

**ADVISING MATTERS**

*The*  
**49**

**A GUIDE TO HARVARD ACADEMICS**

2015-2016



**ADVISING** PROGRAMS  
OFFICE

This guide is not the College's advising resource of record. For the most accurate and up-to-date information on concentration and secondary field requirements, please consult the undergraduate *Handbook for Students*.

# TABLE OF CONTENTS

Welcome to Harvard .....	4
Fields of Concentration and the 49 Book.....	5
How to Read the Fields of Concentration in the Handbook for Students.....	6
Academic Advising at Harvard.....	7
The Advising Relationship .....	8
Building Your Board of Advisors .....	9
First-Year Advising .....	10
Sophomore Advising .....	11
Concentration Advising .....	12
Additional Advising Resources .....	13
A Liberal Education .....	14
Requirements for the Degree .....	14
The Program in General Education .....	15
The Expository Writing Requirement .....	16
The Language Requirement .....	17
The Concentration Requirement .....	17
Electives .....	18
Exploring the Concentrations .....	19
Getting to Know Faculty/Faculty Getting to Know You.....	20
Reading a Syllabus.....	22
PAFs to Peers - Advice on Your First Year .....	24

## DIVISIONS

An Introduction to Harvard's Divisions .....	26
Division of Arts and Humanities .....	26
Division of Science .....	28
Division of Social Science .....	29
School of Engineering and Applied Sciences .....	31

## CONCENTRATIONS

African and African American Studies .....	34
Anthropology .....	36
Applied Mathematics .....	38
Astrophysics .....	40
Biomedical Engineering .....	42
Chemical and Physical Biology (CPB) .....	44
Chemistry .....	46
Chemistry and Physics .....	48
Classics .....	50
Comparative Literature .....	52
Computer Science .....	54
Earth and Planetary Sciences (EPS) .....	56
East Asian Studies (EAS) .....	58
Economics .....	60
Electrical Engineering .....	62
Engineering Sciences .....	64
English .....	66
Environmental Science and Public Policy (ESPP) .....	68
Folklore and Mythology .....	70
Germanic Languages and Literatures (GLL) .....	72
Government .....	74

History .....	76
History and Literature .....	78
History and Science .....	80
History of Art and Architecture (HAA) .....	82
Human Developmental and Regenerative Biology (HDRB) .....	84
Human Evolutionary Biology (HEB) .....	86
Integrative Biology .....	88
Linguistics .....	90
Literature (now known as Comparative Literature) .....	52
Mathematics .....	92
Mechanical Engineering .....	94
Molecular and Cellular Biology (MCB) .....	96
Music .....	98
Near Eastern Languages and Civilizations (NELC) .....	100
Neurobiology .....	102
Philosophy .....	104
Physics .....	106
Psychology .....	108
Religion, Comparative Study of .....	110
Romance Languages and Literatures (RLL) .....	112
Slavic Languages and Literatures (SLL) .....	114
Social Studies .....	116
Sociology .....	118
South Asian Studies .....	120
Special Concentrations .....	122
Statistics .....	124
Theater, Dance and Media.....	126
Visual and Environmental Studies (VES) .....	128
Women, Gender and Sexuality Studies (WGS) .....	130

## SECONDARIES

Secondary Fields .....	132
Celtic Languages and Literatures .....	133
Energy and Environment (E&E) .....	134
Ethnicity, Migration, Rights (EMR) .....	135
Global Health and Health Policy (GHHP).....	137
Medieval Studies .....	139
Microbial Sciences .....	140
Mind, Brain and Behavior (MBB) .....	141
Regional Studies - Russia, Eastern Europe, & Central Asia (REECA) .....	143

## GENERAL EDUCATION AND CONCENTRATION REQUIREMENTS

General Education Categories .....	144
Departmental courses that satisfy Gen Ed requirements (by category) .....	145
Departmental courses that satisfy Gen Ed requirements (by course title) .....	149
Gen Ed courses that satisfy concentration requirements (by concentration).....	153
Gen Ed courses that satisfy concentration requirements (by category) .....	156
Notes.....	158
Map of Academic Departments.....	160

# WELCOME TO HARVARD!

**S**oon you will take your first steps on a journey that will span the next four years. One of the most important steps will be finding your intellectual home – the field of study (“concentration”) you’re most excited to delve into, and the community of like-minded faculty and students you’re most excited to join. Approach this goal with an open mind. There are many ways that Harvard can support you in pursuing long-standing interests of yours, but we strongly encourage you to explore new possibilities as well.

Every field of study at Harvard is taught by members of the faculty who are themselves creators of new knowledge. Learning from research scholars at the cutting edge of their fields is a completely different learning experience from the one most students have in high school. Fields you may think you know a lot about – e.g., Chemistry, Economics, or English – bear little resemblance to their high school counterparts. Don’t allow presuppositions to guide you in your decision making.

The journey ahead of you is an exciting one. You may have already decided where you want it to lead you and thought a lot about your plan. That’s great. Even so, we hope you will take risks and explore. Your intellectual home at Harvard may be someplace you least expect, even in a field of study you weren’t aware existed before you got here. You’ll never know unless you study all your options from the outset; follow interesting leads; talk with lots of people (advisors, faculty, peers); and check out lots of classes. The more you explore and take chances early on, the greater is the chance that you will have an intellectually transformative experience at Harvard.

Exploring will be fun, but it will also take some effort on your part. Bear in mind that the choices you make have their tradeoffs. You will only take only approximately 32 courses (out of thousands) over the span of your Harvard career; you will complete only one concentration. Choosing wisely starting now begins with learning about the myriad options at your disposal: for example,

- how different fields of study are structured at Harvard (e.g., how they are taught, the sort of work their faculty do)
- unique opportunities each offers (e.g., study abroad, independent research, lab experiences);
- requirements of each (courses, capstone projects, etc.);
- the differences between closely related fields (e.g., Integrative Biology versus Human Evolutionary Biology);
- recommended gateway courses for fields you’re interested in exploring;
- which fields have specific course sequencing requirements (that may require planning in freshman year)<sup>1</sup>

How should you begin? By reading (or at least skimming) the *49 Book* from cover to cover. Mark the pages, noting things that interest you, in particular courses you may wish to check out in fall or spring. Bring the book and your notes to meetings with your academic advisor, and continue exploring by browsing department websites, speaking with departmental advisors, and attending the first lectures of gateway classes. Revisit the book and your notes in the months ahead. They will be an invaluable resource for you in the three semesters before you declare your concentration.

You should also use this book to prepare for two important advising opportunities this year: the academic fairs that will take place during Opening Days and Advising Fortnight – a two week period of pre-concentration advising events (department open houses, faculty and alumni panels, concentration information sessions, and other events) – that will take place in late spring.

---

1. In particular, science and engineering/applied science fields. Premedical requirements also require early attention if you plan on finishing them during college (they can also be completed, in part or in whole, in a post-baccalaureate program of study). **Note: premed studies can be successfully combined with any Harvard concentration. Medical schools give no preference, in admissions, to certain fields of study versus others.**

In this book, you will find overviews of:

- academic advising at Harvard
- Harvard's curriculum
- Harvard's concentrations and secondary fields, including:
  - what you can learn by studying them
  - what sort of advising they offer
  - how you can explore them (through suggested gateway courses, etc.)
  - what their alumni have gone on to do
  - additional information they would like you to know
  - whom you can contact for answers and advice
  - links to their websites

## *Questions?*

Ask your advisor or email the Advising Programs Office ([advising@fas.harvard.edu](mailto:advising@fas.harvard.edu)).

*Good luck and happy reading!*

## **FIELDS OF CONCENTRATION** *and The 49 Book*

*Fields of Concentration* ([handbook.fas.harvard.edu](http://handbook.fas.harvard.edu)) is the official record of all concentration requirements and directs all students in what they must do in order to receive concentration credit. There are many other sources of concentration information including department websites and handbooks as well as the *49 Book*. You are encouraged to consult each of these for different purposes, but will be expected to complete the requirements outlined in *Fields of Concentration* for the year in which you declare your concentration.

Choosing a concentration is one of the most important academic decisions that you will make during your time at Harvard. It is critical that you take the time you need to explore the range of concentrations and academic opportunities that are afforded to you in each area. We encourage you to explore all of your varied interests before determining which concentration to pursue. In making your decision, we also encourage you to consult *Fields of Concentration* to learn which specific courses or other academic work you will be required to complete to fulfill the requirements of your intended concentration.

# How to Read the FIELDS OF CONCENTRATION IN THE HANDBOOK FOR STUDENTS

The following explanation offers some insight into how to use *Fields of Concentration* to explore the requirements for each concentration. While each entry is unique, there are some general principles that guide each concentration's description.

All concentration entries begin with an **introductory statement** offering information about what students will study in concentration courses, what specific skills students will learn through their coursework, and what the overall goals for concentrators are as determined by the faculty overseeing the concentration. You are encouraged to read these entries carefully, as they are the basis by which particular courses are determined for concentration credit.

Following the introductory material, the concentration outlines the specific "**Required Courses**" for students pursuing a basic concentration as well as for honors eligibility (if available). The requirements may include specific courses such as "Economics 10a and 10b" in Economics or may offer a general topic for courses such as "One course that focuses significantly on U.S. or European history" in History.

Next, the requirements will indicate whether a "**tutorial**" is required for students. A tutorial is a seminar designed to train concentrators in the methods of the discipline. These courses often involve research and writing. Many tutorials are designed to prepare students for more advanced work in the field, such as a thesis.

The requirements may also outline whether you may take courses pass/fail, use alternate courses to fulfill requirements, or whether there are any unique components such as a writing, research, or language requirement. This information will ordinarily be listed under "**Other information**."

Information about formal **joint concentrations** will also be included in the concentration entry in Fields. If you are considering pursuing a joint concentration, you should review this information carefully, as the number of required courses will generally be greater than for a single concentration.

Each concentration will also outline its approach to "**Advising**" including specific information about how concentration advisors are assigned and how you can connect with faculty in the department.

Finally, each department lists information in "**How to Find Out More**" about the concentration. This section often includes the contact information for the Director of Undergraduate Studies (DUS), Head Tutor, or other advisors in the concentration.

Reading through the entries for *Fields of Concentration* for those areas of study in which you are interested will provide you with a solid grounding in what you will learn from a particular concentration and what courses you will take. It is helpful for planning purposes and for learning more about the department's approach to the concentration.

The screenshot shows the Harvard College Handbook for Students website. The top navigation bar includes links for "HOME", "SEARCH", and "SIGN IN". Below the navigation is a sidebar with links to "WELCOME", "INTRODUCTION", "ACADEMIC CALENDAR", "ACADEMIC INFORMATION", "GENERAL REGULATIONS", "LIFE IN THE HARVARD COMMUNITY", "FINANCIAL INFORMATION", and "FIELDS OF CONCENTRATION". The main content area is titled "Fields of Concentration" and features a section for "Philosophy". It includes a list of "Basic Requirements: 12 half-courses" and a numbered list of "Requirements for Honors Eligibility: 13 half-courses". Further down, sections for "Joint Concentrations: Philosophy as Primary Concentration" and "Another Field as Primary Concentration" are listed. At the bottom of the page are sections for "ADVISING" and "HOW TO FIND OUT MORE".

# ACADEMIC ADVISING AT HARVARD

Students often come to college set on what they intend to study and with preconceived ideas about the goals of a college education. Good advising challenges students to expand their thinking about the transformative opportunity that college presents. It challenges you to explore and to take chances in ways you might never have before. It challenges you to think hard about who you are and who you wish to be – intellectually, personally, and socially – and about how the academic choices you make these next four years can help you become your best and truest self.

***By encouraging reflection, pointing out possibilities, and leading our advisees to explore possible pathways, we advisors encourage our advisees to appreciate their journey and to craft it into something uniquely theirs.***

***I very rarely tell a student what to do, but rather help them understand the pros and cons of various courses of action, and let them make decisions and own the consequences of those decisions***

The next four years you will work a lot with academic advisors. Some will be assigned to you; many you will seek out on your own. Your most productive advising relationships, built on mutual respect, will require you to take an active role. Advising in college is very different from advising in high school. No one person at Harvard has the answers to all the questions you may have or knows everything about Harvard's curriculum, its 49 concentrations, or its thousands of academic and extracurricular opportunities. At every stage of your Harvard career you will have a network of assigned advisors. It's your job to build your network out as your interests evolve, to solicit advice widely, and to exercise your own best judgment in making decisions. You are in the driver's seat, but you're not alone. The most successful Harvard students invest time and energy in developing meaningful advising relationships. We hope you'll do the same.

***My role as an advisor, above all else, is to help students appreciate the power they possess within as they continue on a journey of self-discovery and fulfillment.***

# THE ADVISING RELATIONSHIP

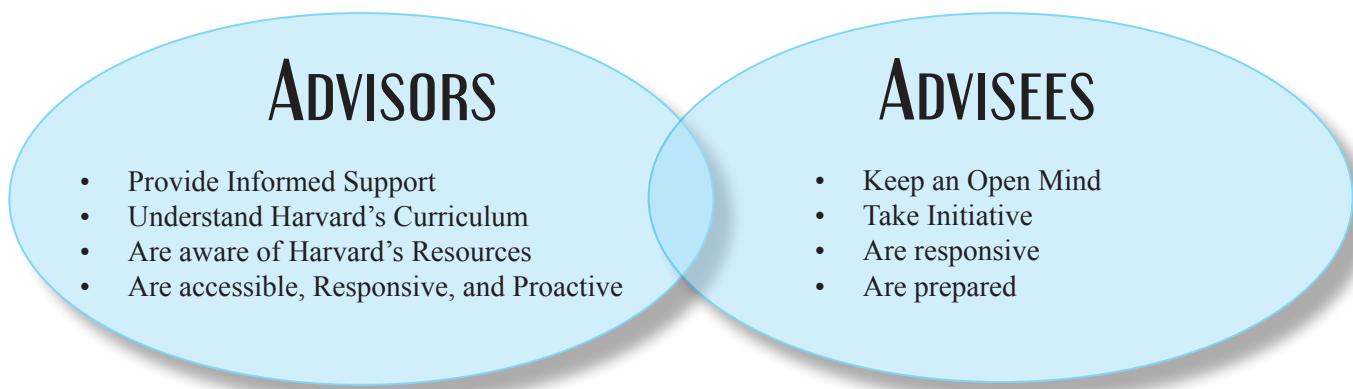
## *Advisors ARE Expected To:*

**PROVIDE INFORMED SUPPORT**, acting as a sounding board for your ideas and offering advice that fits with your goals

**HAVE A BROAD UNDERSTANDING OF HARVARD'S CURRICULUM**, helping to guide you in your course selection and long-term academic planning

**BE AWARE OF HARVARD'S RESOURCES**, helping you to connect with faculty and staff for specialist advising and with Harvard's many support services if or as you need them. (Advisors are not expected to know the answer to every question; they are expected to refer you to others as appropriate.)

**BE ACCESSIBLE, RESPONSIVE, AND PROACTIVE**, letting you know how to reach them, responding to questions or concerns of yours, and reaching out to you throughout the year.



## *Advisees ARE Expected To:*

**KEEP AN OPEN MIND**, exploring academic pathways you may not have considered – or even been aware of – before you came to Harvard; weighing the advice your advisor gives you; and seeking multiple perspectives.

**TAKE INITIATIVE**, coming to your advisor with questions, seeking out campus resources, researching solutions to problems, and taking active steps to build your network of advisors.

**BE RESPONSIVE**, replying to your advisor's outreach in a timely manner.

**BE PREPARED**, coming to your advising meetings with notes, questions, and any information you may have gathered already; thinking seriously about the advising issues that impact you; and apprising your advisor of any changes in your academic goals.

# BUILDING YOUR BOARD OF ADVISORS

The core members of your advising team each year are listed below.

In addition to these official advisors, you are strongly encouraged to ‘recruit’ other members of the Harvard community – faculty and staff – to your advising board. A successful college experience depends critically on the connections you yourself make starting in the first year...

## TERMS 1-2

- **Proctor**
- **Freshman Advisor**
- **Peer Advising Fellow**
- **Resident Dean of Freshmen**

## TERMS 3-4

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <b>Sophomore Advisor</b></li><li>• <b>Sophomore Advising Coordinator</b></li><li>• <b>Resident Dean</b></li><li>• <b>House Masters</b></li><li>• <b>Concentration Advisors</b></li></ul> | <ul style="list-style-type: none"><li>• <i>Proctor</i></li><li>• <i>Freshman Advisor</i></li><li>• <i>Peer Advising Fellow</i></li><li>• <i>Resident Dean of Freshmen</i></li></ul> |
|--|---|

## TERMS 4-8

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Concentration Advisors</b></li><li>• <b>Thesis Advisor</b></li><li>• <b>Resident Tutors</b></li><li>• <b>Specialty House Advisors</b></li><li>• <b>Resident Dean</b></li><li>• <b>House Masters</b></li></ul> | <ul style="list-style-type: none"><li>• <i>Sophomore Advisor</i></li><li>• <i>Sophomore Advising Coordinator</i></li><li>• <i>Proctor</i></li><li>• <i>Freshman Advisor</i></li><li>• <i>Peer Advising Fellow</i></li><li>• <i>Resident Dean of Freshmen</i></li></ul> |
|--|--|

# FIRST-YEAR ADVISING

The goal of first-year advising is to help you transition to college academics, assist you in navigating Harvard and its resources and in exploring the wealth of opportunities you'll find here, and help to guide you down the path to your eventual choice of concentration.

The advising network of all first-year students includes a Proctor, a freshman academic advisor, a Peer Advising Fellow, and a Resident Dean of Freshmen. This network serves as your go-to resource for academic and non-academic advice.

## BOARD OF FRESHMAN ADVISORS (BFA)    RESIDENT DEAN OF FRESHMEN (RDF)

The Board of Freshman Advisors is made up of faculty, staff and Proctors. Freshman Advisors help you select courses, connect with resources, think about how to balance your time, plan for your concentration, and explore curricular and extracurricular interests. Each Freshman Advisor works with three to six first-year students.

The Freshman Dean's Office (FDO) is responsible for the overall well-being of first-year students. Four Resident Deans of Freshmen (RDFs), each serving students in a different group of dorms, work closely with faculty and Proctors in support of students' academic and personal welfare. RDFs also serve on the College's Administrative Board.

## PEER ADVISING FELLOW (PAF)

Peer Advising Fellows are sophomores, juniors, or seniors who are hired and trained by the Advising Programs Office to provide mentoring assistance to first-year students. PAFs are assigned by entryway and, together with the entryway Proctors, are responsible for running entryway-based programming.

Fellows are matched with approximately nine freshmen in each entryway and bring a student's perspective to your first-year advising network.

## PROCTOR

Proctors are staff or graduate students who live in the dorms and advise you on personal, residential, social, and academic matters. For some freshmen, your Proctor also serves as your academic advisor. Every Proctor oversees an entryway of approximately 25 to 30 students, and, together with a small group of Peer Advising Fellows, help build community in their entryways.

## SAMPLE TOPICS TO DISCUSS WITH MEMBERS OF YOUR ADVISING NETWORK

- your most rewarding intellectual experience ever
- your favorite class last year
- what you're most excited to study in college
- what you're thinking of doing after college
- the motivation behind your thinking
- any changes in your interests or plans since you arrived on campus
- what you understand the role of the liberal arts to be in your college experience
- how you can balance your time between coursework and extracurricular activities
- challenges you've experienced in the past
- challenges you think you may confront in college
- how you're enjoying your Harvard experience so far
- any special goals you have set for yourself this year
- particular opportunities (like overseas study, internships, or research) you may wish to pursue

# SOPHOMORE ADVISING

Like first-year students, sophomores also have a network of advisors: a Sophomore Advisor (SA), a Sophomore Advising Coordinator (SAC), and a Resident Dean (RD). The goal of the sophomore advising program is to help students transition into the Houses, engage in more focused academic exploration, and – towards the end of the third term – choose their concentration.

When students choose a concentration, a concentration advisor or team of advisors joins their advising network. Though concentration advisors serve as the primary academic advisors of students in their fourth term, SAs continue to provide advising support.

## SOPHOMORE ADVISOR (SA)

Sophomore Advisors help students select courses, choose their concentration, connect with advisors in the departments, and plan for such opportunities as study abroad, fellowships, and summer internships. Being in residence, they provide more holistic advising guidance as well.

## CONCENTRATION ADVISORS (CA)

Once students declare their concentration (toward the end of the third term), their advisor of record becomes someone in their department. CAs help students develop their plan of study with special consideration to their concentration requirements. (They also advise pre-concentrators.) In select concentrations CAs either live in Houses (as House Tutors) or have non-residential House affiliations.

## SOPHOMORE ADVISING COORDINATOR (SAC)

Sophomore Advising Coordinators work with House Masters and Resident Deans, as well as with the Advising Programs Office (APO), to administer their House's sophomore advising program. SACs coordinate the advising work of Sophomore Advisors in their residence, run advising events, and provide one-on-one advising support for sophomores in their residence.

## HOUSE TUTORS

House Tutors serve as Sophomore Advisors for small groups of students in their residence, and as generalist advisors for students in their entryways, advising on a range of academic and non-academic issues. Certain House Tutors also serve as Specialty Tutors (e.g., premed Tutors) for all students in their House.

## ALLSTON BURR ASSISTANT DEAN (ABAD)

Every House has an Allston Burr Assistant Dean who serves as a resource for all students in the residence to consult on academic or personal matters. ABADs are the chief academic officer in their House and serve on the College's Administrative Board.

## HOUSE MASTERS

House Masters set the tone for each House, facilitating the cohesion of students, staff, and resident advisors into close-knit residential communities. They do this in ways that are unique to each House.

# CONCENTRATION ADVISING

When students declare their concentration, their department assumes primary responsibility for providing them with academic advising, which falls to a Concentration Advisor (CA) or team of advisors. Each concentration has its own advising structure and procedures. We strongly encourage you to seek out specialist advising in the concentrations starting this year to begin preparing for this essential step on your academic path.

Concentration (and pre-concentration) advising guides students in three phases: from an appropriate set of introductory courses in a particular field of study, to advanced work in that field and, when applicable, through a final project or thesis in the senior year.

*Most concentrations take a team approach to advising; students are able to seek advice from a variety of sources, such as the Director of Undergraduate Studies or Head Tutor, the Assistant Director of Undergraduate Studies or Assistant Head Tutor, and the Undergraduate Coordinator.*

Updated contact information for concentration advisors can be found on the concentration pages in this book and on the 49 Website at [concentrations.fas.harvard.edu](http://concentrations.fas.harvard.edu).

# ADDITIONAL ADVISING RESOURCES

## ACCESSIBLE EDUCATION OFFICE

The AEO supports the needs and rights of members of the Harvard community – students, faculty, and staff – with disabilities or chronic health issues.

*See [aeo.fas.harvard.edu](http://aeo.fas.harvard.edu).*

## BUREAU OF STUDY COUNSEL

The BSC provides peer tutoring, group and individual counseling, reading courses, and a number of additional advising supports for students. It approaches each student holistically.

*See [bsc.harvard.edu](http://bsc.harvard.edu).*

## FRESHMAN DEAN'S OFFICE

The FDO is responsible for the well-being of first-year students throughout the year. It also oversees pre-orientation programs and collaborates with the Advising Programs Office (APO) in administering Opening Days for first-year students.

*See [fdo.fas.harvard.edu](http://fdo.fas.harvard.edu).*

## GENERAL EDUCATION

The Program in General Education comprises the largest set of degree requirements outside of the concentration. Students must take one Gen Ed course in each of eight categories in order to graduate. The Gen Ed Office advises on this requirement.

*See [generaleducation.fas.harvard.edu](http://generaleducation.fas.harvard.edu).*

## HARVARD CHAPLAINS

Harvard Chaplains is the umbrella organization of chaplains, representing over 25 of the world's religious traditions, who serve Harvard's diverse student communities.

*See [chaplains.harvard.edu](http://chaplains.harvard.edu).*

## HARVARD COLLEGE WOMEN'S CENTER

The HCWC sponsors a variety of programs that address issues to do with women and gender. It provides information and resources and it helps connect and support students, faculty, and alumnae.

*See [hcwc.fas.harvard.edu](http://hcwc.fas.harvard.edu).*

## OFFICE OF CAREER SERVICES

The OCS offers information and advice on everything from jobs and internships to planning for careers or graduate school. Sign up for OCS listservs to receive information about upcoming events.

*See [ocs.fas.harvard.edu](http://ocs.fas.harvard.edu).*

## OFFICE OF INTERNATIONAL EDUCATION

The OIE advises on term-time and summer study abroad opportunities.

*See [oie.fas.harvard.edu](http://oie.fas.harvard.edu).*

## OFFICE OF STUDENT LIFE

The OSL integrates the academic, residential, and co-curricular components of students' lives, linking their experiences outside the classroom to the academic mission of the College and their intellectual, public service, and leadership interests to their future aspirations.

*See [osl.fas.harvard.edu](http://osl.fas.harvard.edu).*

## OFFICE OF UNDERGRADUATE RESEARCH AND FELLOWSHIPS

The URAF serves Harvard students, faculty, and staff as the primary source of information about undergraduate research and about a range of fellowship opportunities.

*See [uraf.harvard.edu](http://uraf.harvard.edu).*

## HARVARD COLLEGE WRITING CENTER

The Writing Center offers assistance to students with all aspects of their writing, from specific assignments to general writing skills.

*See [writingcenter.fas.harvard.edu](http://writingcenter.fas.harvard.edu).*

# A LIBERAL EDUCATION

Starting with the class of 1914, Harvard has required all students to pursue an education that balances both breadth and depth. Breadth exposes you to a wide array of disciplines and approaches to learning and may push you outside your comfort zone. Depth allows you to develop more expert knowledge of a particular field of study and learn techniques of analysis and criticism that are specific to that field.

No matter which concentration you choose to pursue, Harvard will challenge you to think critically, to make reasoned inferences and to support your theories; to listen to opposing points of view and learn from them; to argue your own views and support them with evidence; to draw meaningful connections across multiple disciplines; and to test hypotheses and to modify them in the face of new evidence. All of these essential skills will serve you well in any future career. The goal of a liberal education is not simply to learn the right answers but to learn how to ask the right questions.

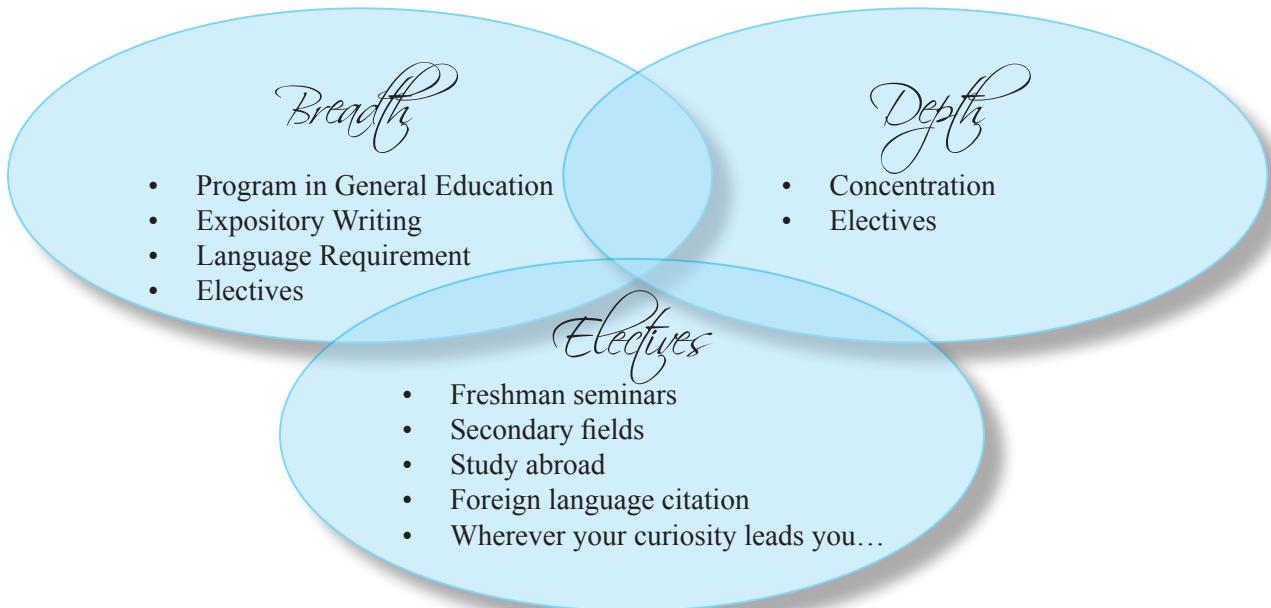
**“...the values of *diligence, high aspiration, mutual concern, and personal integrity*...are the foundation of what we as an academic community exist to do and to be.”**

**President Drew Faust**  
2/5/13

## REQUIREMENTS FOR THE DEGREE

<i>32 Courses</i>	<i>4 per term</i>
<i>Program in General Education</i>	<i>8 courses</i>
<i>Expository Writing</i>	<i>1-2 courses</i>
<i>Language Requirement</i>	<i>0-2 courses</i>
<i>Concentration</i>	<i>10-16 courses*</i>
<i>Electives</i>	<i>2-13 courses</i>

*\*Note that the S.B. degrees in Engineering and Applied Sciences require 21 courses.*



# THE PROGRAM IN GENERAL EDUCATION

*“Connecting liberal education to life beyond college.”*

The Program in General Education is not a distribution requirement. General Education (or Gen Ed) seeks explicitly to “connect a student’s liberal education – that is, an education conducted in a spirit of free inquiry, rewarding in its own right – to life beyond college.” Complementing the rest of the curriculum, every Gen Ed class is meant to connect to your life outside the classroom, and after Harvard, in one or more of the following ways:

- Helping to make you a **better citizen**
- Deepening your awareness of the role of **cultural traditions** in your life and in your communities
- Preparing you to deal with a rapidly **changing world** in a constructive way
- Enabling you to think more clearly about **right and wrong**

You must complete one course in each of the eight categories in Gen Ed. In order to fulfill Gen Ed requirements, courses must be taken for a letter grade. Additionally, one of these eight courses must also engage substantially with the Study of the Past.

AI	Aesthetic & Interpretive Understanding	SLS	Science of Living Systems
CB	Culture & Belief	SPU	Science of the Physical Universe
EMR	Empirical & Mathematical Reasoning	SW	Societies of the World
ER	Ethical Reasoning	US/W	United States in the World

You are required to take courses in each of these categories because Harvard believes you are going to encounter the problems, the issues, and the challenges that are associated with each of them every day of your life, whether, for instance, you are seeking to understand the rise of television as a medium for critically acclaimed dramatic art; learn about the new Harvard University Art Museums and the role of museums in society; learn about the impact of climate change, natural disasters and man-made disasters on human and natural systems; understand the importance of recent supreme court decisions to do with Obamacare and insurance coverage for contraceptives; understand the implications of violence in Syria; or understand the implications of income disparity and unemployment.

## GEN ED HELPFUL HINTS

- You should consider taking one Gen Ed course per term. However, the only timing requirement is that you complete all of them by graduation.
- First-year students often find Gen Ed courses to be a useful a means of exploring new areas of inquiry and new approaches and of connecting with faculty across the university.
- Only Gen Ed courses taken for a letter grade may satisfy Gen Ed requirements.
- Many concentration courses also fulfill Gen Ed requirements, and many Gen Ed courses double-count for concentration credit (see the list at the end of this book).
- Check out Gen Ed course trailers at [vimeo.com/harvardgened](https://vimeo.com/harvardgened).

For more information on the Program in General Education,  
visit [generaleducation.fas.harvard.edu](http://generaleducation.fas.harvard.edu).

# THE EXPOSITORY WRITING REQUIREMENT

***Expos 10 is offered in the fall term only. Students who enroll in Expos 10 must fulfill their Expository Writing requirement by taking Expos 20 in the spring.***

Writing well is one of the most important skills students should develop by the time they graduate from college. The ability to write clearly, truthfully, and convincingly is crucial for communicating with others in any number of the public and private spheres we inhabit—as consumers, family members, friends, community residents, or citizens of a democracy. Those who write well have the power to transform the worlds they navigate, big or small.

In college, this life-long project of being a thoughtful and effective communicator often takes the form of the academic essay. In Expos courses, you will learn the fundamentals of writing arguments of the types that you will encounter across a range of disciplines, from literature and anthropology to government and the life sciences. The Expos philosophy is that writing and thinking are inseparably related and that good thinking requires good writing. Although your Expos instructor will critique the style of your papers, the class focuses most on strategies of argument—exploring evidence, shaping ideas and arranging them logically, articulating a clear claim, and considering opposing claims and interpretations. Expos courses are based on a process of drafting and revising, so that you have the chance to deepen and refine your ideas—and even discover new ones. The careful attention to evidence also includes an emphasis on learning how and why using and citing sources responsibly is a bedrock value of an academic community. Indeed, the thoughtful and honest use of sources is vital to the Honor Code by which members of the Harvard community study and learn.

## COURSES

The Writing Test that you took over the summer allows the Writing Program to advise you on whether you should enroll directly in the required course Expos 20 or whether you would be better served by enrolling first in the elective course Expos 10. Note that this year, students placed in Expos 20 on the basis of their Writing Test have the option of applying to take Humanities 10a and 10b to fulfill their Expository Writing requirement.

***Your recommended course placement is on your Placement Report which you can access through the “Documents” tab on the student homepage at [my.harvard.edu](http://my.harvard.edu).***

## EXPOS 10

Students who are recommended for Expos 10 on the basis of the Harvard Writing Test will meet with one of the Expos 10 faculty during Opening Days to determine whether placement in Expos 10 is appropriate for them. Students who were not recommended for Expos 10 but who want to enroll in the class are also eligible to enroll with the permission of an Expos 10 advisor. Each Expos 10 class is small, limited to 10 students, and students work closely with their preceptor, receiving abundant individual attention on the issues that are important to their writing. Students choose to take Expos 10 for a variety of reasons: some know that they haven’t written extensively in their previous courses and want more experience, while others feel unfamiliar with the conventions of the American academic essay. Some have strength in other kinds of writing but have less experience in the kind of analytical writing that Harvard courses will require. And some want to gain more confidence as they approach the expectations of college writing.

For more information, including how to register for sections, visit [writingprogram.fas.harvard.edu](http://writingprogram.fas.harvard.edu).

## EXPOS 20

Expos 20 is taught in sections, allowing students to choose a course that suits their interests. It also ensures that each class has no more than the maximum number of students allowed (15) so that every student can receive as much individual attention as possible. Each Expos 20 course focuses on a certain topic and group of issues; no previous knowledge of the topic is required for any course. None of the 30 or more Expos 20 courses attempts to offer a comprehensive introduction to a field of study or survey of a body of art or knowledge. Rather, these courses seek to provide a substantive intellectual occasion for writing. Expos is foremost a course in writing. Although each course has its own required texts, the focus of whatever course a student chooses will be on strategies for writing analytical arguments, and strategies for reading in preparation for writing. Students who are recommended for Expos 20 are also eligible to fulfill the Expository Writing requirement by enrolling in Humanities 10a and 10b; students must take both semesters during the freshman year to meet the requirement. More information about Humanities 10a and 10b can be found here: <http://artsandhumanities.fas.harvard.edu/pages/pathways>

# THE LANGUAGE REQUIREMENT

Language study has a critical role in a liberal education. The study of languages is essential to understanding the importance of communication and other cultures in the context of a globalized world. Studying a language other than your own provides unique insights into how people from different cultural traditions think, communicate, and organize their world. Such study combats the insularity of an ethnocentric cultural perspective. It also makes entirely new areas accessible for you to research and explore.

You can satisfy the language requirement by:

- Passing one appropriate full year course or two semester long courses in one language at Harvard (must be taken for a letter grade);
- Earning a minimum score of 700 on an SAT II Test that includes a reading component, a 5 on a College Board Advanced Placement exam, or 7 on an International Baccalaureate Higher Level exam;
- Earning a passing score on a placement exam administered by certain language departments;
- Providing evidence from the official high school transcript showing that your high school education was conducted in a language other than English;
- Completing an exam in the relevant language (if your native language is not English but your high school education was in English);
  - Passing a language course or courses at the appropriate level in programs abroad, approved by the appropriate language department, either term-time or during the summer (must be taken for a letter grade).

*The language requirement must be met by the beginning of your junior year.*

*Harvard offers instruction, from beginning to advanced levels, in over 80 languages, including Arabic, Czech, Hebrew, Irish, Latin, Nepali, Swedish, Vietnamese, Zulu, and more.*

Whether or not you place out of the language requirement, you should consider pursuing language study (at the first-year level and beyond). For most people, college is the last opportunity to study another language in depth, and to develop genuine facility with it. Many alumni report that they wish they had done more language study at Harvard

Check to see whether you have satisfied the language requirement and to learn your placement recommendations in your Placement Report which you can find in the “Documents” tab on the Student homepage at [my.harvard.edu](http://my.harvard.edu).

# THE CONCENTRATION REQUIREMENT

Your concentration – your commitment to a particular discipline, field, or specialization – constitutes the depth component of your liberal education. A concentration provides you with a broad base of knowledge about a particular area of study and a sharpened set of skills (quantitative, writing, analytical, etc.). As you pursue your concentration, you will become a more sophisticated thinker and learn to learn more deeply.

Concentration requirements vary widely from field to field. The number of required courses ranges from 10 to 21. Some concentrations require an application. Some are honors-only. Some require a thesis. Some allow for highly individualized design; others are more regimented, having, for instance, strict course sequencing requirements. Though your choice of concentration should be motivated, above all, by what interests you, it is important that you be aware of the concentration requirements of the different fields you’re considering, in particular any that may require you to start planning early.

*For more information about choosing a concentration, see the section “Exploring the Concentrations.”*

*For specific concentration requirements, see the individual concentration pages in this book.*

# ELECTIVES

Electives can be used to pursue a number of academic opportunities, including freshman seminars, a secondary field, or a foreign language citation, or simply to satisfy a curiosity.

## Freshman SEMINARS

Taught by some of Harvard's most distinguished faculty, freshman seminars offer a unique setting to explore your interests, new fields of study and possible concentrations. Designed as small discussion-based courses, the goal of freshman seminars is to foster intimate and engaging interaction between students and our faculty as they explore together topics of mutual interest.

Freshman seminars ordinarily meet once per week for 2-3 hours. Their atmosphere is very welcoming, and they frequently offer special instructional activities — such as studio or lab work, field trips, concerts or exhibitions — that enhance the learning experience. They are intellectually rigorous and demand significant engagement. Although seminars are graded SAT/UNSAT, many concentrations will count freshman seminars for concentration credit. Please check with individual departments about their policies on freshman seminars.

Admission to a freshman seminar is by application, and you may apply to as many seminars as you find of interest. Freshmen are eligible to enroll in two freshman seminars, one in each term. A matching algorithm determines assignment into seminars, taking into consideration a variety of factors, including student's seminar choices, faculty offerings, and available seats. Demand for many freshman seminars is very high. In order to increase the chance of getting a seat in a seminar, you are encouraged to apply to at least five seminars as part of the application process.

For more information, visit [freshmanseminars.college.harvard.edu](http://freshmanseminars.college.harvard.edu).

## Secondary FIELDS

Students who are interested in doing focused coursework in an additional academic area may elect to pursue a secondary field. Secondaries provide students with an opportunity to undertake guided and recognized work in a field other than their concentration. The trade-off in pursuing a secondary field is a reduction in your total number of free electives. Many concentrations offer secondary fields. These are entirely optional, and can only be declared after your concentration.

**Students are allowed to pursue only one secondary field.**

## Language CITATIONS

Students often choose to pursue language study beyond the introductory level. Language Citations recognize advanced achievement. To earn a citation, you need to complete four semesters of language study above and beyond the basic College requirement, and at least two of the courses you take must be at the third-year level or higher.

**Freshman  
Seminars are a  
superb opportunity:**

- **To explore intellectual interests.**
- **Work closely with a faculty member.**
- **Collaborate with peers.**
- **Take an active role in shaping your educational journey.**

**Secondary fields are declared after you have selected your concentration.**

### Secondary fields not affiliated with concentrations

- Celtic Languages and Literatures
- Ethnicity, Migration, and Rights
- Energy and Environment
- Global Health and Health Policy
- Medieval Studies
- Microbial Sciences
- Mind, Brain, and Behavior
- Russia, Eastern Europe, and Central Asia Regional Studies

**More than 35 languages offer the option of a language citation.**

# EXPLORING THE CONCENTRATIONS

## AS YOU BEGIN EXPLORING DIFFERENT FIELDS OF STUDY, BE SURE TO ASK YOURSELF SUCH QUESTIONS AS...

- What am I most excited to learn about?
- What are the issues that most intrigue me?
- What sorts of problems (in science, human affairs, history, literature, etc.) do I want to solve?
- Am I interested in doing research?
- Am I interested in studying abroad?
- What kind of advising do I want to have?
- Does the prospect of writing a senior thesis or completing some other capstone project in my senior year intrigue me?
- What sort of intellectual community do I want to be part of?

**...then seek out the information you need to *answer* them!**

Harvard offers 49 fields of study in four broad disciplinary areas (“divisions”): Arts and Humanities, Engineering and Applied Sciences, Sciences, and Social Sciences. Choosing a concentration is the most important academic commitment you will make in college; with 49 to choose from, the choice can be both an exciting and a daunting one to make. It’s not just about requirements – it’s about you. Finding the right concentration requires you to understand your needs, your priorities, and your goals. Think seriously about what sort of learning experience you want at Harvard. Take your time! You have until the end of your third term of study to declare.

Your first three terms you should plan on exploring as much as you’re able. In addition to opportunities for you to explore the Harvard curriculum and to experience a taste of what the different concentrations have to offer – through the General Education program, a freshman seminar, or courses offered by the departments – concentration advisors are also available to assist you in thinking about which program is best for you. The more thinking, planning, consulting, and exploring you do this year, the better prepared you will be to make your own best choice next year.

Before the start of fall term classes, the Advising Programs Office and the Freshman Dean’s Office co-host **divisional fairs** for first-year students. These will help you select courses in fields of study in which you may already be interested and to explore others you may be encountering for the first time.

**Check out “At Fortnight I learned...”  
on the concentration pages for  
insights from the Class of 2018**

**Advising Fortnight**, an advising program towards the end of spring term, will also help you to focus your explorations. This program will kick off in Annenberg dining hall with an advising fair involving representatives of all 49 concentrations as well as the independent secondary fields. Over the next two weeks, every concentration will host at least one event (e.g., an open house, a panel discussion, an alumni presentation) where you can learn more about the concentration and meet faculty, students, or alumni who are eager to share their experiences with you. Certain related concentrations (e.g., the different life sciences fields) will also offer joint events to help students understand how they overlap and differ.

**The Class of 2018  
reported a total of 1973  
Advising Conversations!!**

During Advising Fortnight, you will be required to have at least one “Advising Conversation” and to report what you learned on the Advising Network Portal. You will fulfill this requirement by attending at least one departmental event or by meeting one-on-one with a departmental advisor during posted office hours. Though you

are only required to report one advising conversation during Fortnight, we hope that you will have many such conversations, indeed that you will take advantage of departmental advising throughout the year. (Faculty and other departmental advisors are always happy to meet with you even if, in the case of faculty, you are not currently enrolled in a class they are teaching.)



**Of course, there is also the book you’re reading now. Read on...**

# GETTING TO *Know* FACULTY/ *Faculty* GETTING TO KNOW YOU!

Harvard faculty – among the finest educators, mentors, and scholars in the world – are mainstays of Harvard academic life. They are essential resources for you: teachers who will help guide you to an understanding of complex subject matter; advisors and mentors, who will help you make the most out of your undergraduate years; and connectors, who will help you build community in college, and continue to advocate for your success in the future. The ways you interact with faculty at Harvard are liable to be different from the ways you interacted with teachers in high school. Building relationships with faculty will require effort on your part, but the rewards of putting in that effort will be many. Sustained engagement with faculty, especially outside the classroom, is the calling card of successful Harvard students.

As a rule of thumb, you should make it a goal of yours to *get to know at least one faculty member each semester*.

## WHO

The terms used to denote faculty can be confusing. In general, “**faculty**” is an umbrella term for those instructors who serve as course heads. There are several subsets of Harvard faculty. **Professors** are either tenured (“*full*” professors) or “*assistant*” or “*associate*” professors who are on the tenure track. As a rule, be sure to address professors (no matter their tenure status) in emails or in person as “Professor” unless they invite you do otherwise. (It is always best to err on the side of formality in your greetings. When in doubt, address any instructor you encounter as “Professor” at first. Faculty are often pleased to be called by their first name, but let them set the expectation. Effective relationships are built on a basis of mutual respect.) Some courses are headed by **lecturers**. Lecturers almost always have a doctorate (PhD), and should be addressed as “Dr.” unless they say otherwise. **Preceptors**, another common subset of faculty, also hold doctorates. Preceptors generally teach sections of Expository Writing, languages, mathematics, or science courses. A key difference between lecturers and preceptors is that preceptors are not course heads. Preceptors, too, should be addressed as “Dr.”. (Note: many courses, especially very large ones, also have **teaching fellows**, graduate or undergraduate students who serve in adjunctive teaching capacities.).



# *Office Hours*

## HOW

“**Office hours**” are times when faculty and other instructors (including teaching fellows) are available to meet with students for course-based advising, to assist with problem sets or assignments, or to offer general guidance. Office hours often take place in an instructor’s office (hence the name), though instructors sometimes arrange them in other locations. The schedule of office hours is generally noted on the online course syllabus and/or near the instructor’s office door.

Students, especially those newer to college, often feel nervous about going to office hours. What if you don’t have a brilliant question to ask or a piercing insight to offer? What if you can’t think of anything to say? It’s perfectly normal to have these concerns. Don’t worry! Faculty don’t expect you to come to office hours with incisive questions or evidence of expertise. They simply expect you to engage with them – to come with some question, to express an interest in the subject matter they teach, to broach a conversation. Harvard faculty are incredibly impressive people, but they are also incredibly down-to-earth, and they love speaking with students, even students who are not in their courses. Don’t be shy about stepping into their offices!

If you’re not sure how to start a conversation during office hours, try:

- asking the faculty about themselves. What got them interested in their field? Did they always dream of becoming professors? How did they arrive at Harvard? What was their own freshman year in college like?
- jotting down some impressions you had of a particular lecture, reading, or assignment – anything that might serve as a conversation-starting question or observation. You don’t need to be profound, you simply need to speak, and having a specific thought in mind to start your conversation might make it easier to do that.
- writing down the specific questions you have about your class assignments in advance. Having a set of written thoughts to refer to can help build your confidence especially in your first meetings with instructors.
- bringing a classmate along. Having a friend with you can help the conversation flow.
- setting a goal to go to each of your instructors’ office hours at least once in the first semester. You may not click with every faculty member, and that’s okay. Going to office hours early in the year will get you in the habit of meeting with faculty, forming essential relationships with them, and learning how best to advocate for your own interests in college.

Sometimes, office hours conflict with your schedule. When that happens, you’re welcome to email your instructor and ask if they could meet another time. Office hours are a time you know your faculty are available, but alternatives are often possible the more flexible you yourself can be in scheduling them.

Asked what they wish they had done differently in freshman year, one of the most common responses upperclass students give is: “I wish I had taken more advantage of office hours.” Getting in the habit of doing so in your first year helps foster the sorts of relationships that may lead to research and other academic opportunities in future. Getting to know faculty well means having strong advocates in your camp, advocates who can write letters of recommendation on your behalf and help prepare you for your post-graduate life. Start early!

## OTHER WAYS

- In lecture courses, stick around after class and introduce yourself to your instructors.
- All faculty and teaching fellows are entitled to eat in the dining halls at no charge. Consider inviting them to a meal in Annenberg and engaging them in lengthier conversation than office hours typically allow.
- Once a semester, the Freshman Dean’s Office holds a formal First-Year Faculty Dinner in Annenberg. Faculty Dinners are great ways to get to know the faculty member you invite to join you.
- The Advising Programs Office, the Freshman Dean’s Office, and the academic departments host a variety of programs during the year that are designed to connect first-year students with faculty outside the classroom. Be sure to take advantage of these opportunities!

# READING A SYLLABUS

Syllabi lay out the expectations that course instructors have for you and that you can have for them. Most courses post their syllabus on a dedicated course website. Course staff may also distribute paper copies of their syllabus during Course Selection Week.

It's a good idea to collect the syllabi of every class you are considering taking. Review these syllabi with the different members of your advising network, especially your freshman advisor. Experienced readers can help decipher things you don't understand, or raise important questions you might not think to ask.

## INSTRUCTORS

A syllabus tells you who is teaching your course – the course head and, as applicable, any other instructors such as teaching fellows. A syllabus usually provides contact information and the schedule of the instructor's office hours as well.

*Useful Tip: put the office hours for the instructors of all your courses in your personal calendar.*

## COURSE Overview

You can tell a lot about a course by scanning its syllabus. Does work in the course focus primarily on reading/writing or on problem sets? Is there a lab component? Group projects? How often are assignments due? Are students expected to participate in class?

Syllabi typically describe the learning objectives of a course and the topics it will cover. If there are any **prerequisites** for enrolling in the course, these will be noted as well.

## COURSE Materials

Syllabi typically note whatever course materials students will need (textbooks, etc.), sometimes suggesting vendors from whom they can be purchased, and/or letting you know that copies of them have been placed on reserve in the Harvard College Libraries.

## COURSE Structure

Syllabi give the schedule of course meetings, typically noting the topics that will be covered each week (in lecture, section, or lab) and any preparation that students will need to do in advance. They may also give information about other meetings, such as problem solving lectures or review sessions, during the term. Some of these extra meetings may be required, and others may be optional. You are strongly encouraged to put all of these sessions in your personal calendar as well, and to attend them all (even the optional ones).

It is very important to note the due dates for papers, problem sets, or projects on your calendar. Pay particular attention to the dates of the first assignments (which can give you valuable feedback about your progress in a course).

As you gather the syllabi for different classes you're considering, be sure to note how the assignments in them line up. Are there weeks in which you would have several papers due, or midterms on consecutive days? Don't be caught off guard. Make sure you speak with the members of your advising network – your freshman advisor in particular – ahead of time so that you can plan for approaching particularly demanding stretches of the term.

## GRADING *Rubric*

Syllabi tell you how assignments are weighted. In some courses, weekly assignments may combine to a small percentage of your final grade; in others, midterm/final exams or final projects may count for half or more of your final grade. Most syllabi will also note the course's policy on late work or makeup exams.

## COLLABORATION *Policy*

Different courses – and different fields of study in general – are liable to set different guidelines concerning the quantity and type of work you may do with the assistance of other students in the course. For instance, one course may encourage you to work on problem sets in groups, whereas another may require that all the work you submit be entirely your own. It is important that you have a clear understanding of what is allowed, encouraged, or prohibited in each of your courses.

***If anything on a syllabus is unclear, or any questions you have are not addressed, ask your instructors or the members of your advising network!***

## PAF WORDS OF *Wisdom*

**“**Adjusting to a college classroom is difficult and does take time, but it is key to know that a lot of learning is done in the dorm room (so to speak). By this I mean that a lot of classes require reading and practicing material on your own in order to learn all the required material by midterms and finals. So, by taking a look at your class calendar and syllabus early on in the semester, you can plan out just how much reading/practicing you need to do throughout the semester so it doesn't drown you during finals week. Not only does this alleviate a lot of stress during that last week, but also frees up a substantial amount of time during the week – time you can use to catch a meal with friends or check out a meeting of that club you've been eying for weeks.**”**

**“**My favorite parts of my life at Harvard have come from a "why not?" attitude that I try and approach new things with. Because I have a well-planned week, I can afford to simply try new things and then fit them in my schedule if/when I come to love them. Early planning truly gives one the opportunity to improve all aspects of one's life and create the college atmosphere they are comfortable in.**”**

**“**Harvard has such an extensive and well-prepared network of academic support for students to take advantage of. Whether that is talking to a professor in office hours, meeting with counselors or tutors from the Bureau of Study Counsel, or coming to your PAFs and proctors, from my own personal experiences there are so many people that want to help you succeed at Harvard and they are easily within reach.**”**

# PAFs to Peers...

You have to be a critical thinker in almost every aspect of your life here (What classes should I take?)

Why? Do I want final exams, papers, or a mixture? What extracurriculars do I want to do? Should I run for a leadership position? What is going to make me happy here in my new life?). Obviously you are smart, but these decisions cannot be made well without the right information. Sometimes you can't find that information by yourself. ***Learning how to ask for help navigating Harvard is one of the best ways to be successful in this new environment.*** There are so many resources - proctors, PAFs, professors, TFs, office hours, peer counseling groups, the Writing Center, the BSC: use them. These resources exist because they work.

Remember to be respectful and appreciative of the people around you. Though it may seem like everything is new and overwhelming, ***taking time to create informal support systems for yourself can make your first months, and all your time thereafter so much easier and more fun.*** One of the greatest opportunities Harvard provides is the opportunity to learn from everyone else here — so take the time to listen!

I assumed at the start of my freshman year that, as a pre-med student, I would concentrate in one of the life sciences, and it wasn't until after I took the introductory linguistics course on a whim that I realized linguistics was the right concentration for me. All in all, Harvard has an incredible diversity of classes to take and areas of knowledge to study, so ***use your first two semesters at Harvard to explore new areas*** and to discover which academic field truly excites you.

At Harvard, I often felt like I was the only one who did not have a massive number of friends, like I was the only one who hadn't made any meaningful relationships yet. I wasn't. Everyone feels that way at some point, but as you engage in classes, in clubs and in entryway study breaks, ***you will get to know more people better and you will find people who you enjoy spending time with--*** talk to a few people, make use of the amazing opportunities here at Harvard, and you will find your own group of friends.

Communication is key. Whether it is with your roommates, your friends, your teachers, your PAF, your proctor, or your resident dean, it is important for you to be both respectful and vocal in your interactions with other people. Communication is not something you would think Harvard students would have trouble with. I find that because we are all so good at many things, it can be difficult to admit to needing help. ***It is easy to think you are the only one who is going through something, or the only one with a question, but there is always someone to talk to.*** Learning how to communicate an idea or a concern will help you to express yourself outside of college when you are in a work environment as well.

