both in the fall and spring, is recommended for students in their first year. In addition, students may consider ANTH 155 in their first year.

*Which gateway courses are recommended for potential majors?*

ANTH 103 and ANTH 155 are the gateway courses for majors.

*Are there prerequisites for any of these introductory courses?*

ANTH 103 and ANTH 155 have no prerequisites. Others at the 200 level, which may be taken by first year students, such as ANTH 214: Race, Crime and Sexuality, require the instructor's consent.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

By the end of the second year, a student considering the major should have taken ANTH 103 and two other courses either at the 100 level (such as ANTH 155, offered in the spring semester) or a 200-level course whose prerequisite is either a course in anthropology or instructor's consent.

*If a student doesn't take an anthropology course during the first year, what are the implications in their sophomore year?*

There are no implications except that in their sophomore year the student will have to sign up for Introduction to Anthropology and two other 100- or 200-level courses, the latter only where there is no prerequisite except the instructor's consent.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to anthropology? Are there particular courses you recommend outside the program?*

The requirements for the major make room for four electives, some of which may be taken from any social science discipline such as history (e.g., HIST 111), sociology (e.g., SOCL 155), political science (e.g., POLS 121), or psychology (e.g., PSYC 100). Students may also consider courses in religion in the humanities. Directly complementary programs to anthropology include Health Studies (e.g., HLTH 265), Gender and Sexuality Studies (e.g., ICPR 190), Environmental Studies (e.g., ENVS 101, ENVS 204), Visual Studies (e.g., ANTH 238, VIST 130, VIST 142). Students may also consider courses in African and Africana Studies.

*In which anthropology courses do students in other programs commonly enroll?*

ANTH 103, ANTH 155, ANTH 214, ANTH 233, ANTH 238

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Seniors are offered opportunities for original field research through internships and other placements funded by the Center for Peace and Global Citizenship.

### **Learning by doing/opportunities within and beyond Haverford**

*What are potential career paths post-graduation?*

Many of our graduates who do not proceed to graduate school find employment and internship opportunities in a variety of NGO and governmental programs.

*Which anthropology courses involve "learning by doing"?*

ANTH 238 and ANTH 266 have a lab section in which students make their own films and develop basic filmmaking skills.

*What are the study abroad possibilities for anthropology majors?*

A majority of our majors go on study abroad programs, and often use that experience to shape their senior projects. Two courses taken during study abroad may be counted towards the major.

## Arabic (Tri-Co) and Middle Eastern Studies (MEST - Bryn Mawr)

- Arabic language instruction; Middle Eastern Studies is a concentration
- Department websites: <https://www.brynmawr.edu/arabic> and <https://www.brynmawr.edu/inside/academic-information/departments-programs/middle-eastern-studies>

### About the field

*What are the main questions of interest in Arabic and Middle Eastern Studies (MEST)?*

The Middle East has been and continues to be vital in world affairs due to its geopolitical importance, long history and geographic and civilizational centrality. A concentration in MEST affords students the opportunity to explore the region in depth through various courses; students can explore questions relating to peace, ethics, history and archaeology, literature and religious practices, as well as other crucial topics. Learning a language like Arabic also affords students an added tool for understanding and opens doors both during their undergraduate studies and in their future careers.

*What are the research methodologies?*

Since Middle East Studies is an interdisciplinary concentration, we cover a range of methodologies and modes of inquiry, which vary depending on the discipline from which the course is offered.

*Why study Arabic and Middle Eastern Studies?*

Arabic is an official language of the United Nations, the mother tongue of about 300 million people and the language of the Qur'an. About a billion Muslims around the world use Arabic in some capacity for religious purposes. Learning Arabic opens up opportunities for work in 22 countries (the members of the Arab League); language learning is key to cultural exchange and understanding.

Having a concentration in MEST, particularly if studying a Middle Eastern language, allows students to broaden their horizons and to have a much-needed global perspective, especially given the interconnectedness of today's world.

### Course planning

*What courses are recommended in the first year for any student?*

We recommend that students start their study of the language in their first year. This allows them to fulfill their language requirement on the one hand, but to also be able to advance through all levels of study of the language through the four years.

*Which gateway courses are recommended for potential concentrators?*

The following courses are ideally suited to new students and all count towards the Middle East Studies concentration. The majority also count towards completion of a

major/minor: ARAB 001: First Year Modern Standard Arabic; ARCH 104: Archaeology of Agricultural and Urban Revolutions; HEBR 001: Elementary Hebrew; HIST 234: An Introduction to Middle Eastern History

*Courses relevant for both new students (as well as sophomores, juniors, and seniors).*

Please see the MEST website for additional 200-level courses that may be appropriate for first years with a background in Middle East studies or with the field in which the courses are being offered. For the first semester in particular, students should consult their advisers about whether such courses would be appropriate for them.

*Are there prerequisites for any of these introductory courses?*

Our introductory level Arabic courses do not require or have any recommended prerequisites. If a student has previously studied Arabic, however, they need to take a Placement Test so they can be placed at the appropriate level.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

Since students have to take six courses to complete the concentration, it is advisable that they take at least two courses by the end of their second year. If following the MEST concentration language track, it is also best to have also completed at least their first year of Arabic or Hebrew.

*If a student doesn't take a Middle Eastern Studies course during the first year, what are the implications in their sophomore year?*

Although we advise students to take courses earlier, they will still be able to catch up, especially if they are completing courses in an aligned major/minor.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Arabic and Middle Eastern Studies?*

The teaching of Arabic is one important component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr and Haverford offer courses on the Middle East in such departments as anthropology, Classical and Near Eastern Archaeology, comparative literature, history, history of art, political science, and religion. Additionally, students can have a concentration in Middle Eastern or Islamic Studies at Haverford, or Middle Eastern Studies at Bryn Mawr.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Arabic and Middle Eastern Studies students? What are potential career paths post-graduation?*

*What have some of your recent alumni done after graduating?*

Students with advanced proficiency in Arabic can work in the Tutoring Center. There is also a TA position that students can apply for. There is a summer program in Jordan that allows its participants to also engage in internships of their choice. Internships could be arranged with a number of non-profit organizations in Amman Jordan through collaboration with Sijal Institute for Language and Culture and the support of CPGC at



Haverford and Global Bryn Mawr. Graduates with a MEST concentration often go onto graduate education, work in government jobs, teaching, or language programs.

*Which Arabic and Middle Eastern Studies courses involve “learning by doing”?*

Language study always involves “learning by doing.” In addition, several opportunities exist within major departments affiliated with MEST for “learning by doing” experiences, including Classical and Near Eastern Archaeology. For further details please contact the co-directors of MEST.

*What are the study abroad possibilities for Arabic and Middle Eastern Studies students?*

There are several opportunities both in Europe and in the Middle East. Our students have studied before at the University of Edinburgh, at al-Akhawayn University in Morocco, and at AUC in Egypt.

## Asian American Studies (Tri-Co)

- Minor at Haverford, Bryn Mawr, and Swarthmore
- Program website: <https://www.haverford.edu/asian-american-studies>

### About the field

#### *What is the Asian American Studies program?*

Asian American Studies is a Tri-College program, offered as a minor at all three colleges. The interdisciplinary curriculum is designed to help students develop an understanding of Asian American experiences, histories, cultures, and art. While the program centers Asian American experiences and perspectives, it also contextualizes Asian American Studies within the broader field of critical race and ethnic studies, with a focus on how race operates in the United States and intergroup relations between Asian Americans with other racial and ethnic minority groups.

#### *What are the research methodologies?*

Because this is an interdisciplinary field, the research methodologies used are varied, dynamic, and oftentimes integrated. For example, courses are drawn from psychology, history, literature, music and dance, among other disciplines, and employ a range of quantitative and qualitative research methods, as well as the study and participation in creative expressions of Asian American experiences. Certainly, students are engaged in thinking deeply about concepts and theory, and relating those in applied ways to contemporary issues and problems in Asian American communities.

#### *Why study Asian American Studies?*

Asian American Studies provides rich interdisciplinary training in complex social and cultural issues pertaining to the study of race, ethnicity, and identity; migration and acculturation; intergroup relations; power and privilege; stereotyping and discrimination; and globalization. Studying the experiences of Asian Americans helps students to learn more about themselves and their relationships in an increasingly multiracial, multiethnic, and multicultural nation.

### Course Planning

#### *Which gateway courses are recommended for potential minors?*

There is no introductory course into the minor that is required for all minors. The interdisciplinary 6-credit minor is composed of the following 3 requirements: 4 core courses in Asian American Studies, 1 course in Comparative Race and Ethnic Studies, and 1 course in Transnational and/or Global Connections with Asia. Specifically, students should identify core courses they are interested in taking (4 are required) and make sure they take any pre-requisites, if needed, for those courses. For example, students interested in taking Asian American Psychology (PSYC H339 at Haverford, PSYC B354 at Bryn Mawr) will need to first take introductory psychology (PSYC H100 at Haverford or its equivalents PSYC B105 at Bryn Mawr, PSYC 001 at Swarthmore), for

which multiple sections are offered every semester. Another example is that students interested in taking Harvest of Empire (HIST H254B at Haverford) should first take any 100-level introductory history course. However, there are also core courses that are open to all students and do not have any formal pre-requisites; for example, Asian American Literature (ENGL H249 at Haverford or its equivalent ENGL 065 at Swarthmore), Asian American Gender/Sexuality/Species (ENGL 047C at Swarthmore), and Taiko and Asian American Experiences (MUSI 002C at Swarthmore).

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the minor?*

No courses are required to be completed by the end of the second year in order to be well-situated for the minor. However, since students have to take 6 courses to complete the minor, it is advisable that they take at least two courses by the end of their second year. Students are strongly advised to be in touch with the Co-Directors of the Asian American Studies program early on to discuss and plan their minor program.

*If a student doesn't take an Asian American Studies course during the first year, what are the implications in their sophomore year?*

There are no implications other than students will need to plan mindfully for their remaining three years. Students are strongly advised to be in touch with the Co-Directors of the Asian American Studies program to discuss and plan their minor program.

## Biochemistry and Biophysics

- Concentration
- Program website: <https://www.haverford.edu/biochemistry-biophysics>

### About the field

*What are the main questions of interest in biochemistry and biophysics?*

Biochemistry and biophysics are overlapping areas of interdisciplinary inquiry in which scientists use their knowledge of biology, chemistry, physics and mathematics to develop a coherent understanding of life processes, and to use this understanding to improve human and ecosystem health. Biochemistry uses chemistry's focus on the bonding between atoms to understand the ways that living organisms create and benefit from the interactions between relatively large molecules (proteins, carbohydrates, nucleic acids, etc.). Biophysics uses physics's focus on forces and energy to understand the architecture and movements of cells and organisms (including humans).

Many natural phenomena at the various scales (molecular, cellular, organismal and/or ecological) are being investigated using biochemical and/or biophysical perspectives, and these investigations reveal what chemical and physical features are common to all forms of life, as well as how there are critical chemical or physical differences between the various species that have arisen through biological evolution.

*What are the research methodologies?*

Investigations in biochemistry and biophysics use a variety of experimental techniques carried out in the laboratory, field, or on computers. All such investigations are informed by results and interpretations from previous investigations in biology, chemistry, physics and mathematics, so success requires a relatively broad scientific knowledge as well as the ability to search and learn from the scientific literature concerning a particular topic of interest.

*Why study biochemistry and biophysics?*

At Haverford College, biochemistry and biophysics are “concentrations” that accompany disciplinary majors in either biology, chemistry or physics. Completion of the concentration will ensure that a student has a strong understanding of at least two of these disciplines, and familiarity with the key concepts of all three, as well as useful mathematical skills. This broad background in science will provide a strong foundation for a lifetime of learning and informed decisions (as a citizen and consumer, for instance), and provides specific skills and knowledge required to pursue graduate study in the sciences and/or medical training.

### Course planning

*What courses are recommended in the first year for any student?*

Students interested in biochemistry are advised to take two chemistry courses in their first year: Structure and Bonding (CHEM 111 or 113) in the first semester, and Chemical Dynamics (CHEM 104 or 112 or 114) in the second semester.

Students interested in biophysics are advised to take two classes in physics in their first year: either Classical and Modern Physics (PHYS 101 and 102), or Fundamental Physics (PHYS 105 and 106).

Most students who are interested in one of these concentrations will take at least one semester of Calculus (MATH 105 or 118) during their first year; students who have been placed higher than MATH 118 may decide to wait until later to take a math course, so that they can take both the chemistry and physics course sequences during the first year. Students with particular interest in computational approaches may decide to take a course in computer science.

Because of the time commitments involved, most advisers caution incoming students against taking three simultaneous STEM courses, particularly during their first semester at Haverford.

*Which gateway courses are recommended for potential concentrators?*

In addition to the courses mentioned above, BIOL 200 (Evolution, Genetics and Genomes) and 201 (Molecules, Cells, and Organisms) are essential gateway courses for the biochemistry and biophysics concentrations, as well as for the biology major. These courses have prerequisites, so are taken by prospective majors and concentrators in the second year.

In the second year, most prospective biochemistry concentrators would also take Organic Chemistry (CHEM 222 and 225), while prospective biophysics concentrators would be likely to take 200-level courses in physics, for instance, PHYS 213 (Waves and Optics) and PHYS 214 (Introductory Quantum Mechanics).

*Are there prerequisites for any of these introductory courses?*

The physics, chemistry and mathematics courses mentioned above all require students to fill out the placement questionnaires or exams, in order that students are placed into courses and sections that will facilitate their learning based on their previous educational experiences.

The BIOL 200 and 201 courses have prerequisites of a natural science course that include a laboratory experience, and so it is important for prospective biology majors to take such a course during their first year; for prospective biochemistry and biophysics concentrators, this should be chemistry or physics.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

See statements above in answer to the questions about first year courses and gateway courses. Biochemistry concentrators will generally have completed four courses in chemistry and two courses in biology by the end of the second year. Biophysics concentrators will generally have completed four courses in physics and two courses in

biology by the end of the second year.

*If a student doesn't take the courses described above during the first year, what are the implications in their sophomore year?*

The requirements for the biochemistry and biophysics concentration are extensive and cannot be completed without at least two or three courses in the first year, unless a student is willing and able to enroll in summer courses before and/or after their second year at another institution.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to biochemistry and biophysics? Are there particular courses you recommend outside the program?*

Courses in chemistry, physics, biology and mathematics are all required for the concentration; see the Haverford College catalog for the complete requirements. Students attracted to the interdisciplinary nature of biochemistry and biophysics may also be interested in courses in Environmental Studies and/or Neuroscience

*In which courses related to biochemistry and biophysics do students in other programs commonly enroll?*

Many biochemistry and biophysics students go on to study medicine. However, many other pre-med students major and concentrate in other disciplines (often outside of STEM) but take the introductory courses that form the core requirements for the biochemistry and biophysics concentration.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Students generally do their capstone projects with oversight by their major department (biology, chemistry or physics), although it is allowed and fairly common for students to choose a research mentor from a department other than their major. All three departments provide senior research tutorials (for full course credit) along with a senior seminar course. They also each offer advanced junior-level lab courses ("Superlabs") that prepare students for their senior research projects.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by biochemistry and biophysics students? What are potential career paths post-graduation?*

Research internships: Many biochemistry and biophysics students are granted paid internships to pursue research under the guidance of a Haverford College professor over the summer months before their second, third, or fourth year of study. Some students are able to secure off-campus research internships. The KINSC (Koshland Integrated Natural Sciences Center) provides financial support for many of these on- and off-campus internships; there is an application process with deadlines typically in late January or early February.

Career Paths: Medical school and other health-related higher education. Graduate school in disciplinary (biology, chemistry, physics) or interdisciplinary (biochemistry and biophysics, environmental science, etc.) programs. Teaching. Business.

**Which biochemistry and biophysics courses involve “learning by doing”?**

Students completing the biochemistry and biophysics concentrations will complete at least two classes (“Superlabs”) that are laboratory centered, and at least five courses that have a laboratory component. In addition, students engage in mentored original research for course credit in at least one and usually two semesters of the senior year.

*What are the study abroad possibilities for biochemistry and biophysics concentrators?*

Some biochemistry and biophysics concentrators have been able to study abroad, generally by finding programs in English-speaking countries with laboratories equivalent to the junior-level laboratory and topic-based courses required for the concentration (and the student’s major). Students interested in such opportunities should consult with a concentration adviser early in their second year at Haverford.

## Biology

- Major; related concentrations in a variety of disciplines
- Department website: <https://www.haverford.edu/biology>
- Information hub <https://sites.google.com/haverford.edu/biology/home>
- [Biology Students for Inclusion and Diversity \(BID\) Website](#)

### About the field

#### *Why study biology at Haverford?*

We offer students a vibrant, highly research-based program with a strong focus on molecular and cellular biology. Through our rigorous sequence of course and lab work, our students develop a solid grounding in biological principles and master experimental methods. For many majors, our distinctive emphasis on hands-on training translates into a deep and abiding interest in biomedical research. State-of-the-art facilities and unparalleled direct access to high-tech instruments are additional hallmarks of our program. We also offer concentrations and minors for majors interested in exploring more specialized areas, including biochemistry and biophysics, scientific computing, neuroscience, environmental studies, and health studies.

### Course planning

#### *Which gateway courses are recommended for potential majors?*

Students interested in majoring in biology at Haverford should build a strong intellectual foundation in the natural sciences. The first biology course in the major track is BIOL 200 (Evolution, Genetics & Genomics), taken in the fall of sophomore year. The prerequisite for BIOL 200 is successful completion with a grade of 2.0 or higher of a minimum of one natural science credit (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore College. There is no placement out of this requirement. While most of our majors enroll in chemistry during their first year, **it's important to note that Chemistry in the first year is no longer a prerequisite for Bio200**. Introductory courses that include a laboratory experience in physics, geology (at Bryn Mawr) or computer science are all alternative routes into BIOL 200. BiolH115 and BiolH104 (see below) also count as other options for the prerequisite for BiolH 200.

#### *Which Biology courses are available to first-year students?*

For the 2024-2025 academic year, there are no Biology courses available for first-year students at Haverford College.

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*Which first-year courses are available at the Bryn Mawr Biology Department? (NB: It should be noted that the major tracks are quite different between Haverford and Bryn Mawr, and it can be difficult to move between the two departments. Students may choose between these complementary approaches to the study of living systems but should consider their selection carefully.)*



The Bryn Mawr Biology Department offers introductory thematic courses that lead into their major curriculum. Students wishing further detail should contact the Chair of the Bryn Mawr Biology Department. First year students who take Bryn Mawr 100-level biology classes and want to continue their biology education at Haverford should follow those classes with Haverford's BIOL 200 and 201 in their sophomore year. This is particularly important if they intend to major at Haverford, as Bryn Mawr Biology 100-level classes do not currently substitute for Haverford BIOL 200 and 201 in Haverford's major sequence.

*What is the schedule of a typical biology major?*

First year: Enrollment in a minimum of one natural science credit (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore College as a prerequisite for BIOL 200 in the sophomore year; Students should also consider taking mathematics while their high school experiences are still fresh.

Second year: BIOL 200 (Evolution, Genetics & Genomics) in the fall semester; BIOL 201 (Molecules, Cells & Organisms) in the spring semester.

Third year: BIOL 300 (Junior Superlab) in the fall semester; BIOL 301 (Junior Superlab) in the spring semester; four half-semester 300-level advanced topics courses

Fourth year: One half-semester Senior seminar, based on the primary literature from courses; numbered at the 450-475 level; no substitution permitted. Students are encouraged to take more than one of these courses to enhance their biology experience.

- A minimum of two 400-level Senior Research Tutorial credits, generally taken over both semesters of the senior year, including active participation in weekly lab meetings and submission of a notebook and a thesis describing the progress and results of the project. The tutorial may be taken for single or double credit each semester.

- BIOL 499 (Senior Departmental Studies), a full year, 1/2 credit, speakers' series.

**Note:** A minimum of one semester of chemistry and one advanced class (200-level or higher) in a natural sciences department other than biology are additional requirements of the major and must be completed prior to graduation.

**Majors/minors/concentrations in context**

*How does the biology major fit in with pre-medical requirements?*

Currently, taking BIOL 200 and 201 fulfills pre-medical requirements. Students interested in careers in medicine and health-related fields should attend meetings held at the start of the year by the pre-health adviser and arrange an advising session with the pre-health advisor during their first semester. Majoring in biology or the natural sciences is not required for successful application to medical school.

*Which areas of study are complementary to biology?*

Many Haverford biology majors participate in the minors in Health Studies, Neuroscience and Environmental Studies as well as the Concentrations in Biochemistry or Biophysics and Scientific Computing. Concentration/minor requirements are described in the course catalog. First-year students interested in concentrations/minors

are strongly advised to meet with an appropriate program coordinator as soon as possible to plan how to fit all of the necessary requirements into their course schedules.

### **Learning by doing**

*What are the study abroad possibilities for biology majors?*

The flexibility of the biology major track allows for students to study abroad in their junior year should they wish to do so. About 1/3 of our majors have traditionally participated in a study abroad experience (either fall or spring semester, or occasionally the full year). Students sometimes opt to devote their study abroad experience to the study of non-major courses while others include some biology courses. Those interested in studying abroad should consult with the study abroad adviser upon completion of BIOL 200.

## Chemistry

- Major and minor
- Department website: <https://www.haverford.edu/chemistry>

### About the field

*What are the main questions of interest in chemistry?*

How does life work on a molecular level? What are the chemical rules and tools at our disposal to combat climate change? How can we design and create new molecules, materials, and medical approaches?

*What are the research methodologies?*

Chemistry uses a broad and practical tool set of physical and chemical principles, instrumentation, chemical synthesis techniques, experimental design and quantitative analysis, and collaborative, team-based work, to understand and discover new things and how to make them.

*Why study chemistry?*

Chemistry is the “central science” and has direct and tangible connections to all major problems facing our species and our planet. Our inquiry- and research-driven curriculum provides training in how to learn and adopt new approaches to problems, which develops a broad skill set and enables our graduates to pursue their own goals and what excites them most in natural science, medicine, teaching, or other areas.

### Course planning

*What courses are recommended in the first year for any student?*

CHEM 111 or 113 (Structure and Bonding) cover the same ground in the first semester, and CHEM 112 or 114 (Chemical Dynamics) cover the same material in the spring semester. Neither of these courses is a typical “General Chemistry” course, and one is not a prerequisite for the other. Students interested in chemistry as a possible major need to take both courses (see below). CHEM 104, when offered, is recommended as an option for students who want exposure to introductory programming, and it provides equivalent credit for CS 104 (which then allows students to take more advanced CS courses as well).