## ***Seek out and attend office hours.***

Frequently. Once I got over my hesitation toward one-on-one time with my instructors, my academic life not only became more manageable, but I also developed lasting relationships with professors, preceptors, TAs, and other faculty.

At the end of the day, your well-being comes first. Harvard can be a wonderful place, but it can also be intimidating, confusing, stressful, and scary. You should know that you are by no means alone, and that ***you have the right to feel whatever it is you are feeling.*** You have the great fortune to be at a school that cares about its students, and you are among peers who are in the same boat. You will be surprised by how many people want to help and support you if you are just willing to ask.

Freshman year is a time for you to explore your interests; ***try classes you never would have imagined your high school self would take.***

# ...Advice on Your FIRST YEAR

**Put your life down on a calendar.** Whether it is a physical paper one or an application on your computer and/or phone, take the time at the beginning of the semester to add your class schedule, extracurricular meetings, assignment due dates, vacation dates, application deadlines, social events, and so forth. Then, most importantly, immediately look at your calendar. Doing so will allow you to see any potential conflicts ahead of time—like two exams on one day, allowing you to make the necessary accommodations and complete assignments efficiently. **Make sure you have time to get enough sleep, food, and exercise.**

Freshman year is an important time to **figure out what style of class and assignments you do best with.** Making these discoveries will make you a happier student – which is most important – and that will translate into academic success.

One of the most popular ice breaker questions during the first few weeks at Harvard is “Soooo, what are you majoring in?” What shocked me was that people expected a response even though it was only August of our freshman year. I came to Harvard happily undecided about my major. I quickly realized that I seemed to be in the minority. Everyone around me would quickly respond- “pre-med,” “environmental law,” “English,” “government with a secondary in history.” I was the weird one who was undecided. But as the weeks went by and people took classes in the field of study they liked (or thought they liked), **more and more people became like me – undecided.**

**Make sure you get to know the people who are there to help you!** You can gain valuable insight, make new friends, and feel more settled! There are all kinds of people on whom you can rely and from whom you can learn a lot. Ask questions, and seek them out. If you are struggling to figure out your schedule, talk to your advisors; if you are struggling with a class, don’t be afraid to ask for a tutor from the Bureau of Study Counsel; if you are in spring Expos, attend the optional writing workshop for new college students; if you want to get to know a professor, attend office hours!

Office hours may seem scary at first, but the **sooner you begin to attend them, the easier they'll get.**

The important thing is to give yourself a chance to adjust to the change of settings and to get into the rhythm of your dorm life and classes. You can always join things later - not to say you shouldn't pursue things that you're interested in now, **but don't feel that you have to squeeze everything in this first semester or first year.** Leave some things on your list for the three years ahead.

Try not to worry too much about fulfilling requirements right away. **Take classes that seem like they're too good to be true.**

Thinking about concentrations can be one of the most important yet stressful decisions for students as they transition from high school to college. Take full advantage of your first two semesters of college to get a head start on feeling out concentrations and determining which ones you would find most enjoyable and rewarding. **Explore academics, extracurricular opportunities and other programs related to each of the concentrations.** Consider joining extracurricular organizations that engage with academic material. Take introductory level classes in departments that you are potentially considering. Utilize faculty dinners to learn more about the community in different departments, the kind of requirements that are expected of concentrators, and how professors work with students.

Explore all the different opportunities available to you and **be open to new people and ideas.**

# AN INTRODUCTION TO HARVARD'S DIVISIONS

At Harvard, fields of study are administratively organized in three divisions (Arts & Humanities, Sciences, and Social Sciences) and one school (Engineering and Applied Sciences). The different fields that cluster in each of these areas are to some degree overlapping – some because they share a common set of questions and methods (e.g., the various life science fields in the Division of Sciences), others because they are directed towards a similar goal (e.g., the strong technology/design focus of the different fields in the School of Engineering and Applied Sciences [SEAS]). The next few pages introduce you to the different divisions and SEAS.

As you explore the different fields of study, it is important to bear in mind that many of Harvard's fields are highly interdisciplinary. Psychology, for instance, though housed in the division of Social Sciences, has strong affinities with the Sciences; History, though housed in the same division, has strong affinities with the Arts & Humanities; East Asian Studies, though housed in the division of Arts & Humanities, has strong affinities with the Social Sciences; and so on. We encourage you to read about all of Harvard's fields of study. An awareness of interdisciplinary connections greatly expands the range of fields you may wish to explore, and can lead you down unexpected and exciting new paths.

## DIVISION of *Arts* and *Humanities*

How, runs a common critique, can something as seemingly abstract and unusable as the humanities equip students who want to thrive in the digitized, globalized, discovery-driven economy of the twenty-first century?

They are the realm in and around which we define values, form relationships, express our thoughts, feel, imagine, process, and create. The study of the humanities provides a basic toolkit for personal and professional success: how to communicate what we think; how to interpret what we read, see and hear; how to understand and respond to difference. The humanities offer precisely the skills needed to navigate a world marked by rapid change, increasing interdependence, transformative technology, and multimedia communications.

The Division of Arts and Humanities is home to nineteen concentrations:

- Classics
- Comparative Literature
- East Asian Studies\*
- English
- Folklore and Mythology
- Germanic Languages and Literatures
- History and Literature
- History of Art and Architecture
- Linguistics
- Music
- Near Eastern Languages and Civilizations
- Philosophy
- Comparative Study of Religion
- Romance Languages and Literatures
- Slavic Literatures and Cultures
- South Asian Studies
- Special Concentrations
- Theater, Dance, and Media
- Visual and Environmental Studies

\*Though it is administratively housed in the division of Arts & Humanities, this department's faculty and curricular offerings bridge both Arts & Humanities and the Social Sciences.

The thirty-three departments, program committees, and centers in the Arts and Humanities Division of the Faculty of Arts and Sciences are dedicated to the interpretation of every aspect of human culture and artistic making. From the riches of the world's languages to the new media at the heart of our digital age, from the artifacts we inherit from the past to their continuing impact in the present, from the analysis of art, literature, music, language, and culture to the search for philosophical and religious truth, our subject is the forms and meanings of human art, argument, and communication. Ours are the rigorous, reflective, liberal disciplines. Through them, we seek to understand, interpret, and enjoy significant forms of human expression. Through our research and our teaching we transmit an understanding that enables the active, questioning, engaged attitude to life in society which we consider essential to good citizenship, good living, and professional success.

Our courses include the critical study of humanistic disciplines such as the classics, philosophy, religion, linguistics, foreign languages and cultures, film and art criticism. They also expose you to art making in music, the visual arts and drama. Ours is a world of critique and performance, thought and practice. We thrive in the diversity of opinions, in the spirited defense of views, and in the patient understanding of difference. We think hard about values, ethics, and aesthetics.

In the Division of Arts and Humanities, you will find a plurality of perspectives with which to think about the world, its riches and its problems. You will join the ongoing conversations which constitute the history of the disciplines with which you are engaging. You will sharpen your abilities to read with care and lucidity, and to express your thoughts in articulate ways, in spoken and written form. And you will think about big and small questions that deal with the meaning of it all.

**Concerned about concentrating in what you really love? Yes, because if I want to get a job after graduation, I have to concentrate in something practical!** What could be more practical than superior writing skills, strong analytical abilities, a facility for language, and a talent for making creative connections across fields of study and inquiry? Students of the Arts and Humanities develop deeply useful and transferable skills that are invaluable to employers. You never know when your ability to speak Mandarin or produce a short video will catch the eye of a potential employer and make your resume stand out from the rest. Be who you are. Study what you love. You will find a way to bring that passion and intelligence into your professional life.

**But I might want to go to law school. Will I be able to get into a good law school if I don't concentrate in government or economics?** Of the 201 members of the current first-year class at Yale Law School, 64 majored in the Arts and Humanities as undergraduates. Law schools want students who have a grasp of the sweep of human history and the forces that have shaped human experience, who can think critically and write with grace and skill. As globalization brings businesses and governments into closer working relationships, an understanding of other cultures, their histories, and their languages is invaluable. Insight into human character and human societies, crucial for the successful practice of law, can be gained by studying Literature, Classics, Philosophy, Religion and the History of Art and Architecture and by achieving fluency in other languages.

**But what about medical schools? There's no way I can get into a good medical school if I don't major in science.** Of recently surveyed Harvard alumni who are presently enrolled in medical school, after taking a year off following Harvard graduation, approximately 60% were science concentrators as undergraduates and 40% were not. Of Harvard graduates who went directly to medical school following graduation, approximately 80% were science concentrators and 20% were not. Exactly half of the Princeton students admitted to medical school last year were Humanities or Social Science majors.

While science requirements for medical school admission do have to be met, many students with other interests besides medicine, or students who are unsure about whether they want to go to medical school, manage to meet these requirements while concentrating or pursuing a secondary concentration in Music, English, Near Eastern Languages and Civilizations, and other Arts and Humanities departments, or in the year following graduation. Non-science concentrators are accepted to medical schools at a similar rate as science concentrators. The emerging field known as Medical Humanities or Narrative Medicine acknowledges the central place occupied by stories and storytelling in the effective practice of healthcare and offers individuals with an interest in writing and literature a unique place in the world of medicine.

**I don't see myself becoming an English professor or going to graduate school in Classics. What can I do with a degree in this concentration?** Of twenty-five Classics majors we recently sampled, only one went on to be a classicist. Two became doctors, nine became lawyers, five became educators and one became a Professor of English. We found the Director of Global Tax Law for a multinational media company, an associate producer at NPR, and a trial attorney for the US Department of Justice. Several graduates entered the financial sector and another became managing editor of the Library of Arabic Literature.

Many English majors pursue careers in writing, editing and education. But just as many in our recent survey followed paths defined by personal passions, like growing grapes and running a vineyard, working in speech pathology and engineering, teaching clinical psychiatry and pediatric medicine, directing an art gallery, designing landscapes, and hosting a popular national television show. We found a Foreign Service Officer for the State Department, a fraud analyst for Facebook, and a civil rights policy administrator, as well as a managing director for Goldman Sachs. There were two veterinarians, two critical care physicians, and a portfolio manager for an investment company.

You are more likely to excel and to graduate with a distinguished transcript that will catch the eye of a prospective employer; when you study what you really love.

Visit the Division of Arts and Humanities website to learn more about the division at Harvard,  
[artsandhumanities.fas.harvard.edu](http://artsandhumanities.fas.harvard.edu).

# DIVISION of *Science*

The Division of Science is home to fourteen academic departments that encompass all of the natural sciences, mathematics, and statistics. These departments are:

- Astrophysics
- Chemical and Physical Biology
- Chemistry
- Chemistry and Physics
- Earth & Planetary Sciences
- Environmental Science and Public Policy
- Human Development and Regenerative Biology
- Human Evolutionary Biology
- Integrative Biology (IB)
- Mathematics
- Molecular and Cellular Biology
- Neurobiology
- Physics
- Statistics

\*Though it is administratively housed in the division of Social Science, Psychology's faculty and curricular offerings bridge both Social Sciences and Sciences, including a track that is part of the Life Sciences cluster of concentrations.

The breadth of research performed in these departments is extraordinary. Our students, faculty, and affiliated researchers study phenomena from the tiniest subatomic particles to the largest structures in the universe; from the workings of a single protein in a cell to the complete ecology of a forest; from the most abstract realms of mathematics to applied statistical modeling of infectious diseases. All of these fields share a commitment to expanding our knowledge of the universe, including our understanding of ourselves as living organisms.

The academic concentrations that are most closely affiliated with the Division of Science draw on courses and faculty from across these departments, and in many cases also from the other academic divisions and the School of Engineering and Applied Sciences. While some concentrations such as Mathematics are clearly centered in one department, concentrations such as Human Developmental and Regenerative Biology draw widely from many departments. Scientific research today often lives at the boundaries between traditional disciplinary areas, and thus we encourage students to pursue their academic interests based on courses and faculty research, and not to feel confined within one particular department or even within the Division of Science as a whole.

Students who are interested in the natural sciences, mathematics, and statistics will also find relevant courses and concentrations outside the Division of Science. Many of the offerings of the School of Engineering and Applied Sciences draw on the same kinds of skills and approaches to knowledge as do our courses. Within the Social Sciences, the fields of Economics and Government use numerical and computational models that are similar to some models we use in the natural sciences, and the fields of Psychology and Anthropology are increasingly informed by developments in human biology and neuroscience. The undergraduate concentrations in History and Science and in Environmental Science and Public Policy combine focused study in science with a broader understanding of the historical, societal, and environmental impact of science. Even within the Arts and Humanities, methods drawn from the natural sciences have had an increasing impact on research—from advanced quantitative techniques used to analyze and conserve works of art, to the numerical analysis of massive historical, literary, and artistic data sets.

To study the natural sciences requires a basic foundation in mathematics, in the physical sciences, and in the life sciences. Introductory courses in these areas will usually be taken in the first year, continuing through to the fall term of the sophomore year. In general, students who have acquired a solid foundation in any of the concentrations in the Division of Science will find it possible to switch to other science concentrations as their intellectual interests evolve. There is particular flexibility within the “Life Sciences Cluster” of concentrations, which share many basic prerequisites and a coordinated advising structure. Although many of these introductory courses are quite large, students will find that most upper-level courses in the Division of Science are quite small and focused, and many of our students develop close relationships with faculty mentors, particularly through independent research.

The study of the natural sciences offers an education in critical thinking—including quantitative methods—that will be useful in many careers, not just in scientific research. Although we hope that all of our undergraduates will have an opportunity to pursue independent research in the sciences, most will not end up in research careers. Students with degrees in the natural sciences, mathematics, and statistics have found successful careers in medicine, business, finance, law, and education, not to mention the many who have continued in some area of science. We hope that, no matter what your background or potential

career interest, you will take some of the exciting courses offered in the Division of Science, meet our extraordinary faculty and talented students, and do some experimental work in our world-class research facilities. For those who do choose one of our undergraduate concentrations, we welcome you and encourage you to seek the path that is most interesting and satisfying to you as a young scientist or mathematician.

Visit the Division of Science website to learn more about the sciences at Harvard,  
[science.fas.harvard.edu](http://science.fas.harvard.edu).

## DIVISION of *Social Science*

The ten social science concentrations study individuals, relationships, processes and institutions in human societies. At Harvard, the Division of Social Science embraces a number of diverse and highly interdisciplinary fields including:

- African and African American Studies
- Anthropology (Social Anthropology and Archaeology)
- Economics
- Government
- History
- History and Science
- Psychology
- Social Studies
- Sociology
- Women, Gender and Sexuality Studies



These concentrations consider big questions about peoples and societies past and present, and investigate phenomena large and small — the minds and brains of socially situated people; groups like families, communities, organizations, and governments; and large-scale patterns of international trade, alliance, and conflict. Several social science concentrations engage vital normative questions about timeless issues — such as the relationship between freedom and morality, or the responsibilities of citizens in a democratic polity — by examining and debating classical and contemporary ideas in social thought and political philosophy.

In some concentrations, an overarching perspective or theme applies to diverse subjects. Economics postulates that social phenomena result from interactions among goal-oriented people attempting to make the best use of their resources such as money and time. Reasoning this way can aid understanding of not just markets and economic growth but also politics, education, and the family. Central themes in Government are power and politics — in the formal institutions of governance as well as other domains of social life.

Other fields are more eclectic. Sociology studies structured social inequality — differences in race, ethnic, and cultural origins, socioeconomic position, and sex and gender; forms of social organization from small groups through nation-states; and change in human populations through births, deaths, and immigration. Social Anthropology seeks a holistic appreciation of societies, stressing interdependence among language, culture, and institutions and a comparative perspective to sensitize students to distinctions and similarities between societies. In the interdisciplinary Social Studies program, concentrators acquire a firm grounding in social and political theory and then create an individualized “focus field” that integrates several social science disciplines to better understand local, national, or world problems.

Three social science concentrations center attention on the past. In History, concentrators study diverse subjects — for example, the economy, politics, law, the environment, culture and ideas, race and gender, or urbanization — in particular times and places. History and Science highlights ideas and institutions in contemporary science and technology, conditions under which they arose, and the ways they shape today’s world. In its Science and Society track, students combine historical inquiry with substantial study in a physical or life science field. The Archaeology program within Anthropology also examines the human past, emphasizing knowledge drawn from material remains left by ancient peoples. It investigates the origins of human settlement patterns and the emergence of complex societies from earlier subsistence forms.

Two social science concentrations focus on fundamental dimensions of human social life: race/ethnicity and gender/sexuality. African and African American Studies (AAAS) examines the history, culture, and social institutions of peoples of African

descent, on the African continent and throughout the world; students opt for either an African Studies or an African American Studies track. It provides a cross-cultural standpoint on contemporary debates about race and ethnicity. In Studies of Women, Gender, and Sexuality (SWGS), concentrators learn about the omnipresence of gender and sexuality, how these combine with other social differences, and variations in gender-sexuality norms across space and time. Both AAAS and SWGS are highly interdisciplinary, including arts and humanities subjects like art, literature, and religion as well as social science fields like history, political science, and sociology.

Concentrators in Psychology focus on the mind and mental life, including perception, emotion, cognition, language, memory, and attention. Contemporary psychology involves some study of biology, particularly interfaces between the mind and the brain. Psychologists examine the evolution and co-evolution of brains and minds, the developmental pathways for acquiring mental capacities, and the social settings and cultures that shape individual psychology. They link these mental processes to diverse phenomena including happiness, intergroup attitudes like bias and prejudice, and mental disorders. Other social science disciplines study the mind, too: behavioral economics asks how cognitive and emotional factors shape economic choices and decisions, while political psychology considers the influence of these factors on political participation and voting. The social sciences offer students multiple opportunities to learn about and prepare for citizenship in the increasingly globalized twenty-first century world, including comparative or regionally-focused courses on history, politics, societies, and cultures, and studies of international trade, conflict or global governance. A semester or summer of study abroad enriches any undergraduate's College experience, but is especially valuable in an internationally-oriented concentration. Living elsewhere supplements learning in formal coursework. With careful academic planning, most social science concentrations can accommodate a semester abroad, and some actively encourage it. Additionally, Harvard's many international centers offer undergraduates numerous opportunities: seminars and colloquia, research support, travel grants, and internships abroad.

Social scientists study their subjects systematically by conducting a wide variety of empirical research. They acquire data using ingenious methods, including laboratory experiments, field experiments that intervene in real-life settings, sample surveys, documentary evidence, and administrative data from record-keeping systems for tracking taxation, health care utilization, social media usage, and other transactions. They employ more qualitative methods like participant observation, in-depth interviewing, and ethnography to elicit an interpretative understanding of what social events and phenomena mean from the standpoint of research subjects.

By learning the research methods used in their fields, social science concentrators prepare themselves for a variety of post-College futures. Most professional education requires the ability to distill conclusions from complex bodies of information; many rewarding careers have similar requisites. Concentrating in a social science field helps students to gain such skills, along with critical reading, clear expository writing, speaking articulately, and learning to synthesize diverse perspectives and ideas. A senior thesis research project — an option in all social science concentrations, and a requirement in Social Studies — is a rewarding experience by itself, and an excellent way to combine and enhance these skills. Participating in a laboratory group or serving as an assistant to a faculty project can also help to develop them. No social science concentration offers pre-professional training, but all offer an excellent liberal arts foundation for post-graduate study in education, law, management, medicine, and other professions. Social science concentrators also enter careers in business, journalism, and public service, and a few opt for research careers in university or non-academic settings.

Connections among social science fields are increasing, not only in interdisciplinary fields like History and Science, AAAS, and SWGS, but also across disciplines — as illustrated by courses on cultural economics, cultural history, economic sociology, political economy and political psychology. Subjects like gender, intergroup relationships, organizations, politics, race and ethnicity, and religion can be studied well using numerous disciplinary lenses, so one should consider several options before selecting a concentration.

You should look across as well as within divisions when deciding what to study in depth. As noted, several social science concentrations reach into Arts and Humanities. Likewise, Arts and Humanities concentrations like East Asian Studies or South Asian Studies can involve social science. Furthermore, some social science concentrations involve natural or physical science; psychologists use neuroscientific methods to investigate brain-mind relationships, while some archaeologists and historians apply physical science and engineering techniques to understand evidence about the past. Science Division concentrations having important social science elements include Environmental Science and Public Policy and Human Evolutionary Biology.

Visit the Division of Social Science website to learn more about the sciences at Harvard,  
[socialscience.fas.harvard.edu](http://socialscience.fas.harvard.edu).

# SCHOOL of *Engineering* and *Applied Sciences*

The School of Engineering and Applied Sciences has six concentrations:

- Applied Mathematics
- Biomedical Engineering
- Computer Science
- Electrical Engineering
- Engineering Sciences
- Mechanical Engineering

The launch of Harvard’s newest school in 2007 was the University’s answer to several big questions: Given the complex nature of problems such as climate change, the global demand for energy, cyber-security, and providing clean water, a modern infrastructure, and health care for a growing population, what fields will be most relevant in the next century? How can we bring together the vast expertise and resources of the University to address these challenges? What is the most effective way to educate students so that they can have a real-world impact on these problems, regardless of their field of study?

All of these global problems involve engineering and technology. None can be solved with technology alone.

Through these concentrations, the Harvard School of Engineering and Applied Sciences (SEAS) takes a fresh approach to studying and teaching these increasingly important disciplines. At SEAS, engineering, computer science, applied mathematics, and the applied sciences are an integral part of a liberal arts environment, benefiting from interdisciplinary connections to other parts of a major research university with world-class professional schools.

Students who study engineering, computer science, applied math, and applied sciences enhance their ability to create change by learning how to creatively problem-solve, how to model what already exists, and how to use these models to innovate. The mission of SEAS is to educate well-rounded engineers, computer scientists, applied mathematicians, and applied scientists by enabling them to develop these skills while leveraging strong connections to the arts and humanities, natural sciences, social sciences, and the professions. We aim to change the world by stimulating innovation and by training critical thinkers and doers — world leaders for academia, industry, research, government, medicine, law, and education.

SEAS has no departments and no legacy fields from the 20th century. Rather, the School is designed for the future, organized around teaching foundational engineering and applied science disciplines that are essential to addressing global problems and that harness the entire University’s strengths. Concentrators work with faculty who are solving big, complex problems on the frontiers of translational life sciences, computational science and engineering, energy, environmental science and engineering, robotics and controls, and nanophotonics and nanoelectronics. Harvard has a distinct advantage over other institutions in these interdisciplinary research fields because of the breadth and depth of research and scholarship encompassed by SEAS, the broader Faculty of Arts and Sciences, and the professional schools.

Great teaching is a hallmark of SEAS, coupled with world-class research. We provide an unmatched education for SEAS concentrators. Our goal is to create “T-shaped” engineers and applied scientists (meaning students who have both technical depth in their field and the breadth of the Harvard liberal arts and residential life experience). Our students leave with the demonstrated ability to work in a team, to communicate persuasively, and to use an understanding of the societal and global context to solve real problems. We incorporate design, creativity, and entrepreneurship into the curriculum, while providing a rigorous ABET-accredited engineering program.

In addition to providing an unparalleled education for concentrators, a companion goal of SEAS is for every Harvard College student to take at least one SEAS course and be literate in engineering and technology. Regardless of their field — government, chemistry, history, economics, English — an educated person today must be facile with technology. Harvard College graduates are destined to be leaders who will be required to make decisions that involve engineering or technology.

SEAS is a leader in innovative teaching and learning. Our curriculum includes active learning and engineering design, and we are increasingly utilizing “flipped classrooms” and integrating peer-based learning into our classes. Our introductory courses provide gateways where all students can learn and find success.

Since it was founded, SEAS has invested heavily in teaching programs and focused on key faculty hires in targeted research fields. Today, SEAS concentrators are 14 percent of all Harvard College concentrators (and roughly 35 percent are women — double the national average for our fields). The number of incoming freshmen indicating an interest in engineering or computer science increased from 6 percent before the launch of the School to 15 percent in 2013. And the number of Harvard College students taking at least one SEAS course has more than doubled to 4,000.

**Applied Mathematics** is a quantitative liberal arts degree that provides the opportunity for combining mathematical thinking with any subject for which mathematics can be productively applied. Applied Mathematics is inherently an interdisciplinary concentration with ties to other concentrations both within and outside of SEAS. In particular, applied math has strong intellectual connections to computer science, mathematics, statistics, and economics. It is common for Applied Math plans of study to be similar to within a few courses to plans of study in these other concentrations, and students often move back and forth between Applied Math and these other concentrations as they refine their academic interests. For example, students may move from Mathematics or Statistics to Applied Math if they want a deeper involvement with a particular area of application than may be provided within these other concentrations. Similarly, students may move from Applied Math to Mathematics or Statistics if they prefer to take a more theoretical approach to these studies. Students pursuing these topics can obtain an A.B. degree in Applied Mathematics or a secondary field in Mathematical Sciences. The secondary field is sponsored jointly by the Applied Mathematics concentration and the Mathematics Department.

**Biomedical Engineering** lies at the intersection of the physical and life sciences, incorporating principles from physics and chemistry to understand the functioning of living systems. The overarching intellectual goal of biomedical engineering is to apply quantitative engineering analysis to understand the operation of living systems, and to design novel systems to satisfy unmet needs in clinical medicine. Biomedical engineering distinguishes itself from the other life sciences disciplines by using scientific knowledge to create new biomaterials and devices. Students pursuing these topics can obtain an A.B. degree in Biomedical Engineering or A.B. and S.B. degrees in Engineering Sciences with a biomedical focus.

**Computer Science.** Computation has changed the world — from social connections to scientific analyses, from finance to marketing, the world has become interconnected, data driven, and computation centric. Computer Science is the study of the principles, techniques, and tools that enable this transformation, today and in the future. Students concentrating in Computer Science take a range of courses encompassing theoretical foundations to practical applications sharing an intellectual heritage from mathematics, engineering, and design. Computer Science concentrators learn about how modern computational systems are designed and built, and how these systems can be used to effectively and efficiently solve a variety of problems. Its lessons extend well beyond the boundaries of computer science, with applications for using and manipulating information in disciplines ranging from medicine to economics. Computer Science is closely related to a number of other concentrations at Harvard. Courses on computer hardware design are also offered in Electrical Engineering; on mathematical modeling of various phenomena in Applied Mathematics; and on analysis of large data sets in Statistics.



**Electrical Engineering** students learn how to analyze, design and build devices and systems for computation, communication, and information transfer. Electrical engineering spans a broad range of topics, ranging from the physics of new materials and devices, the circuits and next-generation computing platforms made from these devices, and the algorithms that run on these platforms. The range of subtopics includes power systems, (micro)electronics, control systems, signal processing, telecommunications, and computing systems. The electrical engineering concentration options complement the scientific and technological goals embodied in the physical, life, mathematical, and computer sciences. Students pursuing these topics can obtain an S.B. degree in Electrical Engineering or an A.B. degree in Engineering Sciences with an electrical focus.

**Environmental Science & Engineering** is an interdisciplinary field that applies principles from the natural sciences and mathematics to better understand and address environmental challenges. The overarching goals of the field are to protect human health from adverse environmental conditions, to protect local and global environments from the deleterious effects of human activities, and to improve environmental quality. Students interested in environmental science and engineering study the fundamental processes and technologies underlying environmental systems, including natural and polluted waters and soils, the atmosphere, climate, and energy. Students learn to apply these principles to mitigate human impact on the environment by providing technical solutions and advancing innovations in environmental measurement, modeling, and control. Students pursuing these topics can obtain an A.B. or S.B. degree in Engineering Sciences with an environmental focus.

**Mechanical Engineering** students receive a foundational education in a discipline central to challenges in energy, transportation, manufacturing, robotics, and the development of public infrastructure. Mechanical engineering deals with the study and application of mechanical systems. It covers a range of subtopics including mechatronics and robotics, structural analysis, thermodynamics and engineering design, including the analysis of mechanical systems using finite element methods, the science of new materials and devices for micro electromechanical systems (MEMS), and biological and nanotechnology applications. The concentration options in mechanical engineering complement the scientific and technological goals embodied in the physical, life, mathematical, and computer sciences. Students pursuing these topics can obtain an S.B degree in Mechanical Engineering or an A.B. degree in Engineering Sciences with a mechanical focus.

SEAS concentrators are part of a vibrant School and University community, dedicated to excellent teaching and learning and trailblazing research. Students taking SEAS classes gain the technical knowledge and broad-based perspective needed to understand the complexities of technology and society and to develop practical solutions to the challenges that will define life in the decades ahead.

Visit the School of Engineering and Applied Sciences website to learn more about the division  
at Harvard, [seas.harvard.edu](http://seas.harvard.edu).

# AFRICAN & AFRICAN AMERICAN STUDIES (AAAS)

Barker Center, 2nd floor  
12 Quincy St.  
617-495-4113

## Who We ARE

The field of African and African American Studies (AAAS) explores the histories, societies, and cultures of African and African-descended people. It is highly interdisciplinary, comparative, and cross-cultural.

Africans and people of African descent have developed cultural forms that have profoundly shaped the fine arts and popular culture in the Americas and all around the planet. Comparative and cross-cultural studies of Africa and its diaspora contribute enormously to our understanding of race and ethnicity, and ideas about race are among the central objects of study in the field of AAAS. In addressing the ethical, social, and political consequences of racial thinking, our faculty raise questions relevant to the experiences of all peoples.

The department offers two distinct courses of study: the African track and the African American track. African



## AAAS ALUMNI



Students who graduate with a concentration in AAAS go on to pursue advanced degrees in fields such as history, literature, political science, and sociology. They also go on to work in a wide variety of careers in education, business, medicine, arts and entertainment, law, public policy, and the arts and sciences.

For profiles of Undergraduate Alumni, please see the following web page:

[aaas.fas.harvard.edu/people/undergraduate-alumni](http://aaas.fas.harvard.edu/people/undergraduate-alumni)

track concentrators come to the program with a variety of interests; e.g., the environment, public health, music, ethnic relations, religion, politics, economic development, and literature. The African track includes study in the African Languages Program, required courses, electives, and the option of study abroad. Concentrators in this track are encouraged to take courses in a variety of departments.

*“Exploring African and African American cultures requires us to explore aspects of many other cultures and peoples of the modern world.”*

The African American track attracts students with an equally wide range of interests. There are many reasons students pursue African American studies. First, African American music, literature, and visual arts are significant cultural achievements worthy of study in their own right. Second, African Americans have played a crucial role in the

history of the United States, participating in the American Revolution, the Civil War, Reconstruction, women's suffrage, and the New Deal, and they led the struggle for equality in the second half of the twentieth century. Third, because American political life remains encumbered by racism and its historical legacy, a proper historical, sociological, and economic understanding of race relations continues to be essential for those who seek to make or evaluate public policy. Fourth, some of the social relations that have developed in countries such as the United States, Cuba, Jamaica, Haiti, and Brazil provide important examples of ethno-racial conflict, and through the study of them it is possible to gain insight into what remains a problem across the globe.

Exploring African and African American cultures requires us to explore aspects of many other cultures and peoples of the modern world. Thus diaspora studies are integral to each track. In many parts of the Caribbean and Latin America, for example, religions and performance arts are influenced by traditional African belief systems and practices. The cultures of the African Atlantic diaspora have also developed in interaction with many other peoples.

## ADVISING



AAAS has a very flexible advising structure. The Director of Undergraduate Studies (DUS), Ingrid Monson, meets with all concentrators to discuss their interests and to connect them with like-minded faculty. All concentrators are assigned individual faculty advisors. Study cards are signed by the DUS.

## Did You Know?

*The department's Social Engagement Program allows students to incorporate academic work with social entrepreneurship and social service*

**Approximately 40 faculty members and 30 concentrators**

THE "AMERICAN" IN "AFRICAN AMERICAN STUDIES" IS CONSTRUED BROADLY TO INCLUDE NORTH AND SOUTH AMERICA AND THE CARIBBEAN

**There are opportunities to do supervised independent research for concentration credit**

**SMALL CLASS SIZES**

*Many concentrators do term-time study abroad, often in Africa, the Caribbean, and Latin America*

**Students can develop plans of study that combine elements from both tracks**

At Advising Fortnight I learned...

**"...the concentration is very interdisciplinary and flexible (I can be still be pre-med!). Plus they offer funding for research travel and summer language study through the Committee on African Studies."**

**"...junior tutorials are especially interesting since they are semester long tutorials on writing something of my interest. Furthermore, it was great to get a heads-up on the fact that a lot of the courses that count for the African Studies track tend to also be listed in different departments."**

*"...there are a lot of different options when it comes to the concentration, such as joint concentration options and writing a thesis."*

## EXPLORE

### **Suggested gateway courses**



- AAAS 11, Introduction to African Studies; spring (required of concentrators in the African Studies track)
- AAAS 16. Sociology of the Black Community; fall
- AAAS 20, Introduction to African Languages and Cultures; fall

## QUESTIONS?

### **Ingrid Monson\***

Director of Undergraduate Studies  
[imonson@fas.harvard.edu](mailto:imonson@fas.harvard.edu)  
617-495-2791

### **John Mugane**

Language Faculty Advisor for Study Abroad  
[mugane@fas.harvard.edu](mailto:mugane@fas.harvard.edu)  
617-496-4995

### **Kathleen Cloutier**

Undergraduate Program Officer  
[cloutier@fas.harvard.edu](mailto:cloutier@fas.harvard.edu)  
617-384-7767

*\*Study abroad credit contact*

# ANTHROPOLOGY

## Who We ARE

**B**y the most common definition, anthropology is the study of human diversity in the distant past and the present and, as such, teaches us to recognize the remarkable array of circumstances in which human beings live their lives and make meaning from them. Our faculty consists of scholars whose work covers every time period from the pre-historical to the present, and every major world area.

These qualities can be found in the diverse range of topics and places that some our recent students have investigated:

- women's health in Mexico
- ancient Maya water management systems
- bluegrass in Nashville
- youth activism in Bosnia-Herzegovina
- the changing population of jellyfish in Ibiza
- cultural heritage in South Korea
- mathematicians in Greece
- mosaic skulls in Mexico
- HIV clinics on the US-Mexico border

But anthropology is more than just a catalog of diversity. There is an oft-cited phrase that anthropology "makes the familiar strange and the strange familiar." What does this mean? At the very least, it means stepping back and seeing ourselves the way others might see us – a shift in perspective that is foundational to human empathy and humility. Anthropology also invites deeper analysis of behaviors that we might think we fully understand but that have histories and complexities that only reveal themselves to careful investigation. This is why we do long term field research in local languages to understand social life in all its richness and depth. And finally, making the familiar strange demands an ethical and political accounting. It means not accepting the world as given. This might well be the heart of the discipline, its moral optimism: the conviction that things can be different and better -- and that knowledge about the world should be oriented towards greater empathy, solidarity, and equality.

Most students choose to focus their studies in one of three programs of study: Social Anthropology, Archaeology or a combined track that focuses on both approaches. All three options offer flexible plans of study, small tutorials, individual advising, and opportunities to engage with research in the classroom and through independent projects, sometimes leading to a senior honors thesis. We welcome students interested in interdisciplinary approaches to the social sciences and humanities, exploring study abroad and language study, and curious about exploring other ways of being in the world.

## ADVISING



The Director of Undergraduate Studies has overall responsibility for the academic progress of undergraduates and, along with the Assistant Director of Undergraduate Studies is available by appointment for general academic and administrative advising. The Undergraduate Program Coordinator provides day-to-day advising to current and prospective students, and can assist students with declaring a concentration or secondary, information on course offerings, and many other advising matters.

## EXPLORE

### Suggested gateway courses

#### ARCHAEOLOGY

- Anthro 1010\*, The Fundamentals of Archaeological Methods & Reasoning; fall
- Anthro 1190, Encountering the Conquistadors, spring
- Freshman Sem. 30g, Digging Up the Past: Harvard and Egyptian Archaeology; fall
- Freshman Sem. 41c, Ancient Technology – China and Beyond; spring
- SW 30, Montezuma's Mexico: Then & Now; fall
- SW 38, Pyramid Schemes: The Archaeological History of Ancient Egypt; spring
- SW 40, The Incas: The Last Great Empire; spring

#### SOCIAL

#### ANTHROPOLOGY

- Anthro 1600\*, Grounding the Global: Introduction to Social Anthropology; fall & spring
- Freshman Sem. 40c, Oceans & Cultures; spring
- CB 58, Case Studies in Medical Humanities; fall
- CB 62, Language and Culture; fall
- SW 25, Case Studies in Global Health; fall
- SW 33, Tokyo; fall
- SW 46, Anthropology of Arabia; spring



\* required courses for each program

## ANTHRO ALUMNI



Anthropology alumni pursue a variety of career paths, including consulting and advertising, global health and medicine, law, government, academia, media and the arts, and social entrepreneurship.

## Did You Know?

*Training in both qualitative & quantitative research methods & their applications including those of the Social Sciences, Natural Sciences & Humanities, tailored to the interests of the student (Archaeology)*

TRAINING IN ETHNOGRAPHY AND OTHER QUALITATIVE SOCIAL SCIENCE METHODS AND THEORIES, THEIR REAL WORLD APPLICATIONS, AND THEIR USE IN COMBINATION WITH FILM AND DIGITAL MEDIA (SOCIAL ANTHROPOLOGY)

HIGHLY INDIVIDUALIZED PROGRAMS OF STUDY AND INTIMATE TUTORIAL STRUCTURE

Opportunities to work directly with Peabody Museum collections and staff and to participate in the design and mounting of exhibits

FLEXIBLE COURSES OF STUDY THAT ENSURE BOTH BREADTH AND DEPTH OF LEARNING

Opportunities to design and carry out research at the honors level under the supervision of faculty, advanced graduate students, and/or Peabody Museum staff

ENCOURAGEMENT TO STUDY AND/OR CARRY OUT RESEARCH ABROAD WHILE EARNING CONCENTRATION CREDIT



At Advising Fortnight I learned...

## QUESTIONS?

**Rowan Flad\***

Director of Undergraduate Studies and Head Tutor in Archaeology  
[anthrouc@fas.harvard.edu](mailto:anthrouc@fas.harvard.edu)

**Ramyar Rossoukh**

Assistant Director of Undergraduate Studies and Head Tutor for Social Anthropology  
[rossoukh@fas.harvard.edu](mailto:rossoukh@fas.harvard.edu)

**Monique Rivera\***

Undergraduate Program Administrator  
[anthrouc@fas.harvard.edu](mailto:anthrouc@fas.harvard.edu)  
617-495-3814

\*Study abroad credit contact

*"... I can get involved in the Archaeology program next year and still be plenty prepared for the concentration. They were very flexible and excited to share insights into the field. One PhD student I talked to discussed her thesis project which integrated lots of physics which greatly interested me."*

*"...Anthropology concentrators go into various fields. There is not just one track that one has to follow. They kind of just do what they are passionate about."*

# APPLIED MATHEMATICS

## Who We ARE

We can characterize what applied mathematicians should learn by examining what they do. Mathematical scientists who identify themselves primarily as applied mathematicians function in complementary dual roles in varying proportions.

First, they develop, implement, and study mathematical, statistical, and computational techniques broadly applicable in various fields. Second, they bring mathematical modeling skills to bear on particular scientific problems through judicious approximations to obtain novel insights and predictions when the underlying phenomena are thought to be relatively simple and well understood, or through the creation of conceptual frameworks for quantitative reasoning and measurement when the underlying phenomena are understood. In their methodologists may function temporally as mathematicians, statisticians, or computer scientists; in their phenomenological role, they may function chemists, biologists, economists, etc. In both roles, they must edge, technical mastery, and possess relevant knowledge and educated taste; clearly this necessitates specialization.

Ideally, applied mathematicians substantive involvement in mathematical and scientific areas. Inside academia, their activities are usually carried out in collaboration with students or colleagues; outside academia, they often serve as part of a multidisciplinary team tackling complex problems under time and resource constraints. In either context, a premium is placed on outstanding ability to communicate with fellow technical professionals. Applied mathematics is inherently interdisciplinary, in motivation and in operation. This vision informs the design of the concentration.

*“The Applied Mathematics concentration involves a broad undergraduate education in the mathematical sciences, especially in those subjects that have proved vital to an understanding of the world around us, and in some specific area where mathematical methods have been substantively applied.”*

The Applied Mathematics concentration involves a broad undergraduate education in the mathematical sciences, especially in those subjects that have proved vital to an understanding of the world around us, and in some specific area where mathematical methods have been substantively applied. The goal is to acquire experience at a mature level, consistent with the nature of a Harvard undergraduate education. Generally, students select the concentration because they like to use mathematics to solve real-world problems. Some want a deeper involvement with an area of application than may be provided within a mathematics, statistics, or computer science concentration. Others want a more mathematically-oriented approach to an area of application than that normally provided within the corresponding concentration; mathematical economics is a prime example. Yet others want a special program not otherwise available, usually involving an area of application in which mathematical modeling is less common.

## ADVISING



Students in Applied Math have a concentration advising team that consists of an Assistant Director for Undergraduate Studies, a Director of Undergraduate Studies, and an individual faculty advisor. Students should plan to meet regularly with their advising team to discuss their plan of study, academic interests, and career goals. Currently enrolled College students outside of Applied Math, including pre-concentrators, are encouraged to contact either the Assistant Director, the Associate Director, or a Co-Director of Undergraduate Studies to discuss their interests in Applied Math.

## EXPLORE

### Suggested gateway courses

- Math 1a, Introduction to Calculus; fall, spring
- Math 1b, Calculus, Series, and Differential Equations; fall, spring
- App Math 50, Introduction to Applied Mathematics; spring



# SCHOOL: *Engineering* and APPLIED SCIENCES

## Did You Know?

*Students are increasingly designing their own programs in less-traditional areas such as education, psychology, sociology, and music*

OF 14-15 REQUIRED COURSES, 5 ARE IN AN AREA OF APPLICATION-CORRESPONDING, IDEALLY, TO THEIR AREA OF GREATEST INTELLECTUAL INTEREST – WHICH FORM THE CORE OF THEIR CONCENTRATION

**With exception of the economics application, study plans are highly individualized for each student. Students design their own unique programs. (For example, two students interested in biology as an area of application may have completely different five-course plans, as one student may be interested in neuroscience and the other in population genetics.)**

AN AREA OF APPLICATION IN THE BIOLOGICAL SCIENCES IS OFTEN A GOOD CHOICE FOR PRE-MED STUDENTS

POPULAR APPLICATION AREAS INCLUDE ECONOMICS, BIOLOGY, COMPUTER SCIENCE, PHYSICS, AND STATISTICS

APPLIED MATHEMATICS BLENDS THE STUDY OF MATHEMATICS WITH A WIDE ARRAY OF APPLICATIONS IN MANY FIELDS: BIOLOGY, GENOMICS, CHEMISTRY, COMPUTER SCIENCE, DECISION AND CONTROL, ECONOMICS, ELECTRICAL ENGINEERING, GEOPHYSICAL SCIENCES, MECHANICAL ENGINEERING, SCIENTIFIC COMPUTING, PHYSICS, SOCIAL AND BEHAVIORAL SCIENCES, AND STATISTICS

At Advising Fortnight I learned...

*“...there are way more possible focuses for Applied Math than I once thought. I thought it was just computer science, economics, and that was about it, but it turns out that there’s also biology, chemistry, life science of any kind, and many more focuses that the concentration offers.”*

## QUESTIONS?

**Michael Brenner**  
Co-Director of Undergraduate Studies  
[brenner@seas.harvard.edu](mailto:brenner@seas.harvard.edu)  
617-495-3336

**Yiling Chen**  
Co-Director of Undergraduate Studies  
[yiling@seas.harvard.edu](mailto:yiling@seas.harvard.edu)  
617-495-3298

**Margo Levine**  
Associate Director of Undergraduate Studies  
[mlevine@seas.harvard.edu](mailto:mlevine@seas.harvard.edu)  
617-496-8129

**Sarah Iams\***  
Assistant Director of Undergraduate Studies  
[siams@seas.harvard.edu](mailto:siams@seas.harvard.edu)  
617-495-5935

## APP MATH ALUMNI



Applied Mathematics graduates have used their skills to pursue many career paths, from Wall Street traders to analysts to bioinformaticists, or used their knowledge as a stepping stone to graduate work in mathematics, biology/medicine, engineering, or social sciences.



The Society for Industrial and Applied Mathematics (SIAM) website points out an obvious yet incredibly important point: “Industrial careers for those with a background in mathematics rarely carry a simple title like ‘mathematician.’ The very idea of a career in mathematics has evolved and diversified. Mathematics may stand alone as a science, but as a career, it’s almost always coupled with a specialty or area of research interest.”

Whatever the benchmark, career prospects for graduates are excellent and will likely remain so in the future.

Read about some of our Applied Mathematics alumni at [seas.harvard.edu//programs/applied-mathematics/careers-alumni](http://seas.harvard.edu//programs/applied-mathematics/careers-alumni)

**Kathy Lovell**  
Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

\*Study abroad credit contact

# ASTROPHYSICS

## Who We ARE

The concentration in Astrophysics builds the foundation from which students may consider some of the deepest questions of the physical universe. What was the state and composition of the Universe at the moment of the Big Bang? What is the nature of the force that currently dominates the expansion of the Universe? How do space and time behave in the vicinity of a black hole? How do galaxies form, and how do stars and planets form within those galaxies? Are there habitable worlds other than our own? Excitingly, students are encouraged not just to study the current state of knowledge regarding these questions, but to participate in answering them.

The science of astrophysics and radiation in the universe as of physics. Astronomical phenomena range of physical conditions, neutron stars, high-temperature novae, and strong gravitational unique state of the universe. Theoretical attempts to describe phenomena (such as stars) a useful understanding in many knowledge of the universe is and our contemporary physical to its limits in attempting to tions that cannot be reproduced

*“What was the state and composition of the Universe at the moment of the Big Bang? What is the nature of the force that currently dominates the expansion of the Universe? How do space and time behave in the vicinity of a black hole? How do galaxies form, and how do stars and planets form within those galaxies? Are there habitable worlds other than our own?”*

involves the study of matter understood through the laws of nuclear reactions in superfluid neutrons in super-fields near black holes, to the during its earliest phases. scribe these and more familiar and galaxies) have achieved cases. However, our overall knowledge is often stretched understand physical conditions in terrestrial laboratories.

This program builds from a general account of the verse emphasizing current research at each step. Astronomy 16 and 17 provide a complete introductory survey to the major fields of astrophysics, and Astronomy 100 is a survey of modern observational methods that includes travel to use our professional telescopes in Arizona. The research tutorial Astronomy 98 places students in close contact with the wide range of research activities at the Harvard-Smithsonian Center for Astrophysics. Undergraduates are strongly encouraged to pursue research projects (conducted under the mentorship of members of the faculty), which culminate in their junior papers and optional senior theses.

## ADVISING

All concentrators in Astronomy are assigned individual faculty advisors in consultation with Edo Berger, Director of Undergraduate Studies. These advisors are able to sign study cards as is Prof. Berger in their absence. These faculty advisors may or may not be the person with whom students ultimately do research as they are free to approach anyone of the 400 scientists at the Center for Astrophysics about a research project.



## EXPLORE

### Suggested gateway courses



- Astronomy 16, Stellar and Planetary Astronomy; spring
- Astronomy 17, Galactic and Extragalactic Astronomy; fall
- Astronomy 16 and 17 may be taken in either order; whichever is taken first, must be taken concurrently with one introductory course in Mechanics:
  - Physics 11a, Mechanics
  - Physics 15a, Introductory Mechanics and Relativity; fall, spring
  - Physics 16, Mechanics and Special Relativity; fall
  - Physical Sciences 12a, Mechanics from an Analytic, Numerical, and Experimental Perspective; spring

## Did You Know?

*The department is extremely interested in encouraging and welcoming all students, regardless of preparation prior to arrival at Harvard, and regardless of whether or not you think you are "good at physics"*

Astrophysics offers joint concentrations with other departments, in particular, Physics, Earth and Planetary Sciences, Computer Science, Mathematics, and Statistics

We anticipate that joint concentrations with the Life Sciences may become more common as the search for life in the Universe moves into an observational phase

The student-to-faculty ratio is the most favorable of all of the science concentrations

The Concentration in Astrophysics strives to provide excellent mentorship, both through the assignment of two concentration advisors, and the small class sizes, including tutorial-style offerings in each of the 4 years

Concentrators interested in medicine can indeed complete the pre-med requirements



## ASTRO ALUMNI



For roughly half of our students, the concentration in astrophysics is the foundation for graduate study (in astrophysics or a related field such as physics or planetary science) resulting in the PhD. Concentrators who have pursued this route work in academia as professors and teachers, at national observatories as astronomers and support scientists, at national laboratories and NASA research centers, at private research foundations, and in industry.

Importantly, half of our concentrators do not intend to seek further study through a graduate degree. Rather, they pursue the concentration out of intellectual curiosity and find that the rigor, approaches, and skills emphasized in the concentration are valued greatly in a host of career paths. Our courses are united by the intersection of imaginative problem solving with quantitative data analysis, and we emphasize independent, mentored research and the presentation of that research through carefully crafted writing and persuasive speaking. Recent graduates have pursued careers in education, medicine, finance, engineering, public administration, the military, public relations, and in the computer software and technology industry.

At Advising Fortnight I learned...

**“...Astrophysics has an incredible database of information and is using the internet to help foster interest for astrophysics in students.”**

**“...Astrophysics at Harvard can be separated in different ways and is not just one large grouping of information. For example, astrophysics includes the study of stars and galaxies but also the investigation of the early universe.”**

## QUESTIONS?

**Edo Berger\***  
Director of Undergraduate Studies  
[berger@cfa.harvard.edu](mailto:berger@cfa.harvard.edu)  
617-495-7914

**Peg Herlihy**  
Department Administrator  
[herlihy@cfa.harvard.edu](mailto:herlihy@cfa.harvard.edu)  
617-495-3753

\*Study abroad credit contact

# BIOMEDICAL ENGINEERING

617-495-2833

## Who We ARE

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

In recognition of the pivotal roles and the technologies they provide, the department is committed to broadly educating engineers who will become leaders in the development of Biomedical Engineering. The objective is to provide students with a solid foundation in engineering, particularly as applied to the setting of a liberal arts education. The concentration is flexibly structured for a diversity of educational and professional objectives. It enables the acquisition of skills drawn from the humanities, social sciences and sciences, which enhance engineering knowledge and which will contribute to future leadership and technical success.

*"The concentration is flexibly structured for a diversity of educational and professional objectives. It enables the acquisition of skills drawn from the humanities, social sciences and sciences, which enhance engineering knowledge and which will contribute to future leadership and technical success."*

The A.B. degree concentrates on courses. This degree prepares students for the practice of Biomedicine, for graduate study in engineering and medicine, and it is an excellent preparation for careers in other professions (business, law, etc.) as it provides an ideal framework for a well-rounded technical and scientific education. Advanced courses build on the knowledge acquired in math, science, and introductory engineering science courses. Concentrators are encouraged to complete the common prerequisite course sequence in their first two years at Harvard. This includes Math or Applied Mathematics, Life Sciences and Chemistry, Physics, and Engineering Sciences 53 (Quantitative Physiology).

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

At Advising Fortnight I learned...

*"...Biomedical Engineering integrates all the sciences to find solutions to problems."*

importance of the life sciences to our society, Harvard educates engineers who will open up a new field of Biomedical Engineering. The goal of this concentration is to provide a foundation in engineering, the life sciences, within the concentration. The concentration is a diversity of educational and professional objectives. It enables the acquisition of skills drawn from the humanities, social sciences and sciences, which enhance engineering knowledge and which will contribute to future leadership and technical success.

sists of 14 four-credit courses. These courses prepare students for the Bachelor of Chemical Engineering and

## BIOMEDICAL ALUMNI



Our students can go on to top medical schools and graduate schools in bioengineering. Other students choose to study public policy or public health or economics in graduate school. Some of our students obtain jobs in management consulting, and have been recruited by top firms. Finally, our students can go directly to industry and work as biomedical engineers at medical device or biotechnology firms.

# SCHOOL: *Engineering* and APPLIED SCIENCES

[SEAS.HARVARD.EDU/PROGRAMS/BIOMEDICAL-ENGINEERING](http://SEAS.HARVARD.EDU/PROGRAMS/BIOMEDICAL-ENGINEERING)

## Did You Know?

HANDS-ON  
LEARNING THROUGH-  
OUT THE CURRICULUM

*Independent  
research and  
entrepreneurial  
activity strongly  
supported*

ACCESS TO  
HARVARD MEDICAL  
SCHOOL LABS

Diverse student  
population

ACCESS TO RESEARCH OPPORTUNITIES AT THE WYSS INSTITUTE FOR BIOLOGICAL ENGINEERING TO DEVELOP BIOMIMETIC MATERIALS, MICRODEVICES, MICROROBOTS, AND INNOVATIVE DISEASE REPROGRAMMING TECHNOLOGIES THAT EMULATE HOW LIVING CELLS, TISSUES AND ORGANS SELF-ORGANIZE AND NATURALLY REGULATE THEMSELVES

Access to undergraduate teaching laboratories, which house cell culture facilities, rapid prototyping equipment, 3D printers, and instruments for evaluating hard and soft materials

Concentrators encouraged to complete prerequisite course sequence in their first two years at Harvard: Math or Applied Mathematics, Life Sciences and Chemistry, Physics, and Engineering Sciences 53 (Quantitative Physiology)

WE TAKE ADVISING AND MENTORSHIP SERIOUSLY, AND WE HAVE STUDENT CHAPTERS OF THE SOCIETY FOR BIOLOGICAL ENGINEERS AND THE BIOMEDICAL ENGINEERING SOCIETY, BOTH OF WHICH ARE NATIONAL PROFESSIONAL SOCIETIES

## EXPLORE

### *Suggested gateway courses*

First year, first term

- Life Sciences 1a, An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology, fall
- Math 1a, Math 1b, Applied Math 21a, or Math 21a, Mathematical Methods in the Sciences, fall

By end of second year, second term students should complete

- Engineering Sciences 53, Quantitative Physiology as a Basis for Bioengineering; fall (can be taken first or second year)
- and Physics through Physical Sciences 2,3, or Physics 12a,b or Physics 15a,b or Applied Physics 50a,b



## ADVISING



Students in the engineering concentrations, including Biomedical Engineering (A.B.), Electrical Engineering (S.B.), Engineering Sciences (A.B. & S.B., all tracks), and Mechanical Engineering (S.B.), have a concentration advising team that consists of an Assistant Director for Undergraduate Studies, a Director of Undergraduate Studies, and an individual faculty advisor. In general, the ADUS is the first line of communication for concentration related questions and forms (including signing study cards), and students should plan to meet regularly with both their ADUS and faculty advisor to discuss their plan of study, academic interests, and career goals. Currently enrolled College students outside of engineering, including pre-concentrators, are encouraged to contact any of the Assistant Directors for Undergraduate Studies who are prepared to discuss all of the engineering options in SEAS.

## QUESTIONS?

### **David Mooney (fall)**

Director of Undergraduate Studies  
[mooneyd@seas.harvard.edu](mailto:mooneyd@seas.harvard.edu)  
617-384-9624

### **Robert Howe (spring)**

Director of Undergraduate Studies  
[howe@seas.harvard.edu](mailto:howe@seas.harvard.edu)  
617-496-8359

### **Sujata Bhatia\***

Assistant Director of Undergraduate Studies  
[sbhatia@seas.harvard.edu](mailto:sbhatia@seas.harvard.edu)  
617-496-2840

### **Kathy Lovell**

Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

\*Study abroad credit contact



# CHEMICAL & PHYSICAL BIOLOGY (CPB)

## Who We ARE

**C**hemical and Physical Biology (CPB) concentrators are interested in applying quantitative tools, physical concepts, and chemical principles to the study of biology. The concentration is jointly administered by the departments of Chemistry and Chemical Biology and Molecular and Cellular Biology.

## ADVISING



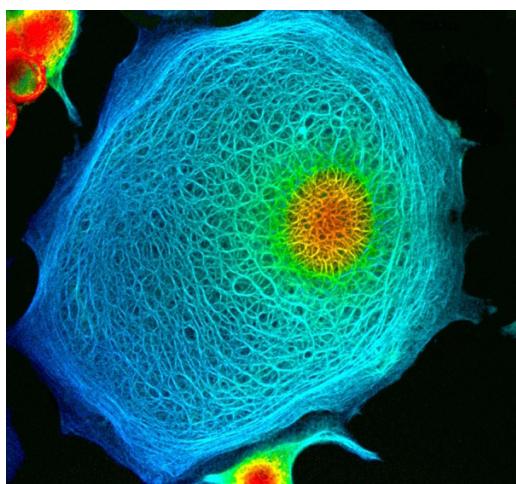
The Assistant Director of Undergraduate Studies (ADUS; Martin Samuels) meets with concentrators and pre-concentrators to discuss course choices, research opportunities, and career planning. The ADUS also signs study cards. In addition, each concentrator is matched with a mentor from the Board of Tutors in Biochemical Sciences.

(For more information, go to  
[tinyurl.com/CPB-tutorial-board](http://tinyurl.com/CPB-tutorial-board).)

## CPB ALUMNI



Most CPB graduates pursue careers in research. Others have applied their quantitative training and critical thinking skills to pursue careers and further education in fields including business/finance, computer programming, education, engineering, law, and medicine.



Fairchild 95  
7 Divinity Avenue

617- 495-4106

## EXPLORE

### Suggested gateway courses



#### First semester

- LS 1a. Life Sciences 1a. An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology (fall)
- LPSA. Life and Physical Sciences A. Foundational Chemistry and Biology (fall)
- Math (according to math placement\*)

#### Second semester

- LS 1b. Life Sciences 1b. An Integrated Introduction to the Life Sciences: Genetics, Genomics, and Evolution (spring)
- Physical Sciences I or Physical Sciences II (spring)

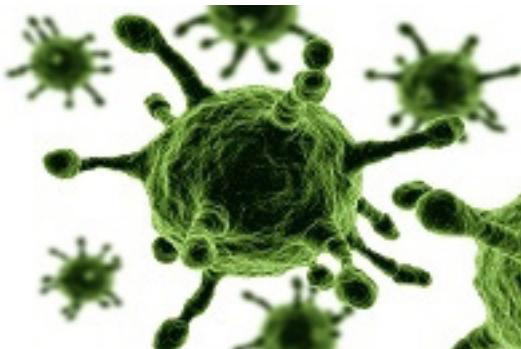
#### Third semester

- MCB 60. Cellular Biology and Molecular Medicine (fall)
- Chem 17. Organic Chemistry (fall)

#### Fourth semester - Any of the following courses:

- MCB 64. The Cell Biology of Human Life in the World (spring)
- MCB 65. (Formerly MCB 56) Physical Biochemistry: Understanding Macromolecular Machines (spring)
- MCB 68. Cell Biology Through the Microscope (spring)
- Concentration Elective

\*For a more complete listing, [lifesciences.fas.harvard.edu/files/lifesci/files/cpb\\_preconcentrator\\_course\\_sequences.pdf](http://lifesciences.fas.harvard.edu/files/lifesci/files/cpb_preconcentrator_course_sequences.pdf)



## Did You Know?

CPB EMPHASIZES A MORE QUANTITATIVE APPROACH TO THE LIFE SCIENCES THAT INVOLVES USING TOOLS AND METHODOLOGIES FROM MATHEMATICS, CHEMISTRY, AND PHYSICS TO STUDY BIOLOGY

MOST CPB CONCENTRATORS CHOOSE TO WRITE A SENIOR THESIS, AND THE CONCENTRATION PROVIDES STRONG SUPPORT FOR THESIS WRITERS TO MAKE IT AN ENRICHING EXPERIENCE

Students at Harvard taught by leading experts in these disciplines and are encouraged to get involved in faculty laboratories

Harvard has tremendous strength in biology, chemistry, and the physical sciences, with renowned teachers and researchers in each of these areas

*It is ideally suited for students who are interested in applying the knowledge they gain from higher-level coursework in mathematics, chemistry, and physics to current research in the Life Sciences*

HARVARD FOSTERS INTERDISCIPLINARY RESEARCH THROUGH THE DEPARTMENTS ON THE CAMBRIDGE AND MEDICAL SCHOOL CAMPUSES, AS WELL AS THROUGH THE AFFILIATED CENTERS (SUCH AS THE CENTER FOR SYSTEMS BIOLOGY, THE CENTER FOR BRAIN SCIENCE, AND THE HARVARD STEM CELL INSTITUTE)

At Advising Foothill I learned...

## QUESTIONS?

Adam Cohen  
Co-Head Tutor  
[cbp\\_conc@lstdiv.harvard.edu](mailto:cbp_conc@lstdiv.harvard.edu)

Rachelle Gaudet  
Co-Head Tutor  
[cbp\\_conc@lstdiv.harvard.edu](mailto:cbp_conc@lstdiv.harvard.edu)

Martin Samuels\*  
Assistant Director of Undergraduate Studies  
[msamuels@fas.harvard.edu](mailto:msamuels@fas.harvard.edu)  
617-496-1206

Lisa Fountain  
Program Coordinator  
[lisa\\_fountain@harvard.edu](mailto:lisa_fountain@harvard.edu)  
617-495-4106

\*Study abroad credit contact

*“...it's distinguished from the other Life Science concentrations by looking at the biological information through an analytical lens.”*

*“...CPB attracts students who are interested in taking advanced physics and chemistry classes in addition to the required biology classes, and who are interested in the intersection between these different branches of science.”*

*“...CPB really attracts students who are interested in exploring the intersection between physics, chemistry, and biology.”*

*“...the differences between the Chemical and Physical Biology and Molecular and Cellular Biology concentrations, which I now understand to be that CPB applies quantitative and computational approaches to the study of biology, while MCB uses more traditional methods to elucidate molecular and cellular structures and systems.”*

# CHEMISTRY

## Who We ARE

**C**hemistry is both a basic science, fundamental to an understanding of the world we live in, and a practical science with an enormous number and variety of important applications. Knowledge of chemistry is fundamental to an understanding of biology and biochemistry and of certain aspects of geology, astronomy, physics, and engineering.

### *Why Study Chemistry at Harvard?*

There are two general factors that make a Harvard chemistry undergraduate education truly unique and potentially transformative: having the opportunity for valuable interactions with thought leaders and pioneers of chemistry and having a guide to help you navigate the rich, and perhaps daunting, resources of Harvard Chemistry. In my three years here,

I've found the Professors accessible and attentive; all my interactions with chemistry faculty, as a whole, have been influential; this is all in large part a result of excellent mentoring. I've never felt lost in the sea of potential chemistry courses or completely unsure in terms of how to approach a research opportunity. (Senior Chemistry Concentrator, David Jaramillo)



*“I think the faculty are one of the biggest strengths of the undergrad chemistry experience-- they are so excited about what they do, and invested in sharing their passion for chemistry with students.”*

I think the faculty are one of the biggest strengths of the undergrad chemistry experience-- they are so excited about what they do, and invested in sharing their passion for chemistry with students. I have also found that students tend to be really into the classes, which makes for a more upbeat class experience. (Senior Chemistry Concentrator, Jen Guidera)

In many ways, chemistry at Harvard is taught like a language rather than a collection of unlinked facts. It is incredibly gratifying to approach a test having memorized very little but be able to puzzle solve your way through all the problems. (Senior Chemistry Concentrator, Ellie Lin)

## ADVISING



All students have the Co-Director of Undergraduate Studies as their academic advisor and once they join a lab they will also have the faculty member with whom they do research as an additional academic advisor. Concentrators can seek advice from any member of the chemistry faculty.

*At Advising Fortnight I learned...*

*“...it is quite flexible, and undergraduate research is very strongly encouraged.”*

## CHEMISTRY ALUMNI



Every year about 10-30% of the chemistry seniors apply to graduate school in chemistry. However, because a degree in chemistry is an excellent background for many occupations, most graduates pursue opportunities in related fields such as law, medicine, business, consulting, finance, teaching, environmental science, and other areas of science.

*“...Chemistry concentrators can perform research in virtually any scientific field, and that the concentration is flexible and can cover most, if not all, pre-medical requirements. As a Chemistry concentrator I would still have a lot of room in my schedule to take electives in Music.”*

## Did You Know?

THE DEPARTMENT HAS A COMMITMENT TO THE INDIVIDUAL ACADEMIC DEVELOPMENT OF EVERY STUDENT

Many chemistry students study abroad and students can complete concentration requirements in their time spent abroad

The chemistry concentration is



All faculty in the department are open to having undergraduates do research work in their laboratories

CHEMISTRY STUDENTS HAVE THE OPPORTUNITY TO TAKE CLASSES WITH FACULTY WHO ARE LEADERS IN THEIR RESEARCH FIELDS



## EXPLORE

*Suggested gateway courses*



First year, students should enroll in two of the following introductory Chemistry classes

- Life and Physical Sciences A, Foundational Chemistry and Biology; fall
- Life Sciences 1a, An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology; fall
- Physical Sciences 10, Chemistry: Quantum and Statistical Foundations of Chemistry; fall
- Physical Sciences 1, Chemical Bonding, Energy and Reactivity: An Introduction to the Physical Sciences; spring
- Physical Sciences 11, Foundations and Frontiers of Modern Chemistry: A Molecular and Global Perspective; spring
- Chem 20, Organic Chemistry; spring

## QUESTIONS?

**Gregg Tucci\***  
Co-Director of Undergraduate Studies  
Concentration Advisor  
[tucci@fas.harvard.edu](mailto:tucci@fas.harvard.edu)  
617-496-4668

**Dan Kahne**  
Co-Director of Undergraduate Studies  
[kahne@chemistry.harvard.edu](mailto:kahne@chemistry.harvard.edu)  
617-496-0208

**George O'Shea\***  
Program Coordinator  
[oshea@fas.harvard.edu](mailto:oshea@fas.harvard.edu)  
617-496-0932

\*Study abroad credit contact

# CHEMISTRY & PHYSICS

617-495-2872

## Who We ARE

**T**here is exciting science on the somewhat arbitrary and fluid boundary between chemistry and physics. Chemists and physicists often study the same phenomena in slightly different ways, and it is very useful, in the boundary area, to have training in both fields. Recognizing this, the physics department has for many years offered the concentration in Chemistry and Physics. The requirements of the Chemistry and Physics concentration are designed to provide a solid foundation for further study in either or both of these two closely related sciences.

## ADVISING

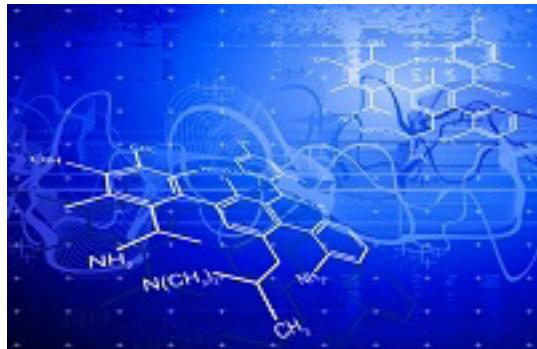
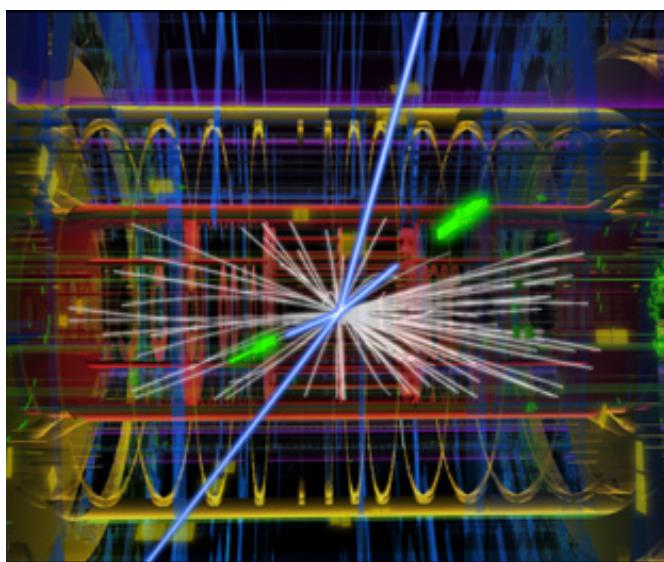


Students in the Physics and Chem/Phys concentrations automatically have Prof. Howard Georgi (Head Tutor) and Dr. David Morin (Associate Head Tutor) as academic advisors. Additionally, each student is given an individual concentration advisor, chosen from among the faculty; this advisor signs the student's study card. Carol Davis (Undergraduate Student Coordinator) handles many of the administrative and student-life aspects of the concentrations.

## CHEM & PHYS ALUMNI



Concentrators have gone on to graduate work and careers in chemistry, physics, and other quantitative fields. In recent years, the concentration has also attracted many of the most scientifically talented pre-medical students at Harvard. In addition, the intellectual disciplines involved provide a suitable background for careers in many different professions.



## EXPLORE

*Suggested gateway courses*



- General Chemistry: Life Sciences 1a and Physical Sciences 1, or Physical Sciences 10 and 11, or satisfactory placement out of the requirement (fall, spring).
- Inorganic Chemistry: Chemistry 40 or 158, or equivalent (fall, spring).
- Organic Chemistry: Chemistry 20 and 30, or Chemistry 17 and 27. Chemistry 20 and 30 are strongly recommended, but Chemistry 17 and 27 may be a preferred alternative, particularly for students preparing for medical school (fall, spring).
- Physical Chemistry or Statistical Mechanics: Chemistry 60 or one of Chemistry 161, Physics 181, or Engineering Sciences 181. One of the statistical mechanics courses is strongly recommended (fall, spring).
- Mechanics, Electromagnetism, and Waves: Physics 15a (or Physics 16), 15b, and 15c (fall, spring).
- Quantum Mechanics: Physics 143a or Chemistry 160 (fall, spring).
- Mathematics: Two courses at the level of Mathematics or Applied Mathematics 21a, 21b, or above. While not required, taking one or more additional mathematics courses is strongly recommended. Students should consider especially Applied Mathematics 104 or Mathematics 113; Applied Mathematics 105 or Mathematics 110; Applied Mathematics 111 or Applied Mathematics 115; Statistics 110. Students planning to go into research should consider taking a course in computer science and/or numerical analysis.

# DIVISION: *Science*

[PHYSICS.HARVARD.EDU/ACADEMICS/UNDERGRAD](http://PHYSICS.HARVARD.EDU/ACADEMICS/UNDERGRAD)

## Did You Know?

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

THE CONCENTRATION IN CHEMISTRY AND PHYSICS IS SUPERVISED BY A COMMITTEE COMPRISING OF MEMBERS OF THE DEPARTMENTS OF PHYSICS AND OF CHEMISTRY AND CHEMICAL BIOLOGY. AS THE NAME SUGGESTS, THE CONCENTRATION HAS BEEN ESTABLISHED TO SERVE THOSE STUDENTS DESIRING TO DEVELOP A STRONG FOUNDATION IN BOTH PHYSICS AND CHEMISTRY

BECAUSE THE REQUIREMENTS OF THE CONCENTRATION LIE BETWEEN THOSE OF CHEMISTRY AND OF PHYSICS, IT IS POSSIBLE THAT A GIVEN SET OF COURSES COULD SATISFY THE REQUIREMENTS OF ONE OF THOSE CONCENTRATIONS AS WELL AS THOSE OF THE CONCENTRATION IN CHEMISTRY AND PHYSICS.

BY THE SAME TOKEN, A TRANSFER TO OR FROM ONE OF THESE CONCENTRATIONS, EVEN AS LATE AS THE JUNIOR YEAR, NORMALLY CAUSES LITTLE DIFFICULTY

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

At Advising Tonight I learned...

“...it is a fairly flexible concentration that lets me count really interesting physics and chemistry courses towards requirements and that the optional honors thesis doesn't have to be integrative. It can be in chemistry, or physics, or both.”

“... It is very flexible, and aside from basic requirements in each category, you must take at least four physics courses and four chemistry courses. An honors thesis is not required, but if you choose to do one it can be in chemistry, or physics, or both (it doesn't have to be integrative).”

“...most people choose to focus on either chemistry or physics in higher-level courses but take a lot of both in their freshman and sophomore years. We also discussed the pros and cons of taking physics courses out of sequence.”

## QUESTIONS?

Howard Georgi\*  
Head Tutor  
[georgi@physics.harvard.edu](mailto:georgi@physics.harvard.edu)  
617-496-8293

David Morin\*  
Associate Head Tutor  
[morin@physics.harvard.edu](mailto:morin@physics.harvard.edu)  
617-495-3257

Gregg Tucci\*  
Co-Head Tutor in Chemistry  
Concentration Advisor  
[tucci@fas.harvard.edu](mailto:tucci@fas.harvard.edu)  
617-496-4668

\*Study abroad credit contact

# CLASSICS

## Who We ARE

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

Two concentration options are offered within the department: (1) Classical Languages and Literatures, for students wishing to emphasize the study of Greek and Latin literature in the original languages, and (2) Classical Civilizations, for those primarily interested in exploring the connections between Greco-Roman culture and disciplines such as archaeology, history, and philosophy. Concentrators in both tracks are required to acquire knowledge of Greek or Latin, or both, but neither track presumes any prior knowledge of these languages. Both may be pursued as joint concentrations with other departments.



## ADVISING



The Director of Undergraduate Studies (DUS) serves as the primary academic advisor for every concentrator. Concentrators meet with the DUS at the beginning of each term to discuss course selection, long-term academic planning, internships and research opportunities, and other matters relating to their academic and professional progress. Study cards are signed by the DUS.

## CLASSICS ALUMNI



From the freshman year onwards, students are taught to develop analytical and interpretive skills that are transferable to almost every aspect of human endeavor. Alumni have become actors, archaeologists, architects, archivists, bankers, diplomats, doctors, entrepreneurs, hedge-fund managers, interpreters, journalists, landscape designers, lawyers, librarians, management consultants, museum curators, novelists, poets, politicians, priests, professors, surgeons, teachers, translators, and various other things.

## EXPLORE



### *Suggested gateway courses*

- All language offerings are appropriate
- All courses in English translation are also a good entry point
- Classical Studies 97a, Greek Culture and Civilization (fall); Classical Studies 97b, Roman Culture and Civilization (spring)
- Aesthetic and Interpretive Understanding 33, Ancient Fictions: The Ancient Novel in Context (fall)
- Culture and Belief 22, Concepts of the Hero in Classical Greek Civilization (fall)
- Culture and Belief 35, Classical Mythology (spring)

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

*Students are encouraged to study in Greece and Italy, either by enrolling in summer courses or by pursuing a semester of study abroad*

**The library holdings in Classics are unparalleled, and the faculty in the Department and the Museum cover topics as diverse as ancient mechanics, Greek drinking cups, medieval handwriting, and the reception of Virgil and Ovid in western literature, art, and music**

HARVARD'S PRICELESS COLLECTIONS OF ANCIENT ART, COINS, INSCRIPTIONS, PAPYRI, MANUSCRIPTS, AND EARLY PRINTED BOOKS BRING THE ANCIENT AND MEDIEVAL WORLDS ALIVE WITH BREATH-TAKING INTENSITY

**NO PRIOR KNOWLEDGE OF GREEK OR LATIN IS REQUIRED TO CONCENTRATE IN THE CLASSICS**

*A large number of summer internships are available*

**Studying the Classics at Harvard gives undergraduates the opportunity to engage with more than three millennia of human experience**

**JOINT CONCENTRATIONS WITH WIDELY DIVERSE FIELDS ARE ENCOURAGED. (THERE IS A DEDICATED JOINT CONCENTRATION IN ANCIENT HISTORY [GREEK AND ROMAN] BETWEEN THE CLASSICS AND HISTORY DEPARTMENTS.)**

**THE DEPARTMENT OF THE CLASSICS HAS A VERY FAVORABLE FACULTY-STUDENT RATIO. CLASSES USUALLY RANGE IN SIZE FROM 5 TO 25 STUDENTS**

*At Advising Fortnight I learned...*

**“**...Classics is an adaptable concentration which extends into numerous other fields. I am excited to study Classics because it is so flexible and it will allow me to explore my other interests through the subject I am most passionate about.

**“**...studying the Classics is more inclusive than I thought it would be. It's more than just reading old books, but it's pretty interesting, considering that you have the chance to work with Greek works, which I have always been interested in. It also involves interpreting the other areas of life that these works highlight and involves relating the works to things of the present like gender and sexuality.

*“... even though the department may seem small, the Classics Department works intimately with so many other departments (philosophy, philology, history, etc) that it can feel like a large department if you like.”*

## QUESTIONS?

**Kathleen Coleman\***  
Director of Undergraduate Studies and Language Faculty Advisor for Study Abroad  
[classicsDUS@fas.harvard.edu](mailto:classicsDUS@fas.harvard.edu)  
617-495-2024

**Sarah Lannom**  
Assistant Director of Undergraduate Studies  
[slannom@fas.harvard.edu](mailto:slannom@fas.harvard.edu)

**Teresa Wu\***  
Department Administrator  
[tww@fas.harvard.edu](mailto:tww@fas.harvard.edu)  
617-495-4632

*\*Study abroad credit contact*

# COMPARATIVE LITERATURE

## Who We ARE

Comparative Literature welcomes students who are interested in studying literature in more than one national and linguistic tradition, students who want to explore literature in relation to other arts and media (e.g., film, music, visual art), and students who seek to formulate an individualized program of study within the arts and humanities.

Each Comp Lit student designs, with the guidance of a tutor in the program, a course of study that is centered around a core of courses and one-on-one tutorials that reflects the student's particular areas of interest. Recent students in Comp Lit have focused their studies on fields as far-ranging as Literature and Music, 20th century French literature and film, the graphic novel, translation studies, literature and neurobiology, and contemporary Arabic and Hebrew narrative, to name but a few.

Students who thrive in Comp Lit generally have interests in a number of different disciplines and fields within the Humanities and beyond. They also tend to be self-motivated, intellectually adventurous and edgy, and ready to engage in deep thinking about literature and culture.

## EXPLORE

### *Suggested gateway courses*



Any course listed under the Comparative Literature rubric provides an excellent way of exploring the concentration. Comparative Literature 103: Grounds for Comparison is designed to be a gateway course, but all students are encouraged to enroll in any of the Comparative Literature 100 classes to get a sense of what the study of comparative literature entails.

Students might also consider enrolling in a course from any of the departments in the Humanities that address their interests, e.g., Humanities; English; any non-English literature department (e.g., Slavic, Romance Languages, East Asian Languages, Near Eastern Languages); Philosophy; Visual and Environmental Studies; and Women, Gender, and Sexuality.

Another great option is a course in a non-English literature or a language course in the foreign language the student wishes to study.

## ADVISING



Primary advising in the concentration is provided by members of the Comparative Literature Tutorial Board. Each student is assigned an individual advisor. These advisors also sign study cards.



## WHAT COMP LIT CONCENTRATORS SAY

*"The tutorial system allowed me the kind of freedom and focus that most fields only permit at the graduate level. When most of my friends in other departments were still juggling lectures and sections for their concentrations' requirements, I was already delineating my own curriculum and exploring it with some of the world's foremost experts on the subject. As an unexpected bonus, the structure and the dimensions of the concentration fostered a friendly, tight-knit, and vibrant community that I loved calling home."*

*"A combination of factors made Comp Lit stand out... as the perfect choice for me. The blend of languages and cultures (I can't pick just one!), the option of doing a translation thesis, and the opportunity for really individualized attention (heck yes one-on-one junior tutorial) were significant draws for me."*

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

**Students interested in concentrating in Comp Lit need to file an application (available online or in the Comp Lit office, 1st floor, Dana Palmer House) in the fall of sophomore year**

*Comp Lit is an honors-only concentration. You must write a senior thesis and take oral examinations.*

WE ARE A SMALL CONCENTRATION IN WHICH EACH STUDENT IS KNOWN WELL AND GIVEN A LOT OF PERSONAL ATTENTION

*Classes in Comp Lit are typically seminars and have fewer than 15 students in a class. There is a lot of student/faculty contact.*

**KNOWLEDGE OF ONE NON-ENGLISH LANGUAGE IS NECESSARY TO PURSUE STUDIES IN COMP LIT. HOWEVER, YOU NEED NOT HAVE COMPETENCY IN THAT LANGUAGE AS YOU BEGIN YOUR STUDIES.**

**COMP LIT HAS A REQUIRED TUTORIAL PROGRAM: SOPHOMORE TUTORIAL IS A SEMINAR, WHILE JUNIOR AND SENIOR TUTORIAL ARE SUPERVISED, INDIVIDUALLY STRUCTURED COURSES IN WHICH YOU DESIGN YOUR OWN SYLLABUS AND FIELD OF STUDY. THEY ARE READING- AND WRITING-INTENSIVE.**

**Comp Lit is not the literary theory department. Students are introduced to literary theory in the sophomore tutorial, and encouraged to think broadly and theoretically about literature. However the primary object of study is the literary, aesthetic, or cultural object**

*“...it is a sort of “build it yourself” kind of concentration. I learned that there is a lot of freedom in Comparative Literature, and that in the concentration you can really explore other subjects that you are interested in (for example: African American Studies).”*

## COMP LIT ALUMNI



Students who graduate with a degree in Comp Lit develop strong skills in writing, research, and critical thinking that translate across professions. They have gone on to careers in a variety of fields: academics, journalism, film, law, medicine, and business, among others. Some past alumni include: Elizabeth Brook, 2010, consultant; Amrita Dani, 2013, Gates Cambridge Scholar; Monica Eav, 1999, Immigration Lawyer; Noah Fabricant, 2004, Rabbi; Dara Horn, 1999, Novelist; Mark McGurl, 1989, Professor of English, Stanford; B.J. Novak, 2001, Actor; Scott Rubin, 1985, Director of Communications, Europe, Middle East, & Africa, Google; Rashid Sabar, 2005, Portfolio Manager; Kelefa Sanneh, 1998, Staff Writer, The New Yorker; A.O. Scott, 1988, Film Critic, The New York Times; Kevin Stone, 2013, Fulbright Scholar, Germany; Diane Wachtell, 1985, Executive Director, The New Press; Rachel Weinerman, 2003, Physician.

*At Advising Fortnight I learned...*

*“...the Comp Lit concentration is very flexible in allowing you to take classes from different departments to suit your interests and that they have a very close and interactive community. You can also go abroad to do research.”*

## QUESTIONS?

**Sandra Naddaff\***  
Director of Undergraduate Studies  
[snaddaff@fas.harvard.edu](mailto:snaddaff@fas.harvard.edu)  
617-495-5650

**Isaure Mignotte**  
Program Coordinator  
[mignotte@fas.harvard.edu](mailto:mignotte@fas.harvard.edu)  
617-495-4186

\*Study abroad credit contact

# COMPUTER SCIENCE (CS)

617-495-2833

## Who We ARE

Computer science is a dynamic, versatile field, full of open problems and opportunities for creative invention. The concentration in computer science is designed to teach students skills that they will use immediately and also ideas they will exploit in the future in ways we cannot even imagine today.

Computer scientists must know basic mathematics; they must understand something about the abstract models that describe universal computational phenomena; and they must have some knowledge of how computers are currently designed, programmed, and used. Concentration requirements are intended to ensure balanced programs with emphasis on subjects that will endure rapid technological change. At the same time, the requirements permit students to choose courses in computer science and related fields that reflect individual interests and preferences.

## EXPLORE

### Suggested gateway courses



- Computer Science 50, Introduction to Computer Science I; fall (Students should ideally take this course in freshman year, though it is possible to take it in sophomore year and still complete the honors eligible program).
- Computer Science 61, Systems Programming and Machine Organization and Computer Science 121, Introduction to the Theory of Computation are fall term courses for those who have satisfied the prerequisites.
- Computer Science 51; spring is the normal follow-on to Computer Science 50.
- Computer Science 20, Discrete Mathematics for Computer Science, is an optional spring term course providing background in logic, probability, graph theory, and other subjects and will prepare students for courses in theoretical computer science such as Computer Science 121 and 124.
- Computer Science ordinarily requires mathematics to the level of Mathematics 21a and 21b or equivalent (Applied Mathematics 21a and 21b; Mathematics 23a and 23b; Mathematics 25a and 25b; Mathematics 55a and 55b). Students should follow Mathematics placement advice in judging whether first to enroll in Mathematics 1a or 1b or a pre-calculus course.



## ADVISING



First point of contact for students interested in a Computer Science Concentration or Secondary Field is the Director of Undergraduate Studies. The DUS and the student develop a Plan of Study that meets relevant requirements and addresses the student's particular interests and needs. Once the student joins the program, the DUS assigns the student a faculty advisor, who will be the person with whom the student meets regularly for advising and to sign the student's subsequent study cards. The DUS is always available to any computer science undergraduate for technical questions about concentration requirements, for petitions for exceptions to rules, or for any kind of open-ended discussion the student might like to initiate about life at and beyond Harvard.

## CS ALUMNI



Many students go on to work in the computer technology field at the leading software companies such as Facebook, Google, Pixar and Microsoft. Our entrepreneurial students have gone on to found technology companies (including Facebook and Microsoft). Students also apply their expertise in the financial industry.

Students interested in research consistently go on to pursue PhDs at the top programs in the country.

As computer science is such an integral part of so many aspects of our world, students can find a computer science background helpful in many other fields and careers such as law, government, non-profits, or medicine.

Read about some of the computer science alumni at:  
[seas.harvard.edu/programs/computer-science/careers-alumni](http://seas.harvard.edu/programs/computer-science/careers-alumni)

# SCHOOL: *Engineering* and APPLIED SCIENCES

[SEAS.HARVARD.EDU/PROGRAMS/COMPUTER-SCIENCE](http://SEAS.HARVARD.EDU/PROGRAMS/COMPUTER-SCIENCE)

## Did You Know?

STUDENTS CAN START THE CONCENTRATION REQUIREMENTS IN THEIR SOPHOMORE YEAR AND STILL COMPLETE THE DEGREE ON TIME

COMPUTER SCIENCE  
OFFERS BOTH BREADTH  
AND DEPTH IN ALL  
AREAS OF THE FIELD

*Due to our moderate size, computer science students at Harvard form a close-knit community and many students have the opportunity to work on an individual basis with faculty members. Students need absolutely no programming background to take our intro course, CS50*

At *Advising Fortnight* I learned...

**“**...computer science expands your way of thinking about problems, and that it can be a difficult concentration but a rewarding and powerful one.**”**

**“**... I learned about the option to pursue computer science as a secondary. There are also many extracurricular opportunities to engage in computer science study.**”**

**“**...there are several different tracks in computer science for most inclinations and that the current courses I have taken have set me up to follow any of the tracks I want to choose.**”**

**“**... the different paths you can take in the computer science concentration are based on one's interests.**”**

*“...there are courses, resources and applications of theory to make significant impact in industry.”*



## QUESTIONS?

Harry Lewis\*  
Director of Undergraduate Studies  
[lewis@harvard.edu](mailto:lewis@harvard.edu)  
617-496-2424

Kathy Lovell\*  
Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

\*Study abroad credit contact

# EARTH & PLANETARY SCIENCES (EPS)

Hoffman Labs  
20 Oxford St.

617-495-2351

## Who We ARE

**E**arth and Planetary Sciences encompass a broad range of science disciplines, technology, and applications to environmental and economic endeavors. Studies of the Earth involve students in the development and application of new tools and technologies such as space probes and sophisticated instruments, as well as field work in remote and challenging settings.

These are intellectually exciting times for the Earth and planetary sciences, which are of unprecedented importance to contemporary society. Our environment is increasingly subject to stresses placed upon it. As never before, we must understand the consequences of human activities for the Earth's atmosphere, the oceans, the solid Earth, and the organisms that live on it. Exploring for, extracting, and conserving natural resources are vital to the global political economy. We must mitigate the ill effects of earthquakes, landslides, volcanic eruptions, and severe weather by learning to predict their time and place.

Because the Earth's natural systems (atmosphere, ocean, biosphere, solid earth) are interconnected, the training of Earth scientists broadly spans the boundaries between biology, chemistry, engineering, physics, mathematics, and the Earth sciences themselves. This intellectual breadth is not always possible to acquire in a "pure" science program. The department trains students rigorously in the basic sciences, typically in the same foundational courses as students in Astrophysics, Chemistry, Engineering Sciences, and Physics. These foundational courses are followed by upper-level courses that focus on disciplines within Earth and planetary science. Within the EPS department students may focus on atmospheric and ocean science, energy and climate, environmental geoscience, geobiology, geochemistry, geology, planetary science, and solid earth geophysics.

Alternatively, many students choose to take courses across these disciplines.

At Advising Fortnight I learned...

*"...they have a fantastic department as they are a very small one, and that they have great one to one interactions with students as the faculty are really caring. Also there are fantastic trips to go on which are funded!"*

## EPS ALUMNI



An important goal of our educational mission is to maintain flexibility, ensuring that we serve the needs of students destined for careers in science as well as those destined for other pursuits. Career opportunities in Earth and planetary sciences are diverse, spanning the private, government, and academic sectors. Government service includes research and administration in NASA, the National Oceanographic and Atmospheric Agency, the US Geological Survey, the Environmental Protection Agency, and many other agencies and departments. Earth scientists work in and direct a number of oil and mineral exploration and production companies. There also are abundant opportunities in the academic world. Many opportunities continue to grow for entrepreneurs who build companies specializing in resources, natural hazards, waste repositories and cleanup, and environmental impact. In addition to scientific career paths, an undergraduate degree in Earth and Planetary Sciences is an excellent background for continuing study in law, business, public administration, and medicine. Many former concentrators have found that their studies in EPS have helped prepare them for careers in both anticipated and unexpected ways:

- My background in Earth science has allowed me to make designs that meld with the land and the natural environment." (Landscape architect)
- Subsequently, I found myself transitioning from academia back to finances, and now I am a portfolio manager overseeing a book of complex investments in the natural resource, energy, and commodity space." (Portfolio manager)
- Policymakers are constantly challenged to design regulations and programs based on their interpretation of scientific results, and EPS is an excellent foundation for this work in dynamic fields of energy, climate, and environmental policy." (Chief policy advisor for sustainability)

## ADVISING



All concentrators and secondary field students are assigned a faculty advisor with whom they meet at least twice per year. These assignments can change as students' interests shift. Additional concentration advising is provided by the Co-Head Tutors (Jerry Mitrovica and Francis Macdonald) and the Academic Programs Administrator (Chenoweth Moffatt).

# DIVISION: *Science*

[EPS.HARVARD.EDU](http://EPS.HARVARD.EDU)

## Did You Know?

CONCENTRATORS CAN ATTEND WORLD-WIDE FIELD RESEARCH CAMPS

Term-time study abroad is possible

Mid-sized department with 26 faculty and approximately 50 concentrators, including joint and secondary field students

CLASS SIZES ARE SMALL AND STUDENT-PROFESSOR CONTACT IS FREQUENT AND INFORMAL

*All students are encouraged to participate in department-sponsored field trips, experiences that build a tight-knit community among undergraduates, graduate students, and faculty. Annual trip rotates through three destinations and subjects: geology of the Canadian Rockies, oceanography of coastal margins (California or Massachusetts), and volcanology and geomorphology of Hawaii*

By the time they graduate, every EPS concentrator is personally acquainted with numerous faculty members in the department

JOINT CONCENTRATIONS WITH EPS AS PRIMARY OR SECONDARY FIELD ARE COMMON

OUTSTANDING RESEARCH ENVIRONMENT. CONCENTRATORS CAN WORK WITH FACULTY AND GRADUATE STUDENTS ON MAJOR RESEARCH PROJECTS WHETHER AS A RESEARCH OR FIELD ASSISTANT (IN THE CONTEXT OF COURSEWORK) OR AS PART OF AN UNDERGRADUATE RESEARCH PROJECT

## EXPLORE



### *Suggested gateway courses*

- EPS 21, The Dynamic Earth: Geology and Tectonics Through Time (fall)
- EPS 22, The Fluid Earth: Oceans, Atmosphere, and Climate (spring)
- SPU 12, Natural Disasters may substitute for EPS 21 (spring)
- SPU 14, How to Build a Habitable Planet may substitute for EPS 21 (fall)
- SPU 25, Energy and Climate for the 21st Century may substitute for EPS 22 (spring)
- SPU 29, Climate-Energy Challenge may substitute for EPS 22 (fall)
- SPU 30, Life as a Planetary Phenomenon may substitute for EPS 21 (spring)
- SPU 31, Energy Resources and the Environment may substitute for EPS 21 (spring)



## QUESTIONS?

**Jerry X. Mitrovica**  
Co-head Tutor  
[jxm@eps.harvard.edu](mailto:jxm@eps.harvard.edu)  
617-496-2732

**Francis A. Macdonald**  
Co-head Tutor  
[fmacdon@fas.harvard.edu](mailto:fmacdon@fas.harvard.edu)  
617-496-2236

**Chenoweth Moffatt\***  
Academic Programs Administrator, Secondary Field Contact  
[moffatt@eps.harvard.edu](mailto:moffatt@eps.harvard.edu)  
617-384-9760

\*Study abroad credit contact

# EAST ASIAN STUDIES (EAS)

617-495-8365

## Who We ARE

**E**ast Asian Studies is an interdisciplinary concentration that seeks to develop a critical understanding of the human experience in East Asia. A concentrator develops language skills, participates in a series of tutorials, and selects from a rich offering of lecture courses and seminars. The program allows students to learn about East Asia as a whole and also to pursue specialized study of one East Asian society: China, Japan, Korea, or Vietnam. Study abroad is strongly encouraged and supported.

*“The program allows students to learn about East Asia as a whole and also to pursue specialized study of one East Asian society: China, Japan, Korea, or Vietnam.”*

The concentration offers a broad range of possibilities for students interested in the social sciences or the humanities. Students in EAS may take courses that study modern East Asia through approaches drawn from political science, sociology, anthropology, economics, and psychology. Students with an interest in the humanities can choose to study modern and pre-modern East Asia from the perspectives of history, literature, art history, cultural studies, religion, philosophy, and folklore. The sophomore tutorial introduces a variety of perspective from the humanities and the social sciences, and offers concentrators a forum to interact with Harvard’s East Asia faculty. At

the end of the sophomore year, students typically decide on a disciplinary or area focus or choose a comparative perspective (involving one or more than one area or discipline) in consultation with the Director of Undergraduate Studies and their assigned faculty advisor. Juniors take an EAS 98 offering or an approved course to serve as their junior tutorial. Many spend the summer in East Asia doing research or internships. Honors candidates usually spend the senior year researching and writing the honors thesis.



## EXPLORE

### Suggested gateway courses



Students interested in a concentration in East Asian Studies should begin language study (Chinese, Japanese, Korean, or Vietnamese) in the first semester of their freshman year, if possible.

EAS concentrators are required to take a historical survey course of the region they are studying

- China: Societies of the World 12, China: Traditions and Transformations (fall)
- Japan: Societies of the World 13, Japan in Asia and the World (spring)
- Korea: Societies of the World 27, The Two Koreas or Korean 111 (spring)

EAS 97ab may be taken freshman year by students who are strongly committed to EAS as a concentration or secondary field.

## EAS ALUMNI



EAS alumni go on to an amazing range of careers. Is concentrating in East Asian Studies compatible with finding a rewarding job after graduation? The simple answer is yes. With the extraordinary dynamism of East Asia today, knowledge of the region and one or more of its languages is hugely attractive to employers. Some of our graduates continue towards an M.A. or PhD degree with a view towards pursuing careers in teaching and research, but the majority find jobs in consulting, finance, business and international trade, government service, law, medicine and many other fields.

The network of Harvard’s East Asia graduates is trans-global. Even if your professional future is not in Asia, the concentration will equip you with unusual intellectual opportunities and language skills. Graduating with a degree in EAS demonstrates to potential employers that you have initiative, curiosity, imagination, and perseverance. These are all qualities highly sought by employers.

# DIVISION: *Art*, and HUMANITIES

## Did You Know?

*The Asia-related research centers on campus offer lectures, talks, and funds for students to study, do research, and work in East Asia*

**TO STUDY EAST ASIA IS TO BE EXPOSED TO A WORLD WITH DIFFERENT FORMS OF POLITICAL ACTIVITY, RELIGIOUS AND PHILOSOPHICAL TRADITIONS, AND SOCIAL RELATIONS**

*Students are assigned a faculty advisor and a graduate student advisor, and those who write a thesis are also assigned a PhD student to advise on research and writing*

**For decades, Harvard has had one of the top-ranked programs in East Asian Studies globally**

STUDENTS CAN RECEIVE EAS CREDIT FOR COURSES IN ANTHROPOLOGY, ECONOMICS, HISTORY OF ART AND ARCHITECTURE, GOVERNMENT, HISTORY, AND SOCIOLOGY, AND ALSO FROM THE LAW SCHOOL, BUSINESS SCHOOL, TO SCHOOL OF PUBLIC HEALTH

THE SMALL SIZE OF THE DEPARTMENT MAKES IT POSSIBLE TO DESIGN A PERSONALIZED AND INDIVIDUALIZED CURRICULUM

Check out student and alumni profiles online at:  
<http://ealc.fas.harvard.edu/concentrator-profiles>

**At Advising Fortnight I learned...**

**“...EAS would effectively support my ability to explore East Asia in the context of a number of different disciplines while developing my language proficiency by encouraging study abroad in junior year.”**

**“...The East Asian department strongly encourages study abroad opportunities for all students, as they can be invaluable learning experiences that fully immerse you in the language and culture of the society you are studying.)”**

## ADVISING



Students in EAS can request a faculty advisor or have one assigned to them.

The Assistant Director of Undergraduate Studies for Sophomores, Juniors, or Seniors signs study cards. Senior thesis writers work with both a faculty advisor and a graduate student advisor.

## QUESTIONS?

**James Robson\***  
Director of Undergraduate Studies  
Professor of Chinese History  
[jrobson@fas.harvard.edu](mailto:jrobson@fas.harvard.edu)  
617-495-8363

**Nicole Escolas**  
Undergraduate Coordinator  
[eas@fas.harvard.edu](mailto:eas@fas.harvard.edu)  
617-495-8365

\*Study abroad credit contact

# ECONOMICS

## Who We ARE

**E**conomics is at once broad in its subject matter and unified in its approach to understanding the social world. The Harvard Economics Department aims to teach undergraduate students the basic principles of economics, to introduce them to various sub-fields within economics, and to give them a foundation in understanding and carrying out economics research.

Traditionally, economics has focused on understanding prices, competitive markets, and the interactions between markets. Important topics such as monopolies and antitrust, income inequality, economic growth, and the business cycle continue to be central areas of inquiry in economics. Recently, though, the subject matter of economics has broadened so that economists today address a remarkable variety of social science questions. Will school vouchers improve the quality of education? Do politicians manipulate the business cycle? What sort of legal regime best promotes economic development? Why do cities have ghettos? What can be done about grade inflation? Why do people procrastinate in saving for retirement—or in doing their homework?



Economics today is a scientific discipline. Bringing their particular perspective to the questions of social science, economists formulate theories and collect evidence to test these theories against alternative ideas. Doing economic research involves asking questions about the social world and addressing those questions with data and clear-headed logic, employing mathematical and statistical tools whenever possible to aid the analysis.

## ADVISING



The Economics Department has extensive advising resources: five economists serve as dedicated Lecturer/Advisors (each holding a PhD in economics) serve as concentration advisors. Concentrators are welcome to speak with any advisor, but are encouraged to get to know the advisor associated with their House. Additionally, any concentration advisor can discuss and sign paperwork for any economics concentrator.

The Economics Advising Team welcomes students to their walk-in office hours, 10am-4pm, every Monday through Friday during the semester in the Department's home, the Littauer Center.

## EXPLORE

### Suggested gateway courses



Freshman year

- Economics 10a (fall) and 10b (spring), Principles of Economics. Students who earned a 5 on AP microeconomics and macroeconomics or a 7 on the Higher Level examination toward the International Baccalaureate may skip the relevant semester of Ec 10ab and move to higher level economics classes (however, they must replace Economics 10ab with two Ec electives if they pursue the concentration).
  - Math 1a. Students who placed out of Math 1a on the Harvard math placement test or who earned a 5 on AP Calculus AB or BC are deemed to have fulfilled this requirement.
  - One of Stat 100 (fall), Stat 104 (fall and spring) Stat 110 (fall), AM 101 (fall) or Math 154 (spring)
- Sophomore year
- Economics 1010a (fall and spring) or 1011a (fall), Intermediate Microeconomics
  - Economics 1010b (spring) or 1011b (spring), Intermediate Macroeconomics
  - Economics 1123 (fall and spring) or Economics 1126 (varies), Econometrics
  - Economics 970 (fall and spring), Sophomore Tutorial

## ECONOMICS ALUMNI



In recent years, more than 85 percent of economics concentrators have sought work immediately after graduation. Economics concentrators go to work in business, politics, social service, teaching, charitable work, and other occupations in proportions not that different from the average Harvard graduate. A somewhat higher percentage of Economics concentrators pursue work in consulting and finance.

About 10 percent of economics concentrators proceed straight to further education upon graduation, pursuing law school, medical school, Ph.D. programs, and various master's programs. About three-quarters of economics concentrators will eventually earn some advanced academic or professional degree. Law, business, and public policy degrees are the most common.

## Did You Know?

Because the Economics Department is large, students are strongly encouraged to take initiative and personalize their academic experience. Required sophomore tutorials and optional junior tutorials provide rewarding opportunities for small, interactive classes.

The department's advising team has an open door policy that welcomes students to discuss academic interests, concentration requirements, course selection, and career choices.

*Those considering going on to graduate school in economics should plan to take more mathematics than the concentration requires*

The large number of professors and their diverse interests enable a student to study virtually any area of economics.

Some Economics concentrators take computer science courses as well. The more applied and empirical subfields of Economics use computers intensively in statistical and analytical work.

Professors, advisors, and TAs truly enjoy talking with and working with undergraduates who take the initiative to reach out. Economics concentrators will find a warm home in the department if they are proactive, introduce themselves to their professors, and take advantage of the advising team, which welcomes students weekdays between 10am- 4pm in Littauer 109-116.

*Harvard's Economics Department is one of the best in the world*

Economics is a more quantitative discipline than other social sciences. Quantitative measures of economic life are omnipresent--prices, quantities, revenues, expenditures, and so forth. Thus, Economics courses rely on mathematical tools.

At Advising Foothill I learned...

*"...Harvard's Economics program is a lot different than most traditional economics courses, or it's a lot different than what I thought Economics to be. It focuses on the social science aspect more so than just analyzing competitive markets (which is what I believed it to be). I would get more out of it than just a traditional business concentration, as I would learn more about the social world."*

*"...Economics is the study and application of scarce resources. It looks into how people accomplish goals, given constraints. It is also the most quantitative of the social sciences."*

*"...although the concentration is big, there is tons of advising if you make the effort to find it; that concentrating in Economics does not mean that I have to go into banking or consulting; and that it is more about learning the tools to think according to "scarcity" which can be applied to everything."*

## QUESTIONS?

Jeffrey Miron\*  
Director of Undergraduate Studies  
[miron@fas.harvard.edu](mailto:miron@fas.harvard.edu)  
617-495-4129

Dani Doyle  
Undergraduate Program Coordinator  
[ddoyle@fas.harvard.edu](mailto:ddoyle@fas.harvard.edu)  
617-495-3247

\*Study abroad credit contact

# ELECTRICAL ENGINEERING

## Who We ARE

**E**lectrical Engineering provides the information and communications pathways that link us together, the techniques that allow us to send a multitude of complex information over long distances ever more rapidly, and that allow us to carry out demanding computation on massive amounts of data in ever shorter periods of time. Electrical engineers utilize basic materials properties to craft new devices and systems that will be able to rapidly receive, transmit and store information with ever greater accuracy and efficiency.

*“Electrical engineers utilize basic materials properties to craft new devices and systems that will be able to rapidly receive, transmit and store information with ever greater accuracy and efficiency.”*

Harvard's degree in Electrical Engineering is a Bachelor of Science (S.B.) degree that consists of 20 four-credit courses. The Electrical Engineering program has been designed to produce flexibility in the choice of engineering courses, with a small select core of required engineering courses and the early inclusion of a strong hands-on (lab) component. As this program was new in the fall of 2012, it will be reviewed for ABET accreditation during the next review in fall 2015. Students interested in the electrical engineering area at the Bachelor of Arts (A.B.) level should refer to the Electrical Engineering and Computer Science track of the Engineering Sciences concentration.

## EE ALUMNI



Past students have attended graduate school at leading universities in areas ranging from engineering to law to business to medicine, while others have entered the workforce right after graduation, working in small start-up companies, as well as in large engineering companies such as Microsoft and Northrop Grumman, and NASA's Jet Population Laboratory. Other graduates have taken positions at leading consulting, engineering, and business firms.



## EXPLORE



### Suggested gateway courses

- Engineering Sciences 50 (Introduction to Electrical Engineering), fall
- Engineering Sciences 52 (The Joy of Electronics – Part 1), fall and spring

## ADVISING



Students in the engineering concentrations, including Bio-medical Engineering (A.B.), Electrical Engineering (S.B.), Engineering Sciences (A.B. & S.B., all tracks), and Mechanical Engineering (S.B.), have a concentration advising team that consists of an Assistant Director for Undergraduate Studies, a Director of Undergraduate Studies, and an individual faculty advisor. In general, the ADUS is the first line of communication for concentration related questions and forms (including signing study cards), and students should plan to meet regularly with both their ADUS and faculty advisor to discuss their plan of study, academic interests, and career goals. Currently enrolled College students outside of engineering, including pre-concentrators, are encouraged to contact any of the Assistant Directors for Undergraduate Studies who are prepared to discuss all of the engineering options in SEAS.

# SCHOOL: *Engineering* and APPLIED SCIENCES

[SEAS.HARVARD.EDU/PROGRAMS/ELECTRICAL-ENGINEERING](http://SEAS.HARVARD.EDU/PROGRAMS/ELECTRICAL-ENGINEERING)

## Did You Know?

BECAUSE IT EXISTS WITHIN HARVARD'S LIBERAL ARTS ENVIRONMENT, THE CONCENTRATION PROVIDES BOTH THE BREADTH AND DEPTH OF STUDY NEEDED TO EXCEL IN THIS AND OTHER EXCITING INTEGRATIVE AREAS OF ENGINEERING

*Students planning to pursue the S.B. degree are strongly encouraged to complete their basic math and science (e.g. physics, chemistry, etc.) requirements by the end of their sophomore year*

STUDENTS GAIN EXPERIENCE IN THE ENGINEERING DESIGN PROCESS, WHICH IS A UNIQUE ENGINEERING ACTIVITY THAT REQUIRES CREATIVE SYNTHESIS AND ANALYSIS TO FULFILL SPECIFIED NEEDS. CONCENTRATORS HAVE A SUBSTANTIAL CHOICE IN CRAFTING THEIR PROGRAMS

*The S.B. program emphasizes a solid background in applied science and mathematical analysis -- with ample opportunities to apply these fundamentals to real-world issues and learn about state-of-the-art technologies (robotics, etc.) -- through a selection of core electrical engineering courses. Students also have flexibility in determining their specialization through several elective engineering classes*

Electrical Engineering and Computer Science have a natural link, for example looking at developing next-generation, or energy-efficient computational stations. Electrical Engineers may also choose to work at the device level, developing a better solar cell, laser or electronic device. ES 52, a required course, gives entry-level students an idea of the excitement and enabling power of playing with electronic devices

At Advising Fortnight I learned...