*Which gateway courses are recommended for potential majors?*

CHEM 111/113 and 112/114 should be taken to stay on track for a possible chemistry major. These two courses are also prerequisites for the concentration in biochemistry, and all pre-med students take these courses as prerequisites for 200-level biology and chemistry courses.

*Are there prerequisites for any of these introductory courses?*

There are no prerequisites for our first-year courses. Chem 113 is a five-day-a-week course that is designed for students with less exposure to chemistry. Chem 111 is the

most common entry course, meeting three days a week. This course is designed for students with a more standard high school chemistry experience.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

CHEM 111/113 and 112/114(104) must be completed during the first year to stay on track for the chemistry major.

*If a student doesn't take a chemistry course during the first year, what are the implications in their sophomore year?*

Students can take introductory chemistry courses at any point during their Haverford experience, but those who don't take 111/113 and 112/114) be ACS-certified chemistry majors and/or biochemistry concentrators without taking summer courses away from Haverford. It is possible to complete the non-certified major without taking chemistry in the first year, but the department strongly recommends against this route. Additionally, pre-med requirements can still be fulfilled without taking chemistry in the first year, but more advanced classes in chemistry are also pre-med requirements.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to chemistry? Are there particular courses you recommend outside the program?*

The chemistry major has a baseline math requirement (Calculus II, or MATH 118) and students are encouraged to take math courses early. Taking introductory physics earlier can also be helpful; pre-med students and chemistry majors both take introductory physics at some point during their Haverford experience. A common experience for biochemistry/pre-med/other students is to take CHEM 222 (Biological Organic Chemistry) along with BIOL 200 (Introduction to Molecular and Cellular Biology) during the sophomore year.

*In which chemistry courses do students in other programs commonly enroll?*

Prospective biology majors tend to take CHEM 111/113 and 112/114. Since research in chemistry can overlap with physics, math, biology, and computer science, students with interests in those disciplines also tend to take chemistry courses at varying levels. Chemistry 112/114 is also an elective course that counts towards the Environmental Studies minor and major.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Our department and curriculum are strongly research-driven. Our laboratory experiences become increasingly research-motivated and project-driven, especially with "Superlab" in the junior year and senior research. Our department also has opportunities for students at all levels to get involved in independent research during the academic year and the summer (see below), and many students become members of laboratory groups with their own projects before the senior year starts.

## **Learning by doing**

*What internships or student worker positions are commonly undertaken by chemistry students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Students can be involved with the chemistry department and program in three ways: (1) Independent research, which can happen during the academic year (for credit or sometimes for pay) and during the summer (paid stipend); (2) Serving as a lab TA or support person (tutor or “chemistry questions center” student assistant) for our 100- and 200-level courses; (3) Serving on the Chemistry Student Group, which partners with the chemistry department faculty and staff to make the department more broadly accessible.

While the majority of our graduates end up in graduate or medical school within 2-3 years of graduating, chemistry graduates have also gone on to become teachers, lawyers, bankers, venture capitalists, and nonprofit advocates. Our graduates are remarkably flexible and inventive in their career paths.

*Which chemistry courses involve “learning by doing”?*

While many of our courses are classroom-based, the entire structure of our curriculum is based on practical experiences. All first- and second-year classes have associated laboratories; for majors, “Superlab” provides a project-based integrative approach to advanced chemistry, where students typically work in groups with their instructor to design and propose experiments and solve problems in interdisciplinary research areas. All seniors write senior theses based on independent, mentored research work, and many students get involved in independent research before their senior years. Chemistry is fundamentally a “doing” discipline, and our department is one of the best in the country at providing students an experience where they get to “do” a lot of things!

*What are the study abroad possibilities for chemistry majors?*

There are several existing programs that offer experiences which the department credits in place of “Superlab,” and the major program is designed to enable study abroad for students who are interested. Some faculty also have international research collaborations that can provide “research abroad” experiences for students (rather than a more conventional course-based experience).

## Chinese Language (Bi-Co)

- Language instruction program
- Program website: <https://www.haverford.edu/chinese-language-program>
- Contact persons: Shizhe Huang ([shuang@haverford.edu](mailto:shuang@haverford.edu)), Director of the Bi-Co Chinese program and Changchun Zhang ([czhang@brynmawr.edu](mailto:czhang@brynmawr.edu)), Associate Director

The Chinese Language Program is a Bi-College program where courses are fully integrated between Bryn Mawr and Haverford. Interested students and their faculty advisers should keep in mind the following points:

1. **Placement Testing:** All relevant info is [online](#): If in doubt, or for updates, please contact Changchun Zhang ([czhang@brynmawr.edu](mailto:czhang@brynmawr.edu)) for any questions related to the Chinese Placement Test.
2. **Registering for First and Second-Year Chinese:** Our First-Year Chinese (Intensive) (CNSE 001-002) and Second-Year Chinese (CNSE 003-004) have both a main class component and a drill class component. You should just register for the main class component; no need to register for the drill class component separately. However, do choose from the multiple drill class sections the time slot that works best for you.
3. **Distribution of Chinese classes between Haverford and Bryn Mawr:** CNSE 001-002 and 003-004 split between two campuses: The main classes meet at Bryn Mawr and the drill classes meet at Haverford.
4. **Initial class meeting:** For 001 and 003, the first day of class is the first main class, not the drill class.
5. **Advanced study:** “Are there enough courses for me to take over the four years if I am placed into, say, Third-Year Chinese now?” Yes! Our Advanced Chinese series has eight topic courses so far, and each semester we offer a different topic. Students can repeat taking Advanced Chinese (CNSE201-202) for credit as long as the topics are different. The faculty are always in the process of creating new topic courses so you will have choices to fit your interests.

## Classical and Near Eastern Archaeology (Bryn Mawr)

- Major and minor
- Department website: <https://www.brynmawr.edu/archaeology>

### About the field

*What are the main questions of interest in Classical and Near Eastern Archaeology?*

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method, and interpretation.

### Course planning

*What courses are recommended in the first year for any student?*

ARCH 104: Agriculture and Urban Revolution; ARCH 102: Introduction to Classical Archaeology; ARCH 110: The World Through Classical Eyes

*Which gateway courses are recommended for potential majors?*

Students considering majoring in the department are encouraged to take the introductory courses listed below early in their undergraduate career and should also seek advice from departmental faculty: ARCH 101: Introduction to Egyptian and Near Eastern Archaeology; ARCH 102: Introduction to Classical Archaeology; ARCH 104: Agriculture and Urban Revolution

### Majors/minors/concentrations in context

*Which areas of study are complementary to Classical and Near Eastern Archaeology? Are there particular courses you recommend outside the program?*

Majors who contemplate graduate study in Classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in Classical and Near Eastern archaeology should study French and German.

### Learning by doing

*Which Classical and Near Eastern Archaeology courses involve “learning by doing”?*

The department strongly encourages students to gain fieldwork experience over the summer and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in Egypt, Lebanon, and the United Arab Emirates. Museum internships, either during the summer or during the term, also constitute valid major experiences beyond the classroom. The department is awarded annually one fully paid summer internship by the Nicholas P. Goulandris Foundation for students to work for six weeks in the Museum of Cycladic Art in Athens, Greece. Opportunities to work with the College’s archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Art and Artifacts.

*What are the study abroad possibilities for Classical and Near Eastern Archaeology majors?*

A semester of study abroad is encouraged if the program is approved by the Office of International Academic Programs. Students who seek major credit for courses taken abroad must consult with the major adviser before enrolling in a program. Major credit is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for more than one course and not for courses that are ordinarily offered by the department.



## Classics, Greek, and Latin

- Major and minor
- Department website: <https://www.haverford.edu/classics>

### **\*\*\* Studying ancient Greek or Latin DOES satisfy the College's Language Requirement\*\*\***

#### **About the field**

*What are the main questions of interest in Classics?*

Classics embraces the interdisciplinary study of any and all aspects of ancient Greek and Roman cultures and their historical and global impact. The careful reading of texts remains central to our discipline, as a window onto all aspects of life and culture in the ancient Greek and Roman worlds, including history, law, religion, material culture, literature, art, family life, politics, and philosophy. Our field also looks to the long afterlife of ancient literature and culture in their diverse reception and refashioning by peoples in different times and places, and considers how the cultures of the ancient Mediterranean can be productively brought into dialogue with other cultures from around the world in response to questions of historical and contemporary relevance

*What are the research methodologies?*

We offer two kinds of courses: 1) language and literature courses in Latin and Greek in which we teach Greek and Latin from the beginning to the advanced level, engaging from the outset with literature, culture, and history as well as with the languages themselves and the complex roles they play; and 2) courses on ancient literature, history, and culture that are taught using texts in which we teach subjects ranging from introductions to Greek and Roman culture to the development of comedic literature to translation theory. We situate ourselves within a variety of intersecting dialogues between the ancient and post-classical worlds; this allows students to consider and interrogate concepts of cultural inheritance, canonicity, and reception.

*Why study Classics?*

One of the greatest benefits of Classics—as major, minor, or single class experiment—is the experience of encountering through texts and across time people who are at once familiar and strange; whose work and whose cultures later peoples have felt called upon to embrace, to challenge, and to radically remake – an encounter that can extend our understanding of both past and present. Training in Classics can also enrich study in other disciplines—most notably fields like philosophy, religion, English and other languages and literatures, comparative literature, and history—given students' insights regarding the pervasive presence and diverse reception of Greco-Roman antiquity.

#### **Course planning**

*What courses are recommended in the first year for any student?*

CSTS 119: Culture and Crisis in the Golden Age of Athens (fall 2022); CSTS 121: Roman Revolutions (will be taught spring of 2024). Elementary Latin (LATN001). Note that you

can start elementary Greek (GREK001) in the fall at Bryn Mawr or in the spring at Haverford. All 100- and 200-level CSTS courses at Haverford and Bryn Mawr are accessible to first-year students.

*Which gateway courses are recommended for potential majors?*

For students pursuing majors in the languages, we generally recommend (depending on placement) LATN 001-002 (Elementary Latin), LATN 102 (Intermediate Latin), and GREK 001-002 (Elementary Greek)—or their Bryn Mawr equivalents.

*Are there prerequisites for any of these introductory courses?*

All 100- and 200-level CSTS courses at Haverford and Bryn Mawr are accessible to first-year students. For intermediate language courses and advanced language courses, students should either be placed in the course on the basis of pre-college study, or have completed work at the preceding level in the College.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

To complete the major track in **Classical Culture and Society**, a student should normally have taken at least three or four courses in ancient literature or culture, in one of the ancient languages, or in a combination of the two. Students *can* begin their language study in their junior (or even senior year) for this track. To complete the **Classical Languages** track, a student must normally have completed at least the intermediate level of either Latin or Greek by the end of the second year (students can complete this track with a single language or a combination of Latin and/or Greek, and another classical language . NB: *The department takes a flexible approach, and will happily work with students who need to follow a somewhat different pathway into the major; this might include summer language study, with which we can sometimes assist in funding.*

*If a student doesn't take a Classics course during the first year, what are the implications in their sophomore year?*

This isn't normally a problem, except for students who want to major in the Classical languages track and are just beginning their first ancient language at Haverford; a late start wouldn't make it impossible to major, just more difficult. For the Classical Culture and Society track, beginning Sophomore is not uncommon; students will need to take more courses in their sophomore, junior, and senior years.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Classics? Are there particular courses you recommend outside the program?*

Given the interdisciplinary reach of Classical Studies, we strongly recommend work in other fields. Our major in Classical Culture and Society allows students to count towards the major work in a number of different departments which offer courses concerned with ancient Greece and Rome, including archaeology and art history, religion, and philosophy. Our majors in Latin and Greek require work in an allied field, which may

include (in addition to those just mentioned) fields as varied as English, other languages and literatures, comparative literature, music, history, linguistics, Visual Studies, computer science, and anthropology.

*In which Classics courses do students in other programs commonly enroll?*

Some students in other majors take Greek or Latin—as relevant, for example, to the study of English and of other literatures, to philosophy, religion, history, archaeology, linguistics, or political science. Others will find courses in Classical Studies that mesh well with their interests in language and literature, Gender and Sexuality Studies, Health Studies, and Visual Culture Studies. Pre-med students and pre-law students have found that a major in Classics serves them well.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

At the end of the junior year, we meet with all Classics majors at Haverford and Bryn Mawr to go over the process of writing a senior thesis and to ask them to start thinking about possible topics. During the fall semester of the senior year, majors come together for a weekly Senior Seminar in order to craft an interesting and appropriate question that they will answer in the thesis they write during the spring semester, working closely with a faculty adviser from Haverford or Bryn Mawr.

**Research Apprenticeships.** Advanced students seeking to explore a topic of interest and gain more experience conducting independent research before the senior experience may undertake guided research tutorials with the guidance and support of faculty through a Research Apprenticeship (CSTS480; half-credit) that typically shadows a course being taught. They may attend class as they work on their research project and present the results of their research to the students in that class.

## **Learning by doing**

*What internships or student worker positions are commonly undertaken by Classics students? What are potential career paths post-graduation?*

**Teaching Apprenticeships.** TAs help students acquire and review the essential foundations of Latin and Greek in elementary and Intermediate language courses, lead conversational Latin sessions, help students develop their Roman or Greek characters in class-based historical simulations, and more. **Research Assistantships.** Every summer, Haverford students have the opportunity to work with tenure-track and tenured faculty on scholarly and pedagogical projects as paid research assistants. **After Haverford.** Classics majors develop skills in critical thinking, analysis of evidence, empathy, and cultural competence, which serve them well in a wide variety of professions. Some have pursued careers as teachers and professors in Classics or related fields; others have become doctors, lawyers, dentists, and psychiatrists; still others have chosen careers in museum work and curatorship, journalism, business, consulting, technology, publishing, government, social work, and philanthropy.

*What are the study abroad possibilities for Classics majors?*

The Classics Department encourages its students to study abroad, especially in Greece (College Year in Athens (you can go for a semester despite the name) or Italy (ICCS or The Centro in Rome). Classics majors have also studied in Ireland, Scotland, England, Germany, Spain, and New Zealand in recent years. Students planning to study abroad should consult with a member of the department to ensure that they can continue to make progress towards the successful completion of their major.

## Comparative Literature (Bi-Co)

- Major and minor
- Department website: <https://www.haverford.edu/comparative-literature>

### About the field

*What are the main questions of interest in comparative literature?*

Comparative literature brings together literary texts from different natural, cultural and linguistic contexts. Students interested in examining literature through an international perspective and with an eye to its socio-cultural functions will find a vibrant academic home in the Haverford-Bryn Mawr Comparative Literature department.

*What are the research methodologies?*

The study of comparative literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The close reading of literary texts and other works from different cultures and periods is fundamental to our enterprise. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, religion, history, music, the history of art, visual studies, film studies, gender studies, and area studies (including Africana studies, Latin American and Iberian studies, and East Asian studies). Comparative literature majors are required to do advanced work in at least two languages; some majors work in more than two languages.

*Why study comparative literature?*

Working across linguistic and cultural traditions allows for the development of sharp analytical skills and a profound awareness of the variety and diversity of the human experience.

### Course planning

*What courses are recommended in the first year for any student?*

COML 200 is recommended for any first-year student.

*Which gateway courses are recommended for potential majors?*

COML 200 is the introduction to the major; it is taught twice a year, once at BMC and once at HC. There is no recommended prerequisite for COML 200. Students interested in a major or a minor should also take language coursework in their first year.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

By the end of the sophomore year, students declaring a major must have completed COML 200 and at least two courses at the 200 level in English and another language, or in two languages other than English.

*If a student doesn't take a comparative literature course during the first year, what are the implications in their sophomore year?*

Although taking COML 200 in the first year is recommended, it is still possible to declare a major sophomore year if a student takes COML 200 by the end of their second year. In very rare cases, a student with excellent preparation in two languages may take COML 200 in the first semester of their third year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to comparative literature? Are there particular courses you recommend outside the program?*

We are an interdisciplinary program. Most comparative literature electives are housed in other departments such as English, French, Spanish, Classics, Italian, East Asian Language and Culture, religion, and philosophy. History courses are also often complementary.

*In which comparative literature courses do students in other programs commonly enroll?*

COML 200 is commonly taken by students outside the major, as are many of the electives in Comparative Literature, such as COML 212: The Epic in English

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

We have a two semester sequence: COML 398 (Senior Seminar) is a course in critical theory which helps students frame the fundamental questions of their thesis, while COML 399 (Senior Thesis) is a workshop-based course during which students tackle the actual writing of the thesis.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by comparative literature students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Our students have worked on a variety of research projects at the college, many of them through the library, organizing exhibitions or performances. Former students work in everything from theatre to IT to translation, publishing, secondary school teaching, and international business and diplomacy. Others have earned or are earning Ph.D.s in comparative literature and related fields from Penn, NYU, and Chicago, among others. Comparative literature majors have also pursued advanced degrees in business, law, medicine, and journalism.

*What are the study abroad possibilities for comparative literature majors?*

The majority of our students study abroad in order to develop their language skills; we expect and encourage this and work closely with students to help them select courses to take while abroad that will support their senior year research project. The most popular programs are those in France and Spain, but students also study in Italy, Latin America, China and many other places.

## Computer Science

- Major in Computer Science, and Concentration in Scientific Computing
- Department website: <https://www.haverford.edu/computer-science>
- Department [guide to choosing a first CS/programming course](#)

### About the field

*What are the main questions of interest in computer science?*

Computer science is the representation and manipulation of information; it is the study of the theory, analysis, design, and implementation of the data structures that represent information and the algorithms that transform them. Computer science is interdisciplinary, with roots in mathematics, physics, and engineering, and with applications in virtually every academic discipline and professional enterprise.

*What are the research methodologies?*

We provide many opportunities for students to design, implement, and analyze algorithms and data structures, to develop a larger-scale hardware/software system over the course of multiple semesters, and to investigate the social impact of computing systems. These opportunities include both individual projects and group work, and provide experience with a variety of programming languages and with computer hardware.

*Why study computer science?*

Our aim is to provide students with a base of skills and capabilities that support a wide variety of post-graduation goals, rather than to follow short-term fashions and fluctuations in computer hardware and software. Thus, we encourage students to explore our field as either a route toward graduate school (in which case the CS major is appropriate), or to develop their understanding of computation and programming (with either a major or a selection of courses from our department or the “topics in programming” courses we support in other departments).

### Course planning

*What courses are recommended in the first year for any student?*

There are a variety of “topics in programming” courses in many departments for those who want to learn to program for another field; those who might be interested in the academic study of CS should start with CMSC 105, or complete the placement worksheet if they already have programming experience (see [this document](#) for details).

*Which gateway courses are recommended for potential majors?*

CMSC 105 + 106 (or the accelerated CMSC 107) introduce programming; CMSC 231 introduces the mathematical foundations for study of our field.

*Are there prerequisites for any of these introductory courses?*

CMSC 106 is a spring course that requires 105; CMSC 107 requires placement via the CS Placement Test; CMSC 231 requires 105 or other programming experience.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

CMSC 105+106 (or 107) and CMSC 231 (or equivalents at Bryn Mawr)

*If a student doesn't take a computer science course during the first year, what are the implications in their sophomore year?*

Completing the major will be more rushed, but it is possible, if they get through the lottery and into CMSC 105 (or 107) in the fall of their sophomore year, and take CMSC 231 concurrently or that spring. Anyone who has come to Haverford specifically to study CS should sign up for CMSC 105 (or 107) in the fall of their first year, and, if “lotteried out”, make a note to contact the registrar after pre-registering for the next offering (as per Point 2 [here](#)) after pre-registering for CMSC 105 lottery in a later semester, to get a higher priority..

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to computer science?*

CS is a great field for leveraging other strengths or exploring other interests; ability with pre-college algebra will help with the mathematical foundations, good writers may find their organizational skills help them structure large programs; artists and those with an interest in psychology may find their skills helpful in designing user interfaces; the list goes on...

*In which computer science courses do students in other programs commonly enroll?*

Usually introductory CS, for the programming, though other departments can also serve this need. See [our advising document](#) for information about “topics in programming” courses.



## Dance (Bryn Mawr)

- Minor; it is also possible to apply for an Independent Major in dance at BMC
- Department website: <https://www.brynmawr.edu/dance>

### About the field

*How would you describe the Dance Program at Bryn Mawr?*

Dance is not only an art and an area of creative work; it is also a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of ballet, modern and jazz, as well as a full range of technique courses in diverse genres and various traditions.

Several performance opportunities are available to students ranging from our Dance Outreach Ensemble, which travels to schools throughout the Philadelphia region, to our Spring Concert in which students work with professional choreographers or reconstructors and perform in our main stage theater. Students may also investigate the creative process in three levels of composition and choreography courses.

We also offer lecture/seminar courses designed to introduce students to dance as a vital area of academic inquiry. These include courses that examine dance within western practices as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or complete a major through the independent major program. The core academic curriculum for the dance minor or independent major in dance includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

### Course planning

*What courses are recommended in the first year for any student?*

All dance technique classes are level-dependent on prior experience. If you have questions about the appropriate level for technique classes, contact Director of Dance Lela Aisha Jones. Any students interested in intermediate or advanced ballet should get in touch before registering for those classes. Please note that dance technique and performance courses can be taken for .5 academic credit or PE credit. Other recommended courses are Dance Composition, Dance Ensembles, Screendance, and the new dance studies courses Dancing Histories/Writing Dance (ARTD 225).

*Which gateway courses are recommended for potential majors and minors?*

Our dance composition courses, ARTD 142 (fall) and 144 (spring), are gateway courses to the major and minor. ARTD 140 (Approaches to Dance) is a dance studies course required for the major and minor.

*Are there prerequisites for any of these introductory courses?*

ARTD 220 (Screendance) has a prerequisite of dance composition, but is also open by permission of the instructor.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major or minor?*

At least one intermediate or advanced dance technique class and ARTD 142 and 144 (both dance composition courses) should be completed by the end of the second year. Students wishing to minor in dance should aim to complete at least one Dance Composition course (ARTD 142 or ARTD 144) by the spring of their second year.

*If a student doesn't take a dance course during the first year, what are the implications in their sophomore year?*

They would have to catch up in the sophomore year.

### **Majors/minors/concentrations in context**

*In which dance courses do students in other programs commonly enroll?*

We have had students from other programs in all of our dance courses.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

If a student is interested in a performance/choreographic senior capstone project, they take Advanced Choreography in the junior year. Before that they have two other dance composition courses during the first and second years. If the senior capstone project is a paper, other individually-designed pathways are arranged.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by dance students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Some students take advantage of our Summer Study Grant to attend major summer dance programs. Others have done internships in dance organizations as researchers, program staff, archivists. Recent alumni are performers, choreographers, dance writers, dance educators, and dance/movement therapists.