**“**...areas of study in the concentration (e.g., electronics, programming, image processing) are flexible, and that by studying engineering you learn almost as much science as you do in the natural sciences, but you also learn how to apply science to the real world.**”**

**“**...I learned about the pros and cons of studying engineering as opposed to one of the natural sciences. I was told that by studying engineering, you learn almost as much science as you do in the natural sciences but you also learn how to apply it to real-world issues.**”**

**“**...within the S.B. Electrical Engineering concentration, you have a lot of freedom as to what electives you take. Therefore I could decide to concentrate in S.B. EE and still take many computer science courses, which is something I am interested in.**”**

## QUESTIONS?

**Evelyn Hu**  
Director of Undergraduate Studies  
[ehu@seas.harvard.edu](mailto:ehu@seas.harvard.edu)  
617-496-1385

**Christopher Lombardo**  
Assistant Director for Undergraduate Studies in Engineering Sciences  
[lombardo@seas.harvard.edu](mailto:lombardo@seas.harvard.edu)  
617-496-5185

**Kathy Lovell**  
Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

# ENGINEERING SCIENCES

## Who We ARE

**E**ngineering plays a critical role in enhancing social progress and improving our quality of life, and rapid and efficient access to new innovations is necessary to tackle myriad challenges. The Engineering Sciences program educates future leaders with the technical background necessary to develop and critically evaluate the next wave of engineering innovations, to apply these innovations to important local and global problems, and to make informed decisions about them in a societal context.

Because the Engineering Sciences concentration exists within Harvard's liberal arts environment, it provides students with both the breadth and depth of study necessary to excel in integrative areas of engineering. The curriculum emphasizes a solid background in applied science and mathematical analysis, with ample opportunities to apply these fundamentals to real-world issues and learn about state-of-the-art technologies. Students gain experience in the engineering design process, which is a unique engineering activity that requires creative synthesis and analysis to fulfill specified needs.

Harvard offers two degrees in Engineering Sciences: the Bachelor of Arts (A.B.) and the ABET-accredited Bachelor of Science (S.B.). The A.B. program requires 14–16 four-credit courses and the S.B. program requires 20 four-credit courses. The Engineering Sciences A.B. program has tracks in five engineering areas: biomedical sciences and engineering; electrical and computer engineering; engineering physics; environmental science and engineering; or mechanical and material science and engineering. Students in the Engineering Sciences S.B. concentration typically specialize in one of two tracks: bioengineering or environmental science and engineering.

Students in the bioengineering tracks of the A.B. or S.B. programs apply fundamental principles of biology, chemistry, physics, and mathematics to analyze and design novel biological systems. Bioengineering naturally has applications in health-care, but can also incorporate energy and sustainability. The A.B. track offers students more flexibility to explore interests in biology and chemistry, while the S.B. track provides more engineering fundamentals, including design. The goals of the A.B. in Engineering Sciences on the biomedical sciences and engineering track and the A.B. in Biomedical Engineering, are similar, but the former contains more engineering courses, while the latter contains more biology and chemistry courses.

Students in the environmental science & engineering tracks of the A.B. or S.B. programs study the fundamental processes and technologies underlying environmental systems. Students apply these principles to develop solutions to complex environmental problems and to mitigate human impact on the environment. The A.B. track offers students the opportunity to study complementary disciplines from other natural and social sciences, while the S.B. track provides a broader basis in engineering fundamentals and design.

Students interested in learning more about the other engineering areas should refer directly to the Biomedical Engineering (A.B.), Electrical Engineering (S.B.), or Mechanical Engineering (S.B.) concentrations, which are also listed in this handbook.

## ENGINEERING ALUMNI



Concentrators in Engineering Sciences learn how to think critically and develop innovative solutions to a variety of problems, and students can use these skills to address a wide range of real-world issues. Past students have attended graduate school at leading universities in areas ranging from engineering to law to business to medicine, while others have entered the workforce right after graduation with positions at leading consulting, engineering, and business firms.

*“The Engineering Sciences program educates future leaders with the technical background necessary to develop and critically evaluate the next wave of engineering innovations, to apply these innovations to important local and global problems, and to make informed decisions about them in a societal context.”*



# SCHOOL: *Engineering* and APPLIED SCIENCES

[HTTP://WWW.SEAS.HARVARD.EDU/PROGRAMS/ENGINEERING-SCIENCES](http://www.seas.harvard.edu/programs/engineering-sciences)

## Did You Know?

**Students are strongly encouraged to complete their basic math and science (e.g. physics, chemistry, etc.) requirements by the end of their sophomore year**

**STUDENTS ACTIVELY ENGAGE WITH HANDS-ON LEARNING THROUGH COURSEWORK AND INDEPENDENT RESEARCH**

**ALL S.B. STUDENTS COMPLETE AN ENGINEERING DESIGN PROJECT DURING THEIR SENIOR YEAR IN WHICH THEY DEVELOP AND PROTOTYPE A NEW TECHNOLOGY**

**CONCENTRATORS CAN STUDY ABROAD (GENERALLY REQUIRES PLANNING STARTING IN FRESHMAN YEAR)**

**Program offers rigorous preparation for a diverse range of careers in industry, education, and government**

**A.B. and S.B. programs share many course requirements, and there is some flexibility in moving between them during the first two years**

**Courses with laboratory components provide experience using state-of-the-art technologies**

**CONCENTRATORS CAN ALSO APPLY THEIR KNOWLEDGE TO PROJECTS OUTSIDE OF THE CLASSROOM**

*Concentration is broad-based and multidisciplinary*

## EXPLORE



### *Suggested gateway courses*

- Engineering Sciences 6 (Introduction to Environmental Science & Engineering), spring
- Engineering Sciences 50 (Introduction to Electrical Engineering), fall
- Engineering Sciences 51 (Computer-Aided Machine Design), fall and spring
- Engineering Sciences 52 (The Joy of Electronics – Part 1), fall and spring
- Engineering Sciences 53 (Quantitative Physiology as a Basis for Bioengineering), fall

## ADVISING



Students in the engineering concentrations, including Biomedical Engineering (A.B.), Electrical Engineering (S.B.), Engineering Sciences (A.B. & S.B., all tracks), and Mechanical Engineering (S.B.), have a concentration advising team that consists of an Assistant Director for Undergraduate Studies, a Director of Undergraduate Studies, and an individual faculty advisor. In general, the ADUS is the first line of communication for concentration related questions and forms (including signing study cards), and students should plan to meet regularly with both their ADUS and faculty advisor to discuss their plan of study, academic interests, and career goals. Currently enrolled College students outside of engineering, including pre-concentrators, are encouraged to contact any of the Assistant Directors for Undergraduate Studies who are prepared to discuss all of the engineering options in SEAS.

**Todd Zickler**  
Director of Undergraduate Studies  
[zickler@seas.harvard.edu](mailto:zickler@seas.harvard.edu)  
617-495-4390

**Sujata Bhatia**  
Assistant Director for Undergraduate Studies in Biomedical Engineering  
[sbhatia@seas.harvard.edu](mailto:sbhatia@seas.harvard.edu)  
617-496-2840

**Christopher Lombardo**  
Assistant Director for Undergraduate Studies in Engineering Sciences  
[lombardo@seas.harvard.edu](mailto:lombardo@seas.harvard.edu)  
617-496-5185

**Patrick Ulrich**  
Assistant Director for Undergraduate Studies in Environmental Science & Engineering  
[pulrich@seas.harvard.edu](mailto:pulrich@seas.harvard.edu)  
617-496-0542

**Kathy Lovell**  
Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

# ENGLISH

## Who We ARE

“We like books,” explains Professor Stephen Burt. “We also like collections of letters and manuscripts and recitations of poems and stage plays. We even like tweets and sometimes films and videos. We study all of those things in their contexts. We study what goes on inside them, and we look at the people who made and continue to make them.” The undergraduate program introduces students to the full breadth of imaginative literature written in the English language from the eighth century to its more recent dispersal around the globe. Whether engaged with literary giants such as Chaucer, Shakespeare, Dickinson, Keats, and Woolf or in exploration of less famous authors, students in the English program have a rare opportunity to combine aesthetic pleasure, intellectual stimulation, and ethical deliberation in their plan of study. Concentrators explore the discipline by way of our three Common Ground classes, in addition to seminars, tutorials, workshops, lecture courses.

*“...students in the English program have a rare opportunity to combine aesthetic pleasure, intellectual stimulation, and ethical deliberation in their plan of study.”*

## ENGLISH ALUMNI



Graduates of the English program regularly move into rewarding careers in law, advertising, marketing, consulting, finance, real estate, journalism, education, medicine and many others. A moment’s reflection confirms the central need for sustained, critical, interpretive reading in many professions. Interpretive skill is often life’s critical navigational tool, and we teach it. It’s no wonder that law schools and medical schools love English graduates. Visit our website and check out the “Why English?” section for alumni spotlights and career figures.



## ADVISING



The English Department is committed to providing high quality advising to undergraduate concentrators, prospective concentrators, and any Harvard student interested in the study of English literature. The Undergraduate Program Office assigns each sophomore, junior, and senior concentrator to a faculty advisor, with whom they meet to discuss course options and program tracks, and get their study card signed. All concentrators are encouraged to visit other members of the English faculty during scheduled office hours. The staff of the Undergraduate Program is always available during regular business hours to discuss specific questions regarding the program. Each house has a dedicated English peer advisor; we’ll be happy to put you in contact with a current English concentrator to get your questions answered, student-to-student.

## EXPLORE



### *Suggested gateway courses*

Students who wish to explore English may want to try a 100-level English course, particularly those which are organized around a theme instead of a single-author or survey course. Students who want to get started on completing requirements can take Common Ground courses (English 40-69), which are reserved for English concentrators and prospective concentrators. Even GenEd courses offered by English Department faculty will count as English concentration electives!

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

THE ENGLISH DEPARTMENT ENCOURAGES STUDENTS TO STUDY ABROAD. OUR STUDENTS TRAVEL THE WORLD AND FULFILL CONCENTRATION REQUIREMENTS IN A VARIETY OF WAYS DURING THEIR STUDY ABROAD EXPERIENCES

English is a flexible concentration well suited for students fulfilling pre-med requirements. Curious? We're happy to connect you with a current pre-med English concentrator

We match every concentrator to a faculty advisor

*English is the crossroads of the humanities. English has always been a great and successful university inter-discipline, taking on a remarkable mix of formal analysis, ethics, anthropology, politics, philosophy, theology, literary history, language study, and textual study (among other disciplines)*

ENGLISH OFFERS A UNIQUE, NON-THESIS HONORS OPTION. CONCENTRATORS WHO DECIDE TO PURSUE AN HONORS DEGREE HAVE THE OPTION TO WRITE A CRITICAL OR CREATIVE SENIOR THESIS, OR ENJOY A NON-THESIS PROGRAM THAT INCORPORATES ADDITIONAL SMALL SEMINARS

THE DEPARTMENT OFFERS A COLLEGIAL AND SUPPORTIVE ENVIRONMENT THAT IS BOTH SOCIAL AND INTELLECTUAL. WE STRIVE TO CREATE A COMMUNITY FOR OUR CONCENTRATORS, BOTH INSIDE AND OUTSIDE THE CLASSROOM. FACULTY, STAFF, AND STUDENTS REGULARLY GATHER AT DEPARTMENTAL EVENTS, BIG AND SMALL, THROUGHOUT THE ACADEMIC YEAR

THE DEPARTMENT OFFERS CREATIVE WRITING WORKSHOPS IN FICTION, NONFICTION, POETRY, SCREENWRITING, AND PLAYWRITING. THE CLASSES ARE OPEN TO ALL UNDERGRADUATES BY APPLICATION. CREATIVE WRITING COURSES COUNT FOR ENGLISH CONCENTRATION CREDIT, AND ENGLISH CONCENTRATORS MAY PURSUE (BY APPLICATION) A CREATIVE THESIS IN THE SENIOR YEAR

At Advising Fortnight I learned...

*“...since the English department is relatively small, the amount of individual attention and guidance is incredible. English degrees are useful for any kind of future career, with the English concentration fostering skills in critical thinking, speaking, and presenting one’s views.”*

*“...English will allow me to strengthen my writing skills as I explore various authors and poets and will help me widen my perspectives before going into a strictly science-based, medical career.”*

## QUESTIONS?

**James Engell**  
Director of Undergraduate Studies  
[jengell@fas.harvard.edu](mailto:jengell@fas.harvard.edu)  
617-495-5055

**Lauren Bimmler\***  
Undergraduate Program Administrator  
[lbimmller@fas.harvard.edu](mailto:lbimmller@fas.harvard.edu)  
617-495-4252

**Henry Vega Ortiz**  
Undergraduate Program Assistant/  
Secondary Field Coordinator  
[henryvegaortiz@fas.harvard.edu](mailto:henryvegaortiz@fas.harvard.edu)  
617-495-8443

\*Study abroad credit contact

# ENVIRONMENTAL SCIENCE & PUBLIC POLICY (ESPP)

Harvard University Center  
for the Environment  
24 Oxford St, 3rd floor

617-496-6995

## Who We ARE

The concentration in Environmental Science and Public Policy (ESPP) is designed to provide a multidisciplinary introduction to current challenges and issues of the environment. It is founded on the premise that the ability to form rational judgments concerning many of the complex challenges involving the environment that confront today's society requires both an understanding of the underlying scientific and technical issues and an appreciation for the relevant economic, political, legal, historical, and ethical dimensions. All students have to satisfy a core of requirements in the physical, biological, and social sciences and mathematics. In consultation with their concentration advisor, students also develop an individual plan of study for a series of advanced courses around a particular field of specialization. Through their field of specialization, students develop expertise in a particular field of study relating to the environment.

In the junior year, students take one or more seminars to complement their field of specialization. The seminars are envisaged as a central integrating component of the concentration. The seminars cover a number of current environmental issues, comprehensively and in depth. They are taught by faculty from a number of departments in the Faculty of Arts and Sciences and from several of the professional schools, including the Kennedy School of Government, the School of Public Health, and the Graduate School of Design. Topics covered change from year to year, but have included policy issues relating to environmental health, ecology and land use, renewable energy, conservation and biodiversity, and environmental crises, climate change and population flight.

In the senior year, students undertake a capstone project in which they conduct an in-depth examination of a particular environmental issue consistent with their field of specialization, applying skills and knowledge gained in their courses and tutorial experiences. For students wishing to be considered for honors, the capstone project consists of a two-four-credit course senior thesis, while for non-honors students the typical requirement is a one-four-credit course senior term-paper or equivalent.

Our concentrators appreciate the variety and flexibility of course requirements and their close interactions with faculty. Concentrators also enjoy being in the field, and we offer opportunities for concentrators to conduct work in the field in both course and group settings. We also support independent student research under faculty guidance.

The concentration is overseen by a Committee on Degrees functioning as a Board of Tutors including representatives from several other FAS Departments and from other Schools as appropriate to ensure the requisite breadth of the program. The Faculty serve as concentration advisors and as thesis advisors, and are valuable resource for concentrators.

## ADVISING



Concentrators are assigned individual faculty advisors. Assignments are based on the student's interests and their current intended field of specialization. For many students, their interests and planned field of specialization will evolve over time. We view this evolution as an integral part of the ESPP advising process. If desired, students may be subsequently re-assigned to an advisor more appropriate for the student's developing field of specialization.

Students are expected to meet individually with their advisor at least once each term to discuss their plan of study and their resulting course selections, research opportunities, and other academic matters. However, students are encouraged to meet with their advisors more often throughout the year as their interests and desired field of specialization develops. The advisor's signature on study cards is required. Students may also seek advice from any member of the ESPP Board of Tutors.

*“Our concentrators appreciate the variety and flexibility of course requirements and their close interactions with faculty.”*

## ESPP ALUMNI



Our alumni have followed a variety of career paths. Many of our graduates have pursued graduate/professional school in business, law, medicine, public policy, urban planning, and PhD programs in the natural and social sciences. A number of graduates obtain jobs in consulting or pursue non-profit work; others secure fellowships in the year immediately following graduation.

For further information, please see our Alumni profile page:  
[espp.fas.harvard.edu](http://espp.fas.harvard.edu)

# DIVISION: *Science*

[ESPP.FAS.HARVARD.EDU](http://ESPP.FAS.HARVARD.EDU)

## Did You Know?

Flexible  
course  
requirements

*Interdisciplinary program*

CREATE & DEVELOP YOUR  
FIELD OF SPECIALIZATION  
WITH FACULTY GUIDANCE

MANY OPTIONS FOR  
SUPERVISED INDEPENDENT  
STUDENT RESEARCH PROJECTS

Wide range of career options

FACULTY BOARD  
REPRESENTS SEVERAL FAS  
DEPARTMENTS AND SCHOOLS;  
HKS, GSD, SEAS AND HBS

JANUARY FIELD TRIP  
FOR CONCENTRATORS

Junior seminars with  
low faculty-student ratio

At Advising Tonight I  
learned...

*“...it’s a pretty viable subject for a variety of activities, including the natural sciences and subjects like greentech. It’s also a smaller concentration that has recently changed its requirements to allow more independence in choosing a focus field and to facilitate the ability to get a secondary as well.”*

*“...this is a very Flexible Concentration with many post graduate opportunities. Also the public policy aspect is more about how the public is affected by the environment and less about governmental aspects of environment.”*



## EXPLORE

### Suggested gateway courses



- ESPP 11: Sustainable Development
- EPS 22: The Fluid Earth; Oceans, Atmosphere, Climate and Environment
- SPU 25: Energy and Climate for the 21st Century
- SPU 29: The Climate-Energy Challenge
- SPU 31: Energy Resources and the Environment
- SLS 22: Human Influence on Life in the Sea
- SLS 25: Trees, Forests and Global Change

Additionally, students are encouraged to take math and chemistry in their first year.

## QUESTIONS?

Please contact us with questions or to arrange an appointment to discuss our programs. We encourage students to reach out to us early to discuss course selection and scheduling.

**Paul Moorcroft\***

*Head Tutor*

[paul\\_moorcroft@harvard.edu](mailto:paul_moorcroft@harvard.edu)

617-496-6995

**Lorraine Maffeo\***

*Undergraduate Program Administrator*

[maffeo@fas.harvard.edu](mailto:maffeo@fas.harvard.edu)

617-496-6995

\*Study abroad credit contact

# FOLKLORE & MYTHOLOGY

## Who We ARE

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

*"To study the folklore and mythology of any group is to discover how that group identifies itself in relation to others."*

## F&M ALUMNI



Folklore and Mythology alumni have gone on to do most everything any other graduate of Harvard College has, including medical school, law school, graduate school, publishing, journalism, arts management, even investment banking. In fact, one year in the not too distant past, four students graduated with degrees in Folklore and Mythology: one, whose special field was in Medieval Folk Medicine, went on to medical school; another, whose special field was Celtic Studies, went on to law school; a third, whose special field was English poetry, went on to graduate school, pursuing both a PhD in English and an MFA in creative writing; and finally, the fourth, who combined her interest in Folklore and Mythology with Visual and Environmental Studies, went on to make documentary films, and then to graduate school in Psychology. Another recent graduate, whose special field was Animation, worked at Dreamworks for several years, and now is in Stanford Business School. Given Folklore and Mythology's emphasis on creative and critical thinking as well as cultural analysis, students are prepared for many post-graduate opportunities. Please see our website for a more detailed picture of Life after Harvard with a degree in F&M!



## ADVISING



Concentrators work with individual faculty advisors. They design their special field within the concentration in close collaboration with the Head Tutor or a faculty member of the Committee on Degrees in Folklore and Mythology. Study cards are typically signed by the Head Tutor.

*At Advising Fortnight I learned...*

*"...Folk & Myth allows a lot of creative freedom for the process of narrowing an area of study. It appears to be a more interdisciplinary, cultural method of study."*

*"...instead of a senior thesis, it would be possible for me to do a final project in which I relate it to photography (another strong interest of mine). I also learned how easy it is to concentrate in Folklore and Mythology while also getting a secondary in another field, as I had planned to do the reverse."*

*"...the concentration seems really interdisciplinary, which is ideal since I'm unsure of what I want to study."*

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

STUDENTS ARE INVITED TO F&M SPECIAL EVENTS THAT REVOLVE AROUND LECTURES OR PERFORMANCES, AS WELL AS OTHER SOCIAL OCCASIONS, WHERE THEY MEET AND INTERACT WITH HARVARD FACULTY, VISITING SCHOLARS AND FELLOW F&M CONCENTRATORS

*Each year, students are invited to participate in the annual Folklore and Mythology symposium, dedicated to a particular topic, where they are introduced to leading scholars in the field as well as returning F&M alumni*

The Committee on Degrees in Folklore and Mythology includes faculty from Anthropology, Celtic Languages and Literature, Classics, German and Scandinavian, English, Near Eastern Languages and Civilizations, Religion, History, Comparative Literature, and South Asian Studies

IN ALL CASES, FACULTY MEMBERS WITH EXPERTISE IN STUDENTS' AREAS OF INTEREST ADVISE THEM ON THEIR SPECIAL FIELD COURSE SELECTION AND OFTEN TEACH THEM IN THE ONE-ON-ONE JUNIOR TUTORIAL. THE STUDENT/FACULTY RATIO IS PARTICULARLY FAVORABLE AND STUDENTS RECEIVE CLOSE ATTENTION FROM ALL F&M FACULTY MEMBERS



## DIVISION: *Arts* and HUMANITIES

Other students may design a special field that draws courses from several departments, but which are related by theme; several students in the past have focused, for instance, on medieval studies, taking courses in History, Classics, and Comparative Literature

STUDENTS DESIGN THEIR OWN SPECIAL FIELD WITHIN THE CONCENTRATION IN CLOSE COLLABORATION WITH THE HEAD TUTOR OR AN F&M FACULTY MEMBER. FOR EXAMPLE, A STUDENT INTERESTED IN ETHNOMUSICOLOGY AT ITS INTERSECTION WITH FOLKLORE AND MYTHOLOGY WOULD WORK WITH A FACULTY ADVISOR FROM THE MUSIC DEPARTMENT TO SELECT A SUBSET OF COURSES IN MUSIC TO TAKE IN CONJUNCTION WITH THE REQUIRED F&M COURSES, AND TO INTEGRATE THESE TWO AREAS OF INTEREST IN JUNIOR AND SENIOR TUTORIALS, CULMINATING IN A SENIOR THESIS OR PROJECT

*Widener Library houses the internationally renowned Milman Parry Collection of Oral Literature. We invite our concentrators to make our suite of offices in Warren House their home away from home, to sit in our library to study with coffee or tea when tutorials are not in session*

## EXPLORE

### *Suggested gateway courses*



Culture and Belief 16 (fall). Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology. There are also often Freshman Seminars and General Education classes that can introduce students in the first year to the study of Folklore and Mythology (consult the departmental website for a full listing of these courses).

## QUESTIONS?

Stephen Mitchell  
Chair  
[samitch@fas.harvard.edu](mailto:samitch@fas.harvard.edu)  
617-495-4788

Holly Hutchison  
Department Administrator  
[hhutchis@fas.harvard.edu](mailto:hhutchis@fas.harvard.edu)  
617-495-4788

# GERMANIC LANGUAGES & LITERATURES (GLL)

## Who We ARE

Our program invites you to explore the languages, literatures, societies and cultures of the German-speaking and Scandinavian regions of Europe: Germany, Austria, Switzerland, Liechtenstein; and Denmark, Iceland, Norway, and Sweden. We offer language courses in German and Swedish as well as tutorials in Danish, Dutch, Norwegian, Icelandic, and Old Norse, all of which provide a gateway to an exciting exploration of the tremendous impact these cultures have had on the development of Western civilization – from the Vikings to the present day. Consider the impact of figures such as Kant, Marx, Nietzsche, Kierkegaard, and Freud on the development of modern thought; of literary giants such as Goethe and Kafka, Ibsen and Strindberg; of the fairytale worlds of Hans Christian Anderson and the Grimm brothers; of the current blockbuster crime fiction of Stieg Larsson; of Berlin as a modern film metropolis and as a center of innovative new art and architecture; and of Bach, Mozart, Beethoven, and Schubert in the classical music tradition. Our highly personalized concentration and secondary field options enable students to combine language study with fields such as film, drama, comparative literature, philosophy, art history, architecture, history, music, and folklore. Students can choose either German Studies or Scandinavian Studies, or they may choose to combine their studies in a joint concentration with another field.



## ADVISING



Students are advised by the Director of Undergraduate Studies, who also signs study cards.

## GLL ALUMNI



Graduates of our program have been successful in fields as diverse as medicine, law, environmental technology and policy, government, investment banking, international consulting and marketing, and education, both in the United States and abroad. Former concentrators have also worked in art galleries and museums, opera houses, publishing houses and journalism, fashion and design, or have undertaken a graduate degree in German or many other fields in the humanities. Many pursue further study or careers in Germany, Austria, Switzerland, or Scandinavia.

365 Barker Center  
12 Quincy St.

617-495-2339

[germanic@fas.harvard.edu](mailto:germanic@fas.harvard.edu)

## EXPLORE



### Suggested gateway courses

Freshmen are encouraged to take languages courses in the department at the appropriate level as determined by the Harvard Placement test or their SAT II test. We offer both regular and intensive language courses at the beginning and intermediate level as well as a third-year language sequence in German.

We offer further opportunities for language study through the Harvard Summer School: Intensive intermediate German in Munich, Germany, and advanced German in Vienna, Austria.

### Gateway courses to get you interested:

- Humanities 10a.. The Humanities Colloquium: Essential Works 1 (Prof. Racha Kirakosian) – Fall 2015
- Freshman Seminar. Life, Desire, and Thought: An Introduction to German Literature and Philosophy (Prof. John Hamilton) – Fall 2015
- Hum 11b. Frameworks in the Humanities: The Art of Listening (Profs. John Hamilton and Alexander Rehding) – Spring 2015
- Scandinavian 55. One Hundred Years of Scandinavian Cinema (Dr. Agnes Broomé) - Spring 2016

### Other suggested courses that fulfill the GenEd requirement (taught in English):

- German 146 (formerly Ethical Reasoning 26). The Ethics of Atheism: Marx, Nietzsche, Freud (Prof. Peter Burgard) – Spring 2016
- Aesthetic and Interpretive Understanding 57: American Dreams from Scarface to Easy Rider (Prof. Eric Rentschler) – Spring 2016

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

### FACULTY MEMBERS HELP

STUDENTS CARVE A COURSE OF STUDY THAT BEST SUITS THEIR INTERESTS, OFTEN ENCOURAGING STUDENTS TO EXPLORE COURSES IN RELATED FIELDS (SUCH AS HISTORY, GOVERNMENT, PHILOSOPHY, LINGUISTICS, MUSIC, AND ART HISTORY)

A HIGHLY PERSONALIZED COURSE OF STUDY INCLUDES THE OPPORTUNITY TO WORK CLOSELY WITH OUR PROFESSORS, WHOSE GUIDANCE BEGINS WITH THE VERY FIRST LANGUAGE COURSE THROUGH THE WRITING OF A SENIOR THESIS, AND OFTEN LASTS BEYOND GRADUATION

*Our department and classes are small*

EVEN IF YOU ARE NOT A CONCENTRATOR, WE WELCOME ALL STUDENTS AND FACULTY TO JOIN IN OUR MANY SOCIAL OCCASIONS: OUR GERMAN CLUB AND SCANDINAVIAN SOCIETY HAVE HUNDREDS OF MEMBERS, WHO GET TOGETHER FREQUENTLY FOR "STAMMTISCH" AT THE QUEEN'S HEAD PUB, RELAXING AFTERNOON COFFEE HOURS OR SCANDINAVIAN "FIKA", FILM NIGHTS, AS WELL AS SCANDINAVIAN PERFORMANCE EVENTS, THE ANNUAL GERMAN PLAY PRODUCTION AND MUSICAL EVENTS

We have a student-run Journal of Germanic Studies, *Simplicissimus*, featuring poetry, essays, and short stories by Harvard College students about German, Dutch, Yiddish, Norwegian, Swedish and Icelandic topics

*There are many opportunities and funding sources for study and research abroad.*

WE STRONGLY ENCOURAGE STUDENTS TO PARTICIPATE IN ONE OF OUR EXCITING WORK AND STUDY-ABROAD PROGRAMS IN GERMANY, AUSTRIA, SWITZERLAND, SWEDEN, DENMARK, AND NORWAY

At Advising Fortnight I learned...

"...there are a variety of students from a variety of language backgrounds who choose to concentrate in German, even those who had no experience prior to coming to Harvard!"

"...Germanic Languages and Literatures is a concentration that is well suited to be incorporated with studies of music and art, which would work well with my interest in music."

"...the department has a wonderful sense of community."

## QUESTIONS?

**Nicole Sütterlin**  
Director of Undergraduate Studies, German  
[nssuetterlin@fas.harvard.edu](mailto:nssuetterlin@fas.harvard.edu)  
617-496-4924

**Steve Mitchell**  
Director of Undergraduate Studies  
Professor of Scandinavian and Folklore  
[samitch@fas.harvard.edu](mailto:samitch@fas.harvard.edu)  
617-495-3513

**Ruth Sondermann**  
Work Abroad Program Director  
[wkabrd@fas.harvard.edu](mailto:wkabrd@fas.harvard.edu)

**Melissa Carden**  
Department Administrator  
[carden@fas.harvard.edu](mailto:carden@fas.harvard.edu)  
617-495-2347

\*Study abroad credit contact

# GOVERNMENT

617-495-2148

## Who We ARE

**O**f all the social sciences, political science has perhaps the least definite boundaries and the most adventurous border crossers. Because it concerns itself with power in all of its many forms and consequences, political science covers many different subjects. These include the philosophy and ethics of exercising power and the history of political ideas (political theory); the operation and distinctiveness of politics in the United States (American politics); the diversity of political regimes, institutions, and behaviors in the contemporary world and the significance of these divergences (comparative politics); the interaction among international actors, the causes of war and peace, and the roots of global poverty and prosperity (international relations). Political scientists work in and across these disciplinary subfields using a large and varied tool kit: qualitative methods such as historical and archival research, fieldwork, interviews, and textual analysis; and various quantitative methods such as statistical analysis, formal modeling, and experiments. Some departments of political science specialize in a particular subfield or methodology. The Harvard Government Department, however, prides itself on its comprehensiveness, diversity, and vibrant pluralism and has strength in all areas of the discipline.

The department understands that undergraduates concentrate in Government for many reasons: some with scholarly intent, some with a passion for policy, some with an eye to a political career, and many just wishing to know more about this inescapable human concern. Nevertheless, we have common goals for all concentrators. First, we aim to make all students aware and critical of their first opinions (since human beings are at their most opinionated in politics). Government students learn to analyze, argue, and persuade: out loud and on paper. This begins in sophomore tutorial, which is focused on debates over democracy. Second, we try to assure that concentrators grasp the main approaches and topics in the discipline of political science by requiring a “literacy” course in political science methods and at least one course in every subfield. Finally, we offer each student the possibility of satisfying his or her particular intellectual bent and curiosity through a cluster of electives and a required seminar. You have the freedom to choose your particular path through the Government curriculum, but we work closely with you to assure your choices are thoughtful and informed.

## EXPLORE

### *Suggested gateway courses*

- Gov 10, Foundations of Political Thought (spring)
- Gov 20, Foundations of Comparative Politics (fall)
- Gov 30, American Government: A New Perspective (fall)
- Gov 40, International Conflict and Cooperation in the Modern World (spring)
- Gov 50, Introduction to Political Science Research Methods (fall)



## GOV ALUMNI



Common paths for Government concentrators are into the fields of law, government, business, education, media, medicine (including public health and health policy), academia, and non-profits/NGOs.

To read some profiles of our alumni, go to:  
[gov.harvard.edu/undergraduate-program/help-im-about-graduate](http://gov.harvard.edu/undergraduate-program/help-im-about-graduate)

## ADVISING



When students declare as sophomores, the Teaching Fellow for their sophomore tutorial (Gov 97) serves as their advisor. In their junior and senior years, students work with the designated Government residential tutor in their House. (In a few Houses, this person is a non-resident affiliate.) Students are also always welcome to meet with staff in the Government office.

## Did You Know?

In our seminar program, students work closely with faculty members. Although we are a large department, we make an extra effort to make our concentrators feel welcome

*We offer course credit for acting as research assistants for faculty projects*

**Approximately 30-40% of all concentrators choose to write an honors thesis each year**

GOVERNMENT CONCENTRATORS HAVE ACCESS TO SOME OF THE FOREMOST EXPERTS IN THE FIELD OF POLITICAL SCIENCE

*The undergraduate Government concentration is not a part of the Harvard Kennedy School, although we do have a list of pre-approved courses at HKS that count for Government elective credit*

WE HAVE A HOUSE-BASED ADVISING SYSTEM WITH AN ASSIGNED CONCENTRATION ADVISOR FOR EACH HOUSE. OUR UNDERGRADUATE OFFICE IS ALSO OPEN FROM 9 TO 5 FOR DROP-IN ADVISING AND WE SPONSOR A NUMBER OF EVENTS FOR INFORMAL INTERACTION WITH FACULTY

At Advising Fortnight I learned...

**“**...government is very flexible in working with students and helping them in reaching ways to design a great course path. I learned a lot about joint concentrations, and how Gov works very well with concentrations such as economics and sociology, which are concentrations that I am interested in.”

**“**...smaller classes are readily available in junior and senior year, and that government has a far greater diversity of studies than I initially thought. Since Gov is one of the largest concentrations at Harvard, I will always have plenty of peers to go to for insight and advice.”

**“**...I could do a joint concentration with another concentration that interests me, such as Sociology. I also learned that I do not have to take prerequisites for this concentration, and can focus on what interests me most.”

*“...the government concentration strives to go beyond the traditional subsets of political science and offers classes in areas such as quantitative methods and political economics. ”*

## QUESTIONS?

**Cheryl Welch\***  
Director of Undergraduate Studies  
[cwelch@gov.harvard.edu](mailto:cwelch@gov.harvard.edu)

**George Soroka**  
Assistant Director of Undergraduate Studies  
[soroka@fas.harvard.edu](mailto:soroka@fas.harvard.edu)

**Karen Kaletka**  
Undergraduate Program Coordinator (Secondary Field Contact)  
[kbkaletk@gov.harvard.edu](mailto:kbkaletk@gov.harvard.edu)  
617-496-8528

**Tricia Vio\***  
Student Services Staff Assistant  
[tvio@gov.harvard.edu](mailto:tvio@gov.harvard.edu)  
617-495-3249

\*Study abroad credit contact

# HISTORY

## Who We ARE

**H**istory is more than just the study of the past; it examines how societies, people, and nature actually functioned in the past and in turn, how that context affects the present. Our faculty's courses enable students to encounter the unfamiliar and to approach it with empathy and analytical understanding. We teach our concentrators to appreciate change over time, contingency, complexity, and diversity of perspectives; to analyze sources closely, to research deeply, to write clearly, and to speak with confidence. Our Department teaches tomorrow's leaders why yesterday matters.

Historians study politics and government; diplomacy and international relations; science and technology; finance and economics; religion and philosophy; literature and arts; cultural and social changes and exchanges; archaeology, anthropology, evolutionary psychology, and genetics. Interdisciplinarity is native to historical practice. Our students familiarize themselves with the methods and theoretical assumptions of other disciplines, even while learning how these methods and theories are just as much products of history as the questions they were developed to address. The in-depth study of history — with its emphasis on rigorous analysis, research, and writing — prepares students exceptionally well for navigating the data-rich, networked, globalized world in which they live.

History makes all your interests more interesting. And, to be honest, who wouldn't relish the chance to spend their college years reading really great books and thinking about the issues that intrigue them most?

## HISTORY ALUMNI



Just as history is everything, so too you can do anything with history. Our alumni have gone on to a wide range of careers from magic to medicine, from brewing beer to business, from the military to the media. History teaches you to examine issues critically and creatively, grasp details while seeing the big picture, and think boldly but flexibly enough to change your opinions when change is warranted. These skills are valued and actively sought after in countless fields. In a typical year, about 25% of our graduating concentrators move on to law school, around 25% enroll in business school, and approximately 10% move on to academic careers. The remaining 40% are spread across the public and private sectors and across the globe, with teaching, consulting, journalism, and careers in government and the non-profit sector well represented. Thanks to close interactions with faculty who can recommend them with first-hand experience, our concentrators typically do very well in securing offers of jobs and further education.

Robinson Hall  
35 Quincy St.

617-495-2157  
[history@fas.harvard.edu](mailto:history@fas.harvard.edu)



## ADVISING

The History department offers extensive advising support to students. For an overview of faculty, staff, and peer advising roles in the department, and of the many advising resources that are available to you, go to:

[history.fas.harvard.edu](http://history.fas.harvard.edu)

## EXPLORE

### Suggested gateway courses



#### General Education Courses Fall 2015

- History 1300: Western Intellectual History: Greco-Roman Antiquity (Fulfills Ethical Reasoning)
- History 1513: History of Modern Latin America (Fulfills Societies of the World)
- CB 50: The European Postwar: Literature, Film, Politics
- ER 40: History of Human Rights
- SW 12: China
- SW 14, The British Empire
- SW 41: Medieval Europe
- SW 42: The World Wars in Global Context, 1905-1950
- US 38: Forced to be Free: Americans as Occupiers and Nation-Builders

#### General Education Courses Spring 2016

- 1035, Byzantine Civilization (Fulfills Societies of the World)
- History 1301: Western Intellectual History II: The Prehistory of Modern Thought (Fulfills Culture and Belief)
- ER 12: Political Justice and Political Trials
- SW 13: Japan in Asia and the World
- SW 49: The Worlds of Business in Modern China
- US 19: American Food: A Global History
- US 41, Power and Protest: The United States in the World of the 1960's

## Did You Know?

STUDENTS CAN REQUEST A FACULTY ADVISOR UPON ENTERING THE CONCENTRATION TO HELP THEM WITH PLANNING THEIR STUDIES

The Department believes that undergraduates form the center of our community at Harvard

*The Undergraduate Office runs a dedicated advising program; each House has a History House Advisor*

WE ENCOURAGE STUDENT INITIATIVES AND ACTIVELY SUPPORT NEW IDEAS FOR PROJECTS AND ACTIVITIES FROM STUDENTS

History is one of the most flexible and all-encompassing concentrations at Harvard. You can study any time period, any place in the world

Concentrators in History gain unparalleled access to faculty through small class sizes

CONCENTRATORS CAN JOIN THE EDITORIAL BOARD OF TEMPUS: THE HARVARD COLLEGE HISTORY REVIEW, THE HISTORY DEPARTMENT'S UNDERGRADUATE JOURNAL

STUDENTS DO NOT NEED TO SPECIALIZE IN A PARTICULAR TIME PERIOD OR GEOGRAPHICAL REGION, BUT ARE FREE TO EXPLORE THE AREAS OF HISTORY THAT INTEREST THEM MOST. HISTORY SENIOR THESES WIN A DISPROPORTIONATE NUMBER OF HOOPES PRIZES

At Advising Fortnight I learned...

*"...just how much you could do with a history concentration (alumni have gone into medicine, finance, law, etc.) because it really allows you to see things from the perspective of other people that are different or similar to you."*

*"...about the breadth and incredible perspective that history can give me. I also learned that I can integrate economics into history but that history is a smaller department that gives you more options to choose fun classes and study what you truly love."*

*"...that a History concentration is perfect for someone with many academic interests. You can study many subjects -- science, government, economics, folklore -- under the umbrella of history. By concentrating in History I can study everything I love without having to sacrifice other areas of academia."*

## QUESTIONS?

**Ann Blair**  
Director of Undergraduate Studies  
[amblair@harvard.edu](mailto:amblair@harvard.edu)  
617-495-0752

**Laura Johnson**  
Staff Assistant  
[lmjohns@fas.harvard.edu](mailto:lmjohns@fas.harvard.edu)  
617-495-2157

**Elizabeth More\***  
Assistant Director of Undergraduate Studies  
[more@fas.harvard.edu](mailto:more@fas.harvard.edu)  
617-495-9147

\*Study abroad credit contact

# HISTORY & LITERATURE

## Who We ARE

**H**istory & Literature is the study of ideas in context. A rigorous honors concentration built on student-centered tutorials and individualized advising, History & Literature balances structure and flexibility. Designed for students who want to take charge of their education, History & Literature trains students in the study of more than one discipline, more than one language, more than one nation, more than one culture, and more than one century. Join our close-knit community of students, scholars, artists, and critics who want to do more with the humanities.

Harvard's oldest concentration, History & Literature was introduced to offer students a focused, interdisciplinary program of study. History & Literature concentrators take courses across the college in their areas of interest. The possibilities are endless, which is why we offer a robust system of academic advising to help you identify your priorities and ensure that your plan of study is rigorous, combining coursework in various disciplines. By the senior year, History & Literature concentrators are prepared to write prize-winning senior theses based on original research.



## ADVISING



We in History & Literature take great pride in our dedication to teaching and advising. Each year, we match you with an advisor who works with you to shape your individualized plan of study.

## HIST & LIT ALUMNI



Our alumni, who have gone on to work in fields such as politics, journalism, medicine, the arts, public policy, finance, law, media, business and academia, proudly participate in this legacy by demonstrating through their success what History & Literature can do for you.

Visit [histlit.fas.harvard.edu](http://histlit.fas.harvard.edu), to browse through profiles of History and Literature alumni that include the courses that fulfilled their concentration requirements as well as information about their amazing accomplishments since graduation!

*"The possibilities are endless, which is why we offer a robust system of academic advising to help you identify your priorities and ensure that your plan of study is rigorous, combining coursework in various disciplines."*

## VISIT US *Online*

[histlit.fas.harvard.edu](http://histlit.fas.harvard.edu)  
Twitter @HistLit

## EXPLORE

### *Suggested gateway courses*



- First-year students are encouraged to choose from among our exciting History & Literature 90 seminars on a variety of topics, texts and events.
- Explore courses in related fields such as History, English, Comparative Literature, Near Eastern Studies, German, Slavic, Romance Languages, etc. that may be counted toward the concentration.
- Continue studying a language or start learning a new one to develop the reading knowledge that enables research in your target language.
- Visit us in Barker 122 and speak with a faculty advisor during office hours every Mon-Thurs 10-12 and 2-4 in the fall and spring semesters.
- Speak with a peer advisor to get a current student's perspective on the concentration. You can find peer advisors' contact information on our website at [histlit.fas.harvard.edu](http://histlit.fas.harvard.edu).

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

*Hist & Lit tutorials invite students to direct their own plans of study. Sophomore tutorial is a small seminar of 4-7 students taught by two tutors. Junior tutorial allows groups of 2-3 students to collaborate on a syllabus with their tutor. Senior tutorial is one-on-one support throughout the senior thesis process.*

**Concentrators are encouraged to consider study abroad!**

*Regularly among the highest-ranked concentrations for student satisfaction*

**TO MAKE SURE YOU HAVE AMPLE TIME TO EXPLORE NEW INTERESTS, HIST & LIT CONCENTRATORS DO NOT DECLARE A FIELD UNTIL THE END OF SOPHOMORE YEAR.**

**At Advising Fortnight I learned...**

**“...studying Hist & Lit doesn’t restrict you at all, and that being able to write and think with a humanities perspective is valuable in fields like medicine and business.”**

**“...in Hist and Lit, unlike in pure History, you select a field of study that corresponds to a specific global region. I also learned that there is much overlap in advising between the History and History and Literature department that greatly facilitates thesis writing. I like how each curriculum allows the student to tailor his study to the era or location that interests him or her the most.”**

**“...this concentration gives concentrators vital communication skills that are useful in post college careers. Some of the panelists discussed their careers in finance and consulting and their current educational pursuits at HBS, which were paths that I did not realize were possible with a humanities concentration.”**

HIST & LIT’S FIELD STRUCTURE PROVIDES THE INTELLECTUAL SCAFFOLDING TO ENSURE THAT YOUR INDIVIDUALIZED PLAN OF STUDY HAS BREADTH AND DEPTH. EACH FIELD IS DESIGNED TO BE TRANSNATIONAL AND COMPARATIVE

*“...the breadth of fields that you can investigate while taking history and literature. I also learned about the possibilities of double concentrating and study abroad while pursuing the history and literature concentration. This session also clarified for me the process of choosing a specific focus within history and literature.”*

## QUESTIONS?

**Lauren Kaminsky**  
Director of Studies  
[kaminsky@fas.harvard.edu](mailto:kaminsky@fas.harvard.edu)  
617-495-1901

**Jennifer Brady\***  
Assistant Director of Studies  
[jenniferbrady@fas.harvard.edu](mailto:jenniferbrady@fas.harvard.edu)  
617-495-3448

**Rachel Gillett**  
Assistant Director of Studies  
[rachelgillett@fas.harvard.edu](mailto:rachelgillett@fas.harvard.edu)  
617-495-3448

**Michael D’Alessandro**  
Assistant Director of Studies  
[mdalessandro@fas.harvard.edu](mailto:mdalessandro@fas.harvard.edu)  
617-495-3448

\*Study abroad credit contact

# HISTORY & SCIENCE

## Who We ARE

**H**istory and Science is an interdisciplinary field of study. The program offers students a variety of opportunities to expand their understanding of the scientific enterprise and to explore in detail how science has developed in history and how science has shaped other human activities. Students are challenged to ask big questions about science, medicine, and technology, and their place in human societies across time. How do scientists come to know things about the natural world? Why should we believe what they tell us? What are some social, ethical, political and religious implications of science? How do they affect the way people in different times and places live their lives? Students focus on many topics and time periods, from Darwinism to modern biotechnology, medieval understandings of women's bodies to modern computing. At the same time, through the tutorial program, all students are taught skills of advanced source analysis, independent research, and academic writing which both prepares them to write a senior thesis, if they wish, and sets them up to succeed in a wide range of graduate programs and careers after college, from consulting to law school to medical school.

By taking a combination of courses from our department and also outside of it, students can learn how sciences as diverse as theoretical physics and economics interact with other areas of culture such as literature, film, art, or government.

## HIST & SCI ALUMNI



Many of our alumni have used their time in our concentration as a launching pad for further professional study, especially law and medical school. In fact, our Medicine and Society focus is an honors-eligible option designed especially for premedical students. Because we teach advanced research skills, our graduates have also been attractive candidates for positions in business consulting, government, and health or science policy. Some have also gone on to teach in programs like Teach for America, where their broad training in both science and history have made them highly competitive. Finally, some of our alumni have so enjoyed their time in our concentration that they have decided to seek a Ph.D. in the field.

A 2013 survey of our alumni asked about their career paths since graduating, and how useful History and Science had been in their professional lives since college. The survey attracted over 500 enthusiastic responses; the highlights can be found on the History of Science department website.

## EXPLORE

### Suggested gateway courses



- History of Science 100. Knowing the World: Introduction to the History of Science (fall)
- History of Science 146v. Medical Technologies in Historical Perspective
- History of Science 148v. Health and Disease in America (spring)
- History of Science 149v. Explaining Epidemics (fall)
- History of Science 174. Critical Experiments in the Human Sciences (spring)
- History of Science 179v. The Freudian Century (fall)
- History of Science 180. Science, Technology and Society in Modern East Asia (fall)
- History of Science 181. Humans in Space: Past, Present, Future (fall)
- History of Science 188. Open Minds, Wired Worlds (spring)
- History of Science 192. The Empire Strikes Back: Science Fiction, Religion, and Society (fall)
- Culture and Belief 11. Medicine and the Body in East Asia and in Europe (spring)
- Culture and Belief 47. The Darwinian Revolution (spring)
- Culture and Belief 58. Case Studies in the Medieval Humanities: Interdisciplinary Perspectives on the Experience of Illness (fall)
- Freshman Seminar 41d. Sick and Tired of Being Sick and Tired: Health Disparities and African Americans (fall)
- Freshman Seminar 44t. The Atomic Bomb in History and Culture (fall)

## ADVISING



The Director of Undergraduate Studies (DUS), Anne Harrington, has overall responsibility for academic advising in the concentration. The Manager of Student Programs, Allie Belser, is the primary concentration advisor for all concentrators. She also signs their study cards.

Additional advising is provided by the faculty who lead History and Science sophomore, junior, and senior tutorials. Freshmen considering History and Science should contact the Manager of Student Programs or the DUS.

## Did You Know?

### HISTORY AND SCIENCE MAY BE A GOOD CHOICE FOR YOU IF YOU ARE INTERESTED IN...

**Big Questions –**  
the existence of God, the nature  
of free will, the roots of human  
morality, and more – and would like to  
understand the ways in which science  
has shaped or is shaping the  
ways in which we think  
about them

*Publishing your  
own work in the only  
undergraduate history  
of science journal in  
the country*



ATTENDING MEDICAL  
SCHOOL, AND WOULD LIKE A  
CONCENTRATION THAT ALLOWS  
YOU TO COUNT MANY OF  
YOUR PREMED SCIENCE  
REQUIREMENTS, WHILE MAKING  
IT POSSIBLE FOR YOU TO TAKE  
CLASSES AND DO ADVANCED  
RESEARCH IN THE HISTORY OF  
MEDICINE, MEDICAL  
ANTHROPOLOGY, AND  
HEALTH POLICY

*The ways in which science is affected by (and in turn affects) important issues in politics, industry and policy, whether climate change, the teaching of evolution in the public schools, the patenting of genes and new forms of life, and more*

BEING A PERSON WHO IS **EQUALLY LITERATE** IN  
THE WORLD OF SCIENCE AND THE WORLD OF  
THE HUMANITIES AND THE SOCIAL SCIENCES

**Excellent teaching  
and abundant  
opportunities for  
interaction with  
faculty**

**STUDYING ABROAD  
AND RECEIVING  
CONCENTRATION  
CREDIT**

**DOING SIGNIFICANT WORK  
IN SOME AREA OF SCIENCE (TAUGHT  
IN THE COLLEGE) IN COMBINATION  
WITH STUDY OF THE HISTORICAL  
EMERGENCE OF SCIENCE**

At Advising Tonight I  
learned...

**“...History and Science is the perfect  
concentration for me--a student with a love  
for the humanities and a passion for science  
and premedical studies.”**

**“...it is very interdisciplinary and many premeds  
take it like me. It is a good way to know the  
why of what I am learning in my science classes.**

**The department is rather small and  
close knit and flexible.”**

**“...students may draw from a variety of topics  
that interest them while maintaining an in-depth  
understanding of the science and history topics.”**

## QUESTIONS?

**Anne Harrington**  
Director of Undergraduate Studies  
[aharrin@fas.harvard.edu](mailto:aharrin@fas.harvard.edu)  
617-496-5234

**Alice Belser\***  
Manager of Student Programs  
Concentration Advisor/Secondary Fields Contact  
[ajbelser@fas.harvard.edu](mailto:ajbelser@fas.harvard.edu)  
617-495-3742

\*Study abroad credit contact

# HISTORY OF ART & ARCHITECTURE (HAA)

## Who We ARE

The History of Art and Architecture concentration offers training in the historical interpretation and critical analysis of the visual arts and architecture. It develops the skills of visual discrimination and verbal expression fundamental to art historical analysis. Art history is a multifaceted discipline embracing many different methods, perspectives and interests. Training in the critical analysis of art seeks to clarify the perception — and understanding — of how artworks relate to the techniques and materials used in their making, and to the environment in which they are seen. It also fosters the ability to make and explain judgments of quality and value.

Instruction in critical analysis is aided by the department's partnership with one of the world's greatest teaching museums, comprising the Fogg, Busch-Reisinger, and Sackler Museums. This offers students a unique opportunity of first-hand study of original works of art in many media. Generally, course work offers coverage of the history of art, while a sequence of small-group tutorials develop critical skills. For students with a special interest in architecture, the concentration offers courses on architectural history and urban planning. Requirements for all concentrators provide exposure to a variety of areas within art history, as well as allow for the selection of a major field focus from among the following: African, Ancient (Egypt, Ancient Near East, Greece, Rome), Architecture, Baroque and Rococo, Byzantine, Chinese, Japanese, South Asian, Islamic, Latin American/Pre-Columbian, Medieval, Modern and Contemporary, and Renaissance.

*“Training in the critical analysis of art seeks to clarify the perception — and understanding — of how artworks relate to the techniques and materials used in their making, and to the environment in which they are seen.”*

## ADVISING

The advantageous student/faculty ratio in HAA allows for enhanced engagement of students with faculty both inside and outside the classroom, a frequent means of informal advising. Additional advising in the concentration is provided by the Director of Undergraduate Studies (DUS) and the Undergraduate Coordinator, who also sign study cards.

Sackler Museum  
485 Broadway St.

617-495-2377



## HAA ALUMNI



What does one do after undergraduate study in History of Art and Architecture? Well, most anything, really: many of our students go on to graduate study in History of Art and Architecture and careers in Academia or in Museums – we have many alumni on faculty at universities across the country, and curators and conservators at museums around the world; many others go on to graduate study in the practice of Architecture, becoming architects, landscape architects, or urban planners. Many have gone into a wide variety of career directions – equipped with skills in visual, textual, and historical analysis which are particularly applicable to career pursuits in a modern world which is a far more visually-oriented society than the text-based society of the twentieth century.

Alumni of History of Art and Architecture hold positions in advertising, media, design, the arts (filmmaking, music production, drama, dance), and the fashion industry. Many go into finance – we have many bankers and consultants in our alumni ranks, along with professionals in marketing, merchandising, and brand development. Several have pursued medicine and completed the pre-med track alongside their concentration in History of Art and Architecture. They made particularly striking candidates to Medical Schools' admissions boards. Many have gone on to Law School and are practicing attorneys. Others hold positions in government, from the State Department and Department of Transportation to the Israeli Knesset. We also have creative and striking individualists: journalists, caterers, actresses, yoga instructors, children's book writers, cookbook writers, bloggers, professional athletes, hoteliers, and a ship-broker – we are in touch with many of these former students, and may perhaps be able to offer a bridge of communication to those students wishing to talk with “someone in the field.”



In short, like many other concentrations in the Humanities and Social Sciences at Harvard and elsewhere, study of History of Art and Architecture need not necessarily be directed toward a specific vocational or professional end. History of Art and Architecture offers concentrators the opportunity to pursue the study of things and questions about which they are excited and to develop skills useful in many walks of life and careers.

# DIVISION: *Art* and HUMANITIES

## Did You Know?

THE HARVARD ART MUSEUMS AND MUSEUM OF FINE ARTS, BOSTON, AMONG OTHER UNIVERSITY AND LOCAL COLLECTIONS ARE INTEGRATED INTO CLASSROOM INSTRUCTION, AS WELL AS STUDENT RESEARCH, WRITING, EXHIBITION AND SOMETIMES PUBLICATION

Established tradition  
of faculty-student collaborative  
projects in research on  
collections and exhibition  
curation

ADVANTAGEOUS STUDENT/  
FACULTY RATIO

*The Department is among the largest in the United States*

STRONG SENSE OF COMMUNITY AMONG STUDENTS AND FACULTY

*Sophomore Excursion:  
clusters of faculty and students together study the art and architecture of sites through travel to Turkey, Spain, Japan, Peru, and Italy after a semester of preparatory reading and discussion*

CONCENTRATION HAS A RELATIVELY NEW ARCHITECTURE STUDIES TRACK

At Advising Fortnight I learned...

**“**...HAA concentrators are now all over the world and go on to graduate school and a variety of careers. The concentration includes a lot of travel. It is a small and close-knit department. **”**

**“**...there is a specific architecture track, which is what I would be interested in, and students have the opportunity to take classes at the GSD. **”**

**“**...there is an extensive range of different topics/ artists/art forms that I can research and study and how there are classes specific to different time periods that I can take! **”**

## EXPLORE

### *Suggested gateway courses*

- History of Art and Architecture classes 1 through 89
- Freshman Seminars on History of Art and Architecture
- General Education Courses offered by History of Art and Architecture Faculty



## QUESTIONS?

**Joseph Koerner\***  
Director of Undergraduate Studies  
[koerner@fas.harvard.edu](mailto:koerner@fas.harvard.edu)  
617-496-1056

**Thomas Batchelder\***  
Undergraduate Coordinator  
Secondary Fields Contact  
[tbatchel@fas.harvard.edu](mailto:tbatchel@fas.harvard.edu)  
617-265-2310

\*Study abroad credit contact

# HUMAN DEVELOPMENTAL & REGENERATIVE BIOLOGY (HDRB)

## Who We ARE

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

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

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

## HDRB ALUMNI



The Human Developmental and Regenerative Biology concentration graduated its first class in 2012. Most alumni pursue graduate studies in medicine or the biological sciences. Some have also entered private industry to work in biotech. However, the critical thinking and analytical skills stressed and honed by the HDRB curriculum can be translated to a variety of careers, such as business/consulting, public health/policy, education, and intellectual property law.

## ADVISING



Primary advising in the concentration is provided by the Associate Director of Education (Bill Anderson), who also signs study cards.

## EXPLORE

### *Suggested gateway courses*



#### First year

- Life Sciences 1a or Life and Physical Sciences A; fall (according to placement)
- Math (according to preparation and placement scores).
- Life Sciences 1b; spring
- Physical Sciences 1; spring. Students with an exceptionally strong chemistry background may instead begin with organic chemistry and may take either the Chem 17/27 sequence or the Chem 20/30 sequence.

#### Second year, first term

- Students ordinarily enroll in Human Developmental and Regenerative Biology, Stem Cell and Regenerative Biology 10; fall.
- Organic chemistry (Chemistry 17). Students with an exceptionally strong chemistry background who took Chemistry 20 in the spring of their first year typically enroll in Stem Cell and Regenerative Biology 10 and Chemistry 30 in their third semester.
- To fulfill molecular biology requirements for HDRB, students must take one of the following courses: MCB 52 (fall term), MCB 60 (fall term), or SCRB 20 (spring term). As a result, some students will also enroll in Molecular and Cellular Biology 52 or Molecular and Cellular Biology 60. Students are encouraged to speak to Dr. Bill Anderson, the HDRB advisor, prior to enrolling in any combination of SCRB 10, Chemistry 17, MCB 52/MCB 60 concurrently.

## Did You Know?

ADVANCES IN DEVELOPMENTAL BIOLOGY HAVE ENHANCED OUR UNDERSTANDING OF CELL AND MOLECULAR BIOLOGY, INFLUENCED AND DEFINED APPROACHES TO REGENERATIVE MEDICINE, AND INFORMED THINKING ABOUT PROBLEMS IN EVOLUTION

*The field of developmental and regenerative biology encompasses one of the more exciting and expansive areas in the life sciences*



All HDRB students spend at least one semester working on a hands-on project in a lab of interest

DEPARTMENT OFFERS OPPORTUNITIES TO PERFORM INDEPENDENT RESEARCH IN A FACULTY MEMBER'S LAB

SOME OF THE MOST EXCITING DISCOVERIES IN MODERN BIOLOGY HAVE EMERGED FROM STUDIES OF DEVELOPMENT INCLUDING THE DESCRIPTION OF THE MAJOR SIGNALING PATHWAYS USED FOR INTERCELLULAR COMMUNICATION, THE DISCOVERY OF SMALL REGULATORY RNAs, AN UNDERSTANDING OF HOW GENES CONTROL BODY PATTERN, AND ANIMAL CLONING

*Students have studied a variety of different topics, including, for example, stem cell differentiation, organogenesis, designing drugs to target proteins of interest in human disease, RNA regulation, epigenetic control of gene development, and in vitro disease modeling*

At Advising Tonight I learned...

**“...the ‘mindset’ of the HDRB concentration is a lot different than I originally believed, in that the concentration utilizes a more broad-scale method of thinking and analyzing, rather than simple memorization. Classes like SCRB 10 teach you how to think analytically.”**

**“...HDRB seeks to integrate modern technology, like the use of stem cells, into biology and medicine.”**

## QUESTIONS?

**Doug Melton**  
Co-Head Tutor  
[hdrv\\_conc@lsdiv.harvard.edu](mailto:hdrv_conc@lsdiv.harvard.edu)  
617-495-1812

**Kevin Eggan**  
Co-Head Tutor  
[hdrv\\_conc@lsdiv.harvard.edu](mailto:hdrv_conc@lsdiv.harvard.edu)  
617-495-5611

**Bill Anderson\***  
Associate Director of Education  
[wanders@fas.harvard.edu](mailto:wanders@fas.harvard.edu)  
617-495-0950

**Lisa Fountain\***  
Program Coordinator  
[fountain@fas.harvard.edu](mailto:fountain@fas.harvard.edu)  
617-495-4106

\*Study abroad credit contact

# HUMAN EVOLUTIONARY BIOLOGY (HEB)

Peabody Museum, 5th floor  
11 Divinity Ave.

## Who We ARE

**E**volutionary theory provides a powerful framework for investigating questions about why humans are the way they are. Human evolutionary biologists seek to understand how evolutionary forces have shaped our anatomy, our biology, and our patterns of behavior. Examples of questions in which we are interested include:

- Are humans adapted to eating cooked food?
- Why do human males invest in their offspring?
- How are humans different from non-human primates?
- What are the genetic bases for these uniquely human traits?
- When, where, how and why did *Homo sapiens* evolve?
- What is the role of hormones in behavior and development?

Human Evolutionary Biology (HEB) provides a general foundation in human and organismic biology as part of the life sciences cluster of concentrations. Students interested in addressing questions about human and non-human primate cognition from the perspective of human evolutionary biology may pursue a special program of study affiliated with the University-wide Mind/Brain/Behavior Initiative.

We encourage our students to get involved in research in HEB, and we offer many small, advanced courses for students to work intensively with members of the faculty. Opportunities vary from primarily lab-based research — such as in behavioral endocrinology, dental histology, evolutionary genetics, phylogenetics, anatomy, or primate and human nutrition — to field-based work — such as studying indigenous peoples in South America or primates in East Africa. Our faculty works closely with undergraduates on research projects of all kinds, for senior theses, research seminars and tutorial classes.

## ADVISING

The Assistant Director of Undergraduate Studies, Carol Hooven, and the Associate Concentration Advisor, Brenda Frazier advise students and sign study cards.



## HEB ALUMNI



Many of our graduates have commented that one of the advantages of an undergraduate education in HEB is the diverse and powerful skill set that they developed in the concentration. The skills that HEB students learn, and that are valued and considered most useful in almost any career, include critical thinking, scientific writing and research, the ability to critically evaluate original scientific literature, and small group communication, to name a few. Students also say they greatly appreciate learning to think about the human condition from an evolutionary perspective — this gives them the tools to think more deeply about the causes of some of the problems that humans face and the kinds of solutions that might be most effective and practical given our history. In short, a degree in HEB does not prepare you for any field specifically, but rather gives you the opportunity to develop valuable “transferable” skills, on which you can build, that will allow you to succeed in almost any field.

Most of our graduates go on to work in the fields of medicine or public health (many attending medical school), while a minority pursue PhD programs in graduate school in the life sciences. Others enter consulting, business, or teaching, but graduates can be found following a broad range of pursuits.

## EXPLORE



### Suggested gateway courses

- Freshman seminars taught by HEB faculty members
- SLS 16, Human Evolution and the Human Body (spring)
- HEB 1290 Cultural Evolution (fall)
- HEB 1330 Primate Social Behavior (spring)
- Life Sciences 2, Evolutionary Physiology and Anatomy (fall)

### REQUIRED COURSES

- Life Sciences 1a, An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, or Cell Biology or LPSA, Foundational Chemistry and Biology (fall)
- Life Sciences 1b, An Integrated Introduction to the Life Sciences: Genetics, Genomics, and Evolution (spring)
- HEB 97, Sophomore tutorial in Human Evolutionary Biology (spring)

## Did You Know?

Our department has a feeling of warmth and intimacy. Your advisors will get to know you well, and you are always welcome to drop by their offices.

OUR EVOLUTIONARY PERSPECTIVE ENABLES US TO ANSWER NOT ONLY THE "HOW" QUESTIONS OF HUMAN BIOLOGY (I.E., EXACTLY HOW IS THE HEAD STABILIZED DURING RUNNING?), BUT THE "WHY" (I.E., WHY DO HUMANS WALK UPRIGHT WHEN CLOSELY RELATED PRIMATES WALK ON ALL FOURS?)

*Our research and teaching is constantly informed and illuminated by an evolutionary approach. Because we are interested in humans from a comparative perspective you should also expect to learn something about nonhuman species, especially our close relatives the apes*

Research opportunities are readily available

RESEARCH IN HEB INCORPORATES MULTIPLE DISCIPLINARY APPROACHES (GENETICS, FUNCTIONAL ANATOMY AND PHYSIOLOGY, PALEONTOLOGY, HUMAN AND PRIMATE BEHAVIOR) IN ANSWERING QUESTIONS ABOUT HUMAN HEALTH AND OUR PLACE IN NATURE, AND HOW AND WHY WE CAME TO BE WHO WE ARE TODAY

We focus on the cultural and ecological aspects of human behavior as well as on the genetic, anatomical, and physiological

At Advising Fortnight I learned...

"...HEB is a 'big picture' concentration, since it deals with the idea of evolution, so most of the questions explored in the courses are 'why' questions about what makes us human and how we became who we are today. It is less focused on "how" questions such as ones that deal with how specific processes and pathways within the body work."

"...the types of courses HEB concentrators take and the ideology behind HEB. HEB takes a big picture, interdisciplinary approach to biology."

## QUESTIONS?

**David Pilbeam**  
Head Tutor  
[pilbeam@fas.harvard.edu](mailto:pilbeam@fas.harvard.edu)  
617-495-4736

**Carole Hooven\***  
Assistant Director of Undergraduate Studies  
[hooven@fas.harvard.edu](mailto:hooven@fas.harvard.edu)  
617-496-3809

**Brenda Frazier**  
Associate Concentration Advisor  
[brazier@fas.harvard.edu](mailto:brazier@fas.harvard.edu)  
617-495-5703

**James Poolner**  
Program Coordinator  
[jp@mcb.harvard.edu](mailto:jp@mcb.harvard.edu)  
617-495-3399

\*Study abroad credit contact

# INTEGRATIVE BIOLOGY (IB)

## Who *We* ARE

**E**volution is the strand that ties together all of biology: from the adaptive specifics of a membrane pore to grand events in the history of life, such as the Cambrian Explosion, when, 540 million years ago, life went in a single bound from simple to complex. But adaptive evolution is a response to the demands of the environment, whether this is the environment within a cell or an ecological community of interacting organisms. Integrative Biology (IB) therefore is inherently inter-disciplinary, encompassing mathematical and computational biology, functional and genetic approaches to morphology and development, as well as genetics, evolution, and ecology.



## IB ALUMNI



IB students are often pre-med, pre-vet or planning on going on to graduate school in some area of biology (ranging from ecology to molecular biology). Because Public Health is, to some extent, about human ecology, many IB pre-meds are particularly interested in public/global health. Many go to work in environmental organizations. Many, too, go into business, consulting, banking, or the Law.



## EXPLORE



### Suggested gateway courses

#### First year

- Life Sciences 1a or Life and Physical Sciences A (fall)
- Life Sciences 1b (spring)

#### Second year, first term

- OEB 10 (fall), the survey course required of concentrators (this course serves as a prerequisite for the department's more advanced courses)

#### Other ways to explore

- Contact us if you're interested in joining IB's Undergraduate Group (OEBug), which organizes (and funds) IB-related activities. It's a great way to become a part of the IB undergraduate community
- Come talk to us if you're interested in kicking off a research career in IB

## ADVISING



Concentrators are assigned individual faculty advisors. General advising in the concentration is also provided by the Assistant HeadTutor, Andrew Berry. The IB concentration is administered by the Department of Organismic and Evolutionary Biology.



# DIVISION: *Science*

[LIFESCIENCES.FAS.HARVARD.EDU/IB](http://LIFESCIENCES.FAS.HARVARD.EDU/IB)

## Did You Know?

*In addition to Harvard-wide research funds such as PRISE and HCRP, Integrative Biology also offers Integrative Biology-specific research funds, administered, for example, by the Museum of Comparative Zoology (MCZ)*

**Relatively small concentration (with about 40 students per year) but the faculty is relatively large. This means that courses tend to be small and there are plenty of opportunities to get to know and/or work with faculty.**

ENCOURAGES STUDENTS TO STUDY ABROAD AND WILL WORK WITH STUDENTS TO HELP MAXIMIZE USEFUL ACADEMIC CREDIT DERIVED FROM STUDY ABROAD

**IB OFFERS STUDENTS OPPORTUNITIES TO SPEND TIME IN THE FIELD. SEVERAL COURSES, FOR EXAMPLE, INCLUDE SPRING BREAK TRIPS TO TROPICAL ENVIRONMENTS SUCH AS THE CORAL REEFS OF PANAMA OR THE RAIN FORESTS OF COSTA RICA**

*Students can do thesis research in non-Integrative Biology labs (such as at Harvard Medical School)*

**At Advising Fortnight I learned...**

**“...Integrative Biology is a very flexible concentration that allows you to mix and match different kinds of investigation in biology into a concentration that best suits your interests. I like that I could choose to either delve deeply into a specific ‘track,’ or choose a little bit of everything from dinosaurs to proteins all through the lens of evolution.”**

**“... about the different types of classes offered by the department and, namely, about the range of classes you can take. In addition to the general requirements, I would have to take 4 classes in the hard sciences or applied math, which fits in perfectly with my schedule since I’m pre-med, and it would complement my schedule nicely in addition to being very flexible.”**

**“... IB seems like, by far, the most attractive concentration for me in the life sciences. It seems flexible, interesting, and I think it has a liberal arts spirit to it that I really appreciate.”**

## QUESTIONS?

**Gonzalo Giribet**  
Head Tutor  
[giribet@g.harvard.edu](mailto:giribet@g.harvard.edu)  
617-495-1473

**Andrew Berry\***  
Assistant Head Tutor, Concentration Advisor  
Secondary Field Contact  
[berry@oeb.harvard.edu](mailto:berry@oeb.harvard.edu)  
617-495-0684

**James Poolner**  
Coordinator of Undergraduate Programs  
[jp@mcb.harvard.edu](mailto:jp@mcb.harvard.edu)  
617-495-3399

\*Study abroad credit contact

# LINGUISTICS

## Who We ARE

“Linguists are no different from any other people who spend more than nineteen hours a day pondering the complexities of grammar and its relationship to practically everything else in order to prove that language is so inordinately complicated that it is impossible in principle for people to talk.” (Ronald W. Langacker 1973)

Linguists are engaged in the study of language structure, which is the ultimate interdisciplinary enterprise. Linguistic theory attempts to model a complex domain of human knowledge that is also central to philosophy of mind and to cognitive psychology. The linguistic models that theoretical linguists construct are formal in character and rely on computational and mathematical methodologies. As such, linguistics has a mutually beneficial relationship with computer science and the study of artificial intelligence. An individual language is a cultural artifact, and so the reconstruction of an extinct language can shed light on the physical surroundings and the social institutions of its speakers, while the study of a living understudied language leads to the understanding of material culture, folklore, and society of a new community. That makes linguistics a topic of interest to anthropologists, sociologists, and archaeologists.

Students who gravitate to linguistics are necessarily interested in language, but that means different things for different people. Linguists are not necessarily polyglots. Many are intrigued by formal systems and the prospect of modeling complex behavior; others are interested in the relationship of natural languages to other symbolic systems; still others are drawn into the formal study of language by the similarities and differences they have noticed among individual languages.

*“Linguistic theory attempts to model a complex domain of human knowledge that is also central to philosophy of mind and to cognitive psychology.”*



## LINGUISTICS ALUMNI



Undergraduate training in linguistics at Harvard is second to none, as evidenced by the fact that each year graduating concentrators enter the most competitive graduate programs in the country. However, the majority of graduating seniors do not pursue academic careers. Instead, concentrators in linguistics become consultants, earn professional degrees in medicine and law, and pursue careers in industry. A growing trend for graduating seniors is to work in the field of automated speech technology at companies such as Google Inc.

## EXPLORE

### *Suggested gateway courses*

- Linguistics 83: Language, Structure, and Cognition (Spring 2016)
- Linguistics 101: Introduction to Linguistics (Fall 2015)
- Linguistics 160/Psychology 1605: Psychology of Language (Spring 2016)
- Empirical and Mathematical Reasoning 11: Making Sense: Language Logic, and Interpretation (Spring 2016)



## ADVISING



Primary advising in the concentration is provided by the Head Tutor (Kevin Ryan, [kevinryan@fas.harvard.edu](mailto:kevinryan@fas.harvard.edu)) who also signs all study cards. Students may seek out additional advising from members of the faculty who work on topics of shared interest.

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

OUR DEPARTMENT OFFERS EXPOSURE TO MANY FIELDS OF LINGUISTIC STUDY WITH PARTICULAR EMPHASIS IN THREE DOMAINS: LINGUISTIC THEORY, LANGUAGE AND COGNITION (IN COLLABORATION WITH THE MIND/BRAIN/BEHAVIOR INITIATIVE AT HARVARD), AND HISTORICAL LINGUISTICS

*Linguistics is not just for students with an extensive background in foreign languages. Linguistics and language learning are completely separate pursuits. People who are “good at languages” are not always good at linguistics, and vice versa*

*Because there are few areas of study that do not overlap with language in some way, many students pursue joint concentrators in fields as different as computer science, mathematics, philosophy, classics, and music*

LINGUISTICS IS THE STUDY OF HUMAN LANGUAGE

LINGUISTS ASK THE FOLLOWING SORTS OF QUESTIONS: WHAT IS LANGUAGE? HOW IS IT ORGANIZED IN THE BRAIN? HOW IS IT PROCESSED? HOW IS IT LEARNED? HOW AND WHY DO LANGUAGES CHANGE OVER TIME?

Students receive individual attention and are able to work independently with experts in the field. Many conduct original research

AS BOSTON IS A MAJOR CENTER OF LINGUISTIC RESEARCH, STUDENTS ARE OFTEN EXPOSED TO DEVELOPING RESEARCH IN AREA DEPARTMENTS AND LABORATORIES AS WELL AS MAIN WORKSHOPS AND CONFERENCES IN THE FIELD

At Advising Fortnight I learned...

“...concentrators have many other interests and pursue a variety of careers after concentrating in Linguistics.”

“...the Linguistics department is a close community where the department can afford to spend individual time with students and that the concentration is well-suited to interdisciplinary study in a variety of fields (e.g., computer science, literature).”

## QUESTIONS?

**Kevin Ryan**  
Head Tutor  
[kevinryan@fas.harvard.edu](mailto:kevinryan@fas.harvard.edu)  
317 Boylston Hall, 617-495-8107

**Dorothy Ahn**  
Assistant Head Tutor  
[dorothyahn@g.harvard.edu](mailto:dorothyahn@g.harvard.edu)

**Cheryl Murphy**  
Department Administrator  
[csmurphy@fas.harvard.edu](mailto:csmurphy@fas.harvard.edu)  
617-495-4006

# MATHEMATICS

## Who We ARE

**M**athematics is the science of order, and mathematicians seek to identify instances of order and to formulate and understand concepts that enable us to perceive order in complicated situations.

Perhaps the most important concept of mathematics is that of function, which provides us with the means to study dependence and change. The study of real functions of a real variable (and later complex functions), particularly in connection with the limit concept, is called analysis. The most effective tool for this study is the infinitesimal calculus that analyzes the relation between functions and their derivatives. The study of number systems and their generalizations is called algebra. Here the primary concepts are group, ring, field, and module. The last great branch of mathematics is geometry, which now goes far beyond the classical study of the space we live in to include spaces of high dimension and topology, the abstract theory of shape.

Pure mathematics is concerned with these concepts and their interrelationships, while applied mathematics considers the relation of mathematical concepts to problems arising in other disciplines. Applied mathematics is not a single subject; rather it is almost as many different subjects as there are other disciplines. (But it would be a mistake to think that applied mathematics is organized in terms of the disciplines to which it is applied.)

The concentration in Mathematics is designed to acquaint the student with the most important general concepts underlying the three branches of modern mathematics. Concentration in mathematics will provide an adequate basis for further study in either pure or applied mathematics.

## ADVISING



The department assigns all students a faculty member as their concentration advisor. If you prefer to change your assignment, please talk to Cindy Jimenez in room 334 (cindy@math, tel. 495-9116). Your advisor can help you plan your coursework, and will sign your study card. How much contact you have with your advisor and how helpful he or she is will depend almost entirely on your initiative. Feel welcome to drop by during his or her office hours or during our 4 pm teas (see below), or to invite your advisor to lunch in Annenberg or at your House, courtesy of Harvard (just ask the checker in the dining hall for the form). Your advisor can help you plan your courses, choose a thesis topic, serve as a thesis advisor, learn about mathematical research, and apply to grad school.



## EXPLORE

### *Suggested gateway courses*



First year (potential concentrators should enroll in a math course at the appropriate level)

- Mathematics 21a, Multivariable Calculus and Mathematics 21b, Linear Algebra and Differential Equations (fall and spring)
- Mathematics 23a and 23b, Linear Algebra and Real Analysis I and II (fall and spring)
- Mathematics 25a and 25b, Honors Linear Algebra and Real Analysis I and II (fall and spring)
- Mathematics 55a, Honors Abstract Algebra and Mathematics 55b, Honors Real and Complex Analysis (fall and spring)

## MATH ALUMNI



A concentration in mathematics provides a valuable background for many different careers. About half of our seniors go on to graduate school, either in mathematics or in nearby fields. Others pursue professional training in law, business, or medicine, or go on to work in any number of areas, from finance to the arts.

# DIVISION: Science

[MATH.HARVARD.EDU](http://MATH.HARVARD.EDU)

## Did You Know?

*Mathematics is a medium-sized concentration in which undergraduates have good opportunities to interact with faculty, graduate students, and other undergraduates*

THE REQUIREMENTS ARE DESIGNED TO ALLOW CONSIDERABLE FREEDOM IN DESIGNING A PLAN OF STUDY, RECOGNIZING COURSES BOTH IN MATHEMATICS AND IN RELATED FIELDS

**Each concentrator is assigned an individual faculty advisor**

**CONCENTRATORS AND ALL THOSE INTERESTED IN MATH ARE ENCOURAGED TO MAKE USE OF THE FACILITIES PROVIDED BY THE DEPARTMENT'S EXCELLENT COMMON ROOM, WHICH HOSTS MANY EVENTS THROUGHOUT THE YEAR, INCLUDING REGULAR DEPARTMENT LUNCHES**

*The Department welcomes students with all levels of previous experience in math*

*At Advising Fortnight I learned...*

*"...Math is an engaging concentration that does not require some sort of innate ability exclusive to a select few; on the contrary, it develops your mathematical ability to rival that of those with "innate abilities"."*

*"...there is a lot of freedom in the pure math concentration and that my desire to pursue a full and diverse liberal arts education could easily correspond with the math concentration. Particularly, they embraced my interest in VES."*

*" Math is hard but beautiful."*

*"...Mathematics can be a very rewarding field because it constitutes a real contribution to human knowledge that cannot be undone. Furthermore I found that the study of mathematics is really quite flexible, allowing students to pursue whatever interest they have in the field without many strict requirements."*

## QUESTIONS?

**Jacob Lurie\***  
Director of Undergraduate Studies  
[lurie@math.harvard.edu](mailto:lurie@math.harvard.edu)  
617-495-9493

**Cindy Jimenez**  
Undergraduate Program Coordinator  
[cindy@math.harvard.edu](mailto:cindy@math.harvard.edu)  
617-495-9116

\*Study abroad credit contact

# MECHANICAL ENGINEERING

617-495-2833

## Who We ARE

**M**echanical engineering is a discipline of engineering that uses the principles of physics and materials science for the analysis and design of mechanical and thermal systems. Mechanical engineering is critical to the success of many human enterprises - it plays a central role in the generation and distribution of energy, transportation, manufacturing, and infrastructure development. Nearly every product or service in modern life has been touched in some way by a mechanical engineer.

The concentration in Mechanical Engineering is structured for a diversity of educational and professional objectives. For students who are planning to work as practicing engineers or who may be preparing for careers in business, education, government, or law; and for those whose career objectives may be less specific, the concentration provides an ideal framework for a well-rounded technical and scientific education.



Because it exists within Harvard's liberal arts environment, the Mechanical Engineering concentration provides students with both the breadth and depth of study needed to excel in this area of engineering. The curriculum emphasizes a solid background in the applied sciences and mathematical analysis, with ample opportunities to apply these fundamentals to real-world issues and learn about state-of-the-art technologies. Students also gain experience in the engineering design process, which is a unique engineering activity that requires creative synthesis and analysis to fulfill specified needs.

Harvard's degree in Mechanical Engineering is a Bachelor of Science (S.B.) degree that consists of 20 four-credit courses. As this program was new in the fall of 2012, it will be reviewed for ABET-accreditation during the next review in 2015. Students interested in the mechanical engineering area at the Bachelor of Arts (A.B.) level should refer to the mechanical and materials science track of the Engineering Sciences concentration. Additionally, students interested in learning more about the other engineering areas should refer to the Biomedical Engineering (A.B.), Engineering Sciences (A.B. or S.B.), or Electrical Engineering (S.B.) concentrations, which are listed in this handbook.

## ADVISING



Students in the engineering concentrations, including Biomedical Engineering (A.B.), Electrical Engineering (S.B.), Engineering Sciences (A.B. & S.B., all tracks), and Mechanical Engineering (S.B.), have a concentration advising team that consists of an Assistant Director for Undergraduate Studies, a Director of Undergraduate Studies, and an individual faculty advisor. In general, the ADUS is the first line of communication for concentration-related questions and forms (including signing study cards), and students should plan to meet regularly with both their ADUS and faculty advisor to discuss their plan of study, academic interests, and career goals. Currently enrolled College students outside of engineering, including pre-concentrators, are encouraged to contact any of the Assistant Directors for Undergraduate Studies who are prepared to discuss all of the engineering options in SEAS.

## ME ALUMNI



Concentrators in engineering sciences learn how to think critically and develop innovative solutions to a variety of problems, and students can use these skills to address a wide range of real-world issues. Past students have attended graduate school at leading universities in areas ranging from engineering to law to business to medicine, while others have entered the workforce right after graduation with positions at leading consulting, engineering, and business firms.

## EXPLORE

### Suggested gateway courses



- Engineering Sciences 51 (Computer-Aided Machine Design), fall and spring
- Engineering Sciences 52 (The Joy of Electronics – Part 1), fall and spring

# SCHOOL: *Engineering* and APPLIED SCIENCES

[SEAS.HARVARD.EDU/PROGRAMS/MECHANICAL-ENGINEERING](http://SEAS.HARVARD.EDU/PROGRAMS/MECHANICAL-ENGINEERING)

---

## Did You Know?

Courses with laboratory components provide experience using state-of-the-art technologies

A.B. AND S.B. PROGRAMS  
SHARE MANY COURSE REQUIREMENTS,  
AND THERE IS SOME FLEXIBILITY IN  
MOVING BETWEEN THEM DURING THE  
FIRST TWO YEARS

All S.B. students complete an engineering design project during their senior year in which they develop and prototype a new technology

THE PROGRAM OFFERS RIGOROUS PREPARATION FOR A DIVERSE RANGE OF CAREERS IN INDUSTRY, EDUCATION, AND GOVERNMENT

Students planning to pursue the SB degree are strongly encouraged to complete their basic math and science (e.g. physics, chemistry, etc.) requirements by the end of their sophomore year

CONCENTRATORS CAN ALSO APPLY THEIR KNOWLEDGE TO PROJECTS OUTSIDE OF THE CLASSROOM

Students actively engage with hands-on learning through coursework and independent research

CONCENTRATION IS BROAD-BASED AND MULTIDISCIPLINARY

At Advising Tonight I learned...

“...the practical differences between the SB and AB and that I can still get a secondary with an SB.”

“...pursuing a degree in Mechanical Engineering will give me a broad foundation and a good background that will prepare me for a variety of different fields or subspecialties in engineering after I graduate.”

## QUESTIONS?

**Joost Vlassak**  
Director of Undergraduate Studies  
[vlassak@seas.harvard.edu](mailto:vlassak@seas.harvard.edu)  
617-496-0424

**Christopher Lombardo**  
Assistant Director for Undergraduate Studies  
in Engineering Sciences  
[lombardo@seas.harvard.edu](mailto:lombardo@seas.harvard.edu)  
617-496-5185

**Kathy Lovell**  
Undergraduate Program Administrator  
[klovell@seas.harvard.edu](mailto:klovell@seas.harvard.edu)  
617-496-1524

# MOLECULAR & CELLULAR BIOLOGY (MCB)

Fairchild 95  
7 Divinity Avenue

617- 495-4106

## Who We ARE

The Molecular and Cellular Biology (MCB) concentration emphasizes the intersection of modern research in cellular biology with medicine and society.

It is rooted in the investigation of biological processes based on the study of molecules and their interactions in the context of cells and tissues, and in understanding how the vast information context of the genome orchestrates the behavior of the cell. MCB is therefore ideally suited for students who wish to study molecular and cellular processes at the heart of both normal physiology and disease.

## ADVISING



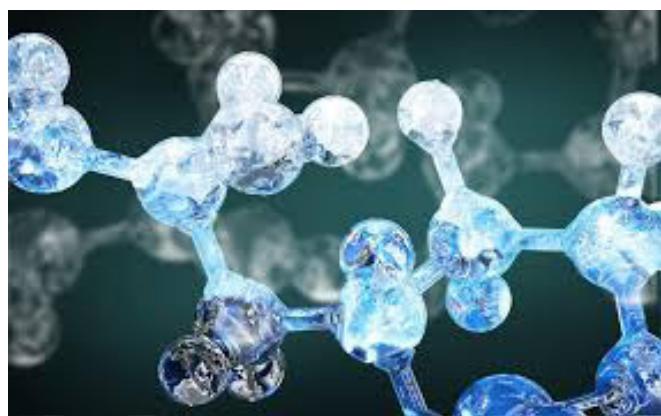
The Assistant Director of Undergraduate Studies (ADUS, Martin Samuels) meets with concentrators and preconcentrators to discuss course choices, research opportunities, and career planning. The ADUS also signs study cards. In addition, each concentrator is matched with a mentor from the Board of Tutors in Biochemical Sciences.

(For more information, go to  
[tinyurl.com/MCB-tutorial-board](http://tinyurl.com/MCB-tutorial-board).)

## MCB ALUMNI



MCB graduates often go on to careers in medicine and/or research. Others pursue careers and/or further training in a variety of other fields, including public health, science policy, law and intellectual property, business, education, and science writing. The Board of Tutors in Biochemical Sciences, which runs the MCB tutorial program, recruits some tutors from fields outside of academia. Those tutors are excellent resources for students contemplating a career outside of research or medicine.



## EXPLORE

### Suggested gateway courses



#### First semester

- LS 1a. Life Sciences 1a. An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology (fall) or LPSA. Life and Physical Sciences A. Foundational Chemistry and Biology (fall)
- Math (according to math placement\*)

#### Second semester

- LS 1b. Life Sciences 1b. An Integrated Introduction to the Life Sciences: Genetics, Genomics, and Evolution (spring)
- Physical Sciences I or Physical Sciences II (spring)

#### Third semester

- MCB 60. Cellular Biology and Molecular Medicine (fall) Chem 17.
- Organic Chemistry (fall)

#### Fourth semester - Any of the following courses:

- MCB 64. The Cell Biology of Human Life in the World (spring)
- MCB 65. (Formerly MCB 56) Physical Biochemistry: Understanding Macromolecular Machines (spring)
- MCB 68. Cell Biology Through the Microscope (spring)
- Concentration Elective

For a more complete listing, [lifesciences.fas.harvard.edu/files/lifesci/files/mcb\\_preconcentrator\\_course\\_sequences.pdf](http://lifesciences.fas.harvard.edu/files/lifesci/files/mcb_preconcentrator_course_sequences.pdf)

# DIVISION: *Science*

[LIFESCIENCES.FAS.HARVARD.EDU/MCB](http://LIFESCIENCES.FAS.HARVARD.EDU/MCB)

## Did You Know?

THE MCB FACULTY IS DEDICATED TO SUPPORTING UNDERGRADUATE RESEARCH, AND WE ENCOURAGE STUDENTS TO JOIN THE LABORATORY OF AN MCB FACULTY MEMBER OR A LABORATORY IN ONE OF THE AFFILIATED CENTERS, AT HARVARD MEDICAL SCHOOL, THE HARVARD SCHOOL OF PUBLIC HEALTH, AND AFFILIATED INSTITUTES

*MCB integrates many different methodologies ranging from chemistry and genetics to computer science and engineering, as well as fundamental concepts in physics and mathematics*

MCB is intended for students who wish to study cellular processes at the heart of both normal physiology and molecular medicine

*We consider the senior thesis to be the capstone academic experience, and the concentration will provide extensive support to seniors to make thesis writing an enriching experience*

STUDENTS WILL HAVE THE OPPORTUNITY TO EXPLORE A WIDE RANGE OF CONTEMPORARY SUBJECTS, INCLUDING GENOMICS, SYSTEMS BIOLOGY, IMMUNOLOGY, CANCER BIOLOGY, THE MICROBIOME, GLOBAL HEALTH AND INFECTIOUS DISEASE, AS WELL AS SUBJECTS OF A MORE APPLIED NATURE, SUCH AS DRUG DESIGN, PERSONALIZED MEDICINE AND BIOTECHNOLOGY

At Advising Fortnight I learned...

*“...there are many different ways I could study genetics within this concentration. I also learned about the restructuring of the MCB concentration and that there are many ways to look at MCB within the concentration.”*

*“...it is in line with my interest. I really want to understand the DNA’s mysteries and functions and from the conversation I had, MCB offers me this chance. I also learned of the different research opportunities at my disposal in this field.”*

## QUESTIONS?

Vlad Denic  
Head Tutor  
[vdenic@mcb.harvard.edu](mailto:vdenic@mcb.harvard.edu)  
617-495-4106

Martin Samuels\*  
Assistant Director of Undergraduate Studies  
(Secondary Field Contact)  
[msamuels@fas.harvard.edu](mailto:msamuels@fas.harvard.edu)  
617-496-1206

Lisa Fountain  
Program Coordinator  
[lisa\\_fountain@harvard.edu](mailto:lisa_fountain@harvard.edu)  
617-495-4106

\*Study abroad credit contact

# MUSIC

## Who We ARE

The concentration in Music provides an understanding of music in diverse cultural and historical contexts as well as a solid foundation in theory, analysis, composition, and criticism. While the Department of Music is not in itself a school of music with a performance department, all of our courses support the intellectual developments of musicians, and several of our courses incorporate or focus on performance.

Students begin the concentration in Music with courses in Western music history and repertory, world music, and music theory. Students are then offered a wide range of advanced, specialized electives in music theory, composition, musicology, ethnomusicology, and performance-related areas that build on the foundations laid in the introductory courses. Offered on a rotating basis, courses reflect the specialties of our academic faculty: eighteenth-century material culture, diaspora studies and migration, opera, jazz, music and politics, early music, musical theater, music and media, global pop, improvisation, hip hop, musics from around the world, history of the book, film, American and European modernism, music and cognition, music and ecology, new music of the 21st-century, and cross-cultural composition.

*“The concentration in Music provides an understanding of music in diverse cultural and historical contexts as well as a solid foundation in theory, analysis, composition, and criticism.”*

Electives allow students to engage with musical questions at a deep level. In musicology and ethnomusicology, these courses take the form of proseminars for small groups that explore in detail selected musicological issues and direct students toward significant independent projects. Several advanced courses in acoustic and electronic composition are given each year, along with occasional offerings in orchestration and other specific compositional topics. Advanced theory and analysis courses include such topics as tonal and post-tonal analysis, jazz harmony, and modal and tonal counterpoint. Performance-oriented courses include chamber music, historical performance practice, improvisation, and conducting.

The department welcomes joint concentrations with other departments that allow them. Joint concentrators need to fulfill a reduced number of course requirements, as outlined below. A senior thesis is required on a topic in which both fields are represented. Theses may take the form of an original composition, a senior recital, or a written project.

## ADVISING



All students are required to confer with the Director of Undergraduate Studies or the Assistant Director of Undergraduate Studies at the outset of their concentration or joint concentration, in order to develop an overall plan for fulfillment of requirements. All concentrators will continue to be advised by one of these two officials at the start of each term.

## MUSIC ALUMNI



Harvard graduates in music are composers, performers, administrators, teachers, lawyers, start-up founders, physicians, and many other things. Recent graduates work at Jazz at Lincoln Center, the Metropolitan Opera, the Hartford Symphony Orchestra, M.I.T., Haverford College, Google, and various legal and medical institutions.

## EXPLORE

### *Suggested gateway courses*



#### **Gen Ed and Introductory courses:**

- (AI) Music 1: 900 Years of Listening (spring)
- (AI) Music 2: Foundations of Tonal Music I (spring)
- Music 4: Intro to Composition (fall)
- AI 24: First Nights (fall)
- AI 62: California in the '60s (spring)

#### **Foundations for Music Concentration:**

- Music 51a and 51b: Theory (fall and spring)
- Music 97a. Music History and Repertory: Medieval to Baroque (fall 2016)
- Music 97b. Music History & Repertory: Classical to Contemporary (fall 2015)
- Music 97c. Music History and Repertory: Music in Cross-Cultural Perspective (spring 2016)

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

CONCENTRATORS IN MUSIC LEARN TO APPRECIATE, ANALYZE, PERFORM, AND COMPOSE MUSIC; THEY ARE FAMILIAR WITH REPERTORIES ACROSS HISTORY AND AROUND THE WORLD. THEY LEARN SELF-DISCIPLINE, ANALYTICAL THOUGHT, COLLABORATIVE STRATEGIES, INDEPENDENCE, AND CREATIVE ACTION.

**Students who enter with a significant background in theory may bypass portions of the theory sequence by way of a placement exam at the beginning of the semester**

*An Honors Thesis may take the form of an original composition, senior recital, or written thesis.*

*The music concentration is highly individualized; required classes only comprise half the courseload!*

ELECTIVE OPTIONS HAVE INCLUDED TOPICS SUCH AS EIGHTEENTH-CENTURY MATERIAL CULTURE, DIASPORA STUDIES AND MIGRATION, OPERA, JAZZ, MUSIC AND POLITICS, EARLY MUSIC, MUSICAL THEATER, MUSIC AND MEDIA, GLOBAL POP, IMPROVISATION, HIP HOP, MUSIC AND COGNITION, AND CROSS-CULTURAL COMPOSITION.

JOINT CONCENTRATIONS WELCOME!

At Advising Fortnight I learned...

**“...the requirements of the music secondary and dual concentration, as well as the fact that a senior recital can take the place of a senior thesis for concentrators.”**

**“...what it would be like to major or double major, and what people have done with music degrees after college!”**

**“...the Music concentrators at Harvard form a small but passionate community and family where everybody knows everybody else. What sticks out most in my mind from the conversation is the idea Professor Kelly presented to me that music chooses people more than people choose music.”**



## QUESTIONS?

Sindhumathi Revuluri  
Director of Undergraduate Studies  
[revuluri@fas.harvard.edu](mailto:revuluri@fas.harvard.edu)

\*Study abroad credit contact

# NEAR EASTERN LANGUAGES & CIVILIZATIONS (NELC)

Semitic Museum  
Room 106  
6 Divinity Ave

617-495-5757

## Who We ARE

The Department of Near Eastern Languages and Civilizations introduces students to the ancient and modern peoples, languages, cultures, and societies of the Near and Middle East. Loosely defined as stretching from Morocco in the west to Iran and Afghanistan in the east, the region is home of the world's great religions and civilizations. Historically, the influence of its languages, literatures and cultures has extended to Central, East and Southeast Asia, sub-saharan Africa, Europe and North America. Thus, the study of the Near and Middle East is an important area of academic inquiry on account of its political, economic and cultural significance on the international stage.

Undergraduate concentrators develop skills in one (or more) of the languages and literatures of the region on their way to choosing from a wide variety of directions of study. The Department offers instruction in a range of ancient and modern languages including Akkadian, Arabic, Aramaic, Armenian, Babylonian, Egyptian, Hebrew, Iranian, Persian, Sumerian, Turkish (Ottoman and Modern), and Yiddish. The concentration provides a solid grounding in the student's area of focus and offers an in-depth look at how scholars explore these languages and cultures that have been so influential throughout the world.

Students choose one of four specific tracks for concentration: The Middle East in Antiquity, Histories and Cultures of Muslim Societies (Islamic Studies), Jewish Studies, or Modern Middle Eastern Studies. All tracks have a requirement that involves the study of at least four terms of a language of the region.

## ADVISING



Every concentrator is assigned a faculty advisor in their field of study who advises them on developing their plan of study, and who signs their study card. Generalist advising is also provided by the Director of Undergraduate Studies (DUS; Khaled El-Rouayheb).

## NELC ALUMNI



Concentrators go on to careers in such fields as journalism, politics and diplomacy, business, religious affairs, and academic teaching and research.



## EXPLORE

### *Suggested gateway courses*



#### Middle East in Antiquity

- [Ancient Near East 100. History of the Ancient Near East]
- Culture and Belief 23. From the Hebrew Bible to Judaism, From the Old Testament to Christianity

#### Jewish Studies

- Aesthetic and Interpretive Understanding 29. Modern Jewish Literature
- Culture and Belief 27. "Among the Nations:" Jewish History in Pagan Christian and Muslim Context

#### Histories and Cultures of Muslim Societies (Islamic Studies)

- Aesthetic and Interpretive Understanding 54: For the Love of God and His Prophet: Religion, Literature and the Arts in Muslim Cultures
- Religion 1806: The Vocabulary of Islam

#### Modern Middle Eastern Studies

- The Modern Middle East 100 (formerly Near Eastern Civilizations 100). Approaches to Middle Eastern Studies (required for concentration and secondary field)
- Islamic Civilizations 170. Islam, Modernity and Politics

For a more complete listing, visit:  
[nelc.fas.harvard.edu/gateway-courses](http://nelc.fas.harvard.edu/gateway-courses)

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

STUDENTS WITH ADVANCED STANDING MAY APPLY FOR A JOINT A.B./A.M. DEGREE, TO BE COMPLETED IN FOUR YEARS

ALL FOUR CONCENTRATION TRACKS MAY INCLUDE COURSES FROM OTHER DEPARTMENTS AND PROGRAMS IN THE FACULTY OF ARTS AND SCIENCES, AS WELL AS FROM OTHER HARVARD FACULTIES, LIKE THE DIVINITY SCHOOL, THE LAW SCHOOL, AND THE KENNEDY SCHOOL OF GOVERNMENT

Students have a great deal of freedom in designing their study plan

*Students receive close individual attention in NELC. The Director of Undergraduate Studies assists every student in choosing among the different tracks, and in formulating their academic plan.*

Every student has an assigned faculty mentor/advisor

THE DEPARTMENT ENCOURAGES STUDY ABROAD, WORKING WITH THE OFFICE OF INTERNATIONAL STUDIES TO MAKE VARIOUS STUDY ABROAD PROGRAMS (SUMMER, SEMESTER, AND YEAR LONG) AVAILABLE TO STUDENTS, WHO GENERALLY PURSUE THEM DURING THEIR JUNIOR YEAR

At Advising Fortnight I learned...

“...there are many different pathways -- career tracks, study abroad tracks, and class tracks -- through this concentration.”

“...I can study abroad my junior year.”

“...about the different NELC tracks work (Jewish Studies Track, Modern Middle East Track, etc).”

## QUESTIONS?

**Khaled El-Rouayheb\***  
Director of Undergraduate Studies,  
Secondary Fields Contact  
[kel@fas.harvard.edu](mailto:kel@fas.harvard.edu)  
617-495-1618

**Helen Lewis\***  
Student Coordinator  
[hlewis2@fas.harvard.edu](mailto:hlewis2@fas.harvard.edu)  
617-496-4960

**Shaye J.D. Cohen**  
Department Chair  
[scohen@fas.harvard.edu](mailto:scohen@fas.harvard.edu)  
617-496-6422

**William Granara**  
Director of Modern Language Programs  
[granara@fas.harvard.edu](mailto:granara@fas.harvard.edu)  
617-495-9065

\*Study abroad credit contact

# NEUROBIOLOGY

## Who We ARE

**N**eurobiologists explore what is arguably the least understood and most important area of biology: how billions of electrically charged neurons create our rich sensory, emotional, and intellectual life (and no less than all animal behavior!). Neurobiology as a field is an amalgam of all biological approaches: genetics, chemistry, molecular biology, mathematics, cell/network biology, and cognitive science. Neurobiologists study every aspect of the brain: e.g., sensation, decision-making, movement, development, degeneration, and disease. As such, when you become a Neurobiology student you will get broad training as a biologist as well as a new perspective on what it means to be a human.

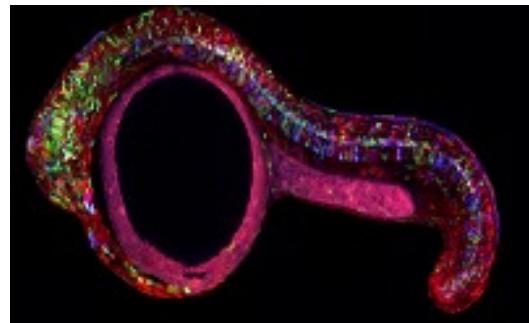
Neurobiology encompasses phenomena on vastly different scales – from molecules to societies. The Neurobiology concentration allows students to choose and focus on the topics and approaches that they are most interested in from more than 30 neurobiology courses from 10 different departments.

The concentration has two tracks: 1) Neurobiology and 2) Mind, Brain, and Behavior (MBB). Students in the MBB track receive credit for approved courses that study the mind using different approaches (e.g., Psychology, Philosophy). All MBB track students conduct independent research and complete a senior thesis. While research is optional for the Neurobiology track, to be eligible for honors, students must enroll in an independent research course -- Neurobiology 98r or LS100r -- for one semester. Students interested in research may begin at any time, although we recommend that most students join a lab by junior year.

## NEURO ALUMNI



Many students assume that concentrating in Neurobiology will lead them in only two directions – either to medical school or into research. It is not true! There are hundreds of career possibilities in the area of neurobiology. Why? The brain is necessarily involved in everything we do, and as a result, an understanding of neuroscience can bring an extremely important perspective to almost any field. Moreover, the concentration provides scientific training and strong analytical skills that are valuable for many different career paths. Our graduates commonly go on to careers in teaching and education, health services, research and biotech, business and management, law, government and policy, writing and publishing, general and life science consulting, non-profit organization management, and the creative sector.



## ADVISING



Primary concentration advising is provided by the Assistant Director of Undergraduate Studies (ADUS), Ryan Draft, and the Neurobiology Advisor, Laura Magnotti.

## EXPLORE



### *Suggested gateway courses*

#### **First year**

- Life Sciences 1a or Life & Physical Sciences A; fall
- Life Sciences 1b and/or a related fields course; spring. If there is a conflict, it is possible to delay Life Sciences 1b until sophomore year.
- Math Ma or 1a/b or Math 19a/21

#### **Second year**

- Molecular and Cellular Biology 80. Neurobiology of Behavior (fall)
- One of the four Gateway Courses: OEB 57, MCB 105, MCB 115, MCB 125 (typically spring)
- During the sophomore year, students may consider taking one physical or computer science/engineering science course (e.g., chemistry, physics, or CS 50) and/or one intermediate biology course (LS 2; MCB 60, 63, 64, 65, or 68; SCRB 20, SCRB 25; or OEB 53).

# DIVISION: *Science*

[LIFESCIENCES.FAS.HARVARD.EDU/NEUROBIOLOGY](http://LIFESCIENCES.FAS.HARVARD.EDU/NEUROBIOLOGY)

## Did You Know?

STUDENTS CAN CHOOSE FROM A RANGE OF PHYSICAL AND APPLIED SCIENCE COURSES INCLUDING CHEMISTRY, PHYSICS, ENGINEERING, MATH, OR COMPUTER SCIENCE

*Concentrators enjoy small discussion-based classes and year-long neurobiology tutorials that focus on a research area of outstanding interest*

Numerous opportunities for hands-on training in research in a variety of different academic departments and hospitals

STUDENTS MUST COMPLETE ONE MATH (OR APPLIED MATH) COURSE AT OR ABOVE THE LEVEL OF MATH IB AND ONE ADDITIONAL STATISTICS OR MATH COURSE (ANY LEVEL) TO BUILD A STRONG QUANTITATIVE BACKGROUND

STUDY ABROAD ENCOURAGED: SUCCESSFUL COMPLETION OF HARVARD SUMMER ABROAD PROGRAMS IN TOKYO, JAPAN (RIKEN); OXFORD, ENGLAND; AND TRENTO, ITALY ORDINARILY COUNT TOWARD THE CONCENTRATION. THERE ARE SPECIAL NEUROBIOLOGY SUMMER PROGRAMS IN BANGALORE, INDIA, AND LISBON, PORTUGAL. STUDENTS ALSO STUDY ABROAD DURING TERM-TIME

At Advising Tonight I learned...

**“**...there are many different focuses you can concentrate on within neurobiology, ranging from studying neurobiology at the cellular (neuron) level to the systems level.**”**

**“**...you can be afforded as much flexibility as you want both inside and outside the concentration. I also learned that people who concentrate in Neurobiology are not confined to the sciences in post-graduate work. In fact, many go on to pursue careers in advertising, law, and the like.**”**

## QUESTIONS?

**Venkatesh Murthy\***  
Head Tutor  
[vnmurthy@fas.harvard.edu](mailto:vnmurthy@fas.harvard.edu)  
617-496-4833

**Ryan Draft\***  
Assistant Director of Undergraduate Studies,  
Secondary Field Contact  
[draft@fas.harvard.edu](mailto:draft@fas.harvard.edu)  
617-496-9908

**Laura Magnotti\***  
Preceptor in MCB/Neurobiology Advisor  
[magnotti@fas.harvard.edu](mailto:magnotti@fas.harvard.edu)  
617-496-2432

\*Study abroad credit contact

# PHILOSOPHY

## Who We ARE

**P**hilosophy is the study of fundamental questions.

- Why is there something rather than nothing?
- Is there a god?
- What is a good life?
- What is the right thing to do?
- What, if anything, is the source of moral obligation? What is justice?
- Do we act freely?
- How is the mind related to the natural world?
- How is language related to reality?
- Is there an external world?
- What does it take to know something, rather than merely believe it?

You have probably asked yourself some of these questions at one time or another. They do not belong to a specialized science or domain of inquiry; nevertheless as reflective human beings we cannot help but confront them. These are the questions we end up asking ourselves if we keep asking, "Why?"

Philosophy draws on a wide range of considerations, from the history of ideas, from economics, literature, religion, law, mathematics, the physical sciences, psychology, and so forth. And these disciplines can become the focus of philosophical reflection in their own right, as philosophers try to understand their central concepts and methodological assumptions. What is a physical explanation? A biological function? A mental representation?

Philosophers pursue these questions in a disciplined and systematic way, aiming not simply to answer them but also to understand just what is being asked in the first place.

## ADVISING



Concentration advising is provided by three members of the Head Tutor's advising team: the Head Tutor (Bernard Nickel), the Associate Head Tutor (Cheryl Chen), and the Assistant Head Tutor (Paul Marcucilli). All three are available to meet with students during office hours or by appointment to discuss course selection and to sign study cards. Students in the Mind, Brain, and Behavior track meet regularly with the MBB advisor (Alison Simmons - [asimmons@fas.harvard.edu](mailto:asimmons@fas.harvard.edu)). For more information, contact the Undergraduate Coordinator, Emily Ware ([eware@fas.harvard.edu](mailto:eware@fas.harvard.edu)).

## EXPLORE

### Suggested gateway courses



- Philosophy 3: The True and the Good, fall
- Philosophy 7: Ancient Greek Philosophy, spring
- Philosophy 8: Introduction to Early Modern Philosophy, spring
- Philosophy 13: Morality and Its Critics, fall
- Philosophy 21: Love and Inner Conflict, spring
- Philosophy 22: Philosophy of Psychology, spring
- Philosophy 34: Existentialism in Literature and Film, fall
- Empirical and Mathematical Reasoning 17: Deductive Logic, fall
- Freshmen Seminar 23C: Exploring the Infinite, spring
- Freshmen Seminar 30q: Death and Immortality, fall
- Freshmen Seminar 31n: Beauty and Christianity, fall
- Freshmen Seminar 32R: Autobiography and Black Freedom Struggles, spring
- Freshmen Seminar 33f: Map Your Way Into Philosophy: Mind, Matter, Me, fall
- Freshmen Seminar 38l: Morality that Peculiar Institution, fall
- Humanities 10a: The Humanities Colloquium, Essential Works I
- Humanities 10b: The Humanities Colloquium, Essential Works II

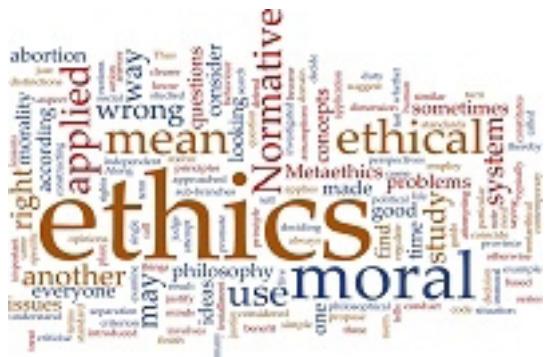
## PHILOSOPHY ALUMNI



Harvard philosophy concentrators have gone on to pursue diverse and rewarding careers. Philosophy alumni have achieved success in law, finance and consulting, business, internet startups, medicine, journalism, the arts, non-profit work, education, and academia (both in philosophy and in other academic disciplines). The question to ask yourself is not, "What can I do with a philosophy degree?" but rather, "What can't I do with one?"