*Which dance courses involve "learning by doing"?*

We have several courses connected to the Praxis Program: Dance/Close Reading which involves going to venues in Philadelphia to view and write about dance (offered in the spring); and the School Performance Project which is a series of performances in Philadelphia schools.

*What are the study abroad possibilities for dance students?*

Some programs abroad have dance offerings. We consult individually with students about the options for studying abroad.

## East Asian Languages and Cultures (Bi-Co)

- Major and minors (Major: East Asian Languages and Cultures  
Minors: Japanese language, Chinese language, and EALC )
- Department website: <https://www.haverford.edu/east-asian-languages-cultures>

### About the field

*What are the main questions of interest in East Asian Languages and Cultures?*

East Asian Languages and Cultures combines approaches from a number of humanities disciplines such as literature, religion, and art history. Our department also teaches Chinese and Japanese language.

*What are the research methodologies?*

We emphasize the interpretation of texts and artifacts within cultural and historical context. The intellectual orientation of the Department of East Asian Languages and Cultures is towards primary textual and visual sources; we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of a wide range of literary and historical texts (in translation and in the original), images, film, and scholarly books and articles.

*Why study East Asian Languages and Cultures?*

To study Chinese or Japanese language opens up many worlds to the student intellectually, personally, and professionally. The study of East Asian cultures offers students broad frameworks of knowledge; the engagement in research and hermeneutic inquiry inculcate many valuable and transferable skills.

### Course planning

*What courses are recommended in the first year for any student?*

Japanese and Chinese language courses at the appropriate level, including introductory. (See Guides for Chinese and Japanese); EALC132, Japanese Civilization; EALC112 Myth, Folklore, and Legend in Japan; EALC 131 Chinese Civilization (Bryn Mawr). EALC 110 Introduction to Chinese Literature

ALSO 200 level courses are open to first-year students without prerequisites. Those who feel unsure should contact the instructor.

*Which gateway courses are recommended for potential majors?*

The 100 level courses listed above are a good place to start. The following courses are recommended to students interested in exploring the major, and may be taken without prerequisites: EALC 200 (Bryn Mawr and Haverford) ; EALC236 Chinese Revolution (Bryn Mawr); EALC 219 East Asian Art and Visual Culture: Japan; EALC2XX China in the World 1895-1919

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

For students without previous study in Japanese or Chinese, starting first year language study by the end of second year is essential. Ultimately, EALC majors are required to have completed the third-year level of either Chinese or Japanese by the time of graduation.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to East Asian Languages and Cultures? Are there particular courses you recommend outside the program?*

Complementary study depends on a student's interests. Religion, Visual Studies, Art History, Literature, and History are all likely neighbors.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Our Methods course, EALC 200, is typically taken junior year and feeds into the senior thesis, which is written in the fall term of senior year. Thesis writers work closely in the EALC398 Thesis course with their faculty adviser, meeting about once a week during the thesis term. The syllabus contains clear research and writing deadlines and goals.

### **Learning by doing**

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Our graduates enter a wide variety of professions. Recent graduates have embarked on careers in fields as varied as finance, teaching, law, and educational consulting.

*What are the study abroad possibilities for East Asian Languages and Cultures majors?*

It is typical for EALC students to spend time in Japan or China. Students often go for one semester and a Summer before or after. Some go for summer language study to advance levels.

## Economics

- Major and minor
- Department website: <https://www.haverford.edu/economics>
- Department video

### About the field

*What are the main questions of interest in economics?*

Economists can be identified more by the tools that they use than the topics that they study. They use these tools to investigate questions that are important to people. In recent years, economists have been interested in social mobility, economic inequality and climate change. In light of recent events, many have focused on the macroeconomic impact of the COVID-19 pandemic and uncovering evidence and consequences of racial prejudice.

*What are the research methodologies?*

Economists develop theories about what motivates individuals and institutions. These theories are typically expressed with mathematical formulas, which can be used to make predictions about what we should observe in the real world. These predictions are ideally then tested with real-world data using statistical techniques. When predictions are not supported by evidence, they can be refined, and used to make predictions in different settings.

*Why study economics?*

Good economists are disciplined to “name their assumptions.” They choose a method they trust, and commit to accepting the evidence that they uncover. Good economists sometimes prove themselves wrong!

### Course planning

*What courses are recommended in the first year for any student?*

There are multiple options: ECON 105 or 104 (Econ 104 and Econ 105 present the same material but Econ 104 is an intensive introduction which meets 3, rather than 2, times per week, is designed for students without any economics background and who placed in Math 118 or below, and includes more real world applications and in class work than Econ 105); Any 200-level elective if the student is placed in 2XX following placement exam. Check with instructors of ECON 201 and 203 before enrolling as a first-year student.

*Which gateway courses are recommended for potential majors?*

ECON 105, ECON 104 (offered in the spring), ECON 201, ECON 203/204; there are no prerequisites for these courses.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

ECON 104/105, ECON 201, ECON 203 and either ECON 300 or 302.

*If a student doesn't take an economics course during the first year, what are the implications in their sophomore year?*

They will have to take ECON 105 and ECON 201 in the fall and spring of their second year, and will find it difficult to study abroad in their junior year.

**Majors/minors/concentrations in context**

*Which areas of study are complementary to economics? Are there particular courses you recommend outside the program?*

Several disciplines are complementary to economics, including mathematics, political science, psychology, sociology, anthropology, and history. Health Studies and Environmental Studies may also be relevant.

**Learning by doing**

*What are potential career paths for economics students post-graduation? What have some of your recent alumni done after graduating?*

A large portion of our alumni work in consulting or financial services. Many go on to pursue careers in public policy, law, tech, education, medicine, or academia. Many follow less traditional paths. Our recent graduates include photographers, food entrepreneurs, chiropractors, and fighter pilots.

*Which economics courses involve "learning by doing"?*

Impact Investing (ECON 298) has a strong "learning by doing" component.

## Education Department (Bi-Co)

- Major or Minor in Education Studies; Concentration in Education Studies (available to mathematics and physics majors)
- Department website: <https://www.haverford.edu/education-studies>

### About the field

*What are the main questions of interest in education?*

What is the purpose of schooling and who decides? How do knowledge, culture, language, and power intersect and how do these relationships matter? What skills, literacies, and partnerships are most important to develop in order to facilitate learning and positive change? How do various specializations within the field connect to the integration of research, policy, and practice as a guiding framework? What barriers stand in the way of ending marginalization and oppression, and what role do education and educators play in taking them down? How can learning contexts serve as creative spaces for healing and liberation?

*What are the research methodologies?*

Our department is particularly interested in qualitative, ethnographic, participatory, decolonizing, collaborative, and community-based modes of inquiry in which people are engaged as experts on their lives and work and research strives to understand and amplify what matters to people as they interact with systems and structures of education.

*Why study education?*

The study of education affords students new frames through which to consider their own educational histories as well as to contribute skillfully, imaginatively, ethically, and reflexively to the education of/with others. Rather than consider conventions of authority—such as the traditional role of teachers, grading, and norms of white supremacy—as natural, education majors and minors learn to rethink and revise them, and to work from traditions not centered by them. Education Studies also equip students to connect theory to practice, action to thought, activism to philosophy in ways that realize their mutually supporting meaning.

### Course planning

*What courses are recommended in the first year for any student?*

The department recommends that students wait until at least the second semester of their first year before enrolling in education courses.

*Which gateway courses are recommended for potential majors and minors?*

The department has four entry-point course options: EDUC 200, EDUC 210, EDUC 275, and EDUC 266. These courses aim to teach students how to come into respectful, aware, and self-aware partnership with co-educators in schools and other learning settings beyond the campus.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major or minor?*

Students do well to complete one or two of the required Education Studies major or minor courses by the end of sophomore year. For the Teacher Certification option, students are advised to meet with the program adviser by the start of sophomore year to make sure that the considerable major and minor requirements are on track.

*If a student doesn't take an education course during the first year, what are the implications in their sophomore year?*

It's fine, but those seeking to be certified need to talk with the program adviser as part of course selection sophomore year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to education? Are there particular courses you recommend outside the department?*

Educational Studies informs and is informed and complemented by psychology, sociology, linguistics, and a range of other fields (see [Student Guidebook](#) for a list of courses offered by other departments that can count toward the major in Education Studies). Teacher Certification students typically major in the field in which they are preparing to teach. Each major and minor is assigned an adviser and can consult that person about relevant courses inside and outside of the department.

*In which education courses do students in other programs commonly enroll?*

Our courses in Emergent Multilingual Learners, Geographies of School and Learning, Perspective on Special Education, and Exploring and Enacting Transformation of Higher Education, and Inquiries into Black Study, Language Justice, and Education are among those taken by students in other majors and concentrators in Peace, Conflict, and Social Justice Studies, and more.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

We offer seniors in Education Studies capstone course options aligned with the area of specialization they select. We offer a yearlong capstone sequence for Teacher Certification candidates that culminates in student teaching.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by education students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Partnership work in schools and other education contexts (both off and on campus) is regularly part of education courses, and many students continue in these roles in several courses, and sometimes in paid roles during and after undergraduate studies. Education students intern in a broad range of community organizations. Alumni work in teaching, counseling, student support, higher education, community-based non-profits, education



access, and research. With time, our alums take up positions of leadership in schools, colleges/universities, and other organizations dedicated to learning.

*Which education courses involve “learning by doing”?*

All of them. Our entire department is premised on the integration of practice-based and academic knowledge. This is central to what we do every day.

*What are the study abroad possibilities for education students?*

There are many study abroad programs with opportunities for education study. Advisers will consult with students individually on their interests. The Education Department also supports a summer action research and internship program in Northern Ghana (lagim tehi tuma.org) that Education students find meaningful.

## English

- Major; a Creative Writing Concentration is also available
- Department website: <https://www.haverford.edu/english>

### About the field

*What are the main questions of interest in English?*

The English Department allows you to explore literary and cultural traditions in manuscript; print; visual, film, oral, and digital media; and performance.

*What are the research methodologies?*

We maintain a working balance between canons of British, American and global literatures, including courses in African American, South Asian South African, and Irish literatures, and gender and sexuality studies. Courses also range across theoretical foci, such as performance theory, queer theory, postcolonial theory, media studies, digital humanities, and visual studies.

*Why study English?*

The English major builds broad skills in analysis and communication, while immersing students in knowledge about a wide variety of historical, cultural and aesthetic contexts.

### Course planning

*What courses are recommended in the first year for any student?*

Any of the WRPR 150 (Approaches to Literary Analysis) courses is recommended; first-year students are also welcome to take 100 and 200-level courses.

*Which gateway courses are recommended for potential majors?*

The 200-level courses are particularly recommended for exploring the major, and if you have already taken one and are considering the major, it is highly recommended that you enroll in a 300-level to get a sense of what advanced work looks like.

*Are there prerequisites for any of these introductory courses?*

The recommended prerequisite for 200-level courses is WRPR 150. There are no prerequisites to other 100-level courses.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Admission to the major requires completion of at least two courses, one at the 100 level and one or two at the 200 level, by the end of the sophomore year. Note: WRPR 150 may be counted as one 200-level course (since its rubrics are in line with 200-level materials).

*If a student doesn't take an English course during the first year, what are the implications in their sophomore year?*

This may lead to an overload at some point, or mean that students will not have experienced advanced work (e.g., 300-level) in English before they declare a major.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to English? Are there particular courses you recommend outside the program?*

Other literature courses in comparative literature as well as departments such as Spanish provide a complement. Some of the theoretical apparatus that the department teaches will be especially useful to students of Visual Studies and a number of our courses are crosslisted with Africana and Gender and Sexuality Studies. A number of students also move between English and Philosophy and Anthropology.

*In which English courses do students in other programs commonly enroll?*

The creative writing courses in fiction and poetry probably bring together the most diverse groups of majors in English courses.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The department and the library meets with rising seniors to begin to prepare them for selecting and researching a thesis topic. This fall, we are offering a thesis workshop in order to help foster an intellectual community among the seniors writing theses, and to help thesis writers remain in contact and engaged though they might be geographically distant from each other. As the year progresses and each senior is assigned a thesis adviser, they will work in groups and as individuals with their faculty consultant.

### **Learning by doing**

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Alumni have performed with dance companies, founded arts non-profits and theater troupes, become English professors and K-12 teachers, published fiction and poetry, gone to law and medical school and into the nonprofit world. Other students are working in journalism and in publishing and pursuing advanced degrees (including in

anthropology and theology). A number of our recent students have received prestigious fellowships for postgraduate study, including the Watson and Fulbright Fellowships.

*Which English courses involve “learning by doing”?*

A variety of courses are engaged with projects such as mounting exhibitions or creating digital databases.

*What are the study abroad possibilities for English majors?*

Majors have studied abroad in such diverse locations as Ghana, Barbados, Paris, and in the yearlong program at Oxford. Students should get approval in advance for courses to apply to the major; 300 levels must be taken at Haverford. English majors must take the year long Junior Seminar, ENGL 298. Most majors who study abroad do so the spring semester after they've taken one semester of Junior Seminar. The second semester can be completed either in the fall if enough students need to finish the sequence, or in the spring semester of senior year, while they are completing their thesis.

## Environmental Studies (Bi-Co)

- Major (Bi-Co) and minor (Tri-Co)
- Department website: <https://www.haverford.edu/environmental-studies>

### About the field

*What are the main questions of interest in Environmental Studies?*

Environmental Studies examines the world around us using multiple lenses: from climate science to sociology, from policy to poetry. At the same time, Environmental Studies examines the histories of the planet that brought us to the present moment: from the history of the earth to the history of the struggle for environmental justice.

*What are the research methodologies?*

Our Environmental Studies program is distinct because it draws upon all three “domains” of inquiry and the places in between: the sciences, social sciences, and humanities. Environmental Studies majors are trained to understand each of these ways of knowing and to contextualize this knowledge within the framework of environmental justice.

*Why study Environmental Studies?*

Majoring in Environmental Studies will give a student a holistic, comprehensive, multidisciplinary toolkit to understanding the world around them, from the built environment to environmental policy. Students who study Environmental Studies are well prepared to make meaningful contributions to science, law, policy, art, and activism.

The ENVS major is unique in that students design a “focus area” to concentrate their electives in Environmental Studies, in dialogue with an academic adviser. This may take nearly any form: for example, environmental policy, environmental justice, or environmental modeling.

### Course planning

*What courses are recommended in the first year for any student?*

ENVS 101 is recommended for any student interested in the environment, whether intending a major, intending a minor, or just curious. It is offered twice a year: in the fall at Haverford and in the spring at Bryn Mawr.

*Which gateway courses are recommended for potential majors?*

ENVS 101. Majors are strongly encouraged to take this course in the fall semester of their first year, or no later than their second semester. There are no prerequisites for ENVS 101, ENVS 101 is a prerequisite for the core sequence of classes in the major: ENVS 201–204.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Students must have completed ENVS 101 and at least two courses in the ENVS 200-level sequence (ENVS 201–204) to be adequately situated to be a major.

*If a student doesn't take an Environmental Studies course during the first year, what are the implications in their sophomore year?*

If a student does not take ENVS 101 in their first year, they will be significantly behind in the major and must take ENVS 101 the fall of their sophomore year. If they do not take ENVS 101 by the end of their third semester, declaring an ENVS major is likely to be impossible.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Environmental Studies? Are there particular courses you recommend outside the program?*

We recommend courses in anthropology, geology, Health Studies, and Visual Studies, but encourage students to pursue their interests.

*In which Environmental Studies courses do students in other programs commonly enroll?*

Students often take ENVS 101 or one of our electives.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Students begin preparing for the capstone in the 200-level sequence of core courses.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Environmental Studies students? What have some of your recent alumni done after graduating?*

We have many students who do summer internships with NGOs or nonprofits, or who work on the Haverfarm during the year or over the summer. We also send many of our majors to do scientific internships or work with community organizations during their summers. Recent alumni have worked in diverse fields, including (but not limited to) the scientific, political, and urban agriculture fields. ENVS majors and minors are encouraged to monitor the department newsletter for opportunities beyond the Tri-Co: we share external opportunities through that newsletter.

*Which Environmental Studies courses involve “learning by doing”?*

We have a required Environmental Science course that is focused on field-based learning (ENVS 201) and a required Environmental Praxis course that is focused on community-engaged learning (ENVS 204). The Environmental Studies capstone is often based on community-engaged learning.

*What are the study abroad possibilities for Environmental Studies majors?*

We encourage students to study abroad, and nearly any program is appropriate. Consult with any faculty member in ENVS or the department chair.

## Film Studies (Bryn Mawr)

- Minor
- Department website: <https://www.brynmawr.edu/filmstudies>

### About the field

*What is the Film Studies program?*

The Film Studies Program at Bryn Mawr College provides students with opportunities to study the history, theory, and criticism of moving images, with an emphasis on the analysis and interpretation of cinema as a key form in modern visual culture.

### Course planning

*What courses are recommended in the first year for any student?*

Interested students might consider HART 170, History of Narrative Cinema

*Which gateway courses are recommended for potential minors?*

The minor requires one introductory course in the formal analysis of film.

### Majors/minors/concentrations in context

*Which areas of study are complementary to Film Studies? Are there particular courses you recommend outside the program?*

Course offerings in Film Studies are drawn from English, history of art, Italian, German, Russian, Spanish, history, and the creative and performing arts, giving students access to a range of interpretive methodologies, national cinemas, and film styles and genres.

### Learning by doing

*What internships or student worker positions are commonly undertaken by Film Studies students?*

Some Film Studies students work as projectionists for Film Studies courses. Funding for summer internships in film and media-related industries is available through the Jentes Family and Program in Film Studies internship funds. Previously funded projects include internships with Women Make Movies

## Fine Arts

- Major and minor
- Department website: <https://www.haverford.edu/finearts>

### About the field

*What are the main questions of interest in Fine arts?*

All studio art courses are designed for students to obtain the motor skills, theoretical and critical thinking, and problem solving skills necessary to create art to the student's fullest ability along with developing their own original art ideas and concepts. The fine arts program at Haverford centers around five disciplines: drawing, painting, printmaking, photography, and sculpture.

*What are the research methodologies?*

Students achieve their goals in individual interactions such as critiques and hands-on instruction in small classroom settings. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

*Why study Fine Arts?*

For students not majoring in art, to develop a visual perception of form and to present knowledge and understanding of it in works of art. For majors and minors in Fine Arts, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of artwork. Observational skills are the cornerstone of all visual art disciplines: cognition and processing information are key skills for any discipline—in the humanities or the sciences—and for this reason art at Haverford is specifically geared towards enhancing visual perception. Such finely tuned skills can benefit anyone professionally and personally.

### Course planning

*What courses are recommended in the first year for any student?*

Any of the foundational courses in drawing, painting, photography, printmaking, and sculpture are recommended. Introductory courses do not have prerequisites.

*Which gateway courses are recommended for potential majors?*

All majors must take four different foundational courses. These courses are a prerequisite for the 200- and 300-level courses within each discipline.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

It is helpful, but not necessary, to have completed all foundational courses by the end of their second year.

*If a student doesn't take a Fine Arts course during the first year, what are the implications in their sophomore year?*

Foundation level courses are often the first to be filled. Students who do not get into a course on their first try are prioritized if they try again. It is still possible to complete the major if a student does not take any foundation courses their first year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Fine Arts? Are there particular courses you recommend outside the program?*

Fine Arts majors are required to take three art history/theory/criticism or visual studies courses (as approved by their major adviser).

*In which Fine Arts courses do students in other programs commonly enroll?*

About 20 percent of Haverford students will take Fine Arts courses while enrolled at the College. Introduction to Drawing and Photography courses are popular.

What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?

To prepare for the senior thesis exhibition students attend ARTS 499 (Senior Departmental Studies) on a weekly basis. This two-semester, two-credit course provides students with a structured environment to develop a body of work that is presented in the form of an exhibition at the Cantor Fitzgerald Gallery for which students select works to be included in the exhibition, determine the layout of the works, and install the works. Students participate in the planning of the opening reception for their thesis exhibition, where they present their work to a general audience and are available to answer questions from guests. After the opening, the Fine Arts Department faculty schedules a full departmental review at which each student formally presents their work.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Fine Arts students? What are potential career paths post-graduation?*

Fine Arts students have the opportunity to work as teaching assistants, research assistants, and summer research assistants within the department. For those wishing to pursue graduate studies, the department recommends that they take an additional 300-level course in their discipline and another History of Art course at Bryn Mawr College. Students who major in Fine Arts and wish to further their education are usually accepted at the professional graduate art school of their choice. Alumni are distinguished professionals, active in the visual creative arts and allied fields.

*Which Fine Arts courses involve “learning by doing”?*

Studio courses are designed for students to obtain motor skills through individual interactions such as critiques and hands-on learning in small groups.

*What are the study abroad possibilities for Fine Arts majors?*

Majors and minors can take one 200-level course outside their discipline and any art history/theory/criticism or visual culture courses, subject to approval by the chair of the department.



## French and Francophone Studies

- Major and minor
- Department website: <https://www.haverford.edu/french>

### About the field

#### *Why study French and Francophone Studies?*

The major in French lays the foundation for an understanding and appreciation of French language and of French and Francophone cultures through their literatures and the history of their arts, thought, and institutions. Course offerings serve those with particular interest in French and Francophone literature, literary theory, and criticism, as well as those with particular interest in studying France and French-speaking countries from an interdisciplinary perspective. A thorough knowledge of French is a common goal for both options, and texts and discussion in French are central to the program. The faculty teaches all courses in the program exclusively in French.

#### *What are the research methodologies?*

Our courses adopt a variety of approaches, including literary studies, film and media studies, social history of ideas, and the study of politics and popular culture.

### Course planning

#### *What courses are recommended in the first year for any student?*

If you are taking French for the first time, then we generally recommend that you take either French 001 non-intensive . If you have already taken some French and would like to continue, then we ask you take the French placement test. Based on how you do, we will recommend one of the following three options: French 003 , or French 101 (Perspectives sur la France).

#### *Which gateway courses are recommended for potential majors?*

All courses count toward the major, including Elementary French (001-002). See French Course Catalog for more detail.

#### *Are there prerequisites for any of these introductory courses?*

Generally speaking, courses must be taken in sequential order, regardless of the level at which you enter the program.. Also generally speaking, French 003 requires French 001 and 002 as prerequisites, unless you have been placed in 003 upon taking the placement test. For more details, please see the Curriculum section of the French and Francophone Studies website.

#### *Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Ideally, a student wanting to major in FFS should have completed at least the Intermediate-level sequence by the end of the second year.