# DIVISION: *Arts* and HUMANITIES

# Did You Know?



THE MAIN REASON TO  
STUDY PHILOSOPHY IS THAT YOU FIND  
INTRINSIC VALUE IN REFLECTION AND  
CONTEMPLATION

THE SKILLS YOU ACQUIRE  
STUDYING PHILOSOPHY – THE ABILITY TO THINK  
AND WRITE CLEARLY, THE ABILITY TO BRING  
TO LIGHT UNNOTICED PRESUPPOSITIONS, TO  
EXPLAIN COMPLEX IDEAS CLEARLY, TO TEASE  
OUT CONNECTIONS AND IMPLICATIONS, TO SEE  
THINGS IN A BROADER CONTEXT, TO CHALLENGE  
ORTHODOXY – ARE HIGHLY MARKETABLE,  
ESPECIALLY IN A VOLATILE AND RAPIDLY  
CHANGING ECONOMIC CLIMATE

*To study philosophy is to grapple with questions that have occupied humankind for millennia, in conversation with some of the greatest thinkers who have ever lived*

**Whether they take just a course or two or end up concentrating, students find their time studying philosophy to be among the most rewarding intellectual experiences of their college careers**

# At Advising Fortnight I learned...

*“...philosophy can actually be really applicable, and that it provides you with critical thinking tools that can be used in every aspects of life.”*

**“**...Philosophy is very much a "depth" concentration rather than a "breadth" one. The skills gained from studying Philosophy can help in any discipline, from law to medicine to academia. With that said, many concentrators choose to joint concentrate or do a secondary, and Philosophy can work compatibly with almost any other concentration. Professor Chen was helpful in showing me how I can focus my interest in languages and linguistics within the Philosophy concentration; there are classes I can take, from both departments, that can satisfy requirements for Philosophy.”

*"...the department is very small, so I would get a lot of personal attention. I learned that it is possible to concentrate in Philosophy and continue being pre-med. Philosophy concentrators do very well on all standardized tests because they learn how to think logically, and that skill is useful in so many fields and jobs."*

# QUESTIONS?

**Bernhard Nickel**  
*Head Tutor*  
***bnickel@fas.harvard.edu***

**Cheryl Chen**  
Associate Head Tutor  
[ckchen@fas.harvard.edu](mailto:ckchen@fas.harvard.edu)

**Paul Marcucilli**  
*Assistant Head Tutor*  
[paulmarcucilli@fas.harvard.edu](mailto:paulmarcucilli@fas.harvard.edu)

**Emily Ware**  
*Undergraduate Coordinator*  
[eware@fas.harvard.edu](mailto:eware@fas.harvard.edu)

# PHYSICS

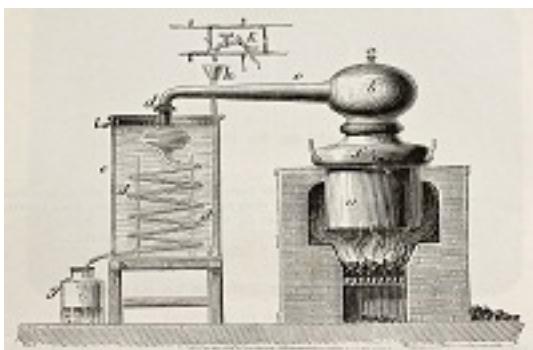
## Who We ARE

**P**hysics is the paradigmatic natural science. The concentration in Physics, administered by the Department of Physics, encourages students to explore the remarkable range of physical phenomena that the laws of physics explain and allow us to control. Many concentrators seek an understanding of the subtle, profound, and fundamental laws — relativity, quantum mechanics, and the basic force laws—that govern the behavior of matter and energy in our Universe. Often these studies involve the smallest units of matter: molecules, atoms, nuclei, and sub-nuclear particles. A major interest of other Physics concentrators is the exploration and explanation of the diverse properties to which these laws give rise in macroscopic systems such as fluids and solids. Still others study aspects of more complex systems like oceans and atmospheres, stars, and living matter. Physics makes use of cutting edge technology and theory to push our understanding of these systems to amazing extremes of size, temperature, information density and complexity, and in turn the phenomena we study lead to new technologies that allow us to explore even further.

## ADVISING



Students in the Physics and Chem/Phys concentrations automatically have Prof. Howard Georgi (Head Tutor) and Dr. David Morin (Associate Head Tutor) as academic advisors. Additionally, each student is given an individual concentration advisor, chosen from among the faculty; this advisor signs the student's study card. Carol Davis (Undergraduate Student Coordinator) handles many of the administrative and student-life aspects of the concentrations.



## EXPLORE

### *Suggested gateway courses*



#### **Intro Physics**

- Physics 15a (fall and spring), Introductory Mechanics and Relativity or Physics 16 (fall), Mechanics and Special Relativity (concentrators are roughly split between 15a and 16)
- Physics 15b, Introductory Electromagnetism (fall and spring)
- Physics 15c, Wave Phenomena (fall and spring)
- Physics 143a. Quantum Mechanics I (fall and spring)

#### **Mathematics**

- Math 1b, Calculus, Series, and Differential Equations (fall and spring)
- Math 21a, Multivariable Calculus (fall and spring)
- Math 21b, Linear Algebra and Differential Equations (fall and spring)

#### **Advanced physics (Common 100-level courses)**

- Physics 143b, Quantum Mechanics II (fall)
- Physics 153, Electrodynamics (spring)
- Physics 181, Statistical Mechanics and Thermodynamics (spring)
- Physics 191r, Advanced Laboratory (fall and spring)

## PHYSICS ALUMNI



A concentration in Physics provides a foundation for subsequent professional work in physics, and also for work in astronomy, biophysics, chemical physics, engineering and applied physics, earth and planetary sciences, geology, computer science, and the history and philosophy of science. Less obviously perhaps, the intellectual attitudes in physics – blending imagination, prediction, observation, and deduction – provide an excellent base for subsequent graduate work in professional schools of medicine, education, law, business, and public administration.

# DIVISION: Science

[PHYSICS.HARVARD.EDU](http://PHYSICS.HARVARD.EDU)

## Did You Know?

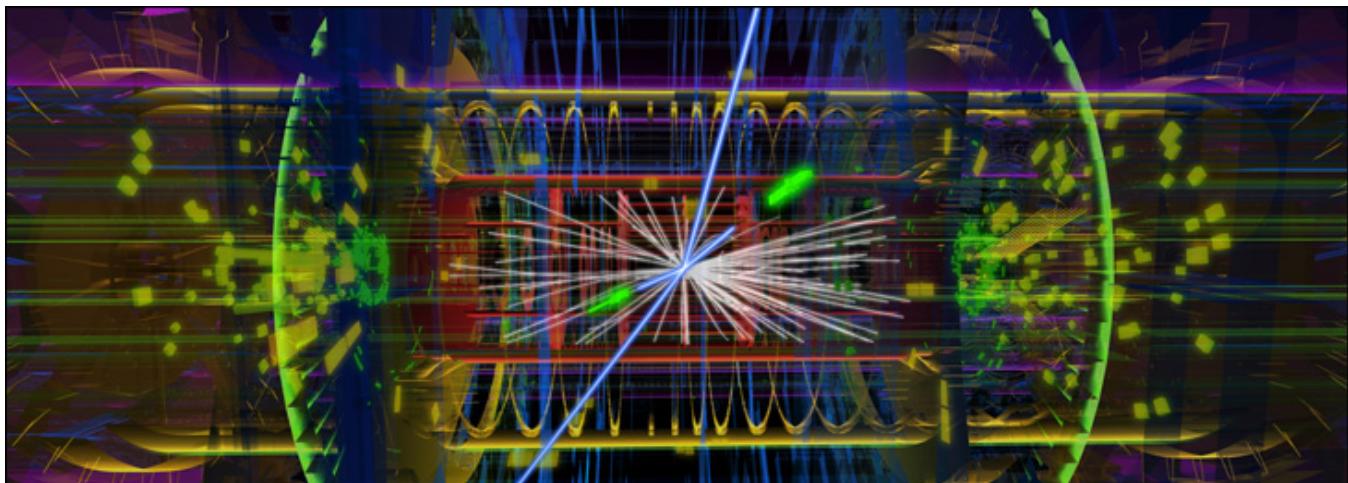
OPTIONAL TUTORIAL AND INDEPENDENT STUDY PROGRAMS THAT ENABLE STUDENTS TO EXAMINE SPECIAL FIELDS AND TOPICS UNDER THE GUIDANCE OF EXPERTS INCLUDE:

(1) PHYSICS 91R: INDIVIDUAL STUDY OF MATERIAL NOT COVERED IN REGULAR COURSES, SUPERVISED BY A MEMBER OF THE DEPARTMENT; (2) PHYSICS 90R: INDIVIDUAL RESEARCH UNDER THE SUPERVISION OF A FACULTY MEMBER INTERESTED IN THE FIELD. APPLIED PHYSICS OPTION EMPHASIZES COURSES COVERING PHYSICAL APPLICATIONS

No required tutorials: we believe it is important to keep the concentration requirements flexible enough to satisfy the differing goals of a great variety of students

Biophysics option allows a limited substitution of biology courses for physics-related courses

OFFERS A PHYSICS AND TEACHING OPTION, WHICH PROVIDES BOTH PREPARATION IN PHYSICS AND ELIGIBILITY FOR THE TEACHING CERTIFICATE REQUIRED FOR PUBLIC SCHOOL TEACHING IN MANY STATES



**“**...Physics is a very flexible degree offering not only breadth in terms of course selection but also with an ability to pursue a joint concentration. David advised that there is a good deal of overlap between mechanical engineering and physics, and that higher-level courses can be chosen based on difficulty and level of interest. **”**

**“**...Physics degrees are applicable to a wide range of professional fields, and in fact quite a few physics concentrators don't end up doing things directly related to physics, but rather things related to the problem-solving skills physics builds. It's also a very good department with very strong faculty and advisors. They care about their students. **”**

At Advising Fortnight I learned...

## QUESTIONS?

Howard Georgi\*  
Head Tutor  
[georgi@physics.harvard.edu](mailto:georgi@physics.harvard.edu)  
617-496-8293

David Morin\*  
Associate Head Tutor  
[morin@physics.harvard.edu](mailto:morin@physics.harvard.edu)  
617-495-3257

\*Study abroad credit contact

# PSYCHOLOGY\*

## Who We ARE

**P**sychology is the scientific study of the mind. Observing, experimenting, and analyzing human and other minds is our focus. How we do this varies greatly. We can, of course, look at the brain itself to understand the mind and we increasingly do so, as new technologies allow. But the measure of behavior is our primary method to understand the mind.

The kinds of questions psychologists attempt to answer are:

- How do we perceive the physical world?
- Is our view of it consistent with reality?
- How do we make sense of the social world?
- Can we really understand the minds of others?
- Do the groups others belong to matter?
- How do memories form and how do we forget?
- Can we be said to have a memory even if we can't "remember"?
- What are the rules by which we reason and think?
- Are we rational beings or only boundedly so?
- How much of our behavior is influenced by conscious mental processes and how can we study our own consciousness?
- What's the role of emotion as expressed in the joy, surprise, sadness, anger and fear of everyday life as well as in depression, schizophrenia, and other disorders?
- What are the causes of these kinds of disorders, and how can they be treated?
- How do all these processes develop from infancy to adulthood, including the ability for language?



To answer these and other questions about the mind, psychologists pay attention to evolutionary factors, the biological bases of behavior, cultural and social inputs, as well as the day-to-day situations in which individuals find themselves.

Most of the research conducted in Harvard's Department of Psychology concerns basic psychological processes such as attention, perception, memory, categorization, reasoning, decision-making, language, cognitive and social development, social cognition, intergroup relations, and morality. In addition, some members of the department conduct research on the etiology, development, and treatment of psychopathology. All members of the department share the common goal of understanding mind, brain, and behavior through empirical investigation, and their teaching and research reflect this goal.

\*Though it is administratively housed in the division of Social Science, Psychology's faculty and curricular offerings bridge both Social Sciences and Natural Sciences, including a track that is part of the Life Sciences cluster of concentrations.

At Advising Tonight I learned...

## ADVISING

Freshmen and sophomores can speak with the Undergraduate Office Staff (listed below) for questions and advising. Email or drop-in hours are easiest, but you can also request an appointment. For concentrators, psychology has a set of graduate student advisors assigned by house who sign study cards and can advise on all matters such as requirements, courses, possible careers, etc. Students may also speak with Head Tutor Jill Hooley about psychology as a field, research, and careers.



## PSYCH ALUMNI



Because of its natural connections to both the life sciences and the humanities, Psychology provides concentrators with a strong foundation from which to imagine careers in business, law, medicine, or government, as well as prepare for higher education (master's degree and PhD) in psychology, neuroscience, and related fields. In addition to these areas, our alumni have commonly gone into many fields such as other clinical/social work fields, education, non-profit work, tech, and design.

## Did You Know?

THERE ARE  
3 TRACKS TO  
CHOOSE FROM:

General Track:  
most flexible and  
chosen by 70% of  
concentrators

Cognitive Science Track (MBB):  
coursework from psychology & other  
MBB fields (e.g. linguistics, philosophy,  
human evolutionary biology, history of  
science, and computer science);  
application and thesis required;  
5% of concentrators

Cognitive Neuroscience  
and Evolutionary Psychology Track  
(CNEP): (Life Sciences): coursework  
from psychology and the life  
sciences and is chosen by 25%  
of concentrators

Approximately 300  
concentrators  
(100 per year)

*Structured course  
progression – take SLS 20, then  
Foundational courses, then Advanced  
Courses (see prerequisites listed for  
each course)*

## EXPLORE

### *Suggested gateway courses*



#### First Take

Science of Living Systems 20 (fall and spring),  
Psychological Science (required for all concentrators  
and as a prerequisite for all psychology courses – can  
skip if Psychology AP score of 5 or IB score of 7)

#### Then Take

- Psychology 14, Cognitive Neuroscience
- Psychology 15, Social Psychology
- Psychology 18, Abnormal Psychology
- Science of Living Systems 15, Origins of  
Knowledge, Developmental Psychology
- Molecular and Cellular Biology 80,  
Neurobiology of Behavior

If considering the CNEP track, Take: LPSA ,LS1a,  
and/or LS1b

More than 80% of  
students work in a  
research lab for credit

SLS 20 AND SOME  
FOUNDATIONAL COURSES  
ARE LARGE BUT MANY SMALL  
ADVANCED COURSES OFFERED

15-20% OF STUDENTS  
WRITE A THESIS, AND IT BEGINS  
IN JUNIOR YEAR

SMALL SOPHOMORE  
TUTORIAL TO DEVELOP CRITICAL  
THINKING AND WRITING SKILLS

All tracks fit  
well for premed  
students, especially  
CNEP track

## QUESTIONS?

For general inquiries related to concentration or secondary  
field or careers in psychology:

**Melissa Dias**  
*Undergraduate Coordinator  
Secondary Field Contact:  
[melissadias@fas.harvard.edu](mailto:melissadias@fas.harvard.edu)*

For research laboratory or thesis questions:

**Danielle Truxaw\***  
*Research Advisor  
[truxaw@fas.harvard.edu](mailto:truxaw@fas.harvard.edu)*

For study abroad questions:

**Laura Chivers\***  
*Advising Administrator  
[lcchivers@wjh.harvard.edu](mailto:lcchivers@wjh.harvard.edu)*

For questions about psychology as a field, academic careers:

**Jill Hooley**  
*Head Tutor  
[jmh@harvard.edu](mailto:jmh@harvard.edu)*

\*Study abroad credit contact

First year students may contact us in the Undergraduate  
Office at [psychology@wjh.harvard.edu](mailto:psychology@wjh.harvard.edu) to ask questions or  
set up a meeting.

Additionally, we have weekly drop in advising hours you  
can find here: [undergrad.psychology.fas.harvard.edu/pre-concentration](http://undergrad.psychology.fas.harvard.edu/pre-concentration)

We encourage all upperclassmen, including undeclared  
sophomores, to contact the psychology advisor assigned to  
your house listed here: [undergrad.psychology.fas.harvard.edu/advisers](http://undergrad.psychology.fas.harvard.edu/advisers)

# RELIGION, COMPARATIVE STUDY OF

Barker Center  
12 Quincy St.

617-495-5781  
[csrel@fas.harvard.edu](mailto:csrel@fas.harvard.edu)

## Who We ARE

**R**eligion is momentous, controversial and influential. Religious commitments and institutions are cited daily as sources of the very best and worst in individual, political and communal life. A glance at the news and a look at history make it clear that there has never been a greater need for close study and understanding of the world's religious traditions in order to better understand global cultures and current events, to interpret history and literature intelligently, and to develop a more penetrating sense of our shared humanity. Although human beings have always practiced what we now call "religion," the term itself is a modern category. The undergraduate concentration in the Comparative Study of Religion at Harvard--founded in 1974--is relatively new. Given the staggering range of religious phenomena throughout human history and across the world, the study of religion has developed into the most interdisciplinary of undergraduate concentrations, bringing together humanistic and social scientific methods. Students and scholars approach religion through the varied disciplines of philosophy, history, sociology, political science, anthropology, literary and scriptural interpretation and cultural studies.

Harvard's concentration in the Comparative Study of Religion is a vibrant community comprised of students who are deeply committed to their work, and the nation's most distinguished teaching faculty in the study of religion. Students interact regularly with faculty and graduate students who share their interests. The program provides students with an understanding of the religious traditions of the world through study of sacred texts and rituals; philosophy, literature and theology; and the lived experiences and history of participants in the tradition. Courses engage life's biggest questions including the meaning of life and death, humanity and divinity, good and evil, sacrifice and community. Course work exposes students to central concepts in the field such as god(s), ritual, gender, authority, orthodoxy, scripture and prophecy. Anthropological, historical, philosophical, phenomenological, sociological and literary approaches open religion to closer analysis and deeper understanding.

## EXPLORE

### Suggested gateway courses

- Rel 51. Religious Liberty: Contested American Stories
- Rel 13. Scriptures and Classics
- Rel 49. From Gospel to Allegory: Christian Narratives for Living
- Rel 74. Introduction to Buddhism
- Rel 58. The Body in Christian Thought
- Rel 112a. Dreams and the Dreaming
- Rel 52. Religion, Secularism, and Modernity
- Rel 57. Faith and Authenticity: Religion and Existentialism (fulfills ER)
- Rel 1491. Power and Piety: Evangelicals and Politics in Contemporary U. S.
- Rel 1502. The Philosophical Reinvention of Christianity
- Rel 1802. Introduction to Islamic Mysticism: The Sufi Tradition
- CB 19: Understanding Islam and Contemporary Muslim Societies
- CB 23: From the Hebrew Bible to Judaism, From the Old Testament to Christianity
- CB 60: Religion in India: Texts and Traditions in a Complex Society
- CB 25: Studying Buddhism Across Place and Time
- ER 17: Ethics, Religion, and Violence in Comparative Perspective
- US World 33: Religion and Social Change
- US World 32: The World's Religions in Multicultural America: Case Studies in Religious Pluralism



At Advising Fortnight I learned...

"...each student chooses a particular focus of a set list of religions and about the freedom associated with what you study. It was really stressed how interdisciplinary the field is. I also got a really good impression of the concentration community."

# DIVISION: *Arts* and HUMANITIES

## Did You Know?

The study of religion presumes no particular religious background, faith or belief system. Some concentrators describe themselves as “religious” while others do not. The world-views and commitments of students and faculty in our program are as diverse as those of the Harvard community as a whole.

MANY OF OUR STUDENTS PURSUE RESEARCH ABROAD

THE CONCENTRATION'S STUDENT SATISFACTION RATINGS ARE CONSISTENTLY AMONG THE TOP OF HARVARD COLLEGE'S HUMANITIES AND SOCIAL SCIENCE CONCENTRATIONS

*Tutorials are small and tailored to student interests. Tutorials are designed to develop and refine each student's ability to analyze texts closely and to write coherently, and to explore topics of greatest interest to them.*

A list of titles is available here:  
[studyofreligion.fas.harvard.edu/pages/undergraduate](http://studyofreligion.fas.harvard.edu/pages/undergraduate)

## RELIGION ALUMNI



Most of our alumni pursue meaningful and successful careers in fields such as business, law, medicine, politics, public service, scholarship, government, creative art and teaching, while some graduates continue their study of religion in graduate or professional programs. Recent graduates are studying at Harvard Law School, teaching with Teach for America, pursuing graduate work at Cambridge University, practicing medicine and starring in television roles. The Comparative Study of Religion is an excellent interdisciplinary concentration in the liberal arts because it prepares graduates to understand current events and global cultures intelligently while developing a deeper and more reflective sense of humanity. Our alumni attest that the study of religion, the critical thinking skills, and the refined writing ability they gained in this concentration have been significantly important to them in making sense of current events and global politics, and in succeeding in their workplaces and communities. Many of our graduates have a strong interest in service and are committed to working in their chosen profession to make the world a better place.

OVER 60 HARVARD FACULTY MEMBERS OFFER COURSES IN THE CONCENTRATION

The program offers colloquia each term on selected topics and regular student/faculty teas

*The Comparative Study of Religion's interdisciplinary program brings together humanistic and social scientific methods of study to form an exciting liberal arts concentration*

Our advising structure gives concentrators significant individual attention and each program of study is tailored to the student's area of interest

THERE ARE ABOUT 25-30 CONCENTRATORS IN THE STUDY OF RELIGION AND ABOUT 15-20 SECONDARY FIELD STUDENTS. THE TEACHING FACULTY IS AMONG THE FINEST IN THE NATION

## ADVISING



Advising in the Comparative Study of Religion is one of the concentration's strongest features. Sophomores entering the concentration are assigned a faculty advisor in their field of interest who meets with them two or three times per term to discuss courses and to help shape the student's plan of study. Programs of study are designed for each student in consultation with the DUS and the student's faculty advisor. Junior tutorials are small, designed around student interests and led by advanced graduate students at the cutting edge of their field who students consult as they consider the option of writing a senior thesis. The ADUS joins the advising team for seniors, and students writing an honors thesis have both faculty and doctoral student advisors, in addition to the support of the ADUS.

## QUESTIONS?

Courtney Bickel Lamberth\*  
Director of Undergraduate Studies  
[lamberth@fas.harvard.edu](mailto:lamberth@fas.harvard.edu)  
617-496-1018

Kirsten Wesselhoeft  
Assistant Director of Undergraduate Studies  
[wesselh@fas.harvard.edu](mailto:wesselh@fas.harvard.edu)  
617-496-1010

\*Study abroad credit contact

# ROMANCE LANGUAGES & LITERATURES (RLL)

Boylston Hall  
4th Floor

617-495-2546

## Who We ARE

**W**ith their rich literary and cultural heritage and their global reach, Romance languages play a key role in the world's multicultural societies.

That's why the department offers its concentrators the choice of five Special Fields – French and Francophone Studies; Italian Studies; Portuguese and Brazilian Studies; Spanish, Latin American and Latino Studies; and Romance Studies. Students are encouraged to enrich their programs by engaging in study abroad, during either the summer or the academic year. RLL advisors work closely with the Office of International Education to help students meet specific needs and further their academic and cultural interests.

A set of Common Requirements for the Concentration, featuring specific courses recommended or required for each Special Field and ample room for exploration of individual interests, ensures that concentrators acquire advanced oral and written proficiency in the target language, familiarity with major periods of the Romance literatures, critical reading skills, specialized knowledge of literary and cultural figures and movements, and acquaintance with the importance of Romance cultures in related disciplines such as Anthropology, History, History of Art and Architecture, Linguistics, Music, Visual Environmental Studies, Studies in Women, Gender and Sexuality, and more. Small classes and one-on-one instruction (including faculty-taught tutorials and faculty-advised honors theses) make a space for critical thinking, individual research agendas and creativity. The department's wide spectrum of courses is designed for students who intend to pursue careers in medicine, law, business, social work, as well as graduate study in the humanities and social sciences. RLL stands for Real Life Learning: hands-on learning in translation, creative writing, dramatic performance, even the kitchen, promote interaction with Romance-speaking communities, in the U.S. and abroad.



## ADVISING

Students are encouraged to consult with the DUS, the Associate DUS and the Special Fields Advisors about concentration, joint concentration with another department or program, secondary fields, study abroad and internship options.



## EXPLORE

### Suggested gateway courses



Students entering the department should take the Harvard Placement Test or the SAT II in the language or languages they have already studied to help them find the course options best suited to their preparation and interests. In addition to an array of language and culture courses (A to C and 30-60 levels), students who have achieved proficiency can choose courses in literature and culture (70-90 and 100 levels).

Freshman Seminars and Gen Ed courses are a good way to explore the department before choosing your concentration. Some of the Freshman Seminars and Gen Ed courses taught by RLL faculty in 2015-16 are:

- FRSEMR 30R (new!) – Performing French Theater Across Time and Media
- FRSEMR 38z – Romancing the Kitchen
- FRSEMR 33C (new!) – Borges, García Márquez, Bolaño and Other Classics of Modern Latin American Narrative
- EMR 11 – Making Sense: Language, Logic and Communication
- AESTHINT 13 – Cultural Agents
- FRENCH 139b – Ethical Dilemmas

Throughout the year students are cordially invited to attend department lectures, colloquia, conferences, film screenings, theatrical performances and special events such as Brazil Week and the New England Italian Film Festival.

## RLL ALUMNI



Concentrators in Romance Languages and Literatures go on to a wide variety of careers in fields where world experience, flexibility in dealing with the unfamiliar, strong analytical and communicative skills, and creativity are valued. These have included business, education, finance, diplomatic service, law, medicine, public health, social work and the arts. In recent years, approximately one quarter of our concentrators have planned careers in medicine! It's no surprise that many of our alumni have pursued careers abroad, not only in European nations but also and especially in new Romance-speaking economic powerhouses like Argentina, Brazil and Mexico.

## Did You Know?

ENCOURAGEMENT TO STUDY ABROAD--AND EARN CONCENTRATION CREDIT – TO ENHANCE LANGUAGE SKILLS AND CULTURAL AWARENESS

Flexibility within the concentration, enabling students to pursue their particular interests

*Challenge of writing a thesis and benefiting from a close working relationship with a faculty advisor and a department tutor*

*Opportunity to interact directly with a faculty that takes pride in the excellence of their teaching*

ABILITY TO TAKE COURSES IN ANY NUMBER OF RELATED FIELDS, INCLUDING ART AND ARCHITECTURE, FILM STUDIES, HISTORY, MUSIC, GOVERNMENT, AND ANTHROPOLOGY

Small classes that permit individualized instruction and expression

At Advising Tonight I learned...

**“...the department is very flexible and tailored to individuals. I also learned that I could combine my Spanish and Portuguese classes into one concentration! ”**

**“... I will be able to pursue studies in Spanish and French history and literature. In light of my interest in international health and medicine, there are even some courses that focus on medical literature of the past, instructed in the target languages.”**

**“...RLL would expose me to very experienced and passionate faculty as well as numerous opportunities to apply my skills. I am also following a premed track, so I believe a humanities concentration would give me not just an edge in applying to Med school, but a rare perspective when compared to mostly science concentrators.”**

## QUESTIONS?

**Elvira G. DiFabio**  
Associate Director of Undergraduate Studies and Senior Preceptor in Italian  
[edifabio@fas.harvard.edu](mailto:edifabio@fas.harvard.edu)  
617-495-5478

**Cathy Downey**  
Undergraduate Coordinator  
[cdowney@fas.harvard.edu](mailto:cdowney@fas.harvard.edu)  
617-495-1860

# SLAVIC LANGUAGES & LITERATURES (SLL)

Barker Center 3rd Floor  
12 Quincy St.

617-495-4065

## Who We ARE

The concentration in Slavic Literatures and Cultures offers you the opportunity to study the great works and cultural traditions, past and present, of Russia and the other Slavic countries, especially Ukraine, Poland, and the Czech Republic. These countries share a rich cultural life as well as a turbulent and fascinating history, from the medieval period through the days of the Russian, Habsburg, and Ottoman Empires, from the twentieth-century dramas of world war and Cold War all the way to present-day efforts to reimagine democracy, dissent, and national traditions for the twenty-first century. In the Slavic concentration, you will develop advanced proficiency in Russian or another Slavic language (such as Czech, Polish, or Ukrainian), and you will use your knowledge of the language to read everything from newspapers and primary historical texts to great works of world literature like *War and Peace*, *Crime and Punishment*, and *The Master and Margarita*. As a meeting point of East and West, the Slavic countries offer new perspectives on European and American culture, as well as a rich mix of political, literary, and religious traditions that will help you better understand your own place in the world today.

## ADVISING



General advising in the concentration is provided by the Director of Undergraduate Studies (DUS). Students working on a capstone project or senior thesis are matched with a faculty advisor.

## SLAVIC ALUMNI



Our alumni have gone on to a wide range of jobs – including careers in television and publishing; medical school; work for government agencies, NGOs, and research centers; political and business consulting; and graduate study in the United States and Europe. For many, a degree in Slavic Languages and Literatures means the opportunity to work, study, or do an internship in Moscow, St. Petersburg, or Prague, considerably broadening their field of career opportunities. If you go on to professional school, your preparation in a foreign language and culture will open your eyes to new fields of study and give you the chance to travel during your graduate studies and afterwards; Slavic can form the basis for a sub-field in public health, law, journalism, and other professions. Our students are well-prepared for a wide variety of careers that require knowledge of languages at a professional level, understanding of other cultures, and the creativity and initiative necessary to work with people from other countries.



## EXPLORE

### Suggested gateway courses



Our faculty offer a number of General Education courses that will introduce you to the themes and major works of Slavic literature, politics, and culture. Most of our concentrators have no knowledge of Russian when they come to Harvard, but they do begin studying language as soon as possible – in general, they will start with Russian (or another Slavic language) in their freshman year. Students can take the year-long sequences in Elementary and Intermediate Russian, or they may choose intensive courses that cover a year's worth of Russian in one semester; for students who want to begin reading Russian literature in the original as soon as possible, we also offer introductory and intermediate courses that teach the language through readings from Russia's greatest poet, Alexander Pushkin, and the great 20th-century novel *The Master and Margarita* by Mikhail Bulgakov. These foundational courses in the language prepare students for third-year offerings and beyond.

Study abroad, whether a summer or a semester, is strongly encouraged and easily accommodated; for many of our students, a summer language program in Moscow or St. Petersburg becomes part of their language study within the concentration. Courses at the fourth-year and fifth-year level ensure opportunities for students to continue developing their language skills after accelerating their language proficiency through study abroad.

## Did You Know?

STUDENTS ARE ENCOURAGED TO START RUSSIAN (OR ANOTHER SLAVIC LANGUAGE SUCH AS CZECH, POLISH, OR UKRAINIAN) IN THE FALL OF THEIR FRESHMAN YEAR, BUT HARVARD'S INTENSIVE SEMESTER AND SUMMER PROGRAMS MAKE IT POSSIBLE TO BEGIN YOUR STUDY OF RUSSIAN IN THE SPRING SEMESTER OR IN A LATER SUMMER TERM

*Individualized advising and flexible requirements that give you significant freedom in designing your own program of study*

**Opportunity to work closely with a faculty member on your Senior Honors Thesis or capstone project**

*Many opportunities for study abroad*

**Small courses, including tutorials, taught by Department faculty**

**While our tutorials focus on literature, art, and culture, we welcome students with an interest in politics, history, linguistics, anthropology, and other fields**

**A broad conception of Slavic studies that accommodates students interested in history, politics, art, theater, and many other disciplines**

**A rigorous and rewarding language program that will allow you to communicate your ideas to Russian speakers, read classic works of literature in the original Russian, and follow newspapers, blogs, and other primary texts about contemporary politics and culture**

*At Advising Fortnight I learned...*

**“...SLL is a very flexible concentration that I will be able to tailor to my specific interests. I was also thrilled to find that learning Bosnian/Croatian/Serbian and doing a junior seminar in South Slavic Languages and Literatures is a distinct possibility! ”**

## QUESTIONS?

**Daria Khitrova**  
Director of Undergraduate Studies  
[dkhitrova@fas.harvard.edu](mailto:dkhitrova@fas.harvard.edu)  
617-495-5808

**Suzie Desormeau**  
Department Administrator  
[desormeau@fas.harvard.edu](mailto:desormeau@fas.harvard.edu)  
617-495-0912

**Steven Clancy**  
Director of the Language Program,  
Language Faculty Advisor for Study Abroad  
[sclancy@fas.harvard.edu](mailto:sclancy@fas.harvard.edu)  
617-496-0624

# SOCIAL STUDIES

## Who We ARE

The Committee on Degrees in Social Studies is an interdisciplinary concentration in the social sciences at Harvard College. We aim to give our students the knowledge, skills, and experiences they need to do high level work in the social sciences, including conducting primary research in preparation for a senior thesis. Our curriculum is comprised of a set of foundational courses in social theory, economics, statistics, and the philosophy and methods of the social sciences, followed by junior tutorials that immerse students in social science topics and teach research methods. Students develop individualized focus fields in close consultation with their academic advisors. Examples of focus fields are “Education in American Society;” “Development in Latin America;” and “Liberty and Freedom in Modern Social Thought.”

The faculty and staff of the Committee on Degrees in Social Studies aim to provide the best possible teaching and advising to Harvard undergraduates. We expect our students to do excellent work in the classroom and we provide extensive resources to support them. We understand that our students’ interests inside the classroom are often influenced by their experiences outside the classroom, and our advisors work to help students connect their learning with their lives. Many of our students do work that is connected with public service, and we encourage this. We expect our students to respect a range of ideas and opinions in the classroom and to use their time in college to explore their own values and beliefs in relation to empirical evidence as well as the values and beliefs of others.

Social Studies is a great concentration for students who are interested in studying a social science topic from an interdisciplinary perspective. Students craft their own plans of study, drawing courses from across the college and, frequently, from the graduate schools. We offer small tutorials, one-on-one advising, and a vibrant and supportive intellectual community. Social Studies students develop excellent analytical, research, and writing skills, and they devote their senior year to writing a thesis, which serves both as a capstone to their undergraduate education and a chance to develop and complete a major independent project.



William James Hall  
3rd floor  
33 Kirkland St.

617-495-2163

## ADVISING



Primary concentration advising is provided by sophomore tutorial leaders, on a House by House basis. These tutors ordinarily serve as students’ advisors until they graduate. General advising in the concentration is also provided by the Director of Undergraduate Studies (Anya Bassett), the Assistant Director of Studies for Freshmen and Sophomores (Bonnie Talbert), The Assistant Director of Studies for Juniors and Seniors (Nicole Newendorp), and the Undergraduate Program Administrator (Kate Anable).

## EXPLORE



### *Suggested gateway courses*

#### First year

Students considering Social Studies may want to take Economics 10 or any upper level course for which Economics 10 is a prerequisite.

Students may want to take an ethical reasoning, moral reasoning, or philosophy course to determine whether they enjoy theory.

Students should take social science courses in areas that interest them. For example, a student who is interested in development in East Asia should take a course on that region to learn more about the history, economics, or politics of at least one of the countries in that area of the world. A student who is interested in poverty in the United States should take a course on a related topic, such as a sociology course on urban poverty or a course on social problems in the American economy.

#### Second year, first term

Potential concentrators must enroll in Social Studies 10a, which is a prerequisite for applying to the concentration.

Students should take courses in economics and statistics, especially if they are planning to study abroad in their junior year.

Students should continue to take social science courses in areas that interest them.

## Did You Know?

STUDENTS CRAFT THEIR OWN PLANS OF STUDY, DRAWING COURSES FROM ACROSS THE COLLEGE AND, FREQUENTLY, FROM THE GRADUATE SCHOOLS

**Social Studies is a great concentration for students who are interested in studying a social science topic from an interdisciplinary perspective**

*Our curriculum is sufficiently flexible that students can change their focus fields, if necessary, up to the beginning of their senior year*

Our curriculum is also flexible enough to allow students to complete pre-medical requirements or to complete secondary fields in areas that are different from their focus fields.

*We strongly encourage study abroad, and many of our students study abroad in regions they are studying, returning to the region to conduct senior thesis research*

WE OFFER SMALL TUTORIALS, ONE-ON-ONE ADVISING, AND A VIBRANT AND SUPPORTIVE INTELLECTUAL COMMUNITY. SOCIAL STUDIES STUDENTS DEVELOP EXCELLENT ANALYTICAL, RESEARCH, AND WRITING SKILLS, AND THEY DEVOTE THEIR SENIOR YEAR TO WRITING A THESIS, WHICH SERVES BOTH AS A CAPSTONE TO THEIR UNDERGRADUATE EDUCATION AND A CHANCE TO DEVELOP AND COMPLETE A MAJOR INDEPENDENT PROJECT

YOU DON'T NEED TO KNOW WHAT YOU WANT TO STUDY TO DECLARE SOCIAL STUDIES, BUT YOU DO NEED TO BE COMMITTED TO ACTIVELY SHAPING YOUR UNDERGRADUATE EDUCATION AND TO WORKING CLOSELY WITH YOUR ADVISOR TO IDENTIFY AND PURSUE YOUR ACADEMIC INTERESTS

At Advising Fortnight I learned...

*“...the concentration is a very wide one. One can create a very individualized plan of study and really focus on what interests oneself. I also learned that it is more theory-based than perhaps other social sciences like sociology that are more data-driven.”*

## SOCIAL STUDIES ALUMNI!

Social Studies alumni pursue a wide range of careers, and they report that their Social Studies education prepared them well for life after Harvard. Immediately after graduation, some students have worked in consulting or the non-profit sector in the US or abroad, studied abroad on fellowships, or joined public service programs like Teach for America. Many Social Studies students ultimately earn degrees in law, business, public policy, and academia (often in combination with each other), and a number every year go into medicine.

*“...it allows for a very broad scope of education, which in turn enables you to pursue a variety of interests. Rather than being a set track, Social Studies allows you to go, “off road” and develop your own path.”*

## QUESTIONS?

**Anya Bernstein Bassett**  
Director of Undergraduate Studies  
[anya\\_bassett@harvard.edu](mailto:anya_bassett@harvard.edu)  
617-496-1838

**Bonnie Talbert**  
Assistant Director of Undergraduate Studies  
(Freshmen and Sophomores)  
[bitalbert@fas.harvard.edu](mailto:bitalbert@fas.harvard.edu)  
617-496-4874

**Nicole Newendorp\***  
Assistant Director of Undergraduate Studies  
(Juniors and Seniors)  
[newendor@fas.harvard.edu](mailto:newendor@fas.harvard.edu)  
617-496-5819

**Kate Anable**  
Undergraduate Program Administrator  
[keanable@fas.harvard.edu](mailto:keanable@fas.harvard.edu)  
617-495-2188

\*Study abroad credit contact

# SOCIOLOGY

## Who We ARE

**S**ociology is the study of society, of the social frameworks within which we live our lives. It is a study of social life at every level, from two-person relationships to the rise and fall of nations and civilizations. More than any other discipline it is a meeting place of the social sciences, combining its own ideas and methods with insights from history, anthropology, economics, political science, and psychology in an extended examination of the ways societies work—or fail to work. Thus Sociology is unusual in its concern with the interrelation of social forces studied in isolation elsewhere. The breadth of subjects one can study in sociology is quite wide but the focus on social relations and the effect of society on the individual is the common denominator.

The Department of Sociology at Harvard has a diverse and distinguished faculty. Our faculty includes the world's foremost experts in race, ethnicity and immigration, inequality, economic sociology and organizations, urban poverty and the city, gender and family, crime and punishment, social movements and social change, politics, work, culture, social networks, comparative and historical sociology, and sociological theory. Students may take courses in a variety of areas or they may put together a focused program of study reflecting their own particular interests.

Course emphases range widely from the theoretical to the applied and incorporate an array of approaches, including field-based sociology, qualitative methods, quantitative and computer-based analysis, historical and comparative studies, and theoretical explorations. Our students receive instruction in classical and contemporary social theory along with cutting-edge qualitative and quantitative methods. Students also learn how to apply sociological analysis to real-world issues from third world development to corporate capitalism, and from crime in the streets to crime on Capitol Hill.

## SOCIOLOGY ALUMNI



The breadth of interests touched on by the discipline of sociology is matched by the career choices of our undergraduates who are working in a variety of different areas, including law, medicine, non-profits, investment banking, management consulting, government, journalism, teaching, and higher education. Sociology's broad perspective is particularly valuable in our increasingly global, inter-dependent world.

William James Hall, 6th floor  
33 Kirkland St.

617-495-3812  
[sociology@wjh.harvard.edu](mailto:sociology@wjh.harvard.edu)



## EXPLORE

### *Suggested gateway courses*



If you are interested in exploring Sociology there are four routes to consider

1. You can take one of our courses that are designed to give you an introduction to the discipline including:

- Introduction to Political Sociology (fall)
- Introduction to Sociology of Organizations (fall)
- Introduction to Social Inequality (spring)
- Introduction to Social Movements (USW) (spring)

2. You can take a General Education course that is also a sociology course including

- USW 24: Reinventing Boston: The Changing American City
- SOW 34: Caribbean Societies
- SOW 44: Human Trafficking: Slavery and Abolition in the Modern World
- Intro to Social Movement fulfills USW

3. You can take an elective from one of our 100-level courses in an area that interests you including

- Poverty in America (fall)
- Death by Design: Inequalities in Global Perspectives (fall)
- Media and Popular Culture (fall)
- Education and Culture (spring)
- Money, Work, and Social Life (spring)
- Crime, Justice, and the American Legal System (spring)

4. If you have confidence that you are going to concentrate in sociology you can consider taking one of the following core courses that are required for concentrators

- Sociology 97: Social Theory (offered fall and spring)
- Sociology 128: Models of Social Science Research (offered fall only)

## Did You Know?

*Sociology is a relatively small department with a generous student-faculty ratio and a strong tradition of commitment to undergraduates.*

*The concentration takes pride in its advising system, which allows for personal attention to students*

WE PREPARE STUDENTS TO DEVELOP SOCIOLOGICAL QUESTIONS AND TO DESIGN AND CONDUCT SYSTEMATIC AND RIGOROUS RESEARCH, WITH AN EMPHASIS ON FIELD BASED RESEARCH, WHICH THEY PURSUE THROUGH COURSE PROJECTS AND SENIOR THESES

SUBSTANTIAL ACCESS TO FACULTY AND ADMINISTRATORS

Flexibility in meeting individual intellectual agendas

*Sociology offers a variety of research opportunities through course work, supervised independent research, Research Assistant positions with faculty projects and senior theses*

At Advising Tonight I learned...

“...Sociology is a very versatile field and how it can really be applied to any aspect of the social world as we know it. Also that there is specialized sociology for things like economic disparity, health disparities, and that a senior thesis is not mandatory, but only encouraged.”

## ADVISING



Sociology concentrators are advised by our Associate Director of Undergraduate Studies, Rachel Meyer ([meyer2@fas.harvard.edu](mailto:meyer2@fas.harvard.edu)). During study card week we strongly encourage you to take the opportunity to meet with the ADUS and other faculty from our Committee on Undergraduate Degrees. For your convenience, Concentration Advisors are available in the Houses. For questions about concentration requirements and policy matters you can also contact Laura Thomas ([lthomas@wjh.harvard.edu](mailto:lthomas@wjh.harvard.edu)).

To learn more about Sociology concentration advising, as well as who your House Concentration Advisor is, please visit:

[sociology.fas.harvard.edu/pages/advising](http://sociology.fas.harvard.edu/pages/advising)

“...Sociology is an interdisciplinary concentration that covers issues that I am very interested in --politics, inequality, crime, justice, etc.--and that also provides a strong background in methods/reasoning/research. The broadness of the concentration and one's ability to use other departments' courses in fulfilling the requirements make this an opportunity for a very liberal education!”

## QUESTIONS?

### Rachel Meyer\*

Associate Director of Undergraduate Studies  
[meyer2@fas.harvard.edu](mailto:meyer2@fas.harvard.edu)  
617-495-3887

### Laura Thomas

Undergraduate Advising and Program Administrator  
[lthomas@wjh.harvard.edu](mailto:lthomas@wjh.harvard.edu)  
617-495-3713

### Jocelyn Viterna

Director of Undergraduate Studies  
[jviterna@wjh.harvard.edu](mailto:jviterna@wjh.harvard.edu)  
617-495-7569

\*Study abroad credit contact

# SOUTH ASIAN STUDIES (SAS)

One Bow St. 312

617-495-3295

[southasianstudies@fas.harvard.edu](mailto:southasianstudies@fas.harvard.edu)

## Who We ARE

A concentration in South Asian Studies enables students to develop a critical understanding of the diverse cultures, histories, languages, and literatures of South Asia, which includes modern India, Pakistan, Tibet, Nepal, Bangladesh, and Sri Lanka. South Asia is home to more than a billion people – its influence has extended historically from Central, East, and Southeast Asia to Europe and North America, each of which today have vibrant South Asian diasporas. The study of South Asia is an important area of academic inquiry, especially in recent decades as the region emerges as a global cultural, economic, and political power.

## ADVISING

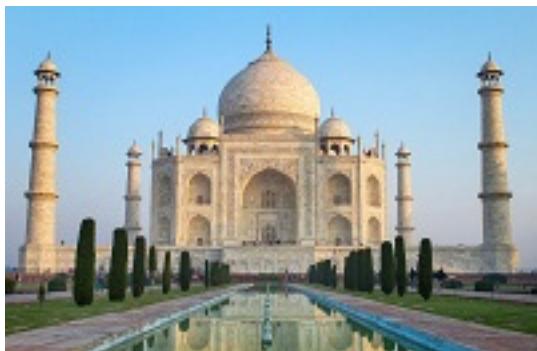


Students are assigned a faculty advisor based on their area of study. Students continue with the same advisor throughout their three years, unless there is a reason for making a change. Students meet with their advisor at least once a term and at other times as needed.

## SOUTH ASIAN ALUMNI



Recent concentrators in the Department of South Asian Studies have gone on to PhD programs in the Arts and Humanities, MD/PhD programs, Law Schools, careers in Public Service, and positions at McKinsey and Company and Bain Capital.



## EXPLORE



### Suggested gateway courses

First year: Students interested in exploring South Asian Studies begin language study (Sanskrit, Tamil, Tibetan, or Urdu-Hindi) in the first semester of their freshman year if possible.

Language study continues in the second semester.

#### South Asian Studies

- Culture and Belief 28, Hindu Worlds of Art and Culture
- Ethical Reasoning 19, The Good Life in Classical India
- Folklore and Mythology 153, South Asian Folklore
- Freshman Seminar 32x, Topics in Indo-Tibetan Buddhism
- Freshman Seminar 37y, Muslim Voices in Contemporary World Literatures
- History 60U, Religion and Politics: India, 1800-2015
- History of Art and Architecture 18S, Arts of South and Southeast Asia
- Islamic Civilizations 178, Muslim Societies in South Asia: Religion, Culture, and Identity
- South Asian Studies 130, Economic History of India
- South Asian Studies 131, South Asia: A Global History
- South Asian Studies 179, South Asia: Connected Histories, Interdisciplinary Frames
- South Asian Studies 193, Class and the City in Indian Cinema
- South Asian Studies 196, Capitalism and Cosmology in Modern India
- Societies of the World 47: Contemporary Developing Countries: Entrepreneurial Solutions to Intractable Problems

#### Second year

- Students who did not take introductory Sanskrit, Tamil, Tibetan, or Urdu-Hindi should begin such a sequence (which must be completed by the end of the sophomore year).
- Students who have completed the introductory language sequence should continue at the intermediate level

## Did You Know?

### STUDENTS INTERESTED

IN THE SOCIAL SCIENCES MAY CREATE ACADEMIC PROGRAMS WHICH COMBINE THE STUDY OF LANGUAGES, LITERATURES, AND CULTURES WITH COURSE WORK IN ANTHROPOLOGY, ECONOMICS, PUBLIC HEALTH, SOCIOLOGY, AND/OR URBAN PLANNING

STUDENTS ARE ASSIGNED FACULTY ADVISORS

*Highly interdisciplinary*

The Harvard-Yenching Library's holdings of Buddhist texts are perhaps the finest in the world

HARVARD COLLEGE LIBRARY CONTAINS ONE OF THE LARGEST COLLECTIONS OF SANSKRIT MANUSCRIPTS AND PRINTED TEXTS IN THE WEST, STRONG COLLECTIONS IN URDU AND SINDHI LITERATURES AND SOUTH ASIAN STUDIES IN GENERAL

The department prides itself on its student faculty ratio and its vibrant intellectual community

*Students interested in the humanities may study pre-modern and/or modern South Asia from the disciplinary perspectives of anthropology, history, literature, linguistics, music, philosophy, and/or religion.*

STUDY ABROAD STRONGLY ENCOURAGED

At Advising Fortnight I learned...

**“**...I got an overview of non-language classes in the SAS department. I'm interested in taking some classes on South Asian culture, specifically Bollywood and Beyond, as I feel that I'm pretty disconnected from and am interested in South Asian modern culture. **”**

**“**...you can incorporate South Asian Studies into many other concentrations, like History and Religion.**”**

**“**...it is a very flexible concentration. I learned about the two options for concentrators: South Asian Languages, Literatures, and Cultures or South Asian Studies.**”**

**“**...South Asian Studies is a very small department, and that because of its small size members of the department work with students to craft their own individual plans of study.**”**

## QUESTIONS?

Parimal Patil\*

Chair

[ppatil@fas.harvard.edu](mailto:ppatil@fas.harvard.edu)

617-496-2468

Shankar Ramaswami

Director of Undergraduate Studies  
[sramaswami@fas.harvard.edu](mailto:sramaswami@fas.harvard.edu)

Cheryl Henderson

Department Administrator

[southasianstudies@fas.harvard.edu](mailto:southasianstudies@fas.harvard.edu)

617-495-3295

\*Study abroad credit contact

# SPECIAL CONCENTRATIONS

Barker Center  
Room 120

617-495-4245  
[smacaris@fas.harvard.edu](mailto:samacaris@fas.harvard.edu)

## Who We ARE

The option of petitioning for a special concentration is for the serious student whose academic interests cross departmental lines. Special Concentrations offers a student the opportunity to design his or her own program of concentration with the advice and consent of the various members of the faculty and administration. This option addresses special educational objectives not accommodated by existing concentrations.

## HISTORY OF THE PROGRAM

Special Concentrations was established in 1971 by a vote of the Faculty of Arts and Sciences. Although by design never one of the larger concentrations, Special Concentrations has always had a solid core of students in widely divergent fields. There are currently some twenty Special Concentrators covering fields as varied as The Cognitive Development of Faith; Stage Directing: Form and Function, Architecture and Environmental Science; and Education and Human Development.

Among the perennially popular fields have been Urban Studies and Dramatic Studies. Interest in some areas, such as Psychobiology, and Environmental Science, which once drew a number of concentrators, has declined due to a change in the requirements in the relevant departments allowing the pursuit of such interests within their departmental frameworks or the development of new interdisciplinary concentrations. The popularity of certain fields waxes and wanes depending upon the current topical interest in the field and the availability of Faculty Advisors. For example, during the late 1990's and early 2000's, there was a surge of interest in health policy as reports of inadequate health care in U.S. cities dominated headlines. More recently, there has been increased attention paid to global health challenges.

## ADVISING



As part of the process of applying to pursue a Special Concentration, students must enlist the support of a faculty advisor who can assist them in developing their study plan and who will supervise their academic work. The Director of Undergraduate Studies (Deborah Foster), provides general advising and signs study cards.

## SPECIAL CONC ALUMNI !

Since each student designs his or her own concentration, there is no general answer to the question of what students who graduate with a degree in special concentrations go on to do after their time at Harvard. A look at some our recent alumni, however, indicates the following: some students have gone on to Medical School, Law School, Ph.D. programs in Linguistics, History, and Performance Studies, Business School, acting in New York City, making documentary films, being CEO of a business development company, and playing professional football! In other words, concentrators go on to do just about everything.



## Did You Know?

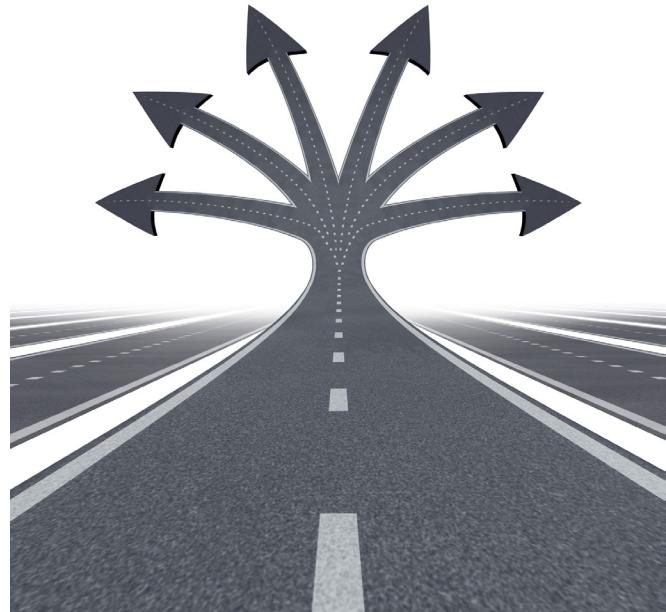
Special Concentrations is not for everyone. It is not for students who wish to avoid particular departmental requirements or to create a broad, unfocused concentration that could be described as “general studies.” Nor is it for students who do not know precisely what they want to study and who have trouble narrowing their interests to a single field. Rather, it is an opportunity for students who know quite clearly what they wish to investigate, although it requires integrating courses and research from more than one area. In all cases, students should begin to consult with faculty members who are expert in their areas of interest to determine what direction would be best to follow.

The Standing Committee on Special Concentrations, which is composed of faculty from a wide range of disciplines, sets the general policies and educational guidelines for the program and considers individually each petition submitted. The detailed administration of each student’s program is supervised by his or her faculty advisor and by the Director of Undergraduate Studies (DUS).

Although most special concentration proposals include a full tutorial program culminating in a senior thesis for honors candidates, Special Concentrations is also open to students who prefer a basic course of study. The standing committee must be convinced not only of the quality, rigor, and legitimacy of the topic, but also of the applicant’s high level of self-motivation, perseverance, and conscientiousness, since the success of each Special Concentration depends more than in a regular departmental concentration on the drive and determination of the student. Each approved Special Concentration exists as a small committee within our program. Plans of Study for the individual concentrations are unique, but all are interdisciplinary. For example, several current programs deal with health and public policy, combining coursework from history and science, economics, sociology, and government. A burgeoning interest in urban studies lately has produced several Special Concentrations, some emphasizing city planning, others leaning toward government or economics. Theater and performance studies continue to be the focus of many Special Concentrations in recent years.

Special Concentrations represents a small but significant portion of undergraduate concentrators. It seems best for those students who have not only an unusual interest, but who also have a clear grasp of the direction in which they are heading. Although there are exceptions, most successful Special Concentrations applications have been submitted by upperclassmen who have spent one or two terms studying in one of the College’s established concentrations.

*“...the special concentration application process is complex and requires patience and persistence. Finding faculty advisors is essential to first hone a plan of study and then help closely with the proposal process.”*



## QUESTIONS?

Office of Undergraduate Education  
[oue@fas.harvard.edu](mailto:oue@fas.harvard.edu)

# STATISTICS

## Who We ARE

**S**tatistics is a relatively young discipline, organized around the rapidly growing body of knowledge about principled methods for data collection and data analysis, the making of rational decisions under uncertainty, and the modeling of randomness in any quantitative inquiries, including the social, natural, and medical sciences. Statistics has a theoretical core surrounded by a large number of domains of application in fields such as anthropology, astronomy, biology, business, chemistry, computer science, economics, education, engineering, environmental sciences, epidemiology, finance, forensic science, geophysical sciences, government, history, law, linguistics, mathematics, medicine, physics, population science, psychology, sociology, and many others. A basic goal of the concentration in Statistics is to help students acquire the conceptual, computational, and mathematical tools for quantifying uncertainty and making sense of complex data arising from many applications - including statistically sound ways of collecting such data. Because Statistics offers an opportunity to branch out and explore a variety of areas it appeals to students who wish to acquire core skills while preserving their chance for a broad general education. It also appeals to those with strong mathematical interests who enjoy seeing formal argument bear direct fruit in practical use.

Students may elect one of three paths toward a concentration in statistics. Two programs of study (the tracks in bioinformatics/computational biology and quantitative finance) provide interdisciplinary education in statistics and biology or finance. Students wishing a more flexible program of study typically choose the standard concentration requirements.

The Bioinformatics and Computational Biology Track in Statistics is aimed at undergraduates with interest in quantitative methods and modeling applied to data from the biological and life sciences. The recent explosion of size and complexity of data in the biological and life sciences, such as the human/animal/plants genome projects with gene and protein sequences, has motivated the development of new statistical methodologies and models, such as models for gene and protein motifs search, phylogenetic reconstruction, and gene expression analysis. Core requirements in statistics emphasize statistical modeling, especially as it relates to biological systems. Additional courses in biology allow students to learn the terminology as well as to obtain a strong foundation in molecular and cellular biology, evolutionary biology, or ecology. The Quantitative Finance Track in Statistics is designed as a specialization for concentrators in Statistics with special interest in quantitative issues that arise in financial and insurance modeling. The focus is on the stochastic analysis that is relevant in these fields. The specific topics addressed include statistical inference of stochastic models that arise in financial/insurance modeling as well as computational techniques that have become standard in pricing, hedging and risk assessment of complex financial/insurance instruments.

## ADVISING



Students are welcome to consult with any faculty in the department. Additional concentration advising is provided by the Co-Directors of Undergraduate Studies (Joe Blitzstein, Michael Parzen), the Assistant DUS (Kevin Rader), and the Student Coordinator (Alice Moses, [amoses@fas.harvard.edu](mailto:amoses@fas.harvard.edu)).

All of the persons above sign study cards.

## STATS ALUMNI



Recent alumni have obtained a wide variety of jobs (especially in finance, consulting, and tech companies) and gone on to a wide variety of graduate programs (especially in statistics, biostatistics, and medicine).

See: [stat.harvard.edu/alumni/AB.html](http://stat.harvard.edu/alumni/AB.html) for more information.

At Advising Fortnight I learned...

“...there are 4 roughly defined paths within the concentration: Applied (Data Science, complements CS), Design (Experimentation & Surveying), Finance (taken w/ Econ), and Computational Bio (taken w/ Life Sci).”

“...a concentration in Statistics can be very flexible. There are many different “tracks” I can concentrate in. I also learned how applicable Statistics is to various fields, e.g., finance, business, sports management, journalism...”

# DIVISION: *Science*

[STATISTICS.FAS.HARVARD.EDU](http://STATISTICS.FAS.HARVARD.EDU)

## Did You Know?

*New York Times:*  
“For Today’s Graduate,  
Just One Word: Statistics.”

STUDYING STATISTICS IS USEFUL PREPARATION FOR A WIDE VARIETY OF JOBS IN INDUSTRY AND GOVERNMENT AND FOR GRADUATE STUDY IN MANY FIELDS. STATISTICS CAN BE APPLIED ALMOST ANYWHERE; TO REFLECT THIS, THE CONCENTRATION ALLOWS MANY OPPORTUNITIES TO LEARN ABOUT HOW STATISTICS IS USED IN OTHER FIELDS; BY DEFINITION, STATISTICS SHOULD NOT BE STUDIED IN ISOLATION



CONCENTRATION PROVIDES CLASSICAL AND MODERN METHODS FOR LEARNING FROM DATA AND QUANTIFYING RISK, RANDOMNESS, AND UNCERTAINTY

## EXPLORE

### *Suggested gateway courses*



- Statistics 100, Introduction to Quantitative Methods for the Social Sciences and Humanities (fall)
- Statistics 101, Introduction to Quantitative Methods for Psychology and the Behavioral Sciences (fall)
- Statistics 102, Introduction to Statistics for Life Sciences (spring)
- Statistics 104, Introduction to Quantitative Methods for Economics (each of the four courses Stat 100, 101, 102, 104 introduces the principles of applied statistics, with each emphasizing different fields of application) (fall and spring)
- Statistics 110 (fall), Introduction to Probability and Statistics 111 (spring), Introduction to Theoretical Statistics (these two courses are required for the concentration and secondary field, and provide a calculus-based foundation in probability and statistics)

## QUESTIONS?

**Joseph Blitzstein\***  
*Co-Director of Undergraduate Studies*  
[blitz@fas.harvard.edu](mailto:blitz@fas.harvard.edu)  
617-496-2985

**Michael E. Parzen\***  
*Co-Director of Undergraduate Studies*  
[mparzen@fas.harvard.edu](mailto:mparzen@fas.harvard.edu)  
617-495-8711

**Kevin Rader**  
*Assistant Director of Undergraduate Studies*  
[krader@fas.harvard.edu](mailto:krader@fas.harvard.edu)  
617-495-5204

**Alice Moses**  
*Student Coordinator*  
[amoses@fas.harvard.edu](mailto:amoses@fas.harvard.edu)  
617-496-1402

\*Study abroad credit contact

# THEATER, DANCE & MEDIA (TDM)

Farkas Hall  
10-12 Holyoke Street

## Who We ARE

Theater, Dance and Media is Harvard's newest and 49th concentration! This interdisciplinary undergraduate program, which integrates the study of theater, dance and media with their practice, responds to both the Report of the Task Force on the Arts' demand "to make the arts an integral part of the cognitive life of the university," as well as to a consistent appeal from students over many decades to have a theater major at Harvard. Drawing on the many resources dedicated to the performing arts at the university, including the American Repertory Theater, the Theater Collection of Houghton Library, the Office for the Arts, the Dance Center, the Music Department, and the Department of Visual and Environmental Studies (VES), this new concentration offers students the opportunity to investigate the myriad ways that theater, dance, and media have been an ever-present part of human life.

*"The concentration in Theater, Dance & Media harnesses these past and present energies to create an integrated course of study for Harvard undergraduates."*

Theater and dance are two of the oldest human art forms and are central to cultures around the world. The invention of theatrical genres such as tragedy and comedy, the use of masks and different acting and movement techniques, and the evolution of theater architecture are major cultural achievements; knowing them is crucial for understanding our past. These achievements continue to shape our own arts culture, and contemporary artists in theater and dance have begun to re-imagine their art forms in a new media environment. The concentration in Theater, Dance & Media harnesses these past and present energies to create an integrated course of study for Harvard undergraduates.

In this concentration, experienced professionals from the American Repertory Theater and the Dance Center, as well as visiting artists from NYC and elsewhere, teach practice-based courses that introduce students to the rigor and discipline required to master the interlocking techniques out of which theater, dance, and media practices are composed. Also, scholars in various Harvard humanities departments (including, but not limited to, African and African American Studies, Comparative Literature, English, Folklore and Mythology, History of Art and Architecture, Music, Visual and Environmental Studies) teach courses on the history, theory, and criticism of the performing arts. Concentrators, therefore, engage in a cognitive approach to art making in order to understand both the theory and practice of the performed arts, rather than pursuing a conservatory-style of training. By taking sophomore and junior tutorials that integrate theory and practice along with lecture and studio courses that focus on particular aspects of these theatrical forms, students actively engage in all aspects of theater, dance, and media production, working with scholars and professionals in all areas.

## EXPLORE

### *Suggested gateway courses*



Students who wish to explore Theater, Dance & Media may want to try one of several TDM practice-based courses listed in the course catalog, or one of the scholarly courses cross-listed under Theater, Dance & Media.

Freshman Seminars are also an excellent way of being introduced to the field: FS 35n The Art and Craft of Acting; FS 34v Broadway Musicals: History and Performance; FS 35w Sex, Gender, Shakespeare; or FS32v The Art of Storytelling.



## Did You Know?

FARKAS HALL, ANCESTRAL HOME OF THE HASTY PUDDING THEATRICALS AND NAMED IN RECOGNITION OF THE GENEROSITY OF ALUMNUS ANDREW L. FARKAS '82, IS THE NEW HOME FOR THE CONCENTRATION IN THEATER, DANCE & MEDIA. THIS HISTORIC BUILDING ON HOLYOKE STREET HOUSES A STATE-OF-THE-ART THEATER, A STUDIO AND LARGE SEMINAR ROOM, PROP AND ELECTRICAL SHOPS, AND TDM CONCENTRATION OFFICES.

*The Harvard Theatre Collection, which was founded in 1901 through the efforts of Professor George Pierce Baker, was the first collection of its kind to be established in this country, and it stands as one of the largest performing arts collections in the world. A department of the Houghton Library, the Theatre Collection is located on the main floor of the Nathan Marsh Pusey Library, which is situated in Harvard Yard adjacent to Widener Library.*

THE FACULTY COMMITTEE ON THEATER, DANCE & MEDIA INCLUDES FACULTY FROM AFRICAN AND AFRICAN AMERICAN STUDIES, ENGLISH, FOLKLORE AND MYTHOLOGY, MUSIC, ROMANCE LANGUAGES AND LITERATURE, SLAVIC LANGUAGES AND LITERATURES, VISUAL AND ENVIRONMENTAL STUDIES, WOMEN AND GENDER STUDIES, AS WELL AS THE AMERICAN REPERTORY THEATER.

---

## ADVISING

The Director of Undergraduate Studies will assign each in-coming student two faculty members as advisors, one focusing on theater practice and one on the critical and historical aspects of the discipline. These advisors will guide students through the concentration, helping them make decisions about course selection, sequence and distribution. Together with the Director of Undergraduate Studies, the concentration advisors support students in developing a coherent course of study that is suited to each student's goals and interests.



## QUESTIONS?

**Deborah Foster**  
Director of Undergraduate Studies  
[dfoster@fas.harvard.edu](mailto:dfoster@fas.harvard.edu)

**Emily Warshaw**  
Department Administrator  
[ewarshaw@fas.harvard.edu](mailto:ewarshaw@fas.harvard.edu)

\*Study abroad credit contact

# VISUAL & ENVIRONMENTAL STUDIES (VES)

Carpenter Center  
for the Visual Arts  
24 Quincy St.

617-495-3251

## Who We ARE

**V**isual and Environmental Studies (VES) is the curricular home of studio arts, photography, filmmaking, film studies, environmental studies, video art and performance, and critical theory. The department is unique in the way it fosters dialogue among makers, critics, and theorists. Its faculty comprises individuals working and teaching in all of these modes.

Working closely with faculty VES concentrators gain an understanding of art and expression through both study and practice. The curriculum engages both practical and theoretical aspects of digital media, drawing, film, painting, performance, photography, printmaking, sculpture, sound, video, and writing. The modes of teaching combine the intensity of conservatory programs with the broad intellectual aims of a liberal arts college.

Within VES, each course of study has slightly different requirements. These have been selected so that students will encounter several broad areas of concern. In film and studio arts, concentrators work toward comprehensive accomplishment in their chosen area while simultaneously exploring a variety of other practices and studying related history and theory. In film studies, students explore ways of understanding the theory and history of the moving image. In Environmental studies, students embark on an analysis of the built environment, design and urbanism.

Upon graduation, concentrators in VES enter a wide variety of fields. Some pursue careers as artists or filmmakers while others go into media and communications. Among the graduate schools to which VES concentrators are admitted are schools of architecture, art, film, and photography, as well as programs in liberal arts, medicine, and business.

## ADVISING



New concentrators are assigned a faculty member in the department when they declare, though “nuts and bolts” advising (about course requirements, etc.) is generally provided by the Director of Undergraduate Studies (Ruth Lingford) and the Manager of Academic Programs (Paula Soares). Paula welcomes drop-ins to her office (Carpenter Center 102) or appointments made in advance.



## EXPLORE

### *Suggested gateway courses*



#### **First year**

VES 10-69; Students interested in the studio area should take an introductory studio art course in advance of their application.

Students who want to focus on film, video or animation should take a beginning course in one of these areas (including photography) in advance of their application. These courses are generally numbered VES 40-69.

#### **Second year**

VES 50, Introduction to Nonfiction Filmmaking. This year-long introductory film course is usually taken by students in their sophomore year. Typically, any double-digit course is appropriate as a gateway course for first and second year students.

Students interested in the area of film studies should take an introductory class in the history and theory of cinema. Appropriate introductory courses include: VES 70, The Art of Film, VES 71, Silent Cinema, VES 72, Sound Cinema and VES 73, Exploring Culture Through Film

## DIVISION: *Art* and HUMANITIES

### Did You Know?

VES is the only department that offers practice-based art making and film/video production courses. Courses in studio and production are limited to 10 or 12 students; professors are practicing artists and filmmakers from all over the US and abroad.

*Top priority for making and production courses is given to concentrators and pre-concentrators who are exploring the idea of concentrating in VES. However, many students who are not VES concentrators do take courses in the department each term.*

THE CONCENTRATORS HAVE THE CHOICE OF DOING A SENIOR THESIS, WHICH MAY BE WRITTEN OR MAY CONSIST OF A PRACTICE-BASED PROJECT. THESIS STUDENTS ARE GIVEN A GENEROUS BUDGET AND STUDIO SPACE IF REQUIRED.

VES STUDIO ARTS CLASSES ARE HOUSED IN THE CARPENTER CENTER FOR THE VISUAL ARTS, THE ONLY BUILDING IN NORTH AMERICA DESIGNED BY SWISS ARCHITECT LE CORBUSIER AND DEDICATED TO THE SYNTHESIS OF ART, DESIGN AND EDUCATION. THE CARPENTER CENTER HOSTS THE RENOWNED HARVARD FILM ARCHIVE AND AN INNOVATIVE PROGRAM OF PUBLIC EVENTS AND EXHIBITIONS OF CONTEMPORARY ART.

At Advising Fortnight I learned...

*“...even as someone with almost no experience in film or VES in general, it is still a viable option to concentrate or do a secondary in VES.”*

*“...the senior thesis for a concentrator in VES can be a thoroughly enriching creative experience, and skills from VES can be useful in many different ways and areas after graduation. Also, the interconnectedness of the classes allows students to synthesize different skills in new ways.”*

### VES ALUMNI



Besides going on to become filmmakers and visual artists, VES alums put their visual skills to work as curators, gallerists, educators, studio executives. Some, by embarking on further graduate studies, practice law or medicine. Many, however, go on to work in explicitly visual fields. VES graduates have won Academy Awards as well as top prizes at the Locarno, Sundance and Tribeca Film Festivals, while others have had their work exhibited in some of the world's most prestigious venues, such as the Whitney Biennial, the Corcoran Gallery of Art, and the Los Angeles County Museum of Art. Our graduates often seek project-based professions that call for innovative thinking and collaborative effort.

### QUESTIONS?

Ruth Lingford\*

Director of Undergraduate Studies  
[lingford@fas.harvard.edu](mailto:lingford@fas.harvard.edu)

Paula Soares\*

Manager of Academic Programs/Advisor  
Secondary Field Contact  
[soares@fas.harvard.edu](mailto:soares@fas.harvard.edu)  
617-496-4469

\*Study abroad credit contact

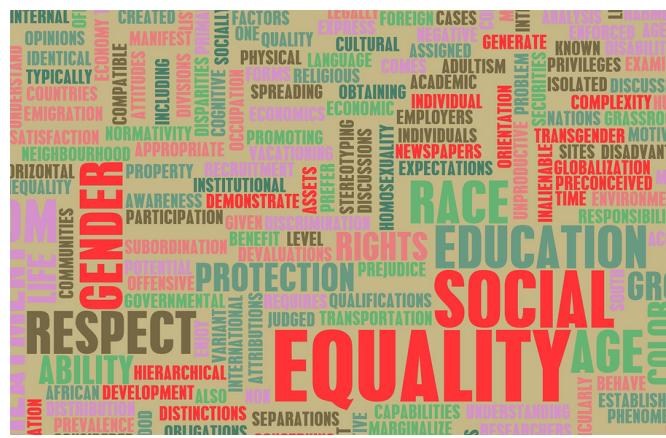
# WOMEN, GENDER & SEXUALITY STUDIES (WGS)

*Boylston Hall, Ground Floor  
5 Harvard Yard*

617-495-9199  
wgs@fas.harvard.edu

# Who We ARE

The study of gender and sexuality has long constituted a vibrant and engaging arena for interdisciplinary work and intellectual inquiry. At the heart of this field is the assertion that gender and sexuality are fundamental categories of social organization and power that are inseparable from race, ethnicity, class, nationality, and other categories of difference. The concentration in Women, Gender, and Sexuality Studies (WGS) brings together a wide range of academic fields in the humanities, social sciences, and sciences (including history, literature, visual studies, anthropology, sociology, political science, psychology, and biology, to name just a few). As an interdisciplinary field of study, WGS pays close attention to how social norms have changed over time and how they vary across cultures. The concentration also actively investigates the ways in which ideas about gender and sexuality have shaped public policy, civil rights, health care, religion, education and the law, as well as the depiction of women and men in art, literature, and the popular media. WGS courses are characterized by a strong commitment to critical thinking, as well as a spirit of open and sustained intellectual inquiry.



# ADVISING



Concentration advising is provided by the Director of Undergraduate Studies (DUS; Caroline Light) and the Assistant Director of Undergraduate Studies (ADUS; Linda Schlossberg). Sophomores are welcome to work with both of these advisors. Juniors typically work with the DUS; seniors, with the ADUS.

# WGS ALUMNI



WGS Alumnae/i have pursued a variety of career paths, including medicine, teaching, art, law, publishing, public service, and academia, but what unites them is a demand for critical thinking and problem-solving skills.

For a closer look at what Alumnae/i have done with their WGS degrees, visit our Alumnae/i page, linked from

[wgs.fas.harvard.edu](http://wgs.fas.harvard.edu)

# EXPLORE

### *Suggested gateway courses*



Any General Education Course offered by WGS faculty; Any other topical course in WGS listed as 1100 or 1200 level. See the WGS website for up-to-date list of courses.

Fall

- SWGS 1200. Power to the People: Black Power, radical Feminism, and Gay Liberation
  - SWGS 1218. Women in American Medicine (New Course)
  - SWGS 1225. Leaning in, Hooking Up: Visions of Feminism and Femininity in the 21st Century (New Course)
  - SWGS 1237. LGBT Literature
  - SWGS 1253. Sexual Health and Reproductive Justice
  - SWGS 1258. Friends with Benefits?
  - SWGS 1271. Women and War: Gender, Race, and the Politics of Militarism

Spring

- SWGS 1127. Beyond the Sound Bite
  - SWGS 1257. Gender, Biology, and the Body  
(New Course)
  - SWGS 1272. Global Reproductive Health

## Did You Know?

Our students have joint concentrated with a wide range of concentrations, including Social Studies, English and American Literature, Human Developmental and Regenerative Biology, Statistics, African and African-American Studies, Sociology, History and Literature, Romance Languages and Literature, East Asian Languages and Cultures, Religion, Government, History of Science, and Visual and Environmental Studies.

### OPPORTUNITIES TO CONDUCT ORIGINAL RESEARCH

Most WGS courses are conducted as seminars, with close individual attention from faculty

### CAN COMBINE A WGS DEGREE WITH ANY SECONDARY FIELD AT THE COLLEGE

CONCENTRATORS IN WGS RECEIVE THE INTELLECTUAL AND PERSONAL REWARDS OF STUDYING IN A PROGRAM WHERE "EVERYONE KNOWS YOUR NAME" AND YOUR SPECIFIC ACADEMIC INTERESTS ARE TAKEN SERIOUSLY

PROGRAM ACTIVELY WELCOMES JOINT CONCENTRATORS

All WGS concentrators receive individual advising from the Director and Assistant Director of Studies

Small concentration with an atmosphere of intellectual passion and openness and a strong sense of community

ALL GENERAL EDUCATION COURSES OFFERED THROUGH THE WGS PROGRAM DOUBLE COUNT FOR CREDIT TOWARD THE WGS CONCENTRATION OR SECONDARY FIELD

At Advising Fortnight I learned...

"...WGS is an interdisciplinary field with lots of passionate, knowledgeable professors and students. There are many course opportunities."

"...the goal of the WGS department is not to find an answer to every question on gender, sexuality, etc.; rather, the department wants to engage its students in such a way that they keep questioning and complicating their own preconceived notions about these sensitive topics."

## QUESTIONS?

Caroline Light\*  
Director of Undergraduate Studies  
Secondary Field Contact  
[clight@fas.harvard.edu](mailto:clight@fas.harvard.edu)

Linda Schlossberg  
Assistant Director of Undergraduate Studies  
Secondary Field Contact  
[schloss@fas.harvard.edu](mailto:schloss@fas.harvard.edu)  
617-495-3855

Christianna Morgan  
Department Administrator  
[morgan@fas.harvard.edu](mailto:morgan@fas.harvard.edu)  
617-495-9931

\*Study abroad credit contact

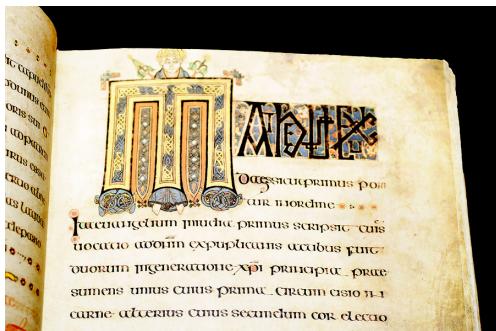
# SECONDARY FIELDS

In addition to offering concentrations, many Harvard departments also offer students the option of pursuing a less intensive structured course of study: secondary fields. Secondaries may be of especial interest to students whose elective course choices cluster in a particular field of study, providing them with an opportunity to explore an intellectual passion in greater depth. Secondary fields are entirely optional. For a complete listing of secondary fields and their requirements, go to the undergraduate Handbook for Students. A few secondary fields do not have affiliated concentrations:

- Celtic Languages and Literatures
- Ethnicity, Migration, Rights (EMR)
- Global Health and Health Policy (GHHP)
- Medieval Studies
- Microbial Sciences
- Mind, Brain, and Behavior (MBB)
- Regional Studies—Russia, Eastern Europe, and Central Asia (REECA)

Profiles of these secondary fields appear in the pages that follow. One additional secondary field –

Energy & Environment is affiliated with the Environmental Science and Public Policy concentration, and is also profiled in this guide.



# CELTIC LANGUAGES & LITERATURES

*(Secondary Field)*

Warren House  
11 Prescott St.

617-495-1206

[CELTIC.FAS.HARVARD.EDU](http://CELTIC.FAS.HARVARD.EDU)

## Who We ARE

Harvard is the only university in the United States where you can explore the culture, literature, history and languages of all the Celtic-speaking peoples. A secondary field in Celtic will introduce you to a vibrant and varied subject that encompasses literatures and languages from medieval to contemporary. Some students take a broad interest in the Celtic cultures, others in Celtic folklore and mythology, and some in the Celtic languages and literatures of Ireland, Scotland, or Wales. We teach some of the classics of the Celtic literatures in English translation but we also offer instruction in the original linguistically-significant languages, both medieval and modern. These languages now receive unparalleled support in their home countries, making this an ideal, vital, and exciting time to engage with them. Irish literature with its tales of kings, heroes, saints and fantastical beings is the oldest vernacular literature in Western Europe. The Welsh poetic tradition encompasses heroic deeds, loss and lament, romantic love and the beauties of the natural world in patterns of fascinating complexity, and Welsh stories are some of the earliest in which King Arthur appears. Scotland's Gaelic folklore tradition is considered to be the 'finest flower of Western Europe'. With courses on topics as diverse as Celtic Saints and The Hero of Irish Myth and Saga, we have courses for every interest in the Celtic world.

## CELTIC ALUMNI

Several of our Secondary Fielders have been awarded Fulbright or Mitchell scholarships to allow them to pursue further study in Celtic in Europe. Others are pursuing graduate degrees in their fields of concentration, including evolutionary biology, neuroscience, and engineering, going connection to our



but treasure their on-going connection to our departmental community.

## QUESTIONS?

Catherine McKenna  
Department Chair  
[cmkenna@fas.harvard.edu](mailto:cmkenna@fas.harvard.edu)  
617-495-1206

Mary Violette  
Department Administrator  
[violette@fas.harvard.edu](mailto:violette@fas.harvard.edu)  
617-495-1206

UNDERGRADUATES ARE WELCOME TO TAKE COURSES IN CELTIC AT THE 100 AND 200 LEVELS WITHOUT PURSUING A SECONDARY FIELD

The study of Irish, Welsh, or Scottish Gaelic satisfies the language requirement (2 four-credit courses)

## EXPLORE

### Suggested gateway courses:



Courses such as 'The Celts: People or Myth?' or 'Celtic Mythology' provide excellent gateways to the study of Celtic. Our departmental site details a number of suggested 'sample tracks' for those pursuing a secondary field in Celtic.

These tracks include Celtic Cultures, Irish Language and Literature, Welsh Language and Literature, Celtic Folklore and Mythology, and Irish Language.

For those interested in beginning study of one of the modern languages explore these sites:

- [learnagaelic.net](http://learnagaelic.net) (for Scottish Gaelic)
- [saysomethinginwelsh.com](http://saysomethinginwelsh.com) (for Welsh)
- [gaeilge.ie](http://gaeilge.ie) (for Irish)

You are very welcome to attend our annual Harvard Celtic Colloquium, a truly international three-day conference. You are also invited to attend both our regular departmental seminar series and our social gatherings.

## Did You Know?

We take pride in the proven excellence of our teaching, and flexibility is at the core of our programs, allowing us to nurture the particular interests of students

CELTIC IS A TRULY INTERDISCIPLINARY FIELD OF STUDY SINCE WE ENCOMPASS HISTORY, LITERATURE, LINGUISTICS, VISUAL CULTURE AND MANY OTHER DISCIPLINES

Classes in Celtic are traditionally small, and there is a strong sense of community among undergraduates, graduate students and faculty

Secondary Fielders in Celtic have included concentrators in a wide range of fields

STUDENTS NEED NO PREVIOUS KNOWLEDGE OF THE FIELD BEFORE BEGINNING STUDY HERE IN THE DEPARTMENT

# ENERGY & ENVIRONMENT (E&E)

*Secondary Field*

Harvard University Center for the Environment  
24 Oxford Street, 3rd Floor

[ESPP.FAS.HARVARD.EDU/ENERGY-ENVIRONMENT](http://ESPP.FAS.HARVARD.EDU/ENERGY-ENVIRONMENT)

## Who We ARE

The energy-environment challenge is a defining issue of our time, and one of Harvard's greatest contributions to meeting that challenge will be the education of a new generation of leaders in science, business, law, design, and public service. To this end, the Environmental Science and Public Policy (ESPP) program, in coordination with the Harvard University Center for the Environment (HUCE), is pleased to offer the secondary field in Energy and Environment (E&E). Through coursework and a colloquium, students engaged in the E&E secondary field will increase their exposure to, and literacy in, the interdisciplinary nature of issues related to energy and the environment.

In the context of the E&E secondary field, 'Energy' refers to the production, distribution, and use of energy by individuals and society for a variety of purposes. This includes the various technologies, policies, and challenges associated with meeting increasing global energy demands. 'Environment' refers to the understanding of the relationships and balances of the natural and constructed world at multiple scales, including how anthropogenic activities and policies affect the intimate relationship between energy demand, environmental quality, and climate change.

Students from a wide range of concentrations, including the humanities, are invited to participate in the program to explore how different disciplinary perspectives on energy and environment intersect and inform one another. For example, a student concentrating in English may wish to increase their knowledge of the environment and energy from the perspectives of environmental literature or history. A student studying global health may want to better understand the impacts of climate change on water resources, nutrition, and human health. Or, a student in the physical sciences may want to expand their training by improving their understanding of climate dynamics and energy production to support their interest in materials science and energy storage. All participating students share exposure to the core issues related to climate change, the consequences of energy choices, and changes in our physical and biological environment, preparing them to make informed professional and personal decisions about some of the most pressing societal challenges of the 21st century.

## ADVISING

Advising in the secondary is provided by the Program Administrator (Eric Simms) and the Head Tutor for Environmental Science and Public Policy (Paul Moorcroft).



## EXPLORE



Students choose one foundational course from the following options, which include content related to both energy and environment:

- SPU 25. Energy: Perspectives, Problems and Prospects (M. McElroy)
- SPU 29. The Climate-Energy Challenge (D. Schrag)
- SPU 31. Energy Resources and the Environment (J. Shaw)
- SLS 22. Human Influences on Life in the Sea (R. Woollacott, J. McCarthy)
- ESPP 11. Sustainable Development (W. Clark)
- ES 6. Environmental Science and Technology (C. Vecitis)

## Did You KNOW?

STUDENTS INTERACT CLOSELY WITH HARVARD FACULTY WHO ARE CONDUCTING LEADING RESEARCH IN THE AREAS OF ENERGY AND THE ENVIRONMENT

STUDENTS FROM ALL CONCENTRATIONS, INCLUDING THE HUMANITIES, ARE INVITED TO PARTICIPATE IN THE PROGRAM

*E&E is closely aligned with the Environmental Science and Public Policy (ESPP) concentration, both of which are administered by the Harvard University Center for the Environment*



## QUESTIONS?

**Paul Moorcroft**  
*Head Tutor*  
[paul\\_moorcroft@harvard.edu](mailto:paul_moorcroft@harvard.edu)

**Eric Simms**  
*Program Administrator*  
[esimms@fas.harvard.edu](mailto:esimms@fas.harvard.edu)

# ETHNICITY, MIGRATION, RIGHTS (EMR)

*(Secondary Field)*

2 Arrow Street, Room 431

617-495-4048

[EMR.FAS.HARVARD.EDU](http://EMR.FAS.HARVARD.EDU)

## Who We ARE

The Standing Committee on Ethnicity, Migration, Rights (EMR) focuses on the closely linked areas of ethnicity, migration, indigeneity, and human rights to provide curricular and co-curricular enrichment for Harvard College students. The committee serves as a clearinghouse for courses giving attention to fluid group boundaries that emerge nationally and internationally within contexts of forced and voluntary migration. Questions of rights and specifically human rights—including political, legal, cultural, and economic rights—occupy an important position within studies of shifting ethnic landscapes.

EMR is charged with expanding offerings regarding ethnic communities within the United States, with particular attention to Asian American, Latino, and Native American topics. At the same time, many offerings listed by the committee are broadly comparative and international in their content.

EMR offers two secondary field pathways, one in Ethnicity, Migration, Rights and one in Latino Studies.

Courses in EMR are taught by faculty from across the disciplines in FAS as well as at other Harvard schools and draw on materials from the social sciences and humanities. The Committee also offers a secondary concentration.

## EMR ALUMNI



Alumni in EMR are equipped to work in a diverse, globalized, multicultural world. They understand how human groups often divide along lines of ethnicity. They also appreciate the impact of migration on ethnicity as well as its frequent connection to rights.

Former students have pursued a variety of interests after graduation. Some alumni have gone on to study international peace processes, to teach in developing areas of the world, and to work with Ameri-corps in underprivileged communities in the United States. Alumni have pursued roles in the business, legal, and financial sectors as well. Studies related to EMR also provide a broad, critical background for graduate studies across the disciplines.

EMR offers students a great amount of flexibility to tailor the program to fit their career and life goals.

## EXPLORE

### *Suggested gateway courses:*



Several designated courses serve as “Portal Courses” to the field of EMR. Portal Courses are taught by faculty with expertise in one or more areas across ethnicity, migration, and human rights. Portal Courses may be taken at any time in pursuit of the secondary field and are wonderful gateways to further study in EMR.

#### Portal Courses:

- English 68. Migrations: American Immigrant Literature
- Music 97c. Music in Cross-Cultural Perspective
- Societies of the World 30. Montezuma’s Mexico: Then and Now (2012)!
- Societies of the World 44. Human Trafficking, Slavery and Abolition in the Modern World
- United States in the World 15. Is the American Racial Order Being Transformed?

For a complete listing of EMR courses, including additional courses in the Program on General Education, go to [emr.fas.harvard.edu](http://emr.fas.harvard.edu).

Students interested in EMR may also want to attend some of our public events. The Committee hosts a discussion series in the undergraduate houses called “Ask Big Questions.” These events are led by faculty who facilitate discussion around some of the “big questions” that students encounter through study in EMR. Additionally, EMR hosts lectures and outreach events throughout the year. Visit the EMR website for access to the events calendar or to sign up for the email list.

## QUESTIONS?

Tessa Lowinske Desmond

Program Administrator &

Academic Advisor

[tessa\\_desmond@harvard.edu](mailto:tessa_desmond@harvard.edu)

617-495-4048

# ETHNICITY, MIGRATION, RIGHTS (EMR)

*(Secondary Field)*

*continued...*



## Did You Know?

THE EMR COURSE LISTING INCLUDES MORE THAN SEVENTY COURSES FROM ACROSS THE COLLEGE AND OTHER HARVARD SCHOOLS. SOME STUDENTS HAVE FOUND THAT PURSUING THE EMR SECONDARY CONCENTRATION HAS HELPED THEM SELECT A PRIMARY CONCENTRATION OR FUTURE PLAN FOR GRADUATE STUDY BECAUSE THE COURSE LIST DRAWS FROM MANY DISCIPLINARY PERSPECTIVES

More than 30 faculty are involved in EMR at Harvard, many of whom are invested in working with and mentoring students.

Students interested in meeting with faculty mentors may contact an academic advisor to facilitate such connections

*EMR is a secondary field, which complements a wide range of fields of study. Students from disciplines as diverse as applied mathematics, neurobiology, social studies, and literature have pursued the secondary concentration in EMR*

**EMR IS NEWLY RENAMED AND WAS FORMERLY KNOWN AS ETHNIC STUDIES. THE NEW NAME REFLECTS CHANGES IN THE WAY THAT SCHOLARS AND STUDENTS ARE STUDYING ETHNICITY, MIGRATION, AND HUMAN RIGHTS**

MORE THAN A SECONDARY FIELD, EMR HOSTS EVENTS, AWARDS GRANTS, AND BUILDS COMMUNITY AMONG STUDENTS AND FACULTY ON CAMPUS. STUDENTS ARE ENCOURAGED TO STAY INVOLVED AND TO TAKE LEADERSHIP ROLES WITHIN THE COMMITTEE

# GLOBAL HEALTH & HEALTH POLICY (GHHP)

*(Secondary Field)*

14 Story Street, 4th Floor

[GHHP.GLOBALHEALTH.HARVARD.EDU](http://GHHP.GLOBALHEALTH.HARVARD.EDU)

## Who We ARE

The incidence and meaning of disease and injury, the quality and cost of health care services to prevent and treat those diseases and injuries, the variable access of citizens to those services, the role of government and politics in the provision and regulation of health care – these fundamental issues and many more are central concerns of health policy both in the United States and abroad. Indeed, health care affects the life of every individual, whether through treatment of illness, financing of public and private health insurance, care of vulnerable populations, education about the health risks and benefits of behaviors that affect health, or adoption of regulations to reduce exposure to toxic environments.

A secondary field in Global Health and Health Policy could explore any of these topics within the United States or across the world, moving into such themes as: accountability and governance (the role of the state versus transnational organizations and corporations in global health); the relevance and morality of global socioeconomic inequality in health; the risk of pandemic diseases and their economic and psychological impact on populations; the consequences of political change in a country's health; and the challenges resulting from complex emergencies and vulnerable populations in fragile states.

The natural sciences, the social sciences, and the humanities all contribute to the study of global health and health policy. Harvard offers many different perspectives and programs concerning health. Students may explore aspects of health care, health policy, and health science through many perspectives, approaches and subject matter.

## GHHP ALUMNI



Our alumni pursue a wide range of careers. Many go on to medical school or research positions, but others establish careers in public health, consulting, and politics, as well as in the financial, business, and legal fields. Some of our most recent graduates hold the following positions: fellow at a state department of public health AIDS initiative, fellow at CMS Center for Medicare and Medicaid Innovation, teacher at Teach for America, analyst at a biotech start-up, research coordinator for the epidemiology department of a major university, co-founder/CEO of a nonprofit dedicated to water security in Uganda, and senior analyst at a well-known healthcare consulting firm.

The GHHP secondary field is flexible and allows you to tailor your program to your individual interests and goals. Our graduated students tell us that GHHP prepared them for cross-disciplinary thinking and critical analysis, and feel the research and application skills they gained translate well across professional fields and graduate study disciplines. If you would like to discuss how GHHP might fit in with your own career options, please come speak with us.

## EXPLORE

### *Suggested gateway courses:*



GHHP designates a handful of courses as foundational courses. Foundational courses are good gateways to further study in GHHP but may be taken at any time in pursuit of the secondary field:

- Societies of the World 24: Global Health Challenges: Complexities of Evidence-Based Policy
- Societies of the World 25: Case Studies in Global Health: Biosocial Perspectives
- United States in the World 11: American Health Care Policy

[Note: Empirical and Mathematical Reasoning 20: The Business and Politics of Health substitutes as a foundational course in years when USW 11 is not offered]

Freshman seminars also offer a path to exploring GHHP. There are many health-related ones that satisfy GHHP distributional requirements.



# GLOBAL HEALTH & HEALTH POLICY (GHHP)

*(Secondary Field)*

*continued...*

## Did You Know?

WE PROVIDE STUDENTS AN OPPORTUNITY TO CONNECT THE KNOWLEDGE AND SKILLS LEARNED IN THE CLASSROOM TO REAL-WORLD COMPLEXITIES. STUDENTS IN ANY YEAR CAN WORK ON SOME OF THE WORLD'S MOST CRITICAL PROBLEMS BY TAKING PART IN MORE THAN 70 SUMMER INTERNSHIPS IN THE U.S. AND ABROAD

Faculty affiliated with GHHP include members from the School of Engineering and Applied Sciences, Harvard Medical School, Harvard School of Public Health, and Harvard Kennedy School

THE GHHP PROGRAM IS TRULY INTERDISCIPLINARY AND COMPLEMENTS MANY FIELDS OF STUDY; WE WELCOME STUDENTS FROM ANY CONCENTRATION. OUR COURSE LISTINGS INCLUDE MORE THAN 120 CLASSES FROM ACROSS THE COLLEGE AND OTHER HARVARD SCHOOLS AND REPRESENT THE ARRAY OF PERSPECTIVES ON GLOBAL HEALTH TOPICS

*In addition to one foundational four-credit course, students take three four-credit courses from within two thematic areas and also complete a research requirement*

GHHP IS A COMMUNITY:  
WE HOST EVENTS AND PROGRAMS, AWARD GRANTS, ADVISE AND CELEBRATE OUR STUDENTS, AND ENGAGE WITH OUR ALUMNI

WE GIVE STUDENTS THE OPPORTUNITY TO RECEIVE ONE-ON-ONE MENTORSHIP AND DO INDEPENDENT RESEARCH WITH TOP FACULTY MEMBERS. GHHP AWARDS 10-12 GRANTS EACH YEAR TO RISING SENIORS TO CONDUCT RESEARCH RELATED TO THEIR SENIOR THESIS, IN THE US AND/OR ABROAD

## QUESTIONS?

**David Cutler**  
*Faculty Chair*  
[dcutler@fas.harvard.edu](mailto:dcutler@fas.harvard.edu)

**Debbie Whitney**  
*Executive Director*  
[deborah\\_whitney@harvard.edu](mailto:deborah_whitney@harvard.edu)

**Christy Colburn**  
*Senior Program Coordinator*  
[christy\\_colburn@harvard.edu](mailto:christy_colburn@harvard.edu)

# MEDIEVAL STUDIES

Barker Center  
12 Quincy Street

[medieval@fas.harvard.edu](mailto:medieval@fas.harvard.edu)  
617-496-5857

(Secondary Field)

[MEDIEVAL.FAS.HARVARD.EDU](http://MEDIEVAL.FAS.HARVARD.EDU)

## Who We ARE

The Committee on Medieval Studies is an interdisciplinary group of faculty whose teaching and research focus on the “Middle Ages”, a thousand-year-long period of European, Near Eastern, and North African history and culture spanning the period between “Antiquity” (c. 1000 BCE -500 CE) and “Modernity” (c. 1500 CE on). Those who considered themselves “modern” came to view the medieval period condescendingly, associating it with a small number of basic themes and images such as heroism and chivalry, courtly love, feudal society, religious fervor, and repression. Of course, all of these are stereotypes which tell us far more about “modernity” than they do about the period itself, which profoundly shaped Western as well as global society as we know it today. While learning about the vast and varied period known as the Middle Ages offers a unique and valuable perspective on modern history and culture, it also teaches us how people who are so much like us in so many ways can nonetheless live in a world that is unutterably different. Studying the Middle Ages allows you to see the many different ways in which human societies function, invent, create, believe, and interact. The Middle Ages is both “us” and “not us,” at once part of our collective heritage and something very, very different.

Medieval Studies is an exciting and wide-ranging area of study, and the secondary field is designed to immerse Harvard students in the richness, variety, and complexity of medieval societies. In addition to one foundational four-credit course, which can be taken in any discipline, students take four more advanced courses, which expose them to the various disciplines comprising Medieval Studies. While some of these courses teach or require specialist skills, most are intended to be accessible to any interested student, whatever his or her field of specialization. Those wishing to make Medieval Studies the focus of their concentration are encouraged to consider the “Medieval World” field within History and Literature, a collaborative program of study emphasizing the cross-disciplinary and cross-regional investigation of medieval societies, polities, and cultures.

## Did You KNOW?

Students are encouraged to attend a wealth of presentations, workshops, and symposia by world-renowned scholars on Harvard's campus as well as at Dumbarton Oaks, Harvard's center for Byzantine and Pre-Columbian studies in Washington, D.C.

Many of Harvard's study abroad programs offer the chance to explore the vestiges of medieval society in Europe, Africa, and the Middle East

STUDENTS CAN SERVE ON THE EDITORIAL BOARD OF SENTENTIAE, HARVARD'S PEER-REVIEWED UNDERGRADUATE MEDIEVAL STUDIES JOURNAL

STUDENTS ARE ENCOURAGED TO SHARE THE RESULTS OF THEIR OWN RESEARCH IN A LUNCHTIME LECTURE SERIES

STUDYING THE MIDDLE AGES AT HARVARD EXTENDS WELL BEYOND THE CLASSROOM

## QUESTIONS?

**Sean Gilsdorf**  
*Program Administrator and Undergraduate Advisor*  
[gilsdorf@fas.harvard.edu](mailto:gilsdorf@fas.harvard.edu)

**Nicholas Watson**  
*Chair, Committee on Medieval Studies*  
[mwatson@fas.harvard.edu](mailto:mwatson@fas.harvard.edu)

## EXPLORE

### Suggested gateway courses:



*Making the Middle Ages* (Culture and Belief 51) offers a general introduction to the cultures and beliefs of medieval Europe through an object-centered study of medieval artifacts and cultural productions, inviting students to explore the interdisciplinary field of Medieval Studies and introducing them to how we might tease ideas out of the remnants of past societies.

*Authority and Invention: Medieval Art and Architecture* (Medieval Studies 107) investigates a series of masterworks of art and architecture in western Europe from the decline of Rome to the dawn of the Italian Renaissance, focusing on the creative tension between the impulse to originality and the authority of classical models in the search for new art forms.

*The Byzantine Empire* (History 1035) brings to life the greatest empire you've probably never heard of: the Byzantine (Eastern Roman) empire, which outlived the fall of Rome by a thousand years. This course traces Byzantium's history between 600 and 1453 CE, revealing how it preserved the institutions and politics of imperial Rome, transformed them to face new realities and demands, and in the process created a great new Mediterranean civilization.

*From Type to Self in the Middle Ages* (Literature 157) investigates the meaning of the poetic “I” in premodern literatures by analyzing medieval and early modern autobiographical writing, ranging from spiritual autobiographies (Augustine, Margery Kempe, Teresa of Ávila) to letter collections, maqama literature, troubadour lyric, Hispano-Jewish poetry, pilgrimage narratives, medieval allegories, and the picaresque novel.

# MICROBIAL SCIENCES

Vanserg Bldg., Room 118  
25 Francis Ave

617-496-1008

(Secondary Field)

[MSI.HARVARD.EDU](http://MSI.HARVARD.EDU)

## Who We ARE

Microbial sciences is an interdisciplinary approach to studying the impact of microbes at scales from global ecosystems down to single-celled microenvironments. The academic program emphasizes the joint study of species diversity, metabolic function, geochemical impact, and medical and pharmaceutical applications of microbial sciences. Faculty affiliated with the Microbial Sciences Initiative (MSI) include members from Molecular and Cellular Biology, Organismic and Evolutionary Biology, Earth and Planetary Sciences, Chemistry and Chemical Biology, the School of Engineering and Applied Sciences, Harvard Medical School, Harvard School of Public Health, and the Forsyth Institute.

## EXPLORE



- Check out the MSI website: [msi.harvard.edu](http://msi.harvard.edu)
- Join the MSI email list: [msi.harvard.edu/misclistserv.html](http://msi.harvard.edu/misclistserv.html)
- Attend a Friday chalk-talk breakfast or Thursday seminar: [msi.harvard.edu/events/events.html](http://msi.harvard.edu/events/events.html)
- Apply for an MSI Summer Fellowship: [msi.harvard.edu/undergraduates/undergrad\\_research\\_fellowship](http://msi.harvard.edu/undergraduates/undergrad_research_fellowship)

## Did You KNOW?

THE MSI SECONDARY FIELD IS INTENDED TO PROVIDE A STRONG FOUNDATION IN INTERDISCIPLINARY MICROBIAL SCIENCES TO STUDENTS WHO HAVE SUFFICIENT PREPARATION IN OTHER NATURAL SCIENCES, MATHEMATICS, OR ENGINEERING



*An important aspect of the MSI secondary field is the laboratory component, which provides hands-on experiential learning to all students*

THE MSI CURRICULUM IS INTENDED TO BE INTERDISCIPLINARY;

- NOT BE SPECIFICALLY BIOMEDICAL; AND
- INCORPORATE ELEMENTS FROM PHYSICAL SCIENCES AS WELL AS LIFE SCIENCES

Students are encouraged to be active participants in the MSI community. Participating in MSI events and activities provides opportunities to connect with graduate students, post-docs, and members of the faculty

## QUESTIONS?

Karen Lachmayr  
MSI Executive Director  
[klachmay@fas.harvard.edu](mailto:klachmay@fas.harvard.edu)

# MIND, BRAIN & BEHAVIOR (MBB)

*(Secondary Field)*

Mind Brain Behavior Interfaculty Initiative  
275 William James Hall, Room 841, 33 Kirkland St.

[MBB.HARVARD.EDU](http://MBB.HARVARD.EDU)

## Who We ARE

Knowledge about mind, brain, and behavior has expanded exponentially in recent years. We have experienced a growing excitement about the possibility that complex domains of mental function and behavior will soon be susceptible to scientific elucidation. Important findings have arisen from traditional disciplines of inquiry, and indeed these traditional disciplines have proven remarkably successful at expanding knowledge. These successes, however, also bring into relief the limits of disciplinary inquiry, and the critical importance of interdisciplinary links and developments, bringing to the fore new technologies and theories. The Mind/Brain/Behavior Interfaculty Initiative (MBB) was established twenty years ago to help bring the perspectives of neuroscience into sustained and constructive dialogue with those of other natural sciences, the social sciences, and the humanities.

In its undergraduate programs, MBB brings together a diverse group of faculty from Harvard's different schools and disciplines, and has taken advantage of the intellectual innovations possible in new combinations of these traditional disciplines. In addition to the MBB tracks that allow students to integrate the study of mind/brain/behavior with their concentration studies and pursue a research focus to their studies, MBB offers a secondary field for students from any concentration who may wish to integrate their MBB interests with their concentration but without a research focus, or who may wish to study mind/brain/behavior largely independently from their concentration. We welcome students from any concentration to our secondary field.

## MBB ALUMNI



MBB can be a strong component of a 21st century liberal arts education, and as such can help prepare students for any of the professions. MBB students usually pursue professions common to their home concentration. Medical and research careers are the most common, but other MBB students have gone into the other professions (for example, MBB secondary students who are economic concentrators often go into finance), and the first MBB graduate became a jazz musician. Your study of MBB need not relate to your career interests, but if you would like to discuss how MBB and your career options might relate, please come speak with us.

## EXPLORE



- Science of Living Systems 20: Psychological Science (recommended freshman year)
- MCB 80: Neurobiology of Behavior (recommended sophomore year)

We recommend that students take SLS 20, Psychological Science, in their first year. SLS 20 serves as an introduction to both psychology and mind/brain/behavior, and is also a requirement for the MBB secondary field. We realize that a number of students defer SLS 20 until their sophomore year. That is usually fine, and you're welcome to check in with us if your schedule does not allow you to take an MBB-related course as a first-year.

Beyond the classroom, we offer several ways to learn about and take part in MBB. See our website ([mbb.harvard.edu](http://mbb.harvard.edu)) for information on all things MBB. We also email newsletters several times each semester with information about upcoming events, program updates, and research opportunities. You can join our emailing list on the front page of our website.

MBB holds several public events each year, including talks by distinguished Harvard and visiting lecturers. It holds an interdisciplinary symposium specifically for undergraduates early each year. And it works closely with the undergraduate student organization the Harvard Society for Mind/Brain/Behavior (HSMBB), which is very active and holds a large number of talks, informal conversations, and symposiums with faculty and researchers from a wide range of MBB areas. The HSMBB website is [hcs.harvard.edu/~hsmbb](http://hcs.harvard.edu/~hsmbb) and its Facebook page is [facebook.com/HSMBBC](https://facebook.com/HSMBBC); to join its email list, go to [lists.hcs.harvard.edu/mailman/listinfo/hsmbb-list](mailto:lists.hcs.harvard.edu/mailman/listinfo/hsmbb-list).

We very much welcome undergraduates to our large events and strongly encourage students exploring MBB to check out the great activities HSMBB offers.

# MIND, BRAIN & BEHAVIOR (MBB)

*(Secondary Field)*

*continued...*

## Did You Know?



MBB PARTICIPATION FROM THE FACULTY OF ARTS AND SCIENCES AND THE MEDICAL SCHOOL IS PARTICULARLY STRONG, AND WE ALSO HAVE ACTIVE CONNECTIONS WITH THE SCHOOL OF EDUCATION, THE BUSINESS SCHOOL, THE LAW SCHOOL, THE KENNEDY SCHOOL OF GOVERNMENT, AND THE SCHOOL OF PUBLIC HEALTH

STUDENTS ARE PART OF A VIBRANT, INTERDISCIPLINARY COMMUNITY OF SCHOLARS: OF FACULTY, OF POSTDOCTORAL AND OTHER RESEARCHERS, AND OF GRADUATE AND UNDERGRADUATE STUDENTS

*Undergraduates have access to courses, faculty, research opportunities and funding, and events beyond those usually available*

## QUESTIONS?

**Shawn Harriman**

*MBB Education Program Coordinator  
[shawn\\_harriman@harvard.edu](mailto:shawn_harriman@harvard.edu)*

MBB also has a Board of Faculty Advisors available to talk about topics in mind/brain/behavior, research opportunities, and career options. Board membership changes each year; consult the advising page on the MBB website, [mbb.harvard.edu/advising](http://mbb.harvard.edu/advising), for current membership and contact information.