*If a student doesn't take a French and Francophone Studies course during the first year, what are the implications in their sophomore year?*

They would have to retake the placement test before their second year. In general, we strongly recommend that students jump into the curriculum as early as possible in their Haverford careers.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to French and Francophone Studies? Are there particular courses you recommend outside the program?*

There are courses that deal with French and Francophone culture in such departments as anthropology, comparative literature, English, history, political science, and Visual Studies, among others.

*In which French and Francophone Studies courses do students in other programs commonly enroll?*

We have had students from other majors, minors, and concentrations take all the different courses in our department.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Please see the Academic Programs section of the departmental website, and feel free to ask us questions if you have any.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by French and Francophone Studies students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Our students have had the opportunity to pursue teaching assistant and research assistant positions, as well as internships in France. French and Francophone Studies students have taken a large array of career paths, including graduate work in literature, in law, in medicine, in education, in the sciences, in business administration.

*What are the study abroad possibilities for French and Francophone Studies majors?*

We highly recommend that our majors participate in a study abroad program in France, preferably for one semester during the junior year with one of the programs recommended by the College. There are many options, including in Paris (IES), Nantes (IES), and Avignon (Institut d'Études françaises d'Avignon).

## Gender and Sexuality Studies

- Independent major available at either College; minor available at Bryn Mawr; concentration available for students majoring in certain disciplines at Haverford;
- Department website: <https://www.haverford.edu/gender-and-sexuality-studies>

### About the field

*What are the main questions of interest in Gender and Sexuality Studies?*

Gender and Sexuality Studies questions how gender and sexuality intersect with other forms of difference, including race, disability, ethnicity, class, age, and sexual orientation. Some issues include political participation, media representation, ethics and responsibility, and health. We seek to understand how social hierarchies related to gender, sexuality, race, and ethnicity have developed historically, cross-culturally, and transnationally.

*What are the research methodologies?*

We draw upon and speak to feminist theory; women's studies; transnational and third-world feminisms; womanist theory and the experiences of women of color; the construction of masculinity and men's studies; lesbian, gay, bisexual, queer, and transgender studies; and theories of gender as inflected by class, race, religion, and nationality.

*Why study Gender and Sexuality Studies?*

Students develop a high level of fluency and rigor in understanding how issues of gender and sexuality shape our lives as individuals and as members of larger global and local communities. Students also gain competence in applying theory to practical experience for social transformation and citizenship. Finally, students grow conversant in theories of gender and sexuality, and their intersectionality with issues of race and class, contributing to critical inquiry and interculturality.

### Course planning

*What courses are recommended in the first year for any student?*

Introduction to Gender and Sexuality Studies (ICPR 190). This course has no prerequisites.

*Which gateway courses are recommended for potential majors and minors?*

Introduction to Gender and Sexuality Studies (ICPR 190)

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for this course of study?*

Introduction to Gender and Sexuality Studies (ICPR 190), but this is flexible.

*If a student doesn't take a Gender and Sexuality Studies course during the first year, what are the implications in their sophomore year?*

A student can begin study in the Gender and Sexuality Studies program at any time, but generally not later than junior year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Gender and Sexuality Studies? Are there particular courses you recommend outside the program?*

Anthropology, sociology, comparative literature, psychology, classics, history, philosophy, political science, religion, Visual Studies, Spanish, English, French, German, Africana Studies, Peace Justice and Human Rights -- there are so many exciting courses from which to choose! Students may obtain a Gender and Sexuality Studies concentration even if their major department does not offer courses with Gender and Sexuality Studies content. With the Director's permission, the requirement to take courses in the student's major can be waived.

*In which Gender and Sexuality Studies courses do students in other programs commonly enroll?*

The intro course and the junior seminar are the only two courses we offer; all other courses that count toward the program are based in other departments.

### **Learning by doing**

*What internships are commonly undertaken by Gender and Sexuality Studies students?*

Many students participate in CPGC internships and Hurford Center internships.

*Which Gender and Sexuality Studies courses involve "learning by doing"?*

This varies by department.

*What are the study abroad possibilities for Gender and Sexuality Studies students?*

There are many study abroad possibilities which may be discussed in advising sessions with the program director.

## Geology (Bryn Mawr)

- Major and minor; concentrations available in geoarchaeology and geochemistry
- Department website: <https://www.brynmawr.edu/geology>

### About the field

*What are the main questions of interest in geology?*

Geology asks fundamental questions about our world: how does the Earth work? How can we challenge climate change? How can we protect communities from natural disasters? How did life form on Earth, and could it exist elsewhere in the Universe? Geology encompasses all levels of our world: from the Earth's core and inner layers, to plate tectonics and surface processes, to the biosphere, hydrosphere, and atmosphere—and the workings of other planets.

*What are the research methodologies?*

Geology encompasses many modes of inquiry. The iconic image of a geologist is in the field, rock-hammer in hand; however, geology is much more than this. Geologists work in the lab, doing chemical, physical, and biological experiments that shed light on how natural systems work. Geologists work at computers, doing mathematical modeling of geologic systems. Geologists work in public policy, advocating for deeper understandings of our world. Geologists work in the classroom, teaching the next generation what we know about our world.

*Why study geology?*

Studying geology is a crucial part of developing an evidence-informed worldview: it is literally how the world works. The skills that our majors develop are highly employable, both in and out of the geosciences—but the perspectives they develop are even more valuable. There is no field of inquiry on Earth that doesn't benefit from a deeper understanding of the workings of the world we move through. Even unexpected disciplines like art and literature have deep connections to geology.

### Course planning

*What courses are recommended in the first year for any student?*

In the fall, GEOL 101 (How the Earth Works) is our classic intro course. In the spring, we offer GEOL 104 (The Science of Climate Change). There are no prerequisites for introductory courses.

*Which gateway courses are recommended for potential majors?*

GEOL 101 is a requirement for the geology major.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

A geology major should complete GEOL 101 and at least one 200-level geology course by the end of their second year to be on track.

*If a student doesn't take a geology course during the first year, what are the implications in their sophomore year?*

They can still take GEOL 101 in the fall of their sophomore year, a 200-level course in the spring, and be on track.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to geology? Are there particular courses you recommend outside the program?*

Geology majors are required to complete either a year of chemistry or a year of physics, and a year of math. Taking other sciences that might shed deeper light on geologic topics is always encouraged.

*In which geology courses do students in other programs commonly enroll?*

GEOL 101 is a classic addition to anyone's college experience, and GEOL 104 (Climate Change), GEO 108 (Earth's Oceans), and GEO 209 (Natural Hazards) are also excellent for non-majors.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Students are encouraged to undertake research with faculty or during summers before their senior year.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by geology students?*

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Most of our students conduct paid summer research at least once during their time here; they can often do summer research with Bryn Mawr faculty, or programs at other colleges and universities. After graduating, many of our students continue on to graduate school, while others go directly into jobs in (for example) environmental consulting or field geology.

*Which geology courses involve "learning by doing"?*

All of our courses involve field trips, and most involve labs.

*What are the study abroad possibilities for geology majors?*

Most of our students take a semester to study abroad. Every place on Earth represents a new geologic landscape that can deepen our students' appreciation for geology, and most study abroad programs offer relevant coursework (e.g., Geology of New Zealand).

## German and German Studies (Bi-Co)

- Major and minor
- Department website: <https://www.haverford.edu/german>

### About the field

*What are the main questions of interest in German and German Studies? What are the research methodologies?*

The German and German Studies program offers a variety of interdisciplinary courses that lay the foundation for a critical understanding of German-speaking cultures in their contemporary global context and larger political, social, and intellectual history. Through various methodological approaches to the study of foreign languages and cultures, the program aims to foster critical thinking, expository writing skills, the understanding of the diversity of cultures, and the ability to respond creatively and critically to the challenges and opportunities posed by the cultural differences in an increasingly globalized world.

Our language instruction challenges students from the elementary level to become reflective and critical consumers of authentic media and skilled in cultural inquiry and all modes of communication. Cross-disciplinary course offerings reflect both the breadth and depth of our curriculum and support the academic and professional goals of our students. German majors can and are encouraged to take courses and cultivate interests in interdisciplinary areas, such as anthropology, comparative literature, film, gender and sexuality studies, growth and structure of cities, health studies, history, history of art, music, museum studies, philosophy, history of science, environmental studies, and political science that engage with German thought. Courses offered in the program draw on these and related topics in the German-speaking context from the premodern to the present.

### *Why pursue study in German and German Studies?*

Students who pursue a course of study in German gain valuable communication skills and intercultural competencies essential for all academic and professional interests in the twenty-first century. As one of the most commonly spoken languages in Europe, knowledge of German opens up work and study opportunities in German-speaking countries and around the world. Germany has one of the largest economies in the world and continues to play a central role in the shifting geopolitical and scientific landscape across the globe, and is home to some of the world's largest and most innovative companies and institutions. Studying German gives students a hands-on entry point to global inquiry through study abroad at high-ranking universities and internships.

Additionally, the foundations of literary and textual analysis honed in the department's courses sharpen critical thinking, reading, and problem solving skills beneficial for any course of study. Departmental coursework provides a nuanced look at the intellectual traditions and cultural products that are essential for understanding the current global landscape. Co-curricular activities and teaching and research opportunities for students

studying German in the Bi-Co ensure that they find meaningful and relevant applications of their coursework.

### **Course planning**

*What courses are recommended in the first year for any student?*

Language study in German at the level of placement is recommended for any first-year student. If you have no prior knowledge or experience with German, you may enter at the introductory level. If you have prior knowledge or experience, and did not take the placement by July 15th, please reach out to the department for guidance.

*Which gateway courses are recommended for potential majors?*

Students interested in either track of the major are recommended to begin language study as early as possible.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to German and German Studies?*

German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, film, Gender and Sexuality Studies, Growth and Structure of Cities, history, history of art, music, philosophy, and political science, where they can engage with the works and scholarship of German-speaking thinkers. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

There are four options available to German majors and double majors to serve as meaningful capstones to their studies. This can take the form of

1. A senior thesis in German.
2. A combined thesis written in English for double majors in a related discipline with a strong German Studies component.
3. A senior essay (20 pages in German) for double majors, which grows out of a research paper produced in a 300 level seminar
4. A project, which may be either a 15-20-minute film or an exhibition with a portfolio and summary in German.

Majors are encouraged to begin thinking about their capstone early. Students typically grow their senior capstone out of the coursework from an upper-level seminar taken before the Spring semester of their senior year. In the Spring semester of their senior year, students pursuing the thesis option participate in the Senior Conference, which consists of weekly meetings and discussions of thesis proposals, and with advisors.



Students who begin a fine or performing arts capstone also attend a Senior Conference in the Spring semester of their senior year.

Double majors opting for a senior essay must discuss their intention to do so with the instructor of record for the course in which they will produce their senior essay and their major advisor. During the semester, students writing a senior essay will meet with their course instructor to discuss the writing and researching process.

### **Learning by doing**

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

German majors go on to enjoy a variety of careers across the private and public sector. German language skills and intercultural knowledge are beneficial for careers in education, government and policy, translation, foreign service, finance, business, international relations, healthcare, engineering, computer science/informational technology, and law among many others.

Graduates of the Bi-Co Department of German and German studies have matriculated into graduate and professional programs in a variety of fields both in the US and abroad, reflecting the reach and interdisciplinary nature of their studies and interests. These include graduate studies in German Studies, Philosophy, History, Translation Studies, Library Sciences, Public Policy, Oceanography, Bioethics, Medicine, and Law.

Recent Graduates have also received prestigious post-graduate fellowships including the Watson Fellowship and Fulbright English Teaching Assistantships to teach English in a primary or secondary school in Germany.

*What are the study abroad possibilities for German and German Studies majors?*

We encourage students majoring in German to spend time in German-speaking countries over the course of their undergraduate studies to hone their language skills in an authentic and immersive setting. Possibilities include short-term study abroad over the summer at German universities or semester or year-long study abroad through partner institutions in Berlin, Freiburg, and Vienna. Students are also encouraged to apply for programs and external fellowships through the DAAD (German Academic Exchange) when studying abroad. Many semester or year-long abroad programs offer internships to students to further develop their language skills in an international professional setting.

Students interested in STEM fields or medicine are encouraged to consider applying for the DAAD- RISE grant to conduct research in Germany over the summer.

## Growth and Structure of Cities (Bryn Mawr)

➤ Major and minor; also available is the 3+2 Program in City and Regional Planning in conjunction with the University of Pennsylvania

➤ Department website: <https://www.brynmawr.edu/cities>

### About the field

*What are the main questions of interest to the Growth and Structure of Cities program?*

As an interdisciplinary major whose faculty hold degrees in very diverse disciplines (anthropology, architectural history, planning, geography), our core questions reflect our multi-faceted object of study: the global city over time and its citizenry. How do cities work, spatially and socially? How are they built as physical units and systems as well as socio-cultural systems? What are the motors and embodiments of change in cities? What have been the major problems facing cities, including inequality, environmental strains, mobility, divisions and reproduction, and how might we address them as citizens, scholars and practitioners?

*What are the research methodologies?*

Students are exposed to core methods of the humanities, including textual and visual analysis, as well as to qualitative and quantitative tools from the social sciences with a focus on critical cultural analysis, spatial analysis (maps/GIS) and comparative studies.

*Why study the Growth and Structure of Cities?*

We hope our doctors, lawyers and policy-makers still pause to reflect on the complex beauty of buildings and landscapes around them while our architects remain aware of inequalities that cannot be papered over with building facades.

### Course planning

*What courses are recommended in the first year for any student? Which gateway courses are recommended for potential majors?*

We recommend CITY 185 in the fall and CITY 190 in the spring as overviews of the major in both its global social science and historical urbanistic components. Both are large classes (70, although divided into sections), with CITY 185 reserving 40 spaces for first-year students, which makes them easily accessible to Haverford students in their first term. Many HC students wait until spring to start the major and continue with CITY 185 in their second year. Neither has prerequisites, nor do the architecture surveys that are offered every term. The final intro, CITY 229 (offered in the spring) should not be taken before the sophomore year after establishing firm foundations in the major or related social sciences.

### Majors/minors/concentrations in context

*Which areas of study are complementary to the Growth and Structure of Cities? Are there particular courses you recommend outside the program?*

We commonly recommend (and count for credit in the major) introductory and advanced courses in economics. We also encourage students to develop core techniques

in other majors, which may include courses in the social sciences, history of art and fine arts (especially for pre-architecture students). Finally, students often work on environmental issues in both departmental courses and the wider Environmental Studies major. Students also frequently take classes in planning and urban studies at Penn.

*In which Cities courses do students in other programs commonly enroll?*

Students from other majors most often join us for our intro sequence, since there are 70 spaces in both CITY 185 and 190. Space may be limited in other classes, although Cities offers the only GIS course in the College.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Students begin with discussions with faculty and fellow students in the spring of their junior year. Design theses must be approved by both the department and the studio faculty who will advise them. Over the summer, the department has monthly goals and conferences to prepare students for writing in the fall, according to a schedule of weekly assignments and meetings that will produce a first draft in early November with comments and revisions to facilitate submission in the final week of the term.

## **Learning by doing**

*What internships or student worker positions are commonly undertaken by Cities students?*

We promote both global opportunities over the summer and local internships (CITY 450) that may be taken for credit by advanced students. We encourage majors to work with alums who provide longer term mentoring: our LinkedIn group fosters connections among 500 graduates of the program and also shows the range of post-graduate trajectories.

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Roughly 10-15% of our students go on to careers in architecture, and a similar number go on in planning, often making use of our 3/2 program with Penn. Other common career paths include medicine, law, education and public policy; graduates have also completed Ph.D.s in fields such as architectural history, anthropology, geography, planning, American studies, and environmental psychology. Finally, our alumnae/ni include filmmakers, photographers, politicians, activists, novelists, and creative artists.

*What are the study abroad possibilities for Cities majors?*

We strongly encourage study abroad and promote programs that develop more specific skills and place knowledge (e.g., DIS in Copenhagen for design, LSE/UCL for planning, etc.) while working with students to identify other programs to expand language and area knowledge (e.g., recent students have studied in Berlin, Barcelona, Quito, Stockholm, Paris, Hong Kong, Seoul, and Cape Town). We recognize that HC- and BMC-approved programs overlap, but do not coincide, and work with HC students to achieve the best fit for their goals and program. Students should complete their foundational courses before going abroad.

## Health Studies (Bi-Co)

- Minor
- Department website: <https://www.haverford.edu/healthstudies>

### About the field

*What are the main questions of interest in Health Studies?*

Health Studies is an interdisciplinary field of inquiry that brings together the natural sciences, social sciences, and humanities perspectives toward a deeper understanding of human health and illness. Faculty and students explore questions across multiple scales (from the cellular to the geopolitical) and are especially interested in the ways that physical and mental health are shaped by social systems, environmental contexts, ideologies, and historical processes. Areas of inquiry include but are not limited to: the social and structural determinants of health; health and inequality; the political economy of health; health and the built environment; climate change and health; substance use; non-communicable disease; infectious disease; mental health; the gendered experience of health and illness; structural racism and health outcomes; the roles and experiences of health workers and lay caregivers; public health systems and health promotion strategies in the US and around the globe; bioethics; health and human rights; the history of medicine and science; the cultural and political meanings ascribed to health and illness; and representations of health and the body in literature and the arts.

*What are the research methodologies?*

Health Studies courses engage knowledge produced by scholars from diverse disciplinary backgrounds using a wide array of research methods. These include but are not limited to: statistical analysis of population health data drawn from surveys or medical records; archival research with historical documents and records; ethnography and qualitative interviewing; discourse analysis of media, public health texts, and literature; laboratory research in the life sciences; creative work in the fine and performing arts; community-based participatory research; policy analysis; and more.

*Why study Health Studies?*

Health and illness are universal features of the human experience, yet disease, suffering, and wellbeing are differentially distributed across populations. Whether you are interested in pursuing a career in medicine or public health, or simply seeking a deeper understanding of your own life experiences and the ways in which our bodies are situated in complex social, historical, and environmental processes, Health Studies offers a space for critical inquiry and reflection.

### Course planning

*What courses are recommended in the first year for any student?*

We recommend HLTH 115, Introduction to Health Studies; there are no prerequisites and the course is offered every semester. Haverford offers one section of HLTH H115 every semester; with 15 seats reserved for first years. Demand typically far exceeds space

in the class and many students will end up on the waitlist. Two sections of HLTH B115 are offered at Bryn Mawr: students are strongly encouraged to register for a Bryn Mawr section if their schedule allows, as more seats are available there.

*Which gateway courses are recommended for potential minors?*

Students interested in the minor should enroll in HLTH 115, Introduction to Health Studies. Students who cannot take HLTH H115 due to a scheduling conflict should explore our 200-level electives, many of which are open to first years.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the minor?*

It is recommended that students take HLTH 115 in their first or second year. However, students whose interest in the Health Studies minor develops later in their undergraduate career are welcome to take the course in the junior year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Health Studies? Are there particular courses you recommend outside the program?*

Students interested in pursuing a Health Studies minor are encouraged to take foundational courses in the social sciences, particularly in anthropology, sociology, and psychology, along with interdisciplinary programs such as Peace, Justice, and Human Rights, Gender and Sexuality Studies, and Environmental Studies. Though not a requirement for the minor, students are encouraged to take an introductory course in the biological/life sciences. Students who are not premed and are not pursuing a biology or chemistry major at Haverford may wish to explore Bryn Mawr's biology core and electives with fewer prerequisites. Students interested primarily in health in the U.S. should explore courses in American history, politics, and social transformation. Students interested in global health should look for courses in international political economy, development, globalization, area studies, and world history. Health Studies minors are encouraged to take a course in statistics, whether as part of the minor or alongside their minor coursework.

*In which Health Studies courses do students in other programs commonly enroll?*

Students preparing for medical school often take one or more Health Studies courses, irrespective of whether they plan to pursue the minor. It is important that students select Health Studies courses on the basis of their interest in the course topic and not primarily to enhance their medical school applications. Students who are admitted to the [Jefferson Scholars Program at Sidney Kimmel Medical College](#) must take three Health Studies courses from a list approved by the linkage program; they are not required to minor in Health Studies.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

As a minor, Health Studies does not require a thesis/capstone project. Instead, students in their final year enroll in HLTH H398, Senior Seminar in Health Studies. This is a

“topics” course: each section of HLTH H398 focuses on a different topic, which changes from year to year. Recent examples include: epidemics, parasites, cancer, migration and health, healing professions, and health and spatial justice. Students discuss assigned reading, develop oral presentation and group facilitation skills, complete a group project, and write an individual term paper.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Health Studies students?*

During the academic year, students often pursue internships or volunteer work with Philadelphia-based organizations that provide community-based services in the areas of housing, overdose prevention, refugee resettlement, immigrant health, and food justice. During the summer months, Health Studies minors pursue a variety of internships in Philly, in their hometowns, or other parts of the country with non-profit organizations, public sector agencies, and private companies. Students may apply to the CPGC, KINSC, the Hurford Center for the Arts and Humanities, or the Jaharis program administered by the CCPA for summer fellowships to support work with host organizations that are not themselves able to provide paid internships. These fellowships are competitive, and funding is not guaranteed. Students are encouraged to apply to several funding sources and to contact staff in the respective Centers early in the process for advice on developing a strong application.

Students with laboratory training often pursue research with faculty at Haverford, Penn, or at universities in their home towns during the summer. Students interested in careers in medicine may wish to seek out laboratory and clinical research experiences. Advising for those opportunities is provided by the biology and chemistry departments and by the Health Professions Advising Program.

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Health Studies minors often pursue post-college employment and graduate study in medicine, nursing, allied health professions, social services, community mobilization, public policy, law, and public health.

*Which Health Studies courses involve “learning by doing”?*

Some Health Studies courses include a community engagement component, which may take the form of volunteer hours or a writing project conducted in partnership with a local non-profit or community organization. Students interested in community engagement and service learning are encouraged to contact the CPGC or the Marilou Allen Office of Service and Community Collaboration.

*What are the study abroad possibilities for Health Studies minors?*

Health Studies minors are encouraged to study abroad. Students may count up to two credits from study abroad toward the minor. Courses are approved for credit on a case-by-case basis. Students should discuss their study abroad plans with their major

and minor adviser during the sophomore year. It is recommended that students take HLTH 115 before studying abroad so as to avoid any difficulties with scheduling the course when they return and begin their junior spring or senior year.

## Hebrew and Judaic Studies (Bryn Mawr)

➤ Language instruction program; Judaic Studies courses are offered at Bryn Mawr and Haverford Colleges.

➤ Department website: <https://www.brynmawr.edu/hebrew>

### About the program

*What are the outlines of the Hebrew and Judaic Studies program?*

Modern Hebrew language instruction is available at Bryn Mawr through the elementary level. Students may take Intermediate Modern Hebrew at the University of Pennsylvania. At Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

### Course planning

*What courses are recommended in the first year?*

HEBR 001, Elementary Hebrew (beginner's level, offered in the fall) and HEBR 002, Elementary Hebrew (intermediate level, offered in the spring). This year-long course is designed to teach beginners the skills of reading, writing and conversing in Modern Hebrew. . All students who are beginners with no background in Hebrew whatsoever can join this class as well as students who have some background in Hebrew, but would like to improve their knowledge and make it more alive and useful for their future trips to Israel or for their academic and non-academic lives in general.

*Are there prerequisites for any of these introductory courses?*

The instructor requests that all students send them an email a day or two before class begins describing their previous background in Hebrew, or lack thereof. Students who have some background in Hebrew are asked to send a written page as well as to arrange for a brief conversation on the phone prior to the first meeting if possible. The course instructor is Nechama Sataty <[nsataty@brynmawr.edu](mailto:nsataty@brynmawr.edu)>.



## History

- Major
- Department website: <https://www.haverford.edu/history>

### About the field

*What are the main questions of interest in history?*

Our department approaches history as a complex encounter with difference across time and space, a set of critical problems, a strange and miraculous terrain, and a site of the utmost ethical urgency. History asks us to think about the questions we ask and the methods and categories of analysis used to answer them.

*What are the research methodologies?*

Our students think deeply and rigorously with real historical evidence—synthesizing the social sciences and the humanities for a consummate liberal arts college experience. Students learn how to assess and evaluate information and how to leverage evidence into persuasive arguments.

*Why study history?*

In archives from Philadelphia to the world, our students don't just study history; they directly produce original historical knowledge. They discover themselves as authoritative narrators of the roots of our collective reality and master the craft of long-form writing and research that they apply to numerous stunning careers. History provides critical distance on the present by asking students to step outside of themselves and venture into unfamiliar territory. This process prepares one to intervene and effect change.

### Course planning

*What courses are recommended in the first year for any student?*

First-year students curious about history are encouraged to take one of our 100-level classes, which provide the foundational interpretive and conceptual tools expected in history at Haverford, while immersing students in specific places and arcs of time. First-year students are also encouraged to explore HIST 252A - History of Haverford College: Conflict, Consensus and the Liberal Arts, a gateway to historical research but also to Haverford College itself. There are no prerequisites for these introductory courses.

*Which gateway courses are recommended for potential majors?*

One 100-level course is the required gateway to our major. For advanced students with substantial historical training, our 200-level courses would also be appropriate, although the workload will be heavier and students should be prepared.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Ideally, students will have taken one 100-level class and have begun to explore the 200

Level. It also makes sense to take a 300-level seminar in your sophomore year if you see a topic of interest and have already taken a 200-level. Students who plan to study abroad in their junior year should aim to complete one 300-level class by the end of their second year.

If a student doesn't take a history course during the first year, what are the implications in their sophomore year?

It's fine. Exploring the broader curriculum across departments is a crucial part of college and intellectual depth. As a second year student, you could enroll directly in an upper-level class if you see a topic of interest.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to history? Are there particular courses you recommend outside the program?*

Students in history do rich, complexly imagined and robust work in French, Chinese, Japanese, Spanish, German, Russian, Greek, and Latin, among others. Because of the roles creativity and the creative arts play in the department, history at Haverford is a strong home for students with an interest in interdisciplinary studies including ENVS, GSST, Health Studies, LAIS, and Growth and Structures of Cities at Bryn Mawr. Students with interests in Music and Art History will find synergy with many of our classes in terms of topic and research.

*In which history courses do students in other programs commonly enroll?*

Many courses across our curriculum are good fits for students in other programs who wish to explore their interests within a historical and interdisciplinary frame. Many students in the humanities, social sciences, and data sciences are drawn to HIST 299 course, Archive Theory and Practice, which is designed to train students interested in archival work and thinking across the disciplines. HST 210 (Issues in Comparative and Transnational History) offers a rotating set of topics and is team-taught to bring two different perspectives into the classroom.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The senior thesis in the Department of History is a year-long, two-credit research project on a topic the student chooses to investigate. In completing a thesis, history students conduct original research and craft an extended argument. Extensive scaffolding and one-on-one work with faculty defines that experience throughout the junior and senior year. All majors enroll in HST400a in the fall semester of their senior year. These small seminars meet weekly and take students through the various stages of research to lay the foundations for the writing of their thesis in the spring. Each student is assigned a first and second reader with whom they work closely throughout the spring semester.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by history students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Many of our students do internships in the summer, and we have regular department assistants and liaisons. Our history majors go on to pursue successful careers in law, academia, politics, museums, libraries and archives, journalism, think tank and nonprofit work, public health, activism and social movement work, business, city planning and architecture, among many other fields that demand a strong foundation in writing, research and critical thinking and a creative comprehension of historical and social forces.

*Which history courses involve “learning by doing”?*

Our Archive Theory and Practice course, offered annually, is a perfect entryway for this kind of work. It culminates in our senior thesis, for which students travel to archives and cities all over the world.

*What are the study abroad possibilities for history majors?*

History students are encouraged to study abroad. In addition to acquiring fluency in a foreign language, students abroad benefit from exposure to other historical approaches and the proximity to rich archival resources. The history major is designed to facilitate such study abroad.

## History of Art (Bryn Mawr)

- Major and minor
- Department website: <https://www.brynmawr.edu/hart>

### About the field

*What are the main questions of interest in the History of Art?*

The discipline of History of Art has, since its beginnings, gathered the materials and developed the methods by which we take hold of the visual world. Much of what we look at comes from the past, be that past concretized in architecture or monuments, depicted in paintings or drawings, captured in photography or film, or materialized in textiles or tombs. In their different ways, each of these things is a visual representation of what was, what is or what might be, evidentiary objects that are also acts of imagination. These things come to us from across time and from around the globe. And the questions that we pose of these objects, questions that have a history themselves, involve modes of inquiry that reveal the complexity of our collective and individual history and open onto the pressing concerns of the present.

*What are the research methodologies?*

Structured by a set of evolving disciplinary concerns, students learn to interpret the visual through methodologies dedicated to the historical, the material, the critical, and the theoretical.

### Course planning

*What courses are recommended in the first year for any student? Which gateway courses are recommended for potential majors?*

We recommend our 100- and 200-level courses to first-year students. There are no prerequisites for any of these courses. Our 100-level courses – Critical Approaches to Visual Representation – are structured around the topics or issues that animate our research and the discipline more generally. Among them are: The Classical Tradition; Identification in the Cinema; Landscape, Art and Racial Ecologies; Naturalism and the Supernatural in South Asian Art; Women, Feminism and the History of Art. These courses introduce students to the methods and materials of the discipline. Their enrollment is capped so that they function as discussion-driven seminars. They are writing intensive (so if you are taking another writing-intensive course in your first semester, please wait until spring). They are an excellent gateway to the major (and, indeed, at least one is required of all History of Art majors).

Our 200-level courses are structured around historical periods or geographic regions. Among them are: Nineteenth Century Art; Renaissance Art; History of Western Architecture; Byzantine Textiles; The Global Baroque; History of Chinese Art; History of Narrative Cinema; Modern Art; Contemporary Art; The Global Present. These courses are taught as lectures and are introductions to fields of knowledge and areas of inquiry. They are an excellent introduction to the discipline (and, ultimately, every major is required to take several 200-level courses).

If you have an interest in art history, first year is a good time to try out a course. But even if you wait until second year, you will certainly be able to move through the major. And there are a number of courses offered in other disciplines and programs that are cross-listed and contribute to and count toward our major and minor, Film Studies, Museum Studies, Growth and Structure of Cities, and archaeology among them.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to History of Art?*

Related disciplines and programs at Bryn Mawr include Film Studies, Museum Studies, Growth and Structure of Cities, and archaeology.

### **Learning by doing**

*What opportunities are there to “learn by doing”?*

In addition to our College Collections, which provide our majors with hands-on experience with art and artifacts, Philadelphia is a city rich with museums—PMA, ICA, Penn Museum, Fabric Workshop, to name just a few of the most prominent. And given our proximity to New York and DC, we have access to a vast network of metropolitan museum collections and galleries. Many students hold internships at these more local institutions, whether simply for the experience or through the Praxis program.

*What are the study abroad possibilities for History of Art majors?*

Majors are encouraged to study abroad for a semester of their junior year.

## Transnational Italian Studies (Bryn Mawr)

- Major and minor
- Department website: <https://www.brynmawr.edu/italian>

### About the field

#### *What are the main questions of interest in Italian Studies?*

Based on an interdisciplinary approach that views culture as a global and intersectional phenomenon, the aims of the major in Italian Studies are to acquire a knowledge of Italian language, literature, and culture, including cinema, art, journalism, pop culture, and music.

The Transnational Italian Studies Department offers an interdisciplinary and a transnational course of study that explores the works of canonical Italian authors alongside traditionally marginalized voices, bringing together issues of gender and sexuality, language and class, race and ethnicity.

The aim of our major/minor is to explore the social, linguistic, literary, artistic, ethnic, and political communities that have identified themselves as Italian throughout history.

#### *What are the research methodologies?*

Language and culture classes emphasize communicative, student-centered, collaborative learning through tasks and activities geared to help students gain proficiency in Italian for a variety of contexts and situations. Lessons are centered on self-expression in the language: with the instructor, with another classmate, in small groups, or with the whole class. Fostering awareness of cultural variation—through cross-cultural comparison and contrast—is a crucial goal in the student's learning experience.

Literature, cinema, art, and culture classes are based on an interdisciplinary and student-centered approach. Lessons typically consist of a mix of interactive lecturing and activities that promote a focused classroom discussion. Literary texts, films, songs and other forms of cultural production are analyzed critically and investigated in their social and historical context. Some courses are entirely taught in Italian, while others (especially those cross listed with other departments and programs) are taught in English with specific Italian activities for concentrators. Courses combine historical, theoretical, and literary analysis to illuminate Italian culture from different perspectives and investigate its importance in a global context.

#### *Why study Italian and Italian Studies?*

Majoring in Italian and Italian Studies exposes students to ethical questions, interdisciplinary inquiry, and critical spirit. In their journey through Italian language, literature, art, culture, and cinema students get to know a culture of fine arts, major historical endeavors, and what we call “genius,” but also of social and economic crisis and political corruption. Discussions of Italian contemporary culture raise questions about justice, the respect of diversity and environment, and the common good. By

majoring in Italian and Italian Studies, students broaden and enrich their personal experience and gain knowledge, skills, and confidence to contribute as conscious citizens.

## **Course planning**

*What courses are recommended in the first year for any student?*

We recommend that any student interested in studying abroad or doing an internship in Italy, majoring/minoring in Italian, and/or taking advantage of Italian for coursework in germane disciplines takes ITAL 001/002 (Beginning Italian) or ITAL 101/102 (Intermediate Italian through Culture) in their first year (ideally, beginning in their first semester), depending on their previous knowledge. In case their proficiency is already robust, we recommend them to take any 200-level course in the department during their first year. Please consult with Roberta Ricci (chair) via email.

*Which gateway courses are recommended for potential majors?*

Every year we offer new courses at the 200 level for potential majors who either completed their language sequence at Bryn Mawr or came to college with a strong background in Italian. These 200-level courses focus on, for example, politics, gender, and the cinema of Italy today, and are offered in English and/or Italian.

*Are there prerequisites for any of these introductory courses?*

Our ITAL 001/002 (Beginning Italian) course has no prerequisites and is designed to be comfortable and engaging for students who have never had an Italian class. Intermediate courses are designed for students who may arrive with an advanced knowledge of Italian or for those who have a strong background in other Romance languages. Interdisciplinary courses about Italian culture, literature, and art that we offer in English at the 200 and 300 levels (for instance, in 2020/21, ITAL 312, Black Queer Jewish Italy) don't have any prerequisites, and are often open to first and second-year students with no background in Italian who are interested in the specific topic of the class.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Ideally, by the end of the second year, an aspiring major will have completed the language series (ITAL 001/002 and ITAL 101/102). However, every single major and minor has their own academic story, and we are committed to figure out a path for those who become interested in Italian later.

*If a student doesn't take an Italian course during the first year, what are the implications in their sophomore year?*

If a student without any knowledge of Italian does not start with ITAL 001/002 in their first year, they risk jeopardizing their opportunities for study abroad, fellowships and internships abroad, and access to more advanced classes. For a student who already knows some Italian, having an entire year without courses in the discipline means losing familiarity and fluency. With a field deeply linked to a foreign language, taking a class

every semester from the beginning is always the best way to build and maintain valuable communicative skills. That said, we always welcome students at any point of their track, as we have in the past had majors who declared in their junior year!

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Italian and Italian Studies? Are there particular courses you recommend outside the program?*

We consistently crosslist our advanced courses with germane disciplines such as comparative literature, history of art, Film Studies, Growth and Structure of Cities, classics, Gender and Sexuality Studies, Africana Studies, and International Studies. However, many of our students combine their interest for Italian with an education in STEM, often taking science classes or looking for internships in Italy during their junior year and beyond.

*In which Italian courses do students in other programs commonly enroll?*

Students of art history, classics, the Growth and Structure of Cities, Film Studies, English and other languages/literatures often find studying Italian Studies a natural component of their major or minor because of the interdisciplinary approach of Italian Studies.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Majors are required to complete one writing intensive (WI) course in the major. The WI courses prepare students towards their senior project and to competent and appropriate writing, mainly in three ways: 1) Teach the writing process – planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class peer review sessions).

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Italian students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Students in the Italian Department have held internships that allowed them to live in Italy and gain valuable work experience. Recent opportunities have included internship programs in partnership with the city of Taormina, writing internships with L'Italo-Americano (a bi-weekly newspaper serving the Italian American community), and summer volunteership at the Summer Camps at the Oratories of Lombardy.

*Which Italian courses involve “learning by doing”?*

Our entire language sequence is based on task-based instruction, which leads to the creation of a number of authentic artifacts in the target language. Some of our advanced courses, especially at the 300 level, are concluded with experiential final projects, mostly based on archive work, curatorship, the organization of symposia and galleries, and digital humanities. Other 200-level courses, such as ITAL 217 in fall 2020, have a Praxis



component, which brings students working at independent but related field sites together with a single faculty adviser, who integrates theory and praxis.

*What are the study abroad possibilities for Italian majors?*

We have a good number of programs in Italy that offer internship opportunities for students in different fields, such as in marketing, medical and veterinary schools, journalism, fashion, and law (in Florence, Rome, Bologna, Milano, but also in smaller and less known cities such as Siena and Volterra). We encourage students to consult our website and to get in contact with our seniors who spent a semester abroad.

## Japanese Language (Bi-Co)

- Language instruction program
- Program website: <https://www.haverford.edu/japanese-language-program>

The Japanese Program is a Bi-College program where interested Bryn Mawr and Haverford students study together. All Japanese language classes meet at Haverford. There are a few items we would like to highlight for students and their faculty advisers, as well as anyone interested in Japanese:

1. **Placement Testing** All relevant info is [online](#).
2. **Registering for lower-level Japanese courses**
  - a. Students taking First-Year Japanese (Intensive) (JNSE 001A-002B) must register for section 1, 2, or 3, AND section A, B, or C
  - b. Similarly, students taking Second-Year Japanese (JNSE 003A-004B) must register for section 1 or 2 AND section A or B.
  - c. Students must attend the two sections for which they are registered throughout the semester, so please choose them carefully.
3. **First class meeting for 001 and 003:** Both 001 and 003 will meet on the first day of the semester, so please be sure to check the classroom information on Bionic in advance.
4. **“Are there enough courses for me to take over the four years if I am placed into, say, Third-Year Japanese?”** Yes! Our Advanced Japanese series (JNSE 201A-201B) has multiple topic courses, and each semester we offer a different topic. Currently, four different topics are available. Students can repeat taking Advanced Japanese multiple times, for credit, as long as the topics are different.

## Latin American, Iberian, and Latinx Studies

- Concentration
- Department website: <https://www.haverford.edu/lails>

### About the field

*What is the Latin American, Iberian, and Latinx Studies (LAILS) concentration?*

The LAILS concentration is an interdisciplinary program that provides comprehensive study of the cultures of Latin American, the Iberian Peninsula or Latinx communities in the USA. The interdisciplinary approach of the program will provide you with an ample vision of past and current events in these areas. Also, it exposes you to a variety of theoretical frameworks to explore and think critically about phenomena such as migration, diaspora, race and gender, ecocide and forced displacement, language policies, language endangerment, Latinx and Chicano movements. Other topics you may explore include political violence and memory, Afro-descendants in the Caribbean and beyond, public health, feminisms and transgender rights, labor movements, gendered violence and feminicide, etc. Students complete this concentration taking classes in the cooperating departments (e.g., history, history of art, religion, political science, anthropology, economics, comparative literature, linguistics, or Spanish) with courses that focus on Latin American, Iberian, and U.S.-Latinx issues and themes.

### Course planning

*What courses are recommended in the first year for any student?*

Beginners, 100- or 200-level courses in Spanish, LING 215

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

Concentrators must demonstrate competence in Spanish to be achieved no later than the junior year, demonstrated by the completion of at least one course in Spanish at the 200 level or above.

*If a student doesn't take a LAILS course during the first year, what are the implications in their sophomore year?*

The concentration requires a total of six courses and one long essay over the course of the student's time at Haverford. Two or three of the courses will be taken within the student's major department.

### Majors/minors/concentrations in context

*Which areas of study are complementary to LAILS?*

The departments that cooperate with LAILS include history, history of art, religion, political science, anthropology, economics, comparative literature, linguistics, and Spanish.

### Learning by doing

*What have some recent LAILS alumni done after graduating?*

The LAILS program will introduce students to essential interdisciplinary knowledge and intersectional thinking to develop research, projects, and problem solving. In this regard, our alumni have thrived taking different paths, either by continuing academic careers in areas such as political sciences, American studies, Latin American history, for example; or by devoting themselves to serve Latinx communities in areas such as education, law or health.

The program offers the highest qualified applicants the opportunity to count four courses from their undergraduate study toward the M.A. program in Latin American Studies at Georgetown University, enabling them to complete the degree in two semesters and one summer. The five-year B.A.-M.A. program is designed for those students who demonstrate excellence at the undergraduate level. Qualified undergraduates must maintain a minimum GPA of 3.5, declare an interest in the Accelerated Degree Program during their junior year, and participate in the Center's summer study abroad program. During the senior year, candidates apply through the normal Georgetown M.A. application cycle. If accepted into the M.A. program, students may transfer up to four courses (two from the CLAS summer study program in Mexico or Chile and two advanced courses from the undergraduate institution) to be applied to the M.A. All M.A. prerequisites must be completed during the student's undergraduate education, and students must have concentrated in Latin American Studies at the undergraduate level.

## Linguistics (Tri-Co)

- Major and minor
- Department website: <https://www.haverford.edu/linguistics>

### About the field

*What are the main questions of interest in linguistics? Why study linguistics?*

There are 7,000 languages in the world, and we're interested in studying all of them. Linguistics is the scientific study of language—we develop techniques to explore patterns that all human languages have in common and investigate the ways in which each is unique. Our explorations yield insights not only about languages, but also about the nature of the human mind. Linguistics is also relevant to other disciplines, such as psychology, philosophy, mathematics, computer science, sociology and anthropology, and some of our students choose to double major with one of them.

### Course planning

*What courses are recommended in the first year for any student?*

Haverford: LING H101: Introduction to Linguistics; LING H113: Introduction to Syntax; LING H125: Sociolinguistics: Language, Culture, and Society

Bryn Mawr: LING B101: Introduction to Linguistics

Swarthmore: LING S001: Introduction to Language and Linguistics; LING S002: First-Year Seminar: Taboo; LING S040: Semantics; LING S044: Linguistic Discrimination; LING S045: Phonetics and Phonology 101; LING S050: Syntax

There are no prerequisites for these introductory courses.

*Which gateway courses are recommended for potential majors?*

Haverford: LING H101: Introduction to Linguistics; LING H113: Introduction to Syntax

Bryn Mawr: LING B101: Introduction to Linguistics

Swarthmore: LING S001: Introduction to Language and Linguistics; LING S040: Semantics; LING S045: Phonetics and Phonology; LING S050: Syntax

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

A potential major should have completed at least two of the following by the end of the second year:

Bryn Mawr: LING 101

Haverford: LING 101 and/or 113

Swarthmore: LING 001, 040, 045, and/or 050

### Majors/minors/concentrations in context

*Which areas of study are complementary to linguistics?*

There are many disciplines that are complementary to linguistics, including computer science, anthropology, psychology, and languages.

## Mathematics and Statistics

- Major and minor
- Department website: <https://www.haverford.edu/mathematics-and-statistics>

### About the field

*What are the main questions of interest in mathematics and statistics? Why pursue studies in this field?*

Experience with the tools of mathematics and statistics provides a framework for students to analyze, critique, and create arguments across the disciplines and in their lives beyond the academy. For example, the formal logical training that undergirds rigorous mathematics can be used to pry apart an argument in the social sciences, illuminating purported implication and readily separating assumption from logical structure. As another example, statistical models can be used to predict product sales and healthcare costs or to decide whether a new drug is effective. At a more technical level, introductory mathematics and statistics courses comprise prerequisites for almost every discipline in the natural sciences as well as economics: mathematics is the language of science.

### Course planning

*What courses are recommended in the first year for any student?*

The online placement test in mathematics and statistics is mandatory for all entering students. The Mathematics and Statistics Department uses the results of the test, together with SAT, Advanced Placement, and/or International Baccalaureate scores, to recommend appropriate entry courses in the calculus sequence and the statistics sequence. Even students with very high SAT and AP scores need to take the placement test, as well as students who think they may not take a mathematics course in their first semester.

Possible math placement results are as follows:

- [Math 105 \(Applied Modeling w/Calculus\)](#)
- [Math 105 \(Applied Modeling w/Calculus\) or 118 \(Calculus: Dynamics and Integration\)](#)
- [Math 118 \(Calculus: Dynamics and Integration\)](#)
- [Math 118 \(Calculus: Dynamics and Integration\) or Math 121 \(Multivariable Calculus\)](#)
- [Math 121 \(Multivariable Calculus\)](#)
- [Math 121 \(Multivariable Calculus\) or Math 215 \(Linear Algebra\)](#)
- [Math 215 \(Linear Algebra\)](#)

Possible statistics placement results are as follows:

- Stat 103 (Introduction to Probability and Statistics).
- Stat 203 (Statistical Methods and their Applications). Offered both fall and spring.
- Stat 286 (Applied Multivariate Statistical Analysis).