# REGIONAL STUDIES RUSSIA, EASTERN EUROPE, & CENTRAL ASIA (REECA)

Kathryn W. and Shelby Cullom Davis Center for Russian and Eurasian Studies  
1730 Cambridge Street, 3rd Floor  
617-495-4037

[DAVISCENTER.FAS.HARVARD.EDU/STUDY/ACADEMIC-PROGRAMS/UNDERGRADUATE-SECONDARY-FIELD](http://DAVISCENTER.FAS.HARVARD.EDU/STUDY/ACADEMIC-PROGRAMS/UNDERGRADUATE-SECONDARY-FIELD)

(Secondary Field)

## Who We ARE

The REECA secondary field is based at the Davis Center for Russian and Eurasian Studies, which marshals a rich and diverse array of resources to advance the interdisciplinary study of this world region. The Davis Center's thirty-eight faculty associates, representing nine disciplines at four Harvard schools, offer over 160 language and area studies courses each year. Outside the classroom, the Davis Center hosts a full schedule of seminars, conferences, and special events that engage a dynamic and collegial scholarly community, including visitors from the region. Each spring, the Davis Center hosts the Undergraduate Colloquium on Russian and Eurasian Studies, where students present their research findings. In addition to these academic and extracurricular resources, the Davis Center offers grants to support undergraduate thesis research, internships, and language study in the region.

## Did You Know?

THE GEOGRAPHIC REGION THAT WE STUDY IS VAST, SPANNING 12 TIME ZONES AND 29 COUNTRIES. GROUPED BY REGION, THEY INCLUDE: RUSSIA, EASTERN EUROPE (BELARUS, MOLDOVA, ROMANIA, UKRAINE) CENTRAL EUROPE (CZECH REPUBLIC, HUNGARY, POLAND), SOUTHEASTERN EUROPE (ALBANIA, BOSNIA, BULGARIA, CROATIA, KOSOVO, MACEDONIA, SERBIA & MONTENEGRO, SLOVAKIA, SLOVENIA) THE CAUCASUS (ARMENIA, AZERBAIJAN, GEORGIA) THE BALTS (ESTONIA, LATVIA, LITHUANIA) AND CENTRAL ASIA (KAZAKHSTAN, KYRGYZSTAN, MONGOLIA, TAJIKISTAN, TURKMENISTAN, UZBEKISTAN).

Whether you want to satisfy a personal interest or prepare for a career in the region, REECA can take you there

IF YOU CHOOSE TO STUDY RUSSIAN OR ANOTHER LANGUAGE OF THE REGION, YOU WILL ENHANCE AND DEEPEN YOUR EXPERIENCE

## EXPLORE

### Suggested gateway courses:

Browse regional course listings on the Davis Center's website at [daviscenter.fas.harvard.edu/study/courses](http://daviscenter.fas.harvard.edu/study/courses) and find a Freshman Seminar or General Education course that appeals to you. 100-level and 1000-level departmental courses can also be great starting points. Don't have room in your schedule for a class? Check out the Davis Center's Facebook page at [facebook.com/DCRES](http://facebook.com/DCRES) for more ideas.



You can design your field to offer a broad overview of the whole region, or you can focus your coursework on a particular country, theme, or problem

## QUESTIONS?

Donna Griesenbeck  
Student Programs Officer  
617-495-1194  
[griesenb@fas.harvard.edu](mailto:griesenb@fas.harvard.edu)

# GENERAL EDUCATION CATEGORIES

## **1. Aesthetic and Interpretive Understanding (AI)**

AI courses focus on the development of aesthetic responsiveness and the ability to interpret forms of cultural expression through the study of literary or religious texts, paintings, sculpture, architecture, music, film, dance, decorative arts, etc.... Courses in AI might explore the ability of art to effect positive social change; gender as performance; and ideas of power, westward expansion, and race in American musicals.

## **2. Culture and Belief (CB)**

CB courses aim to develop an understanding of and appreciation for the ways that social, political, religious, economic, and historical conditions shape the production and reception of ideas and works of art, either within or across cultural boundaries. Courses in CB address such topics as the concept of authorship (its significance for claims about plagiarism or copyright), censorship, conflicting interpretations of religious and other texts, institutional mediation of aesthetic experience (art museums, the music industry, the church), and violence and its representation.

## **3. Empirical and Mathematical Reasoning (EMR)**

Courses in EMR teach the conceptual and theoretical tools used in reasoning and problem solving, such as statistics, probability, mathematics, logic, and decision theory. Students develop the ability to apply abstract principles and theories to concrete problems. They also learn how to make decisions and draw inferences that involve the evaluation of data and evidence, and how to recognize when an issue cannot be settled on the basis of the available evidence. Students might explore issues of health, disease, and systems for delivering health care; or consider politics in terms of rational behavior.

## **4. Ethical Reasoning (ER)**

Courses in ER teach students to reason in a principled way about moral and political beliefs and practices, and to deliberate and assess claims for themselves about ethical issues. Students in these courses may encounter a value system very different from their own that calls attention to their own ethical assumptions. ER courses promote the students' personal development and build the capacities for argument and deliberation essential for effective civic agency. Topics might include human rights and globalization, human rights and "security", and medical ethics.

## **5. Science of Living Systems (SLS)**

SLS courses explore a range of topics relating to understanding life -- its origins, the way it adapts to and changes the environment, and the ways in which human interventions can affect its trajectory. These courses provide students with the tools to evaluate scientific claims, consider alternative accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Scientific knowledge of the living world will provide material essential to understanding the ethical dimension of many issues and decisions that students will face in the years after college, e.g., the legality of embryonic stem-cell research and the ethics of human cloning.

## **6. Science of the Physical Universe (SPU)**

Courses in SPU explore discoveries, inventions, and concepts in the physical sciences that have led to or underlie issues affecting societies across the globe including reliance on fossil fuels, the exploration of space, the proliferation of nuclear weapons, climate change, and privacy in an age of digital communication. An understanding of key facts and theories about, and concepts pertaining to, the physical universe is essential if students are to be prepared to adapt to change and to function as aware citizens.

## **7. Societies of the World (SW)**

Courses in SW provide students with an international perspective by acquainting them with values, customs, and institutions that differ from their own, and help students to understand how different beliefs, behaviors, and ways of organizing society come into being. These courses may focus primarily on a single society or region, or they may address topics that transcend national boundaries, analyzing the flow and transformation of money, goods, people, resources, information, or ideas between and among different societies. Topics might include immigration policy, ethnic identity and statehood, religion and government, and global markets.

## **8. United States in the World (USW)**

Courses in US/W examine American social, political, legal, cultural, and economic practices, institutions, and behaviors from contemporary, historical, and analytical perspectives. Students will come to understand this country as a heterogeneous and multifaceted nation situated within an international framework by examining ideas about what it means to be an American, about the persistence and diversity of American values, and about the relations among different groups within the US and between the US and the rest of the world. These courses prepare students for civic agency by providing critical tools to understand such issues as income disparity, health care and the state, affirmative action, immigration, election law, and zoning and urban sprawl.

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY CATEGORY)

Below you will find two lists of departmental courses that also satisfy a General Education requirement. The first list is sorted by General Education category, and the second list is sorted by course title. Some of these courses may have prerequisites or assume familiarity with the subject matter.

**Courses in square brackets are not offered in 2015-16 but are expected to be offered in 2016-17.**

### Aesthetic and Interpretative Understanding

- [AFRAMER 179. Jazz, Freedom, and Culture]
- AFRAMER 182. From R & B to Neo Soul: Black Popular Music and Cultural Transformation
- EAFM 112. Global Japanese Cinema
- EAFM 140. Anime as Global Popular Culture
- ENGLISH 121cg. Shakespeare After Hamlet
- ENGLISH 151. The 19th Century Novel
- ENGLISH 181a. Asian American Literature
- ENGLISH 182. Science Fiction
- FOLKMYTH 128. Fairy Tale, Myth, and Fantasy Literature
- [HAA 10. The Western Tradition: Art Since the Renaissance]
- HAA 11. Landmarks of World Architecture
- [HAA 161v. Rome: A Monumental History]
- HUMAN 10a. A Humanities Colloquium: From Homer to Descartes
- HUMAN 10b. The Humanities Colloquium: Essential Works 2
- HUMAN 11a. Frameworks: The Art of Looking
- HUMAN 11b. Frameworks: The Art of Listening
- HUMAN 11c. Frameworks: The Art of Reading
- HUMAN 12. Masterpieces of World Literature
- [HUMAN 51. Major Themes in the Humanities: Love and Freedom]
- [LITER 113. Existential Fictions: From Saint Augustine to Jean-Paul Sartre and Beyond]
- [LITER 147. "Why the Jews?": The Modern Jewish Experience in Literature]
- MEDVSTD 107. Authority and Invention: Medieval Art and Architecture
- MUSIC 1. 1000 Years of Listening
- [MUSIC 1a. Introduction to Western Music from the Middle Ages to Mozart]
- [MUSIC 1b. Introduction to Western Music from Beethoven to the Present]
- MUSIC 2. Foundations of Tonal Music I
- MUSIC 51a. Theory Ia
- MUSIC 51b. Theory Ib
- [MUSIC 157gew. South Indian Music Theory & Practice]
- [MUSIC 190gew. Music in Islamic Contexts]
- [MUSIC 190gw. South Indian Music]
- [SCAND 150r. The Vikings and the Nordic Heroic Tradition]
- [SLAVIC 148. Strange Russian Writers]
- VES 70. The Art of Film
- WOMGEN 1237. LGBT Literature

### Culture and Belief

- AFRAMER 182. From R & B to Neo Soul: Black Popular Music and Cultural Transformation
- [ANTHRO 1795. The Politics of Language and Identity in Latin America]
- CLAS-STUDY 165. Medicine in the Greco-Roman World
- COMPSCI 105. Privacy and Technology
- ECON 1776. Religion and the Rise of Capitalism
- [FOLKMYTH 114. Embodied Expression/Expressive Body: Dance in Cultural Context]
- FOLKMYTH 128. Fairy Tale, Myth, and Fantasy Literature
- GERMAN 146. The Ethics of Atheism: Marx, Nietzsche, Freud
- [HIST 1144. The Renaissance in Florence]
- HIST 1301. Western Intellectual History II: The Prehistory of Modern Thought

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY CATEGORY)

- [HIST 1318. History of the Book and of Reading]
- [HIST 1445. Science and Religion in American Public Culture]
- [HIST 1462. History of Sexuality in the Modern West]
- HISTSCI 100. Knowing the World: An Introduction to the History of Science
- [HISTSCI 108. Bodies, Sexualities, and Medicine in the Medieval Middle East]
- [ISLAMCIV 178. Muslim Societies in South Asia: Religion, Culture, and Identity]
- [MODMIDEAST 111. Culture and Society in Contemporary Iran]
- [MUSIC 157gew. South Indian Music Theory & Practice]
- PHIL 3. The True and the Good
- [RELIGION 1802. Introduction to Islamic Mysticism: The Sufi Tradition]
- [RELIGION 40. Incarnation and Desire: An Introduction to Christianity]
- [SLAVIC 148. Strange Russian Writers]
- WOMGEN 1258. Friends with Benefits?
- WOMGEN 1424. American Fetish: Consumer Culture Encounters the Other

### **Empirical and Mathematical Reasoning**

- ANTHRO 1010. The Fundamentals of Archaeological Methods & Reasoning
- APMTH 21a. Mathematical Methods in the Sciences
- APMTH 21b. Mathematical Methods in the Sciences
- APMTH 101. Statistical Inference for Scientists and Engineers
- COMPSCI 1. Great Ideas in Computer Science
- COMPSCI 20. Discrete Mathematics for Computer Science
- COMPSCI 50(Letter Grade). Introduction to Computer Science I
- COMPSCI 171. Visualization
- ECON 10a. Principles of Economics
- ECON 10b. Principles of Economics
- ECON 1010a. Microeconomic Theory
- ECON 1010b. Macroeconomic Theory
- ECON 1011a. Microeconomic Theory
- ECON 1011b. Macroeconomic Theory
- ECON 1123. Introduction to Econometrics
- [ENG-SCI 1. Introduction to Engineering Sciences]
- ENG-SCI 50. Introduction to Electrical Engineering
- GOV 50. Introduction to Political Science Research Methods
- [HEB 1590. Ancient Biomolecules]
- LIFESCI 50a. Integrated Science
- LIFESCI 50b. Integrated Science
- MATH Ma. Introduction to Functions and Calculus I
- MATH Mb. Introduction to Functions and Calculus II
- MATH 1a. Introduction to Calculus
- MATH 1b. Calculus, Series, and Differential Equations
- MATH 18. Multivariable Calculus for Social Sciences
- MATH 19a. Modeling and Differential Equations for the Life Sciences
- MATH 19b. Linear Algebra, Probability, and Statistics for the Life Sciences
- MATH 21a. Multivariable Calculus
- MATH 21b. Linear Algebra and Differential Equations
- MATH 23a. Linear Algebra and Real Analysis I
- MATH 23b. Linear Algebra and Real Analysis II
- MATH 25a. Honors Linear Algebra and Real Analysis I
- MATH 25b. Honors Linear Algebra and Real Analysis II
- MATH 55a. Honors Abstract Algebra
- MATH 55b. Honors Real and Complex Analysis
- MATH 101. Sets, Groups and Topology
- MATH 154. Probability Theory
- PHYSCI 2. Mechanics, Elasticity, Fluids, and Diffusion

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY CATEGORY)

- [PHYSCI 3. Electromagnetism, Circuits, Waves, Optics, and Imaging]
- PHYSCI 12a. Mechanics from an Analytic, Numerical and Experimental Perspective
- PHYSICS 15a. Introductory Mechanics and Relativity
- PHYSICS 15b. Introductory Electromagnetism
- PHYSICS 15c. Wave Phenomena
- PHYSICS 16. Mechanics and Special Relativity
- PSY 1900. Introduction to Statistics for the Behavioral Sciences
- SOCIOL 156. Quantitative Methods in Sociology
- STAT 100. Introduction to Quantitative Methods for the Social Sciences and Humanities
- STAT 101. Introduction to Quantitative Methods for Psychology and the Behavioral Sciences
- STAT 102. Statistics in Medicine and Modern Biology
- STAT 104. Introduction to Quantitative Methods for Economics

## Ethical Reasoning

- FRENCH 139b. The 18th Century: Ethical Dilemmas
- GERMAN 146. The Ethics of Atheism: Marx, Nietzsche, Freud
- GOV 10. Foundations of Political Theory
- GOV 1060. Ancient and Medieval Political Philosophy
- GOV 1061. The History of Modern Political Philosophy
- [GOV 1072. Moral Issues in Contemporary Politics]
- [GOV 1093. Ethics, Biotechnology, and the Future of Human Nature]
- GOV 1510. American Constitutional Law
- HIST 1300. Western Intellectual History: Greco-Roman Antiquity
- PHIL 168. Kant's Ethical Theory
- PHIL 173. Metaethics
- [PHIL 172. The History of Modern Moral Philosophy]
- [PHIL 174a. Animals and Ethics: Proseminar]
- [PHIL 178q. Equality and Liberty]
- PHIL 179. Race and Social Justice
- [RELIGION 57. Faith and Authenticity: Religion, Existentialism and the Human Condition]
- [SCRB 60. Ethics, Biotechnology, and the Future of Human Nature]
- SCRB 187. Brains, Identity, and Moral Agency

## Science of Living Systems

- CHEM 27. Organic Chemistry of Life
- LIFESCI 1a. An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology
- LIFESCI 1b. An Integrated Introduction to the Life Sciences: Genetics, Genomics, and Evolution
- LIFESCI 2. Evolutionary Human Physiology and Anatomy
- LIFESCI 50a. Integrated Science
- LIFESCI 50b. Integrated Science
- LPS A. Foundational Chemistry and Biology
- [MCB 52. Molecular Biology]
- MCB 60. Cellular Biology and Molecular Medicine
- MCB 80. Neurobiology of Behavior
- OEB 10. Foundations of Biological Diversity
- OEB 52. Biology of Plants
- [PHYSICS 140. Introduction to the Physics of Living Systems]
- PSY 15. Social Psychology
- SCRB 10. Human Developmental and Regenerative Biology

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY CATEGORY)

### Science of the Physical Universe

- APPHY 50a. Physics as a Foundation for Science and Engineering, Part I  
APPHY 50b. Physics as a Foundation for Science and Engineering, Part II  
ASTRON 16. Stellar and Planetary Astronomy  
ASTRON 17. Galactic and Extragalactic Astronomy  
[ENG-SCI 1. Introduction to Engineering Sciences]  
[ENG-SCI 6. Environmental Science and Technology]  
ENG-SCI 50. Introduction to Electrical Engineering  
ENG-SCI 133. Atmospheric Chemistry  
ENG-SCI 153. Laboratory Electronics  
E-PSCI 21. The Dynamic Earth: Geology and Tectonics Through Time  
E-PSCI 22. The Fluid Earth: Oceans, Atmosphere, Climate, and Environment (formerly EPS 5)  
[E-PSCI 109. Earth Resources and the Environment]  
E-PSCI 133. Atmospheric Chemistry  
LIFESCI 50a. Integrated Science  
LIFESCI 50b. Integrated Science  
[PHYSCI 1. Chemical Bonding, Energy, and Reactivity: An Introduction to the Physical Sciences]  
PHYSCI 2. Mechanics, Elasticity, Fluids, and Diffusion  
[PHYSCI 3. Electromagnetism, Circuits, Waves, Optics, and Imaging]  
PHYSCI 10. Quantum and Statistical Foundations of Chemistry  
[PHYSCI 11. Foundations and Frontiers of Modern Chemistry: A Molecular and Global Perspective]  
PHYSCI 12a. Mechanics from an Analytic, Numerical and Experimental Perspective  
PHYSCI 12b. Electromagnetism and Statistical Physics from an Analytic, Numerical and Experimental Perspective  
PHYSICS 15a. Introductory Mechanics and Relativity  
PHYSICS 15b. Introductory Electromagnetism  
PHYSICS 15c. Wave Phenomena  
PHYSICS 16. Mechanics and Special Relativity  
PHYSICS 123. Laboratory Electronics  
PHYSICS 125. Widely Applied Physics  
[PHYSICS 140. Introduction to the Physics of Living Systems]

### Societies of the World

- AFRAMER 11. Introduction to African Studies  
AFRAMER 20. Introduction to African Languages and Cultures  
ANE 103. Ancient Lives  
ECON 1400. The Future of Globalization: Issues, Actors, and Decisions  
ESPP 11. Sustainable Development  
GOV 20. Foundations of Comparative Politics  
GOV 40. International Conflict and Cooperation  
[GOV 1295. Comparative Politics in Latin America]  
[HIST 1011. The World of the Roman Empire]  
[HIST 1020. A Global History of Modern Times]  
HIST 1035. Byzantine Civilization  
[HIST 1265. German Empires, 1848-1948]  
[HIST 1266. Central Europe, 1789-1918: Empires, Nations, States]  
[HIST 1281. The End of Communism]  
HIST 1513. History of Modern Latin America  
[HIST 1704. Slavery and Slave Trade in Africa and the Americas]  
[ISLAMCIV 178. Muslim Societies in South Asia: Religion, Culture, and Identity]  
SAS 190. Religious Nationalism and Ethnic Conflict in Modern South Asia

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY CATEGORY)

### United States in the World

- [AFRAMER 10. Introduction to African American Studies]
- ECON 10a. Principles of Economics
- ECON 10b. Principles of Economics
- [ECON 1356. Economics of Work and Family]
- [ESPP 78. Environmental Politics]
- GOV 30. American Government: A New Perspective
- [GOV 94q. US-Latin American Relations: Seminar]
- [HIST 1445. Science and Religion in American Public Culture]
- [HIST 1457. History of American Capitalism]
- [HIST 1465. The United States in the World since 1900]
- [HIST 1511. Latin America and the United States]
- SOCIOL 27. Introduction to Social Movements

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY COURSE TITLE)

- USW [AFRAMER 10. Introduction to African American Studies]
- SW AFRAMER 11. Introduction to African Studies
- SW AFRAMER 20. Introduction to African Languages and Cultures
- AIU [AFRAMER 179. Jazz, Freedom, and Culture]
- CB, AIU AFRAMER 182. From R & B to Neo Soul: Black Popular Music and Cultural Transformation
- SW ANE 103. Ancient Lives
- EMR ANTHRO 1010. The Fundamentals of Archaeological Methods & Reasonin
- CB [ANTHRO 1795. The Politics of Language and Identity in Latin America]
- EMR APMTH 21a. Mathematical Methods in the Sciences
- EMR APMTH 21b. Mathematical Methods in the Sciences
- EMR APMTH 101. Statistical Inference for Scientists and Engineers
- SPU APPHY 50a. Physics as a Foundation for Science and Engineering, Part I
- SPU APPHY 50b. Physics as a Foundation for Science and Engineering, Part II
- SPU ASTRON 16. Stellar and Planetary Astronomy
- SPU ASTRON 17. Galactic and Extragalactic Astronomy
- SLS CHEM 27. Organic Chemistry of Life
- CB CLAS-STDY 165. Medicine in the Greco-Roman World
- EMR COMPSCI 1. Great Ideas in Computer Science
- EMR COMPSCI 20. Discrete Mathematics for Computer Science
- EMR COMPSCI 50(Letter Grade). Introduction to Computer Science I
- CB COMPSCI 105. Privacy and Technology
- EMR COMPSCI 171. Visualization
- AIU EAFM 112. Global Japanese Cinema
- AIU EAFM 140. Anime as Global Popular Culture
- EMR, USW ECON 10a. Principles of Economics
- EMR, USW ECON 10b. Principles of Economics
- EMR ECON 1010a. Microeconomic Theory
- EMR ECON 1010b. Macroeconomic Theory
- EMR ECON 1011a. Microeconomic Theory
- EMR ECON 1011b. Macroeconomic Theory
- EMR ECON 1123. Introduction to Econometrics
- USW [ECON 1356. Economics of Work and Family]
- SW ECON 1400. The Future of Globalization: Issues, Actors, and Decisions
- CB ECON 1776. Religion and the Rise of Capitalism
- AIU ENGLISH 121cg. Shakespeare After Hamlet
- AIU ENGLISH 151. The 19th Century Novel
- AIU ENGLISH 181a. Asian American Literature
- AIU ENGLISH 182. Science Fiction

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY COURSE TITLE)

- SPU, EMR [ENG-SCI 1. Introduction to Engineering Sciences]  
SPU [ENG-SCI 6. Environmental Science and Technology]  
SPU, EMR ENG-SCI 50. Introduction to Electrical Engineering  
SPU ENG-SCI 133. Atmospheric Chemistry  
SPU ENG-SCI 153. Laboratory Electronics  
SPU E-PSCI 21. The Dynamic Earth: Geology and Tectonics Through Time  
SPU E-PSCI 22. The Fluid Earth: Oceans, Atmosphere, Climate, and Environment (formerly EPS 5)  
SPU [E-PSCI 109. Earth Resources and the Environment]  
SPU E-PSCI 133. Atmospheric Chemistry  
SW ESPP 11. Sustainable Development  
USW [ESPP 78. Environmental Politics]  
CB [FOLKMYTH 114. Embodied Expression/Expressive Body: Dance in Cultural Context]  
AIU, CB FOLKMYTH 128. Fairy Tale, Myth, and Fantasy Literature  
ER FRENCH 139b. The 18th Century: Ethical Dilemmas  
ER, CB GERMAN 146. The Ethics of Atheism: Marx, Nietzsche, Freud  
ER GOV 10. Foundations of Political Theory  
SW GOV 20. Foundations of Comparative Politics  
USW GOV 30. American Government: A New Perspective  
SW GOV 40. International Conflict and Cooperation  
EMR GOV 50. Introduction to Political Science Research Methods  
USW [GOV 94q. US-Latin American Relations: Seminar]  
ER GOV 1060. Ancient and Medieval Political Philosophy  
ER GOV 1061. The History of Modern Political Philosophy  
ER [GOV 1072. Moral Issues in Contemporary Politics]  
ER [GOV 1093. Ethics, Biotechnology, and the Future of Human Nature]  
SW [GOV 1295. Comparative Politics in Latin America]  
ER GOV 1510. American Constitutional Law  
AIU [HAA 10. The Western Tradition: Art Since the Renaissance]  
AIU HAA 11. Landmarks of World Architecture  
AIU [HAA 161v. Rome: A Monumental History]  
EMR [HEB 1590. Ancient Biomolecules]  
SW [HIST 1011. The World of the Roman Empire]  
SW [HIST 1020. A Global History of Modern Times]  
SW HIST 1035. Byzantine Civilization  
CB [HIST 1144. The Renaissance in Florence]  
SW [HIST 1265. German Empires, 1848-1948]  
SW [HIST 1266. Central Europe, 1789-1918: Empires, Nations, States]  
SW [HIST 1281. The End of Communism]  
ER HIST 1300. Western Intellectual History: Greco-Roman Antiquity  
CB HIST 1301. Western Intellectual History II: The Prehistory of Modern Thought  
CB [HIST 1318. History of the Book and of Reading]  
USW, C [HIST 1445. Science and Religion in American Public Culture]  
USW [HIST 1457. History of American Capitalism]  
CB [HIST 1462. History of Sexuality in the Modern West]  
USW [HIST 1465. The United States in the World since 1900]  
USW [HIST 1511. Latin America and the United States]  
SW HIST 1513. History of Modern Latin America  
SW [HIST 1704. Slavery and Slave Trade in Africa and the Americas]  
CB HISTSCI 100. Knowing the World: An Introduction to the History of Science  
CB [HISTSCI 108. Bodies, Sexualities, and Medicine in the Medieval Middle East]  
AIU HUMAN 10a. A Humanities Colloquium: From Homer to Descartes  
AIU HUMAN 10b. The Humanities Colloquium: Essential Works 2  
AIU HUMAN 11a. Frameworks: The Art of Looking  
AIU HUMAN 11b. Frameworks: The Art of Listening  
AIU HUMAN 11c. Frameworks: The Art of Reading

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY COURSE TITLE)

- AIU HUMAN 12. Masterpieces of World Literature  
AIU [HUMAN 51. Major Themes in the Humanities: Love and Freedom]  
CB, SW [ISLAMCIV 178. Muslim Societies in South Asia: Religion, Culture, and Identity]  
SLS LIFESCI 1a. An Integrated Introduction to the Life Sciences: Chemistry, Molecular Biology, and Cell Biology  
SLS LIFESCI 1b. An Integrated Introduction to the Life Sciences: Genetics, Genomics, and Evolution  
SLS LIFESCI 2. Evolutionary Human Physiology and Anatomy  
SLS, SPU, EMR LIFESCI 50a. Integrated Science  
SLS, SPU, EMR LIFESCI 50b. Integrated Science  
AIU [LITER 113. Existential Fictions: From Saint Augustine to Jean-Paul Sartre and Beyond]  
AIU [LITER 147. "Why the Jews?": The Modern Jewish Experience in Literature]  
SLS LPS A. Foundational Chemistry and Biology  
EMR MATH Ma. Introduction to Functions and Calculus I  
EMR MATH Mb. Introduction to Functions and Calculus II  
EMR MATH 1a. Introduction to Calculus  
EMR MATH 1b. Calculus, Series, and Differential Equations  
EMR MATH 18. Multivariable Calculus for Social Sciences  
EMR MATH 19a. Modeling and Differential Equations for the Life Sciences  
EMR MATH 19b. Linear Algebra, Probability, and Statistics for the Life Sciences  
EMR MATH 21a. Multivariable Calculus  
EMR MATH 21b. Linear Algebra and Differential Equations  
EMR MATH 23a. Linear Algebra and Real Analysis I  
EMR MATH 23b. Linear Algebra and Real Analysis II  
EMR MATH 25a. Honors Linear Algebra and Real Analysis I  
EMR MATH 25b. Honors Linear Algebra and Real Analysis II  
EMR MATH 55a. Honors Abstract Algebra  
EMR MATH 55b. Honors Real and Complex Analysis  
EMR MATH 101. Sets, Groups and Topology  
EMR MATH 154. Probability Theory  
SLS [MCB 52. Molecular Biology]  
SLS MCB 60. Cellular Biology and Molecular Medicine  
SLS MCB 80. Neurobiology of Behavior  
AIU MEDVLSTD 107. Authority and Invention: Medieval Art and Architecture  
CB [MODMIDEAST 111. Culture and Society in Contemporary Iran]  
AIU MUSIC 1. 1000 Years of Listening  
AIU [MUSIC 1a. Introduction to Western Music from the Middle Ages to Mozart]  
AIU [MUSIC 1b. Introduction to Western Music from Beethoven to the Present]  
AIU MUSIC 2. Foundations of Tonal Music I  
AIU MUSIC 51a. Theory Ia  
AIU MUSIC 51b. Theory Ib  
AIU [MUSIC 157gew. South Indian Music Theory & Practice]  
AIU, CB [MUSIC 190gew. Music in Islamic Contexts]  
AIU [MUSIC 190gw. South Indian Music]  
SLS OEB 10. Foundations of Biological Diversity  
SLS OEB 52. Biology of Plants  
CB PHIL 3. The True and the Good  
ER PHIL 168. Kant's Ethical Theory  
ER [PHIL 172. The History of Modern Moral Philosophy]  
ER [PHIL 174a. Animals and Ethics: Proseminar]  
ER [PHIL 178q. Equality and Liberty]  
ER PHIL 173. Metaethics  
ER PHIL 179. Race and Social Justice  
SPU [PHYSCI 1. Chemical Bonding, Energy, and Reactivity: An Introduction to the Physical Sciences]  
SPU, EMR PHYSCI 2. Mechanics, Elasticity, Fluids, and Diffusion  
SPU, EMR [PHYSCI 3. Electromagnetism, Circuits, Waves, Optics, and Imaging]

## DEPARTMENTAL COURSES THAT SATISFY GEN ED REQUIREMENTS (BY COURSE TITLE)

- SPU PHYSCI 10. Quantum and Statistical Foundations of Chemistry  
SPU [PHYSCI 11. Foundations and Frontiers of Modern Chemistry: A Molecular and Global Perspective]  
SPU, EMR PHYSCI 12a. Mechanics from an Analytic, Numerical and Experimental Perspective  
SPU PHYSCI 12b. Electromagnetism and Statistical Physics from an Analytic, Numerical and Experimental Perspective  
SPU, EMR PHYSICS 15a. Introductory Mechanics and Relativity  
SPU, EMR PHYSICS 15b. Introductory Electromagnetism  
SPU, EMR PHYSICS 15c. Wave Phenomena  
SPU, EMR PHYSICS 16. Mechanics and Special Relativity  
SPU PHYSICS 123. Laboratory Electronics  
SPU PHYSICS 125. Widely Applied Physics  
SLS, SPU [PHYSICS 140. Introduction to the Physics of Living Systems]  
SLS PSY 15. Social Psychology  
EMR PSY 1900. Introduction to Statistics for the Behavioral Sciences  
CB [RELIGION 40. Incarnation and Desire: An Introduction to Christianity]  
ER [RELIGION 57. Faith and Authenticity: Religion, Existentialism and the Human Condition]  
CB [RELIGION 1802. Introduction to Islamic Mysticism: The Sufi Tradition]  
SW SAS 190. Religious Nationalism and Ethnic Conflict in Modern South Asia  
AIU [SCAND 150r. The Vikings and the Nordic Heroic Tradition]  
SLS SCRIB 10. Human Developmental and Regenerative Biology  
ER [SCRIB 60. Ethics, Biotechnology, and the Future of Human Nature]  
ER SCRIB 187. Brains, Identity, and Moral Agency  
USW SOCIOL 27. Introduction to Social Movements  
EMR SOCIOL 156. Quantitative Methods in Sociology  
EMR STAT 100. Introduction to Quantitative Methods for the Social Sciences and Humanities  
EMR STAT 101. Introduction to Quantitative Methods for Psychology and the Behavioral Sciences  
EMR STAT 102. Statistics in Medicine and Modern Biology  
EMR STAT 104. Introduction to Quantitative Methods for Economics  
AIU, CB [SLAVIC 148. Strange Russian Writers]  
AIU VES 70. The Art of Film  
AIU WOMGEN 1237. LGBT Literature  
CB WOMGEN 1258. Friends with Benefits?  
CB WOMGEN 1424. American Fetish: Consumer Culture Encounters the Other

## **GEN ED COURSES THAT SATISFY CONCENTRATION REQUIREMENTS (BY CONCENTRATION)**

Below you will find two lists of the General Education courses that also satisfy a concentration requirement. The first list is sorted by concentration, and the second list is sorted by General Education Category.

### **Courses in square brackets are not offered in 2015-16 but are expected to be offered in 2016-17.**

AAAS	AIU 13. Cultural Agents
AAAS	AIU 54. For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
AAAS	CB 12. For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
AAAS	[SW 26. Africa and Africans: The Making of a Continent in the Modern World]
AAAS	SW 34. The Caribbean: Globalization, Socio-Economic Development & Cultural Adaptation
AAAS	[SW 39. Slavery and Slave Trade in Africa and the Americas]
AAAS	[USW 33. Religion and Social Change]
AAAS	USW 34. The Civil War from Nat Turner to Birth of a Nation
Anthropology	CB 58. Case Studies in the Medical Humanities: Interdisciplinary Perspectives on the Experience of Illness
Anthropology	SW 25. Case Studies in Global Health: Biosocial Perspectives
Anthropology	SW 30. Moctezuma's Mexico: Then and Now
Anthropology	SW 33. Tokyo
Anthropology	SW 38. Pyramid Schemes: The Archaeological History of Ancient Egypt
Anthropology	SW 40. The Incas: The Last Great Empire of Pre-Columbian South America
Anthropology	SW 46. The Anthropology of Arabia
CELT	EMR 11. Making Sense: Language, Logic, and Interpretation
Classics	[AIU 21. Virgil's Poetry and its Reception]
Classics	AIU 33. Ancient Fictions: The Ancient Novel in Context
Classics	[CB 17. Institutional Violence and Public Spectacle: The Case of the Roman Games]
Classics	CB 22. The Ancient Greek Hero
Classics	CB 35. Classical Mythology
Classics	[CB 59. Athens, Rome, and Us: Questions of Identity]
Classics	SW 41. Medieval Europe
Classics	[SW 53. The Fall of the Roman Empire]
Comparative Literature	AIU 33. Ancient Fictions: The Ancient Novel in Context
Comparative Literature	CB 22. The Ancient Greek Hero
Comparative Literature	CB 40. Popular Culture and Modern China
Comparative Literature	CB 58. Case Studies in the Medical Humanities: Interdisciplinary Perspectives on the Experience of Illness
E&PS	SPU 12. Natural Disasters
E&PS	SPU 14. How to Build a Habitable Planet
E&PS	SPU 25. Energy and Climate for the 21st Century
E&PS	SPU 29. The Climate-Energy Challenge
E&PS	SPU 31. Energy Resources and the Environment
EALC	AIU 63. Masterworks of East Asian Cinema
EALC	CB 11. Medicine and the Body in East Asia and in Europe
EALC	CB 33. East Asian Religions: Traditions and Transformations
EALC	CB 40. Popular Culture and Modern China
EALC	SW 12. China
EALC	SW 13. Japan in Asia and the World
EALC	SW 27. The Two Koreas
English	AIU 37. Introduction to the Bible in the Humanities and the Arts
English	AIU 42. Revolution, Reform and Conservatism in Western Culture
English	AIU 64. Chaucer: The Canterbury Tales
English	CB 18. Revolution, Reform and Conservatism in Western Culture
English	CB 51. Making the Middle Ages
English	USW 34. The Civil War from Nat Turner to Birth of a Nation
EMR	AIU 13. Cultural Agents

## GEN ED COURSES THAT SATISFY CONCENTRATION REQUIREMENTS (BY CONCENTRATION)

EMR	[AIU 26. Race, Gender, and Performance]
EMR	CB 16. Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology
EMR	[CB 21. Pathways through the Andes - Culture, History, and Beliefs in Andean South America]
EMR	[CB 59. Athens, Rome, and Us: Questions of Identity]
EMR	[ER 11. Human Rights: A Philosophical Introduction]
EMR	[ER 30. The Just World]
EMR	ER 40. History of Human Rights
EMR	[SW 15. The Cuban Revolution, 1956-1971: A Self-Debate]
EMR	[SW 28. Exploration and Empire Building]
EMR	SW 30. Moctezuma's Mexico: Then and Now
EMR	SW 34. The Caribbean: Globalization, Socio-Economic Development & Cultural Adaptation
EMR	SW 44. Human Trafficking, Slavery and Abolition in the Modern World
EMR	[USW 12. American Encounters: Art, Contact, and Conflict, 1560-1860]
EMR	[USW 15. Is the American Racial Order Being Transformed?]
EMR	USW 24. Reinventing (and Reimagining) Boston: The Changing American City
EMR	[USW 26. Sex and the Citizen: Race, Gender, and Belonging in the United States]
EMR	[USW 28. Slavery/Capitalism/Imperialism: The US in the Nineteenth Century]
EMR	[USW 31. American Society and Public Policy]
EMR	[USW 32. The World's Religions in Multicultural America: Case Studies in Religious Pluralism]
Folklore & Mythology	CB 16. Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology
Freshman Seminars	AIU 37. Introduction to the Bible in the Humanities and the Arts
Government	ER 39. Money, Markets, and Morals
Government	SW 54. Islam and Politics in the Modern Middle East
History	CB 20. Reason and Faith in the West
History	[CB 41. Gender, Islam, and Nation in the Middle East and North Africa]
History	CB 50. The European Postwar: Literature, Film, Politics
History	CB 51. Making the Middle Ages
History	[CB 59. Athens, Rome, and Us: Questions of Identity]
History	ER 12. Political Justice and Political Trials
History	[ER 34. Liberty]
History	[ER 35. Nature]
History	SW 12. China
History	SW 13. Japan in Asia and the World
History	SW 14. The British Empire
History	[SW 18. Europe on Trial: Retribution, Renewal and Reconciliation Since 1945]
History	[SW 19. Western Ascendancy: The Mainsprings of Global Power from 1400 to the Present]
History	[SW 22. Asia in the Making of the Modern World]
History	[SW 26. Africa and Africans: The Making of a Continent in the Modern World]
History	[SW 28. Exploration and Empire Building]
History	SW 30. Moctezuma's Mexico: Then and Now
History	SW 34. The Caribbean: Globalization, Socio-Economic Development & Cultural Adaptation
History	[SW 36. Modern India and South Asia]
History	SW 38. Pyramid Schemes: The Archaeological History of Ancient Egypt
History	SW 41. Medieval Europe
History	SW 42. The World Wars and Global Transformation, 1900-1950
History	[SW 43. Japan's Samurai Revolution]
History	SW 45. Beyond the Great Wall: China and the Nomadic Frontier
History	SW 49. The Worlds of Business in Modern China
History	[SW 52. The Phoenix and the Firebird: Russia in Global Perspective]
History	[SW 53. The Fall of the Roman Empire]
History	USW 19. American Food: A Global History
History	[USW 28. Slavery/Capitalism/Imperialism: The US in the Nineteenth Century]
History	[USW 30. Tangible Things: Harvard Collections in World History]
History	USW 38. Forced to be Free: Americans as Occupiers and Nation-Builders
History	USW 41. Power and Protest: The United States in the World of the 1960s

## GEN ED COURSES THAT SATISFY CONCENTRATION REQUIREMENTS (BY CONCENTRATION)

History of Science	CB 11. Medicine and the Body in East Asia and in Europe
History of Science	[CB 20. Reason and Faith in the West]
History of Science	[CB 34. Madness and Medicine: Themes in the History of Psychiatry]
History of Science	CB 58. Case Studies in the Medical Humanities: Interdisciplinary Perspectives on the Experience of Illness
History of Science	[CB 61. Gender and Science]
History of Science	[ER 31. Medical Ethics and History]
History of Science	[SLS 12. Understanding Darwinism]
History of Science	[SPU 17. The Einstein Revolution]
History of Science	[USW 13. Medicine and Society in America]
History of Science	[USW 30. Tangible Things: Harvard Collections in World History]
HEB	SLS 16. Human Evolution and Human Health
Life Sciences	[SLS 11. Molecules of Life]
Linguistics	EMR 11. Making Sense: Language, Logic, and Interpretation
Medieval Studies	AIU 40. Monuments of Islamic Architecture
Medieval Studies	AIU 64. Chaucer: The Canterbury Tales
Medieval Studies	CB 51. Making the Middle Ages
Medieval Studies	SW 41. Medieval Europe
MCB	EMR 18. What are the Odds?
NELC	AIU 54. For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
NELC	CB 12. For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
NELC	[CB 13. The Contested Bible: The Sacred-Secular Dance]
NELC	[CB 19. Understanding Islam and Contemporary Muslim Societies]
NELC	CB 23. From the Hebrew Bible to Judaism, From the Old Testament to Christianity
NELC	[CB 27. Among the Nations: Jewish History in Pagan, Christian and Muslim Context]
NELC	CB 39. The Hebrew Bible
NELC	[CB 41. Gender, Islam, and Nation in the Middle East and North Africa]
NELC	ER 15. If There is No God, All is Permitted: Theism and Moral Reasoning
NELC	[SW 35. Conditional Equality: The Case of the Jews of Europe in Modern Times]
NELC	SW 38. Pyramid Schemes: The Archaeological History of Ancient Egypt
NELC	SW 46. The Anthropology of Arabia
NELC	SW 54. Islam and Politics in the Modern Middle East
NELC	[USW 32. The World's Religions in Multicultural America: Case Studies in Religious Pluralism]
Philosophy	EMR 17. Logical Reasoning
Psychology	SLS 15. Developmental Psychology: Origins of Knowledge
Psychology	SLS 20. Psychological Science
Psychology	SLS 20s. Psychological Science Seminar
Sociology	SW 34. The Caribbean: Globalization, Socio-Economic Development & Cultural Adaptation
Sociology	SW 44. Human Trafficking, Slavery and Abolition in the Modern World
Sociology	USW 24. Reinventing (and Reimagining) Boston: The Changing American City

## GEN ED COURSES THAT SATISFY CONCENTRATION REQUIREMENTS (BY CATEGORY)

	AAAS, EMR	AIU 13. Cultural Agents
	Classics	[AIU 21. Virgil's Poetry and its Reception]
	EMR	[AIU 26. Race, Gender, and Performance]
	GENED	AIU 27. Fairy Tale, Myth, and Fantasy Literature
Classics, Comp Lit		AIU 33. Ancient Fictions: The Ancient Novel in Context
English, Freshman Seminars		AIU 37. Introduction to the Bible in the Humanities and the Arts
Medieval Studies		AIU 40. Monuments of Islamic Architecture
English		AIU 42. Revolution, Reform and Conservatism in Western Culture
AAAS, NELC		AIU 54. For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
EALC		AIU 63. Masterworks of East Asian Cinema
English, Medieval		AIU 64. Chaucer: The Canterbury Tales
EALC, Hist of Sci		CB 11. Medicine and the Body in East Asia and in Europe
NELC		[CB 13. The Contested Bible: The Sacred-Secular Dance]
EMR, Folk & Myth		CB 16. Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology
Classics		[CB 17. Institutional Violence and Public Spectacle: The Case of the Roman Games]
English		CB 18. Revolution, Reform and Conservatism in Western Culture
NELC		[CB 19. Understanding Islam and Contemporary Muslim Societies]
History, Hist of Sci		[CB 20. Reason and Faith in the West]
EMR		[CB 21. Pathways through the Andes - Culture, History, and Beliefs in Andean South America]
Classics, Comp Lit		CB 22. The Ancient Greek Hero
NELC		CB 23. From the Hebrew Bible to Judaism, From the Old Testament to Christianity
NELC		[CB 27. Among the Nations: Jewish History in Pagan, Christian and Muslim Context]
EALC		CB 33. East Asian Religions: Traditions and Transformations
Hist of Sci		[CB 34. Madness and Medicine: Themes in the History of Psychiatry]
Classics		CB 35. Classical Mythology
NELC		CB 39. The Hebrew Bible
EALC, Comp Lit		CB 40. Popular Culture and Modern China
History, NELC		[CB 41. Gender, Islam, and Nation in the Middle East and North Africa]
History		CB 50. The European Postwar: Literature, Film, Politics
English, History, Medieval Studies		CB 51. Making the Middle Ages
Anthro, Comp Lit, Hist of Sci		CB 58. Case Studies in the Medical Humanities: Interdisciplinary Perspectives on the Experience of Illness
Classics, EMR, History		[CB 59. Athens, Rome, and Us: Questions of Identity]
Hist of Sci		[CB 61. Gender and Science]
CELT, Linguistics		EMR 11. Making Sense: Language, Logic, and Interpretation
Philosophy		EMR 17. Logical Reasoning
MCB		EMR 18. What are the Odds?
EMR		[ER 11. Human Rights: A Philosophical Introduction]
History		ER 12. Political Justice and Political Trials
NELC		ER 15. If There is No God, All is Permitted: Theism and Moral Reasoning
EMR		[ER 30. The Just World]
Hist of Sci		[ER 31. Medical Ethics and History]
History		[ER 34. Liberty]
History		[ER 35. Nature]
Government		ER 39. Money, Markets, and Morals
EMR		ER 40. History of Human Rights
Life Sciences		[SLS 11. Molecules of Life]
Hist of Sci		[SLS 12. Understanding Darwinism]
Psychology		SLS 15. Developmental Psychology: Origins of Knowledge
HEB		SLS 16. Human Evolution and Human Health
Psychology		SLS 20. Psychological Science
Psychology		SLS 20s. Psychological Science Seminar

## GEN ED COURSES THAT SATISFY CONCENTRATION REQUIREMENTS (BY CATEGORY)

E&PS	SPU 12. Natural Disasters
E&PS	SPU 14. How to Build a Habitable Planet
Hist of Sci	[SPU 17. The Einstein Revolution]
E&PS	SPU 25. Energy and Climate for the 21st Century
E&PS	SPU 29. The Climate-Energy Challenge
E&PS	SPU 31. Energy Resources and the Environment
AAAS	[SW 26. Africa and Africans: The Making of a Continent in the Modern World]
EALC	SW 12. China
History	SW 12. China
EALC, History	SW 13. Japan in Asia and the World
History	SW 14. The British Empire
EMR	[SW 15. The Cuban Revolution, 1956-1971: A Self-Debate]
History	[SW 18. Europe on Trial: Retribution, Renewal and Reconciliation Since 1945]
History	[SW 19. Western Ascendancy: The Mainsprings of Global Power from 1400 to the Present]
History	[SW 22. Asia in the Making of the Modern World]
Anthro	SW 25. Case Studies in Global Health: Biosocial Perspectives
History	[SW 26. Africa and Africans: The Making of a Continent in the Modern World]
EALC	SW 27. The Two Koreas
EMR, History	[SW 28. Exploration and Empire Building]
Anthro, EMR, History	SW 30. Moctezuma's Mexico: Then and Now
Anthro	SW 33. Tokyo
AAAS, EMR, History, Sociology	SW 34. The Caribbean: Globalization, Socio-Economic Development & Cultural Adaptation
NELC	[SW 35. Conditional Equality: The Case of the Jews of Europe in Modern Times]
History	[SW 36. Modern India and South Asia]
Anthro, History, NELC	SW 38. Pyramid Schemes: The Archaeological History of Ancient Egypt
Anthro	SW 40. The Incas: The Last Great Empire of Pre-Columbian South America
Classics, History, Medieval Studies	SW 41. Medieval Europe
History	SW 42. The World Wars and Global Transformation, 1900-1950
History	SW 43. [Japan's Samurai Revolution]
EMR, Sociology	SW 44. Human Trafficking, Slavery and Abolition in the Modern World
History	SW 45. Beyond the Great Wall: China and the Nomadic Frontier
Anthro, NELC	SW 46. The Anthropology of Arabia
History	SW 49. The Worlds of Business in Modern China
History	[SW 52. The Phoenix and the Firebird: Russia in Global Perspective]
Classics, History	[SW 53. The Fall of the Roman Empire]
Government, NELC	SW 54. Islam and Politics in the Modern Middle East
EMR	[USW 12. American Encounters: Art, Contact, and Conflict, 1560-1860]
Hist of Sci	[USW 13. Medicine and Society in America]
EMR	[USW 15. Is the American Racial Order Being Transformed?]
History	USW 19. American Food: A Global History
EMR, Sociology	USW 24. Reinventing (and Reimagining) Boston: The Changing American City
EMR	[USW 26. [Sex and the Citizen: Race, Gender, and Belonging in the United States]
EMR, History	[USW 28. Slavery/Capitalism/Imperialism: The US in the Nineteenth Century]
History, Hist of Sci	[USW 30. Tangible Things: Harvard Collections in World History]
EMR	[USW 31. American Society and Public Policy]
EMR, NELC	[USW 32. The World's Religions in Multicultural America: Case Studies in Religious Pluralism]
AAAS	[USW 33. Religion and Social Change]
AAAS, English	USW 34. The Civil War from Nat Turner to Birth of a Nation
History	USW 38. Forced to be Free: Americans as Occupiers and Nation-Builders
History	USW 41. Power and Protest: The United States in the World of the 1960s

# NOTES

# NOTES

## BY CONCENTRATION:

AAAS - W (Barker Center, Second Floor)  
Anthropology: Archaeology Program - D (Peabody Museum)  
Anthropology: Social Anthropology Program - E (Tozzer)  
Applied Math - A (Pierce Hall, 110)  
*Astrophysics - Perkin Lab/60 Garden St*  
Biomedical Engineering - A (Pierce Hall 110)  
Celtic Languages & Literature - AA (Warren House)  
Chemistry - F (Biolabs)  
Chemistry & Physics - J (McKay)  
Classics - X (Boylston, 204)  
Comparative Literature - V (Dana Palmer House)  
Computer Science - A (Pierce Hall, 110)  
CPB - I (Fairchild, 95)  
E&E - C (Center for the Environment, Third Floor)  
East Asian Studies - H (9 Kirkland Place)  
Economics - M (Littauer Center)  
Electrical Engineering - A (Pierce Hall, 110)  
*EMR - Two Arrow Street*  
Engineering Sciences - A (Pierce Hall, 110)  
English - W (Barker Center)  
EPS - B (Hoffman Labs)  
ESPP - C (Center for the Environment, Third Floor)  
Folklore & Mythology - AA (Warren House)  
Germanic Languages & Literature - W (Barker Center, 365)  
*GHHP - 14 Story Street*  
Government - P (CGIS Knafe Building)  
HDRB - F (Biolabs)  
HEB - D (Peabody Museum, Fifth Floor)  
History - T (Robinson Hall)

History & Literature - W (Barker Center, 122)  
History of Art & Architecture - R (Sackler Museum)  
History of Science - N (Science Center, 371)  
Integrative Biology - F (Biolabs, 1082b)  
Linguistics - X (Boylston, Third Floor)  
Mathematics - N (Science Center, Third Floor)  
MBB - O (William James Hall, 275)  
MCB - I (Fairchild, 95)  
Mechanical Engineering - A (Pierce Hall, 110)  
Medieval Studies - W (Barker Center)  
*Microbial Sciences - 25 Francis Ave*  
Music - L (Music Building)  
NELC - G (Semitic Museum)  
Neurobiology - F (Biolabs, 1082c)  
Philosophy - S (Emerson Hall, 209a)  
Physics - K (Jefferson Lab)  
Psychology - O (William James Hall, 218)  
REECA - Q (1730 Cambridge St, Third Floor)  
Religion - W (Barker Center)  
Romance Languages & Literature - X (Boylston, Fourth Floor)  
Slavic Languages & Literature - W (Barker Center, Third Floor)  
Social Studies - O (William James Hall, Third Floor)  
Sociology - O (William James Hall, Sixth Floor)  
South Asian Studies - Y (1 Bow St, 312)  
Special Concentrations - W (Barker Center, 120)  
Statistics - N (Science Center, Seventh Floor)  
Theater, Dance & Media - Z (Farkas Hall)  
VES - U (Carpenter Center for the Visual Arts)  
WGS - X (Boylston, Ground Floor)

*Concentrations in italics are not within scope of map. Consult complete campus map at map.harvard.edu*

## BY LOCATION:

### A - Pierce Hall

Applied Math (110)  
Biomedical Engineering (110)  
Computer Science (110)  
Electrical Engineering (110)  
Engineering Sciences (110)  
Mechanical Engineering (110)

### B - Hoffman Labs

EPS

### C - Center for the Environment

E&E (Third Floor)  
ESPP (Third Floor)

### D - Peabody Museum

Archaeology Program (Anthro)  
HEB (Fifth Floor)

### E - Tozzer Anthropology Building

Social Anthropology Program

### F - Biolabs

Chemistry  
HDRB  
Integrative Biology (1082b)  
Neurobiology (1082c)

### G - Semitic Museum

NELC

### H - 9 Kirkland Place

East Asian Studies

### I - Fairchild

CPB (95)

### MCB (95)

### J - McKay

Chemistry & Physics

### K - Jefferson Lab

Physics

### L - Music Building

Music

### M - Littauer Center

Economics

### N - Science Center

History of Science (371)  
Mathematics (Third Floor)  
Statistics (Seventh Floor)

### O - William James Hall

MBB (275)  
Psychology (218)  
Social Studies (Third Floor)  
Sociology (Sixth Floor)

### P - CGIS Knafe Building

Government

### Q - 1730 Cambridge St

REECA (Third Floor)

### R - Sackler Museum

History of Art & Architecture

### S - Emerson

Philosophy (209a)

### T - Robinson Hall

History

### U - Carpenter Center for the Visual Arts

### VES

### V - Dana Palmer House

Comparative Literature

### W - Barker Center

AAAS (Second Floor)

English

Germanic Languages & Literature (365)

History & Literature (122)

Medieval Studies

Religion

Slavic Languages & Literature

(Third Floor)

Special Concentrations (120)

### X - Boylston

Classics (204)

Linguistics (Third Floor)

Romance Languages & Literature

(Fourth Floor)

WGS (Ground Floor)

### Y - 1 Bow St

South Asian Studies (312)

### Z - Farkas Hall

Theater, Dance & Media

### AA - Warren House

Celtic Languages & Literature

Folklore & Mythology

# QUESTIONS? COME FIND US.