Because the placement process can be imprecise, some students are placed in “borderline” categories (e.g., 121 or 215). Such students should seek further advice, perhaps directly from the

instructor, and be prepared to switch courses during the first few weeks if a choice seems wrong. However, students cannot enroll in a course different from the placement recommendation without explicit agreement from a faculty member in the Mathematics and Statistics Department.

What follows is detailed information about potential first-year mathematics and statistics placements, supplementing the information provided in the Advising Guide:

- [Math 105 \(Applied Modeling w/Calculus\)](#)
- [Math 105 \(Applied Modeling w/Calculus\) or 118 \(Calculus: Dynamics and Integration\)](#)
- [Math 118 \(Calculus: Dynamics and Integration\)](#)
- [Math 118 \(Calculus: Dynamics or Integration\) or Math 121 \(Multivariable Calculus\)](#)
- [Math 121 \(Multivariable Calculus\)](#)
- [Math 121 \(Multivariable Calculus\) or Math 215 \(Linear Algebra\)](#)
- [Math 215 \(Linear Algebra\)](#)
- [Spring Courses](#)
- [Bryn Mawr courses](#)

#### Math 105 (Applied Modeling w/Calculus)

Math 105 assumes no previous background in calculus, so it's somewhat like a typical "Calculus I" course, but with some different emphases: it has a focus on "mathematical modeling" (how to take a real-world problem and explore it mathematically) and covers a few ideas from later calculus courses (a little multivariable calculus and differential equations). Thus, for students who will only take one calculus course, Math 105 provides a good window into how calculus can be used, including in real-world applications involving many variables.

Math 105 is offered in the fall only.

- Statistics advice for this category: For most students who place into Math 105, the appropriate intro stats course is Math/Stat 103 (or the equivalent Bryn Mawr Math B104), either in addition to Math 105, or instead of it, if the student is not motivated to take calculus. Another possibility is to take intro statistics courses in economics, sociology, or psychology, if majoring in one of those areas. [Note that some students placing into Math 105 also place into Math/Stat 203 or higher based on previous experience.]

#### Math 105 (Applied Modeling w/Calculus) or 118 (Calculus: Dynamics and Integration)

For students in this category, their placement test provided a mixed message about whether they are ready for Math 118 (e.g., some self-reporting of calculus mastery but weaker scores on our placement questions). These students will particularly benefit from a detailed conversation with their advisor or a member of the Mathematics and Statistics Department. Here are some key issues to consider (see above and below for more discussion of Math 105 and 118):

- Math 118 is a good choice for students considering majors in chemistry, physics, math, economics, computer science and others who plan to take more calculus. If you are in this category, it makes sense to strongly consider Math 118, since it will move you

forward toward your eventual math needs. On the other hand, students placed at this level may need some review to prepare for Math 118 and should structure their semester to allow time for this review and for the support services for Math 118 throughout the semester.

- In contrast, Math 105 is a good choice for students who took some calculus but it didn't "stick," particularly if they envision taking only one course in calculus and are not considering the majors listed above (e.g., their main motivation is to satisfy a Quantitative or Symbolic Reasoning or Domain C requirement).
- Statistics advice for this category: For most students who place at this level, the appropriate intro stats course is Math/Stat 103 (or the equivalent Bryn Mawr Math B104), either in addition to a calculus course, or instead of it if the student is not motivated to take calculus. If students first take calculus through Math 118, then Math/Stat 203 is the right starting level. Another possibility is to take intro statistics courses in economics, sociology, or psychology, if majoring in one of those areas. [Note that some students placing into calculus at this level place into Math/Stat 203 or higher based on previous experience.]

### Math 118 (Calculus: Dynamics and Integration)

This course is designed for students who have partial mastery of calculus from a previous course, but not enough to start in Math 121. It begins with topics that will be new for most students (discrete dynamical systems and differential equations) and that appear in many applied sciences. The course covers most topics that appear in a typical "Calculus II" course, but in a way that also reinforces key ideas from "Calculus I" and introduces new applications of derivatives and integrals. Thus, Math 118 serves as a good option for students with some exposure to calculus from a previous course, preparing them to continue on to multivariable calculus (our Math 121) if they so choose. Students placed at this level seem to have sufficient mastery of pre-calculus and derivatives that they will be ready for Math 118, yet they should certainly plan to use the support services available for Math 118 throughout the semester, as the newness of much of the material means students can not generally coast on their past experience.

- Statistics advice for this category: For most students who place at this level, the appropriate intro stats course is Math/Stat 103 (or the equivalent Bryn Mawr Math B104), if they choose to take statistics before Math 118, or instead of calculus. If a student first takes Math 118, then Math/Stat 203 is the right starting level. Another possibility is to take intro statistics courses in economics, sociology, or psychology, if majoring in one of those areas. [Note that some students placing into calculus at this level also place into Math/Stat 203 or higher based on previous experience.]

### Math 118 (Calculus: Dynamics or Integration) or Math 121 (Multivariable Calculus)

Some students' placement tests seem to land them close to the border between these two courses, such that a conversation with their advisor and/or the math/stat department could be helpful. Generally speaking, these are students who seem to have "almost mastered" a year of calculus. Since Math 118 does not follow the traditional "Calculus II" curriculum, it can be a good option for these students, since they can reinforce ideas from single-variable calculus without repeating what they have already done in their previous calculus course. Alternatively,



if these students want to push forward in the curriculum (allowing them to access linear algebra and our 200-level electives sooner), then 121 should be a reasonable option, probably with a plan to make use of the support resources tailored to the course.

- Statistics advice for this category: Students in this category place into at least Stat 203 (i.e., they cannot take Stat 103). In some cases, they place into Stat 286 if they have sufficient mastery of a prior introductory statistics course.

### Math 121 (Multivariable Calculus)

This course is for students who have had a full year of college-level calculus (differentiation and integration; Math 121 does not require a knowledge of infinite series) and know it “reasonably well” (i.e., well enough that repeating the material would be boring or non-productive).

- Statistics advice for this category: If a student wants to take statistics at any point while at Haverford and has placed at the 121 level of calculus, then the appropriate intro stats course is Math/Stat 203 (not Math/Stat 103 or Bryn Mawr Math B104). [In some cases, a student with a strong high school statistics background places past Math/Stat 203 into the more advanced Math/Stat 286.]

### Math 121 (Multivariable Calculus) or Math 215 (Linear Algebra)

This placement level is for students who have mastered a full-year of college-level calculus, and also have some mastery of, and interest in, more theoretical concepts, that they can choose between two starting courses that can be taken in either order (121 and 215). For students in this category, a detailed conversation with their adviser or a member of the Mathematics and Statistics Department would be useful. Math 215 is a sophomore-level course that is often taken by first-year students. Some considerations that might be useful:

- Both classes involve a mix of theory and applications, with Math 215 having more of a focus on theory and Math 121 more of a focus on applications.
  - Math 121 is likely to more resemble their previous calculus experience than Math 215 would, since it extends ideas from single-variable calculus to multiple variables, whereas Math 215 develops a different set of ideas about (linear) problems of multiple variables.
  - Math 121 covers applications that appear in a variety of sciences (e.g., it is required for the physics major and recommended for the chemistry major). Math 215 involves some applications in the course itself, but probably to a lesser extent than does Math 121; that said, Math 215 establishes crucial infrastructure for a wide variety of applications (e.g., in advanced statistics and machine learning classes, quantum chemistry/physics, etc.).
  - Math 215 gives a useful window into the style of the courses in real analysis and abstract algebra that math majors take later in their time at Haverford.
  - Taking Math 215 opens up the option to take the linear-algebra-based multivariable calculus course Math 216 in the spring semester. (It is also fine to take Math 121 after Math 215.)
- Statistics advice for this category: If a student wants to take statistics at any point while at Haverford and has placed at this level of calculus, then the appropriate intro stats

course is Math/Stat 203 (not Math/Stat 103 or Bryn Mawr Math B104). In some cases, a student with a strong high school statistics background places past Math/Stat 203 into the more advanced Math/Stat 286.

### Math 215 (Linear Algebra)

Some students have enough prior experience with multivariable calculus that they place out of Math 121 and into Math 215. See above for some discussion of Math 215.

### Spring Courses:

- Students who take 105 in the fall typically take 118 in the spring if continuing in calculus.
- Students who take 118 in the fall typically take 121 in the spring if continuing in calculus, or could take Stat 203. The occasional student who does well in 118 and has a strong interest in continuing in mathematics can take 215 in the spring after consulting with their instructor.
- Students who take 121 in the fall typically take 215 in the spring
- Students who take 215 in the fall typically choose between 121 or 216 in the spring

### Bryn Mawr courses

In addition to Elements of Probability and Statistics (B104), which is roughly equivalent to our Math/Stat H103, Bryn Mawr offers courses roughly equivalent to most of our standard introductory offerings.

- B100 (Foundations for calculus) has no Haverford equivalent.
- B101 (Calculus I) is roughly equivalent to H105, but is less about modeling.
- B102 (Calculus II) occupies the same place in the curriculum as H118, in that both courses “finish” single-variable calculus, but B102 takes a different approach to the material, more like what most students see in high school calculus.
- B201 (Multivariable Calculus) is roughly equivalent to H121.
- B203 (Linear Algebra) covers the same material as H215, though the Haverford course emphasizes proofs.

### *Which gateway courses are recommended for potential majors?*

Because of the sequential nature of math courses and prerequisites, it is strongly recommended that students considering a major in Mathematics and Statistics start at the appropriate placement level during their first year. Math majors are strongly recommended to have taken Math 215 (Linear Algebra) and Math 121 (Multivariable Calculus) by the end of their sophomore years. Potential math majors are encouraged to take Math 216 rather than Math 121.

### *Are there prerequisites for any of these introductory courses?*

Yes, and the dependencies between introductory courses in Mathematics and Statistics are best understood visually. Please see this [flowchart](#).

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

To be prepared for the mathematics major, a student should have completed Math 215 (Linear Algebra) and either Math 121 (Multivariable Calculus) or Math 216 (Multivariable Calculus Using Linear Algebra) by the end of the sophomore year. The reason is that math majors should take at least one of Math 317-318 (Analysis) or Math 333-334 (Algebra) by the end of their junior year, and both Math 215 and either Math 216 or 121 are prerequisites for these sequences. Students whose advanced placement permits them to take 121-215 or 215-216 (when offered) as first year students may take analysis or algebra (or both) as sophomores. This adds flexibility to a student's program, but is not necessary for majoring in mathematics.

Math majors or minors interested in statistics should not take Math/Stat 103. They should take Math/Stat 203 (Statistical Methods) instead, and it is best to have done this sometime during their first two years. Math 218 (Probability) is also strongly recommended at some point during their first two years.

*If a student doesn't take a course in the department during the first year, what are the implications in their sophomore year?*

Once again, the sequential nature of math courses and prerequisites means that it is strongly recommended that students considering a major in mathematics start at the appropriate placement level during their first year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to mathematics and statistics? Are there particular courses you recommend outside the program?*

Courses offered in mathematics and statistics tend to be foundational for other disciplines rather than the other way around. That said, students interested in mathematics and statistics would be well-served by delving into areas of potential application (these span the natural and social sciences) or into disciplines that offer different perspectives on core mathematical material, such as philosophy and computer science.

*In which mathematics and statistics courses do students in other programs commonly enroll?*

Since the language and tools of mathematics and statistics play a foundational role in disciplines across the natural and social sciences, the vast majority of students at Haverford take at least one class in mathematics and statistics. Courses in our core introductory sequence—single and multivariable calculus (Math 105, 118, and 121) as well as linear algebra (Math 215)—serve as prerequisites for majors across the curriculum as well as our consortial engineering programs. We encourage students to consult with their (intended) major or minor departments or program advisers to determine precisely which mathematics and statistics courses are necessary for further study, and by when such courses need to be taken. Students interested in disciplines across the College take Introduction to Statistics (Math/Stat 103) or Applied Modeling with Calculus (Math 105) to deepen their understanding of statistical or

mathematical ideas. Note, however, that there is a wide variety of courses in departments across the College that can be used to satisfy the Quantitative or Symbolic Reasoning general education requirement.

A significant number of students take mathematics and statistics courses beyond the introductory sequence. Coherent programs of study may be organized using the Statistics minor, the Scientific Computing concentration, or the Mathematical Economics concentration; we encourage students to investigate these programs further. No matter their primary academic focus, students interested in mathematical models and computation commonly take courses in applied mathematics, such as Differential Equations (204), Linear Optimization (210), Probability (218), or Scientific Computing (222) as well as more advanced courses in mathematical modeling, dynamics, and differential equations. Similarly, students interested in data analysis and statistics commonly take our Statistical Methods (203) and applied regression (286) courses. Students interested in mathematical aspects of economics, computer science, and physics tend to dig more deeply into the core mathematics curriculum, taking courses in Analysis (317/318), Algebra (333/334), and beyond.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The senior thesis is pursued by each major in close coordination with a faculty member. The senior paper is a year-long research project that culminates in both a written thesis and an oral presentation. All seniors take a year-long senior seminar to support the senior paper. In the seminar, students learn how to use library resources, produce a mathematical document, and take turns presenting portions of their senior papers to each other to develop their skills in constructing and giving oral presentations. In the fall of the senior year, the student begins to focus on a topic (understanding an interesting theorem, building a mathematical model, analyzing a data set...) and works through the material with the faculty adviser. The student completes a detailed thesis proposal, a study plan, a "mini-paper," and a core fragment of the thesis. In the spring, the student develops three drafts of the thesis, and concludes by presenting the thesis to faculty and fellow students. The senior thesis process is foreshadowed by the term paper projects in Analysis II and/or Algebra II, in which students encounter smaller-scale versions of the process of researching, writing, and refining an extended mathematical exposition.

## Middle Eastern and Islamic Studies (MEIS)

- Concentration
- Department website: <https://www.haverford.edu/meis>

### About the field

*What are the main questions of interest in Middle Eastern and Islamic Studies (MEIS)?*

MEIS focuses on the Middle East and North Africa, and the Muslim world. We aim to provide a critical and nuanced understanding of people who live in the region and to approach issues related to the Middle East and the Muslim world historically and politically. The field of Middle East and Islamic Studies focuses now on different issues, including class, gender, neoliberal reforms, modernity and piety, violence, colonialism and nationalism, subject formation, medical practices, and the environment.

*What are the research methodologies?*

The field of Middle Eastern and Islamic Studies includes different disciplines, including anthropology, history, international studies, gender studies, political science, history, and literature. As such, scholars use different methodologies to understand the region. While some scholars examine archival material, oral history, literary texts to study the past or literary production, others do fieldwork to analyze social and political phenomena.

*Why study Middle Eastern and Islamic Studies?*

Concentrating in MEIS will give students an opportunity to understand questions related to knowledge production and representation. In raising questions about how we form our conceptions about certain parts of the world and each other, MEIS enables students to think critically about the world in general.

### Course planning

*What courses are recommended in the first year for any student?*

Any 100-level or 200-level class in political science, history, anthropology, or religion that focuses on the Middle East or the Islamic world will be a good start to get a better understanding of the region.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

Students concentrating in MEIS are required to take six courses—in addition to two language courses—at any time during their college years, while majoring in political science, anthropology, religion, or history. There are no courses associated with particular years.

### Majors/minors/concentrations in context

*Which areas of study are complementary to Middle Eastern and Islamic Studies?*

Students who concentrate in MEIS usually major in political science, history, religion, or anthropology.

*In which MEIS courses do students in other programs commonly enroll?*

In general, students in history, anthropology, religion, political science, French, archaeology, and fine arts can benefit from taking a class in MEIS.

**Learning by doing**

*What are the study abroad possibilities for MEIS concentrators?*

Students could go to Morocco to study Arabic and take courses in Middle East Studies.

## Music

- Major and minor
- Department website: <https://www.haverford.edu/music>

### About the field

#### *Why study music?*

Music study encompasses multiple modalities of experience and expression: intellectual, physical, creative and emotional. As a result, music has the power to engage us in a remarkably deep and fulfilling way. As a performing art, music is inherently a social medium, and thus involves both its makers and audiences in acts that connect us.

The study, creation, and performance of musical works also involves acts of cross-cultural communication, allowing us to hear how those in other times and places think, act, and feel. The rewards of music study are many; among them are mastery of a complex and abstract language which yet allows for deep emotional communication, participation in the exhilarating process of bringing notation to life in sound, and discovery of the powerful ways in which music relates to many other spheres of human endeavor.

#### *What are the research methodologies?*

Haverford's program focuses on three principal areas of music study: performance, both vocal and instrumental, undertaken through private study and participation in ensembles; theory/composition; and scholarly research (musicology), which addresses the rich history and role of music in cultures across the globe. We require music majors and minors to complete a minimum number of credits in each of these areas to assure a balanced musical education which can serve as a foundation for advanced study and/or a career involving music in any of its diverse aspects.

### Course planning

#### *What courses are recommended in the first year for any student?*

Detailed descriptions and syllabi of all current courses (along with advising notes about placement) can be found [here](#).

Any of our full-credit 100-level courses can be taken by a student with no prior background in music. During the 2023-24 academic year, you can consider:

- **Music 110** (Introduction to Music Theory) provides an introduction to the basic notational and theoretical elements of music, complemented by singing and keyboard harmony.
- **Music 132** (Beethoven Then and Now) is a course offered through the First-Year Writing Program, which arranges for placement based on preferences you submit.
- **Music 140** (Musical Cultures of the World: an Ethnomusicological Journey) will introduce you to a very wide range of musical practices and contexts.

- **Music 14x** (African-Americans, Music, and the American Experience) surveys the myriad genres and styles of African American Music from early jazz styles and urban blues to the birth of rhythm 'n blues, as well as contemporary expressions such as hip-hop.

First-year students with experience in music performance or theory can enroll directly in **music history courses at the 200 level**. These include any of the period-based courses (from Medieval to Modern, such as 220, 221, 222, etc), or the thematic courses at the 200-level, such as **Music 240** (Musical Cultures of Afro-Latin America), **Music 242** (The Lives of Musical Instruments: Concepts and Classifications), **Music 251** (Strange Music: Monsters, Ghosts, and Aliens on Stage and Screen), or **Music 255** (Encoding Music). Please consult with Profs Freedman or Porras if you have any questions about these

### *Performance: Private Study and Ensembles*

Entering students are also urged to enroll in **private study in voice or their chosen instrument**, as well as participate in one of the **department ensembles** (Orchestra, Chamber Music, Chorale, Chamber Singers).

Auditions will be held between the time that students arrive on campus and the conclusion of the first week of classes. Students will be contacted directly by email by members of the Music Department about auditions for department ensembles and private study. Further information here:

- Audition information for **vocal ensembles and vocal private study** is available [here](#):
- Audition information for **instrumental ensembles and instrumental private study**, including piano, is available [here](#):
- More information on private study, including subsidies, is available here: <https://www.haverford.edu/music/applied-music-study/private-study>

Students who have questions about any aspect of the performance program should contact music faculty members directly: **Heidi Jacob** for instrumental study and piano ([hjacob@haverford.edu](mailto:hjacob@haverford.edu)) and **Nate Zullinger** for vocal study and ensembles ([nzullinger@haverford.edu](mailto:nzullinger@haverford.edu)).

### *Which gateway courses are recommended for potential majors?*

**Music Theory and Composition:** Students wishing to major or minor in music are advised to take **Music 110** in either fall or spring of their first year. **Music 110** is the prerequisite to the first course in the required music theory sequence, **Music 203** (Tonal Harmony I). Note: incoming students with a good working knowledge of scales, keys, and basic chords should enroll directly in **Music 203**, which is offered only in the fall semester.

Starting in the Spring 2024 semester we will also be offering courses in Electronic Music (both surveys and composition classes).



Students with questions about placement should contact Prof. Ingrid Arauco (iarauco@haverford.edu). It's important for a prospective major to take Music 203 as soon as possible (ideally, no later than fall of sophomore year).

**Music History and Musicology:** Students intending to major or minor in music are strongly encouraged to enroll first in **Music 229** (Thinking About Music), a course which addresses key issues in history and aesthetics. **Music 229** is required of all music majors and minors, and is offered yearly in the fall semester. **Music 243** (Ethnomusicology in Theory and Practice) would be another great course to take for those serious about the major or minor.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

A prospective major should have completed Music 203, Music 204 (Tonal Harmony II) and ideally Music 229 or another history course in the 200 sequence by the end of their second year. They should also be enrolled in private study and participating in one of the department ensembles.

*If a student doesn't take a music course during the first year, what are the implications in their sophomore year?*

At the very minimum, a student should enroll in private study and/or ensemble participation in voice or their chosen instrument during their first year. Such participation assures that technical and interpretive skills are developed, and offers students an important and enjoyable way to engage with the life of the department. Credits in performance are required toward the music major and minor. Two foundational courses toward the music major or minor, Music 203 and Music 229, are offered only in the fall term each year. If a prospective major who needs to take Music 110 (i.e. a student with no prior background in music theory) does not take this course in their first year, they will miss the opportunity to enroll in Music 203 in their second year, pushing back their progress toward theory requirements in the major by one full year and the student would need to take the three required theory courses in sequence during their junior and senior years—possible, but not ideal, as the knowledge gained in these courses is used in all other areas of the music curriculum.

A prospective minor has more flexibility, needing to complete two required theory courses within their junior and senior years, and can wait until the fall of the sophomore year to take Music 229.

### **Majors/minors/concentrations in context**

*In which music courses do students in other programs commonly enroll?*

Students majoring in other disciplines comprise the majority of participants in our 100-level classes (Music 110, 111 and 127, 140 and 141) and large performing ensembles (Orchestra and Chorale). Our 200-level classes in music history and theory, particularly Music 203 and 204 (Tonal Harmony I and II), Music 229 (Thinking About Music), and history and musicology courses in the 220 through 250 series sequence are also

well-enrolled by students across the Bi-Co. For all of our students, music study offers opportunities for personal expression along with knowledge which complements areas of study as diverse as mathematics, linguistics, sociology, history, and the sciences.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

All rising seniors will have had the opportunity to accomplish significant coursework in the areas of music history, theory/composition, and performance prior to selecting a particular area of emphasis for their capstone project. Students consult with and receive substantive input from the entire music faculty in advance of submitting a formal project proposal to the department by March 1 of their junior year. The capstone project most commonly entails a musicological study, an original composition, or a full-length recital. During senior year, students work closely with their project adviser, whose assessments take account of both the quality of work achieved and the process which led to its completion.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by music students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Students assist with the orchestra and choral programs and in the department office; they also serve as department tutors and are employed in the Music Library. There are opportunities for students to work with faculty over the summer as research assistants. Student vocalists often find employment throughout the year as performers at local houses of worship. Our private study teachers are also a rich source of connections for students seeking additional performance opportunities in the area. Recent alumni have pursued advanced degrees in performance and composition (Yale School of Music, Peabody Institute, Temple University), musicology (Harvard), arts administration (NYU, Yale), and education (Columbia). Our alumni have also been employed by arts organizations and educational institutions (New Music America, Curtis Institute); others maintain private teaching studios and work as freelance musicians.

*What are the study abroad possibilities for music majors?*

Many music majors study abroad in their junior year; however, it is important to plan courses carefully so as to fulfill department requirements in a timely fashion. Neither core courses nor private study and ensemble credits can be taken abroad. Only one of the two required electives in music may be taken abroad must be approved by the department in advance. That said, study abroad in music is encouraged and is unquestionably an enriching experience! The IES program in Vienna has been especially popular over the years; other recent destinations include Milan, Cambridge, and London.

## Neuroscience (Bi-Co)

- Major and Minor
- Department website: <https://www.haverford.edu/neuroscience>
- [Major Advising Guide](#)

### About the field

*What are the main questions of interest in neuroscience?*

Neuroscience is the scientific study of the nervous system. Much of neuroscience is focused on trying to understand the fundamental principles of the nervous system and/or what emerges from those fundamental principles, including how the nervous system produces behavior, learning, memory, perception, and consciousness. In understanding these emergent properties, some neuroscientists aim to better understand diseases of the nervous system, such as Alzheimer's, Parkinson's, epilepsy, stroke, addiction, or psychological disorders.

*What are the research methodologies?*

Neuroscience is truly interdisciplinary: it combines physiology, anatomy, biology, psychology, mathematical modeling, and computational methods to try to answer questions about the nervous system. Some researchers take a “basic research” approach in which they use laboratory methods to ask questions about fundamental principles of neuroscience. Others use an applied/clinical approach in which they try to develop or test treatments for neurological or psychological disorders.

*Why study neuroscience?*

Many neuroscience students are interested in going on to a career in science or medicine, and the minor can pair with any major. Because of its interdisciplinary nature, students can choose how they approach the discipline (e.g., focus more on cellular/molecular approaches or behavioral/cognitive approaches) and through the neuroscience minor are exposed to “allied” disciplines in philosophy, linguistics, and computer science.

### Course planning

*What courses are recommended in the first year for any student?*

NEUR 100 (Introduction to Neuroscience) is the gateway to the major. Students are recommended to take it in the first or second year. Some foundational courses in other departments are prerequisites for upper-level courses in neuroscience, and it is a good idea to make a plan for completing some of the common prerequisites in the first year. Courses that are recommended include those in Psychology (PSYC H100 or PSYC B105), Chemistry (CHEM H111 or CHEM H112), Biology (BIOL B110, but not BIOL B111), and Statistics.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

It is recommended that students have finished their foundation courses by the end of their second year. If possible, students may also wish to take one upper-level course during their second year, but it is not required.

*If a student doesn't take a neuroscience course during the first year, what are the implications in their sophomore year?*

There are no direct implications, but taking Neuro 100 as early as possible is recommended for those interested in the major, as it will provide the pre-requisite for upper-level neuroscience coursework.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to neuroscience? Are there particular courses you recommend outside the program?*

For students interested in the minor, introductory courses in biology and psychology are recommended. Introductory chemistry is not required for the minor, but may be helpful (and is required if students take introductory biology at Haverford).

For students interested in the major, introductory coursework in biology, chemistry, psychology, and statistics is a required part of the major. Courses recommended outside the major program may depend on the student's interest, and could include allied fields such as philosophy or computer science.

*In which neuroscience courses do students in other programs commonly enroll?*

Neuro 100 is a course that many students may take for general-education purposes. In addition, because many neuroscience courses are offered through the psychology and biology departments at Haverford and Bryn Mawr, it is common for neuroscience students to be taking courses alongside students from psychology and biology majors. .

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

There are two main options for capstone work in the neuroscience major. One option is a two-semester lab project in the lab of a faculty member, working directly on original research in neuroscience. The other option is participation in a capstone seminar that is centered around outside speakers. Students in the capstone seminar will identify local neuroscientists and invite them to the bi-co to give a presentation. Students will read and discuss the speaker's papers in advance of the speaker's visit. The seminar will take place in the spring semester of every year, although planning for it will begin in the fall of the senior year. Neuroscience faculty will hold an information session with junior majors in the fall semester of their junior year to discuss options and a timeline for the senior capstone experience in more detail.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by neuroscience students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Many students choose to conduct research, either over the summer, during the academic year, or for their senior thesis. Applying for KINSC funding is encouraged for students who wish to conduct research. Faculty may take research students in their lab during the academic year and/or summer, either as volunteers, paid workers, or independent studies; the number of students and frequency varies by faculty member and there is often no formal application process. Many of our students go on to pursue careers in science or medicine, but not all—some go on to other graduate programs (e.g., law, education) or to careers in public health, politics, or business.

*Which neuroscience courses involve “learning by doing”?*

The neuroscience major curriculum is a rigorous one that involves lab work at several levels and is designed to prepare you well for a range of future career directions, including graduate and medical school. Laboratory coursework may include courses in Biology, Chemistry, Neuroscience, and Psychology.

*What are the study abroad possibilities for Neuroscience students?*

It is possible to get credit for neuroscience courses taken abroad and students can count up to 2.0 credits from study abroad programs towards the neuroscience major. You should share the syllabus of a candidate course with the bi-co neuroscience program director, preferably prior to taking the course. The program director, in consultation with other faculty as needed, will determine if the course qualifies as counting towards the neuroscience major. Typically lab courses taken abroad will not count towards the lab credit for the neuroscience major, although they may count as an elective upper-level course.

## Peace, Justice, and Human Rights

- Concentration
- Department website: <https://www.haverford.edu/pjhr>

### About the field

*What are the main questions of interest in Peace, Justice, and Human Rights?*

How do human rights advance causes of justice, and how do they fail to do so? What other approaches to justice might we need to address long standing oppression and deep harm? How do colonialism, racism, environmental degradation, and other entrenched problems affect our capacity to understand and respond to ongoing harms? What can law do and what can it not do? Is world peace possible? How do the approaches of different disciplines contribute to our understanding of these problems? What can each of us do to make a difference?

*What are the research methodologies?*

PJHR is interdisciplinary and welcomes modes of inquiry from the social sciences, the humanities, the natural sciences, law, activism—anything that helps! Collaborating across these modes produces new ideas and new possibilities.

*Why study Peace, Justice, and Human Rights?*

Concentrating in PJHR allows students interested in thinking deeply about justice and injustice, and making a difference in the world, to do that regardless of what their major is. It also gives students the capacity to think about how questions of justice intersect with the work they do for their major(s). The concentration also encourages collaboration across the boundaries of disciplines, and thus it builds a strong cohort of students who learn in conversation with each other—and that helps prepare students for conversations in the “real world” where people don't share the same forms of knowledge and training.

### Course planning

*What courses are recommended in the first year for any student?*

We recommend PEAC 101 and 201, and any 200-level course for any student interested in PJHR. None of our 100- or 200-level courses have prerequisites.

*Which gateway courses are recommended for potential concentrators?*

We recommend PEAC 101 and 201 for potential concentrators.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the concentration?*

Students should plan to complete PEAC 101 or 201 (preferably both) by the end of the second year.

*If a student doesn't take a course in the concentration during the first year, what are the implications in their sophomore year?*

It is good to start as a first-year student, but it is still workable to begin as a sophomore.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Peace, Justice, and Human Rights? Are there particular courses you recommend outside the program?*

PJHR welcomes students from all majors, as we all benefit from conversation with people who have been trained in different methodologies. Any course might be helpful! But the most commonly shared courses come from political science, anthropology, history, English, and philosophy.

*In which PJHR courses do students in other programs commonly enroll?*

Many! We see students from other programs in PEAC 101, 201, and our various 200- and 300-level electives.

What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?

PEAC 101 and 201 will have given students the ability to think about justice, law, and ethical decision-making, and how interdisciplinary collaboration helps create new solutions to entrenched problems. The capstone builds on this by giving students ample opportunity to teach each other about their own work, collaborate on important questions, and comment on each other's work, all while also pursuing some shared themes.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by PJHR students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Lots of PJHR students work with the Center for Peace and Global Citizenship (CPGC) or do other justice- or law-related internships all around the world. Recent alums have gone to law school, created new non-profits, gone to medical school, worked in prison education, become K-12 teachers, or social workers, worked for the U.S. Department of State, worked as paralegals at law firms, and created a social justice walking tour company.

*Which PJHR courses involve "learning by doing"?*

We usually offer at least one course that involves "learning by doing" per year.

*What are the study abroad possibilities for PJHR concentrators?*

Many PJHR students study abroad. It doesn't require much advance planning since PJHR is a concentration and thus has fewer requirements than a major.

## Philosophy

- Major and minor
- Department website: <https://www.haverford.edu/philosophy>

### About the field

*What are the main questions of interest in philosophy?*

Philosophy addresses fundamental questions about values (e.g., what should one value?), the nature of reality (e.g., can we know it?), and human existence (e.g., do we have free will?), as well as questions about the nature of, for example, art, technology, the environment, mathematics, race, and perception.

*What are the research methodologies?*

Often philosophical reflection begins with close readings of texts. The ultimate aim is to apply what one has learned to questions we are asking ourselves now. By critically reflecting both on one's hitherto unquestioned assumptions and on other, possibly quite different, assumptions, one seeks to come to well-considered and well-reasoned views of one's own.

*Why study philosophy?*

The study of philosophy is unique in developing both one's analytical and one's verbal skills, one's ability to think, to read, and to present and write clearly and persuasively. One learns how to formulate and think through questions about things that matter to one, and how to come to thoughtful, sound answers.

### Course planning

*What courses are recommended in the first year for any student?*

PHIL 107 and 119 in the fall, and PHIL 110 and 111 in the spring. Our 100-level courses have no prerequisites and are suitable for all incoming students.

*Which gateway courses are recommended for potential majors?*

Any student considering a major in philosophy should take a 100-level course, excepting PHIL 103 which does not count towards the major.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

Students should have completed a 100-level course and at least two 200-level courses by the end of the second year.

*If a student doesn't take a philosophy course during the first year, what are the implications in their sophomore year?*

Such a student should take a 100-level course in the fall and, if planning to major, at least one and better two 200-level courses in the spring.



### **Majors/minors/concentrations in context**

*Which areas of study are complementary to philosophy? Are there particular courses you recommend outside the program?*

Courses in other disciplines greatly enrich a student's study of philosophy. Given the breadth of the discipline of philosophy, which courses will depend on the particular interests of the student. Faculty in the department have interests that span gender and sexuality, mathematics, psychology, race theory, literature, art, sociology, and so on.

*In which philosophy courses do students in other programs commonly enroll?*

All our courses regularly attract students in other majors, for example: classics (Plato, Aristotle), English (Derrida), psychology (Philosophical Psychology, Philosophy of Mind), and gender and sexuality (Feminism).

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Seniors work very closely throughout the year with their first reader and to a lesser extent with their second reader. They regularly present their work-in-progress to their peers, and there are a series of assignments due throughout the year to assist students in structuring their research on the way to the culminating work that is the thesis.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by philosophy students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

The department employs two students in the major, a junior and a senior, to organize departmental events such as the annual student conference, to run the philosophy club, and to staff the student lounge in Gest. Faculty also often employ students as summer researchers. Most graduates do not go to graduate school in philosophy (or an allied field), though some do; some go on to law school or medical school; and some go into, for example, teaching, journalism, finance, the arts, or politics. In general, philosophy is an excellent education and preparation for almost any career insofar as it trains one to think and communicate well, and to learn on one's own.

*Which philosophy courses involve "learning by doing"?*

All students' classroom work in philosophy at Haverford is learning by doing.

*What are the study abroad possibilities for philosophy majors?*

Study abroad can greatly enrich one's study of philosophy, and there are many available options. Students wanting to study abroad should talk with the chair or another member of the department.

## Political Science

- Major
- Department website: <https://www.haverford.edu/political-science>

### About the field

*What are the main questions of interest in political science?*

The discipline of political science deals with diverse facets of the political world. We explore questions of power and influence at the state level and the international arena, and consider how different actors (civil society, the business community, politicians, bureaucracy, and individuals) wield power in its diverse manifestations. We also study questions of justice and rights, often through exploration of mechanisms for inclusion and exclusion such as the institution of citizenship, human rights, and migrations (to name only a few).

*What are the research methodologies?*

The vastness of the discipline also translates to pluralism in research methods. Political scientists use quantitative methods, formal theory, qualitative case studies, simulations, observational ethnographic tools, and content analysis.

*Why study political science?*

At the very least, political science majors learn to understand the breadth of the political world and how it works. In reality, political science offers students a whole lot more by giving students analytical tools they use far beyond the immediate subject of political inquiry. Our emphasis on logical and causal reasoning, as well as on critical reading, gives our students skills they could use in numerous fields after graduation.

### Course planning

*What courses are recommended in the first year for any student?*

We recommend that first-year students begin with taking some of our introductory courses in comparative politics, American politics, political theory, international relations, and globalization. There are no prerequisites for our introductory courses.

*Which gateway courses are recommended for potential majors?*

Our introductory courses are recommended. Students seeking to major in political science are required to take two intro courses in political science by the time they finish their sophomore year.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

To be ready for the major, students should have completed two of the five introductory courses we offer by the end of their second year.

*If a student doesn't take a political science course during the first year, what are the implications in their sophomore year?*

Students can take no classes in political science during their first year without any meaningful damage. Since we ask for only two intro courses as a major prerequisite, students can easily make up for the first year.

### **Majors/minors/concentrations in context**

*In which political science courses do students in other programs commonly enroll?*

Students outside the major often take political science courses simply because our subjects are interesting and contribute to expanding our students' knowledge of the political world around them.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Our thesis process is a year long. During the fall semester our seniors take a seminar helping them to design their research and structure their thesis proposal. Throughout seniors' last year they regularly interact and brainstorm with their thesis group and with their professors. However, the preparation of our students for the thesis process begins long before. In fact, many of our courses involve learning how to conduct and write research, giving our majors some experience even before they begin their senior thesis.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by political science students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

The diversity of our discipline and the tools we give our students—relevant also outside the political world—results in remarkable diversity in majors' post-Haverford's careers. Many of our students end up going to graduate school (law, business, public policy, Ph.D. programs in political science) before taking jobs as lawyers, civil servants, and professors. Many of our graduates end up working in NGOs, the education system and in government. As for internships: many of our students intern in government, think tanks, and NGOs. A few work as research assistants supporting the political science faculty's own research.

*What are the study abroad possibilities for political science majors?*

Many of our students do a semester, or even a year abroad, normally during their junior year.

## Physics and Astronomy

- Majors in physics, astronomy, and astrophysics;  
minors in physics and astronomy
- Department website: <https://www.haverford.edu/physics>

### About the field

#### *What are the main questions of interest in physics?*

Haverford's physics major and minor bring together students and faculty interested in investigating the physical principles that animate the natural world. Our rigorous programs provide significant opportunities for first-hand experimental and theoretical investigations and a solid foundation in the basic principles of the discipline. Students pursue a curriculum that includes coursework in mechanics, thermodynamics, electricity, magnetism, and special relativity. Required classes also cover waves and optics, introductory quantum mechanics, and lab work in electronics and wave physics. Our program is especially flexible, allowing majors to pursue a range of allied interests—among them, astrophysics, biophysics, chemical physics, computing and Engineering.

#### *What are the main questions of interest in astronomy and astrophysics?*

The range of astronomical phenomena is vast—from the Hot Big Bang origin of the Universe, to the death throes of collapsing stars, to the canyons of Mars. Any study of astronomy is enriched by a firm understanding of the physics underlying these phenomena. Our curriculum is shaped to provide our majors with a solid foundation in the basic principles of astronomy and physics, an understanding of the most recent developments in astronomy and cosmology, and the tools and inspiration to pursue further learning in the sciences.

### Course planning

#### *What courses are recommended in the first year for any student?*

PHYS 101 in the fall and 102 in the spring is a sequence designed for students desiring a year-long, self-contained treatment of all of physics (including 20th century physics), and has an emphasis on applications to the life sciences. This focus makes it particularly appropriate for students interested in biology and pre-health.

#### *Which gateway courses are recommended for potential majors?*

PHYS 105 and 106 is a sequence designed primarily for those students likely to take physics or closely-related coursework (e.g., astronomy and chemistry) beyond the introductory sequence. This sequence goes into somewhat greater depth in mathematics, mechanics and electromagnetism than PHYS 101/102 and uses techniques and ideas relevant to Astrophysics more extensively. We offer both classes in both the Fall and the Spring to facilitate flexible entry to the majors.

If you think you might be interested in physics, astronomy, astrophysics, engineering, biology, or chemistry, we recommend you enroll in PHYS 105 for this fall semester. We

have found that first-year students often do better in physics in their first year than they do after waiting until later in their college careers. Your high school physics is fresh in your mind!

*Are there prerequisites for any of these introductory courses?*

All students considering taking physics during their time at Haverford need to complete the online placement questionnaire before meeting with their pre-major advisers, and the physics department will advise of our recommended placement.

All introductory physics courses at Haverford are calculus-based. We aim to support all students to succeed in the math needed to study physics. For PHYS 105, students who do not already have a background in calculus at the level of MATH 118, should take MATH 118 at the same time. For PHYS 101, students should have a background in math at the level of MATH 105.

*If a student doesn't take a physics course during the first year, what are the implications in their sophomore year?*

We recommend that physics and astronomy or astrophysics majors take PHYS 105 in the fall and 106 in the spring of their first year. However, it is possible to begin the curriculum in the spring of first year or the fall of the second year. Please speak with a physics faculty member about planning out a sophomore start of our major if you are interested.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to physics and astronomy?*

Relevant fields of study include biophysics, education, engineering, Environmental Studies, pre-health studies, and Scientific Computing.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

All majors participate in a Senior Seminar course, and most also take a senior research course for credit (though this is not required). Students are given training in searching and reading the scientific literature by each research supervisor. In addition, as part of the year-long senior seminar, senior physics majors study topics in scientific integrity in two student-led meetings, using readings and role-playing scenarios to learn best practices in the ethical conduct of research.

All students receive training in life after Haverford, including how to choose and apply to graduate schools, and what careers are available outside science for physics and astronomy majors.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by physics and astronomy students?*

Students have the opportunity to conduct original research, or to work in a faculty

research lab. Some students perform research off-campus (e.g. at an REU site) during the summer before their senior year, and then develop this into a senior thesis under the supervision of a Haverford professor, with continued input from the summer research supervisor. The proportion is larger in astronomy because a higher proportion of off-campus opportunities are available, including those at other colleges which are part of the Keck Northeast Astronomy Consortium. The rest of our students begin original research in their senior year, either directly with a Haverford professor or in an area outside the specific expertise of any of the faculty.

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Nearly half of our majors pursue graduate study at the Ph.D. level in physics or astrophysics. Others go on to graduate programs in areas such as mathematics, engineering, materials science, climate science, and computer science, while still others pursue careers in medicine, engineering, law, public policy, and teaching.

*Which physics and astronomy courses involve “learning by doing”?*

Many of our courses have hands-on and research components. We offer excellent laboratory facilities as well as a well-equipped observatory.

*What are the study abroad possibilities for physics and astronomy majors?*

Many of our majors have done study abroad as part of their degree programs, although this does place a premium on starting your physics major in the first year. Another option is to design a program of study that gives you flexibility by satisfying your physics and mathematics requirements here at Haverford. Contact a physics department faculty member early on along with the Study Abroad Coordinator for further information.

## Psychology

- Major and minor
- Department website: <https://www.haverford.edu/psychology>

### About the field

*What are the main questions of interest in psychology?*

Psychologists are generally interested in what makes people think and behave the way they do. For example, how do people (and other species) perceive and interpret the world, learn and remember, make decisions, socialize, and communicate with one another? What patterns of thinking and behavior are common across people, and what patterns differ depending on the individual person or context? Psychologists understand that the mind and its behavior are influenced by our biology (e.g., the brain/nervous system) but also by the social and cultural contexts in which we perceive and act, and they aim for an integrated understanding that encompasses all of these approaches.

*What are the research methodologies?*

Academic psychology relies primarily on the empirical method, meaning that we test hypotheses about behavior through systematic observations and data. We thus share much in common with natural science disciplines such as bio, chem, and physics. Our questions of interest also intersect with other social sciences, such as anthro, econ, and sociology because those disciplines are also interested in understanding human behavior in overlapping ways. Moreover, many psychologists are interested in extending findings from psychological research studies to applied settings, such as counseling or education.

### Course planning

*What courses are recommended in the first year for any student?*

PSYC 100, Foundations of Psychology, would be a good first course in psychology for any student. There are no prerequisites for PSYC 100.

*Which gateway courses are recommended for potential majors?*

PSYC 100, Foundations of Psychology, is also the primary gateway course for potential majors and minors.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

PSYC 100, Foundations of Psychology, should be completed before declaring the major. We also recommend at least one 200-level course in any topical area, so that the student has a sense of what upper-level courses in the discipline are like before deciding to major. Taking the department's research methods course (PSYC 200, or PSYC 205 at Bryn Mawr) is also advised during the sophomore year (preferably) or early in the junior year, because it is a prerequisite for junior-level lab courses.

*If a student doesn't take a psychology course during the first year, what are the implications in their sophomore year?*

PSYC 100 is strongly advised during the first year for students interested in a psychology major. However, it can still be taken in the sophomore year if a student develops an interest in psychology after the first year or is unable to take the course in the first year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to psychology? Are there particular courses you recommend outside the program?*

Learning in psychology benefits from a general education in the liberal arts and sciences, but does not require any specific courses from other disciplines.

*In which psychology courses do students in other programs commonly enroll?*

PSYC 100 is taken by many students who major in disciplines outside of psychology. Beyond the introductory level, many psychology courses have interdisciplinary interest that appeals to specific majors outside of psychology. For example, bio majors may be interested in courses that focus on the brain and nervous system; sociology or poli sci majors may be interested in courses on stereotyping and prejudice; econ majors may be interested in courses on decision-making; linguistics majors may be interested in courses on language; and anthro majors may be interested in courses on cultural psychology. Psychology courses also contribute to several interdisciplinary programs, such as Health Studies, Child and Family Studies, Neuroscience, Gender and Sexuality Studies, and Asian American Studies.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The capstone project in psychology is typically an original research study carried out under close supervision of a faculty adviser. The major curriculum prepares students for the thesis project through a series of research training experiences, starting with PSYC 200 and continuing with hands-on lab courses.

### **Learning by doing**

*What are potential career paths in psychology post-graduation? What have some of your recent alumni done after graduating?*

The major develops skills in critical thinking, analysis, and writing that can be applied to any career path. Because psychology is focused on the study of human behavior and also includes a strong emphasis on techniques in data analysis, the major is great preparation for paths that involve “people skills” and those that involve “data skills.” Psych majors have been successful in pursuing a wide range of careers, including education, medicine and other health professions, law, business, technology, marketing, scientific research, and “helping professions” such as social work, counseling, and clinical psychology, among many other paths.

*Which psychology courses involve “learning by doing”?*

The psychology major curriculum involves “learning by doing” through our laboratory courses at the 200 and 300 levels, and through the senior thesis capstone, in which students contribute original knowledge to the field. In addition, a practicum seminar



course allows students to experience placements in applied settings, such as schools and mental health settings.

*What are the study abroad possibilities for psychology majors?*

It is common for psychology majors to study abroad, and the major curriculum is flexible enough to accommodate this. Students should discuss their study abroad plans with the faculty adviser at the time of major declaration.

## Religion

- Major and minor
- Department website: <https://www.haverford.edu/religion>

### About the field

*What are the main questions of interest in the study of religion?*

A central goal of the Religion Department is to enable students to become critically-informed, independent, and creative interpreters of religious movements, ideas, and practices. In their coursework, students develop skills in analyzing the sacred texts, images, and performances of various religions, including Hinduism, Buddhism, Daoism, Judaism, Christianity, and Islam.

*What are the research methodologies?*

The study of religion is interdisciplinary in character, drawing from theories and methods of the humanities and social sciences, especially literary, philosophical, anthropological, political, and historical studies. All of our courses involve close reading of primary and secondary sources, regular writing assignments, and class discussion. Many courses also engage digital humanities and other new media.

*Why study religion?*

Studying religion enables students to understand more fully the complexity and richness of religion and its impact in various contexts. This allows students to challenge simplistic conceptions or stereotypes of religion and to engage in serious intellectual understanding of the significance of religious traditions in historical and contemporary contexts. The religious experience is a quintessential human experience. Understanding how religion functions in human society propels our understanding of humanity.

### Course planning

*What courses are recommended in the first year for any student?*

First-year students with little or no background in the study of religion should think about RELG 101 Introduction to Religion, RELG 110 Sacred Texts, RELG 131 the Lure of Images, or RELG 116 Ethical Struggles Quakers/Holocaust in the first semester, or RELG 106 Sense and Senses of Islam, RELG 119 Bible, Race, Sexuality, RELG 186 Reinventing Quakerism, or , RELG 122 Introduction to New Testament . Students with more specific interests may consider some of our 200-level courses (except 299). There are no prerequisites for any 100- and 200-level courses (except 299).

*Which gateway courses are recommended for potential majors?*

Potential majors may enter the departmental curriculum through any of our 100- or 200-level courses. We recommend trying a variety of courses before enrolling in RELG 299 in the second or third year. RELG 299, Theoretical Perspectives in the Study of Religion, is required for the major, but is better taken in the sophomore or junior year.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

There is no specific set of courses that must be taken by the end of the second year, but we recommend that students take at least two or three courses by that time, and that they take RELG 299 in the second or third year.

*If a student doesn't take a religion course during the first year, what are the implications in their sophomore year?*

The department's curriculum is flexible enough that students may enter the program in their second year and still complete the major on time.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to religion? Are there particular courses you recommend outside the program?*

Study in several other departments works very well with the study of religion. We recommend in particular studies in philosophy, history, anthropology, sociology, political science, English, East Asian Cultures, comparative literature, classics, and other languages. Students also find concentrations/minors in Africana studies, Gender Studies, Peace Studies, Environmental Studies, Health Studies and Visual Studies complement the major in Religion.

*In which religion courses do students in other programs commonly enroll?*

Students from other programs enroll in the full range of department courses, especially our 100- and 200-level courses, but also our 300-level seminars.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The department has a two-semester thesis seminar. The fall semester is led by one faculty member who leads senior majors through preparation of a thesis proposal, bibliography, and 15-20 page paper on their topic. The second semester continues the process with several department faculty participating. We assign a single thesis adviser to each student, and continue to meet in small group workshops to discuss drafts. The first draft is due in late March and the final version is due in April.

### **Learning by doing**

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

A Major in Religion prepares one for the next step in life. Through exploration of human experience and expression in Religion, students learn more about how humans walk through this world on many different paths. The major also prepares students to be critically engaged participants in and observers of this world. Students who learn to read, write and articulate through the study of religion are prepared for any life path they choose. Majors in religion have gone on to careers in a variety of fields, such as social work, non-profit and advocacy work, education, health care, finance, government work, politics, publishing, the arts, finance and business, and many have gone on to medical

school, law school, business school, and to graduate programs (M.A., M.Div., Ph.D.) in a variety of fields.

*What are the study abroad possibilities for religion majors?*

Religion majors who wish to study abroad can take advantage of many relevant programs. Interested students should consult with their major adviser before they choose a program or courses. In many cases, they can receive department credit for up to two courses from study abroad. Students have studied in Denmark, Spain, the Czech Republic, the Netherlands, France, Germany, South America, Australia, New Zealand, Israel, Jordan, Morocco and many more.

## Russian (Bryn Mawr)

- Major and minor
- Department website: <https://www.brynmawr.edu/russian/>

### About the field

#### *Why study Russian?*

Bryn Mawr's Russian program will immerse you in the country's rich culture, language, literature, history, politics, and business. Our program in Russian language is designed to help students successfully attain an advanced level of oral proficiency in Russian by the time they graduate. In addition to language courses at all levels, students have the opportunity to take a variety of courses in Russian literature, history, cinema, and culture.

### Course planning

#### *What courses are recommended in the first year for any student?*

Russian language courses at the appropriate level are recommended for any first-year student.

#### *Which gateway courses are recommended for potential majors?*

Students interested in the major should begin language study in their first year, particularly if they have no prior background. Students are encouraged to reach out to faculty in the department for further guidance.

### Majors/minors/concentrations in context

#### *Which areas of study are complementary to Russian?*

Students regularly combine a Russian major with majors or minors in areas such as other languages, linguistics, comparative literature, political science, international relations, economics, history, computer science, biology, chemistry, physics, and mathematics.

### Learning by doing

#### *What are potential career paths post-graduation for Russian majors? What have some of your recent alumni done after graduating?*

Many of our graduates have gone on to a variety of careers involving Russian at professional organizations such as the NSA and American Councils (ACTR/ACCELS), or have gone on to graduate programs in law, business, literature, political science, and economics.

#### *Are there co-curricular opportunities associated with the Russian program?*

During the academic year, students have the opportunity to participate in weekly Russian tables and various Russian Club activities, such as our year-end Evening of Russian Culture. Students who are U.S. citizens may apply to the Russian Flagship program, an intensive language and culture training program. All students may take

advantage of intensive immersion language courses offered during the summer through the Russian Language Institute.

*What are the study abroad possibilities for Russian majors?*

All students interested in Russian are encouraged to pursue advanced language study in Russia via summer, semester, or year-long academic programs through American Councils. Some of these programs include homestays, weekly excursions, travel to other regions of the host country, conversation partners, and a wide range of opportunities to pursue hobbies and personal interests in a Russian context. Extensive information is available on the department's website.

## Scientific Computing

- Concentration
- Program website: <https://www.haverford.edu/scientific-computing>

### About the field

#### *Why study Scientific Computing?*

Many academic fields at Haverford include a significant sub-discipline that is explicitly computational. Examples include astronomy, biology, chemistry, economics, and physics. In many of these fields, the use of computation has become so widespread that basic literacy in computation is increasingly important and may soon become required. As a result, there are increasing opportunities for students whose programs of study give them significant skills in computing. The Scientific Computing concentration focuses on providing students with general and discipline-specific computational training, culminating in a capstone project.

### Course planning

#### *What courses are recommended in the first year for potential concentrators?*

Students considering a Scientific Computing concentration are strongly advised to take:

- A computer science course in their first year, ideally CMSC 105 or 107 during the fall
- Appropriate introductory courses in astronomy, biology, chemistry, economics, mathematics, and/or physics as pertinent to their potential major choices and interests during their first two years.

#### *Which courses are available for first-year students?*

- CMSC 105: Introduction to Computer Science (standard first-semester introduction)
- CMSC 107: Introduction to Computer Science and Data Structures (for students with programming experience)
- PHYS 104 (formerly CMSC 104): Topics in Introductory Programming

To determine placement, take the Computer Science Placement Test on the CS department website.

There will also be courses in economics, biology, and chemistry with a computational component, but these typically require some discipline-specific prerequisites. **Please note:** These interdisciplinary courses are typically **not** recommended for students who are interested in pursuing the computer science major. Students with prior computer programming experience are often not permitted to enroll in these courses.

## Sociology

- Major and minor
- Department website: <https://www.haverford.edu/sociology>

### About the field

*What are the main questions of interest in sociology?*

Sociology is a scientific discipline that is concerned with understanding the social forces that shape and direct human action. Courses in the department introduce students to the discipline by exposing them to exemplars of what sociology has been, and by asking them to study different aspects of the social world.

*What are the research methodologies?*

We believe that there are a variety of legitimate ways to “do sociology” and we do not seek to privilege any one of them. Methodologies include everything from ethnography to interviews to analysis of large-scale quantitative data. We teach seminars in both quantitative methods and qualitative methods to enable students to acquire a wide range of research skills for addressing problems of interest to them. Our individual courses construct arguments for students to consider, to develop, and to argue against and they provide the analytical and methodological training students need to formulate theoretical arguments and to evaluate those arguments empirically. We want an active engagement from our students as they find their own points-of-view within the discipline, and we expect from them a theoretical and methodological rigor and sophistication within the approaches that they study and adopt.

*Why study sociology?*

Sociology aims to allow students to develop a unique, critical perspective on the social. Our goals are to facilitate the emergence of each student’s own arguments, allow them to develop their own intellectual agenda, and enable them to approach new, unfamiliar problems (both academic and social) with helpful ideas about their resolution.

### Course planning

*What courses are recommended in the first year for any student?*

SOC 106, SOC 102, and SOC 155 are recommended and offered in the fall semester.

*Which gateway courses are recommended for potential majors?*

SOC 106, SOC 102, or SOC 155 are recommended for any first-year students. None have a prerequisite and all are appropriate for any student.

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

SOC 155 is useful for majors to complete by the end of the sophomore year, but can also be completed in the third or fourth year.



*If a student doesn't take a sociology course during the first year, what are the implications in their sophomore year?*

Students who did not take a sociology course in their first year can begin the major by taking a sociology course in their second year. If students are potentially interested in exploring the major, they should ideally take SOC 155 before the end of their second year.

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to sociology? Are there particular courses you recommend outside the program?*

Complementary coursework in any of the social sciences, as well as courses in statistics, is recommended for sociology majors and minors.

*In which sociology courses do students in other programs commonly enroll?*

Many students in other majors take our 200-level seminars, which vary in topic and may be selected to complement a student's interests. The department contributes to multiple concentrations, including Peace, Justice, and Human Rights, Middle Eastern and Islamic Studies, African and Africana Studies, and Gender and Sexuality Studies.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The entire department advises students as they construct their senior thesis. The department is small, which allows students to work with a small number of people in depth and to develop a textured way of approaching the social world.

### **Learning by doing**

*What are potential career paths post-graduation for sociology students? What have some of your recent alumni done after graduating?*

Students go on to a wide variety of careers after they graduate with a degree in sociology: there is no common thread. The analytic, statistical, and methodological skills acquired over the course of studies in sociology are an asset in sectors as different as government, service, education, and business. Our department has an excellent record of placing students in the top graduate programs in sociology.

*Which sociology courses involve "learning by doing"?*

All majors and minors are required to take the course in quantitative analysis.

*What are the study abroad possibilities for sociology majors?*

Sociology works flexibly with study abroad opportunities; we can work with whatever program the student seeks to construct.

## Spanish

➤ Major and minor; concentration available in Latin American, Iberian and Latinx Studies

➤ Department website: <https://www.haverford.edu/spanish>

### About the field

*What are the main questions of interest in Spanish?*

Our curricula prepare students to understand and interpret Spanish, Latin American and U.S. Latino texts and other modes of cultural expression, and to develop a strong competence in spoken and written Spanish.

*What are the research methodologies?*

There are multiple disciplinary approaches within the department, including literary and cultural studies, environmental studies, gender and sexuality studies, film studies, educational linguistics, linguistic anthropology, and creative writing courses.

*Why study Spanish?*

Majors and minors graduate from our program as strong critical thinkers who can write and make arguments effectively and persuasively. Spanish majors go on to succeed across a wide range of fields—as teachers, scholars, doctors, lawyers, and involved citizens.

### Course planning

*What courses are recommended in the first year for any student?*

That will depend upon the student's level, as determined by their placement test.

*Which gateway courses are recommended for potential majors?*

SPAN 201 (Exploring Critical Issues through Writing)

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the major?*

No particular courses, but ideally two 200-level courses should have been completed by the end of the second year.

### Majors/minors/concentrations in context

*Which areas of study are complementary to department? Are there particular courses you recommend outside the program?*

Courses that contribute to the LAILS (Latin American, Iberian and Latinx Studies) concentration complement the Spanish department's cultural, literary and linguistic focus on the same areas.

*In which department courses do students in other programs commonly enroll?*

SPAN 240 is a prerequisite for the LAILS concentration, as is one more other course at the 200 level.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Seniors enroll in Senior Seminar during the fall; the seminar helps them hone their critical skills and choose a topic for their thesis in the spring.

### **Learning by doing**

*What internships are commonly undertaken by department students?*

Our students have participated in internships sponsored by the CPGC, locally, nationally and internationally. Quite a number of students intern or volunteer at PUENTES de SALUD, a nonprofit organization in Philadelphia.

*Which department courses involve “learning by doing”?*

Some of our intermediate courses have an “engaged” component.

*What are the study abroad possibilities for department majors?*

Study abroad is encouraged by the department. Students can participate in a number of programs in different Latin American countries and in Spain, and receive credit toward the major/minor for courses taken in approved programs.

## Theater (Bi-Co)

- Minor; it is also possible to apply for an Independent Major in theater
- Department website: <https://www.brynmawr.edu/theater>

### About the field

#### *Why study theater?*

The Theater Program of Bryn Mawr and Haverford Colleges strives to foster creative collaboration between students and faculty, and its productions have won accolades from area critics for years. Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and are also for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses are offered at introductory as well as advanced levels. Our academic courses and productions provide opportunities to participate in performance and technical aspects of theater, as do Greasepaint Productions and other student-run groups. Goodhart Hall houses McPherson Auditorium and the Hepburn Teaching Theater, the main performance spaces; other facilities at Bryn Mawr and Haverford are available for smaller theatrical productions.

### Course planning

#### *What courses are recommended in the first year for any student?*

We recommend that any new student consider enrolling in Introduction to Theater, Fundamentals of Acting, Performance Ensemble & Advanced Performance Ensemble (entry by audition), Theater Design: Toy Theater, or Playwriting (crosslisted as Creative Writing).

#### *Which gateway courses are recommended for potential majors and minors?*

Intro to Theater and Fundamentals of Acting are recommended to any students considering a major in Theater. There are no prerequisites for either course.

### Majors/minors/concentrations in context

#### *Which areas of study are complementary to theater?*

Many language departments on both campuses offer courses in drama. The dance program at Bryn Mawr offers courses in movement, and there are also relevant courses available in Film Studies.

#### *What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

Support for the capstone project is individualized for each student.

### Learning by doing

#### *What internships are available to theater students?*

Students often do internships with companies in Philadelphia and in New York (which is two hours away). Recent student internships have been at The Wilma Theater, The

Arden Theater, Ping Chong and Company, La Mama E.T.C., Lincoln Center, Theater Exile, and the Santa Fe Opera.

The Barbara G. Kaplan '56 and Denise B. Kandel '52 Internship Fund is designated to support internships in the areas of community and international development, giving preference to internships in the arts or to students to explore non-traditional careers. The Arts Summer Internship Fund supports a summer internship, project, or field experience in or related to the visual or performing arts.

*What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Our graduates have pursued careers in acting, directing, theater design, technical theater, stage management, and arts management. Others are currently scientists, authors of cookbooks, sociologists, screenwriters, lawyers, photographers, and folklorists. Recent graduates have gone on to some of the most prestigious graduate programs in America including The Yale School of Drama, New York University, Brown University, Columbia University, and the University of California at San Diego.

*Which theater courses involve “learning by doing”?*

Almost all of them! We offer courses in acting, directing, playwriting, design, and more. There are also numerous opportunities to audition for mainstage productions, participate in shows put on by student theater groups, and help out backstage with lights, sound, sets, and video.

## Visual Studies

- Minor
- Department website: <https://www.haverford.edu/visual-studies>

### About the field

*What are the main questions of interest in Visual Studies?*

The Visual Studies program invites students both to investigate their place in a global system of images and make images, objects, and digital artifacts with critical awareness. Additionally, the program trains students in interdisciplinary rigor and encourages them to examine the relationship between the visual and various structures of power.

*What are the research methodologies?*

The research methodologies can be summarized in the following three categories of courses that count for the Visual Studies Minor:

**Visual Literacy:** courses that encourage students to describe, analyze, and negotiate the visual and the impact of digital and/or material technologies on art, culture, science, commerce, policy, society, and the environment.

**Labs/Studio Courses:** courses that create curricular opportunities for students to make images, objects, films and digital artifacts and develop a critical awareness of the relationship between process, product, and reception.

**Ethics of the Visual:** courses that invite students to examine the relationship between the visual and social structures of power, analyzing the role of images in making consumers and attending to the role that images play in constructing “others” through such categories as race, gender, or disability.

*Why study Visual Studies?*

Integral to an evolving global world is a reliance on new and old visual modes from social media, photography, moving images and complex data sets, to illuminated manuscripts and hybrid art forms. The goal of the Interdisciplinary Visual Studies Minor is to create a dynamic model for critical and creative engagement with visual experience across media, time, and cultures.

### Course planning

*What courses are recommended in the first year for any student?*

Introduction to Visual Studies (VIST 142) and/or any of our elective courses offered at the 100 and 200 levels.

*Which gateway courses are recommended for potential minors?*

Introduction to Visual Studies (VIST 142)

*Which courses, if any, must be completed by the end of the second year in order for a student to declare and to be adequately situated for the minor?*

Introduction to Visual Studies (VIST 142)

### **Majors/minors/concentrations in context**

*Which areas of study are complementary to Visual Studies? Are there particular courses you recommend outside the program?*

The Interdisciplinary Visual Studies Minor encourages students to explore any elective courses that are cross-listed with our program and fall under the three categories of Visual Literacy, Labs/Studio Courses, and Ethics of the Visual. The current list of approved courses is on the Visual Studies website.

*In which Visual Studies courses do students in other programs commonly enroll?*

Introduction to Visual Studies (VIST 142) AND/OR any of our elective courses offered at the 100, 200, and 300 levels.

*What kind of scaffolding do you offer for seniors preparing for, or moving through, their capstone project?*

The Capstone Seminar (VIST 399) must be taken during the fall semester of the senior year.

### **Learning by doing**

*What internships or student worker positions are commonly undertaken by Visual Studies students? What are potential career paths post-graduation? What have some of your recent alumni done after graduating?*

Students minoring in Visual Studies have worked as TAs in film production and praxis courses offered in the VCam building. Our minors also participate in internships at WHYY, Scribe Video Center, DocuLab, and Philadelphia's Asian Arts Initiative. Upon graduation students have secured positions at PhillyCam and Co-Directed the Trico Film Festival as well as found work in media and film production companies.

*Do Visual Studies courses involve "learning by doing"?*

Yes, a majority of our courses engage with critical making, production, and/or praxis components.

*What are the study abroad possibilities for Visual Studies minors?*

Students are encouraged to study abroad

## **Writing Program**

- [Writing Program website](#)

The Writing Program encourages students to become rigorous thinkers and writers who can construct arguments that matter, craft prose that resonates with their intended audience, and write effectively within the fields of academic discourse.

While the seminars focus on preparing students to succeed as writers with academic communities, their aims align with several broader goals of a liberal education: to help students become more intellectually curious, more closely engaged in the interpretation of texts and cultures, more aware of how scholarly conversations work, more independent and articulate in expressing their own ideas.

The Writing Program administers the first-year writing seminars and also supports a Writing Center where specially-trained peer tutors work with fellow students at all stages of the writing process and across the curriculum.

**Writing Placement:** All students are asked to take the writing placement in the summer before matriculation for which they write a brief essay on an assigned topic and choose five seminars in which they are interested. Students for whom there is no writing placement have not submitted the placement materials and must contact the Director of the Writing Program (in some cases, students have completed the placement, but changed their name or email address since submission, in which case there will be a placement for that student in the Registrar's files).

**Writing Seminar Intensive:** Based on assessments of students' essays, the Writing Program recommends that some students take the WSI seminar in the fall prior to taking the regular writing seminar (WS) which fulfills the First Year Writing Requirement. The WSI seminar is an intensive and focused preparation for those students who are still developing writers. This placement appears as two separate placements: for example, WRPR 101A001; WRPR 108B001. Unlike placements for other departments, this does not mean that the student can or should make a choice between the two. Rather, it means that we strongly suggest that the student follow this sequence during the first year.

- The WSI cannot be required; only the regular writing seminar can carry that designation, given the stipulations of College requirements. However, we believe it to be in the student's best interest, not only in terms of the preparation it provides for the writing seminar that follows but for those courses throughout the curriculum which are focused on exercises in close reading and writing. Given that these are still developing writers in the WSI, it would seem reasonable in advising these students to structure a fall semester that might draw upon other skills (math, science, language, art/music). Students are, of course, encouraged to use the Writing Center--and in particular the Writing Partners program--which can help support writing both in the WSI seminar and in other course work during the fall semester.

**Changing writing seminars:** Students with conflicts between an assigned writing seminar and another course that they would like to take can sometimes change seminars where there is space available--if any--in the writing seminars. Or they can exchange places with another student if both agree and submit this request to the Director.

Any further **questions** about writing seminars and placement should be directed to Debora Sherman, Director of College Writing ([dsherman@haverford.edu](mailto:dsherman@haverford.edu))