

**FIRST-YEAR  
REGISTRATION BOOKLET**  
*Fall 2024*



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For more information, go to the First-Year Seminar webpage at  
<http://www.middlebury.edu/academics/fys>



Middlebury

May 15, 2024

Dear Members of the Class of 2028,

Welcome to Middlebury! The information in this booklet will assist you in signing up for a First-Year Seminar in June (Section I) and in preparing to register for the rest of your first-semester courses later this summer (Section II).

The First-Year Seminar (FYS), a mandatory, writing-intensive course limited to sixteen students per section, is the first course for which you will register at Middlebury. Your seminar instructor will serve as your academic advisor at the beginning of your undergraduate career and will stay with you as a guide well beyond your first semester, until you select an advisor within your academic major during your sophomore year. Each faculty member teaching an FYS this semester has envisioned a seminar that reflects their own expertise and interests, and they have designed their course to empower you to take an active role in your intellectual development. Beginning with a special class meeting during Orientation Week, you will work closely with your FYS instructor and peers, gaining through this unique course a sense of the expectations and opportunities involved in college-level work in the liberal arts. All of the seminars are terrific. All of them target the same goals: to help you develop your skills in thinking, writing, and speaking and your confidence in working with information and with other people. None of them are a first step towards a particular major; they provide, instead, a grounding in the foundational competencies you will need to succeed across the curriculum. With that in mind, you should explore the list of available seminars with an open mind and with the understanding that they are your gateway to *broad learning in the liberal arts*.

Though it is likely that you would enjoy enrolling in any of these excellent seminars, you will have a chance in early June to indicate which seminars you find *most intellectually intriguing*. That opportunity requires that you look carefully through the whole list of “Fall 2024 Seminar Descriptions,” reading the full introductory summary provided for each seminar. Through that process, you should *identify the six seminars that you find most appealing*. Between June 6 and June 12, you will express your preferences for those six seminars in a simple online survey administered by the Registrar’s Office. Instructions for completing that survey can be found on page 16. [If you know you will not have access to the web during the survey window, please follow the alternate instructions on page 16 for communicating your seminar preferences.] It is not possible to switch seminars after they have been assigned by the College, so taking care in the selection and survey completion process is key. Your six preferences on the survey will indicate to the College which seminars you are most happy to take, and we will work to place you into one of them in the weeks following the June 12 deadline. It is best not to get your heart set on any one seminar in particular; instead, I encourage you to be ready to embrace whichever one you have the good

fortune to be assigned. You will learn of your seminar assignment in mid-summer, through a welcome email sent by the seminar instructor.

In addition to selecting preferences for a First-Year Seminar, you will also need to complete *in the next month* placement tests and surveys to determine the most appropriate courses for you in some academic areas. The placement-taking process will run from May 15 to June 15; your completed placement exams and surveys will then be evaluated by Middlebury faculty.

With that information distributed to you by early July, you will be able to use Section II of this Booklet to make informed choices about the full range of courses from which you may express preferences for registration later in the Summer. [Note: first-semester students should enroll in a total of four courses, one of which is the FYS.] Please read carefully through Section II and keep your eye out for explanatory emails from the Registrar in June and then again in July, when the course preference window opens (July 15 – August 15). By the end of August, you will be registered in four courses in which you have expressed an interest. Once you arrive on campus for Orientation Week, you will meet with your FYS instructor/Pre-Major Advisor, who will discuss with you your courses and your academic hopes and plans as well as any uncertainties you have about them. There will still be opportunities to alter your course plan during the two-week Add/Drop period at the start of the semester.

**Here, in a nutshell, is the timeline for preparing your course choices:**

- Between May 15 and June 15, complete placement exams and surveys as needed/required. [If you miss a placement exam in this window, your next opportunity to take it may be Orientation Week in September, and the likelihood of your securing a seat in a course based upon placement results is lower at that point.]
- Between June 6 and June 12, express your FYS course preferences.
- Between July 15 and August 15, express several preferences for three other courses. [There will be an opportunity to consult with a team of academic advisors via Zoom each day the week of July 15. More details to follow about that opportunity.]
- By early September, you should learn the outcome of your course registration requests.

You may already have strong feelings and well-conceived ideas about what you plan to study in college and what career you want to pursue after you graduate. That is perfectly fine, but in choosing Middlebury, you are also committing to a learning experience that involves broad exposure to the liberal arts. The liberal arts experience includes taking courses – especially early on – that are far afield from your favorite subject areas or the professional paths you will eventually take. As you imagine the courses you would like to take this fall, remember that *there is no specific course, except for your First-Year Seminar, that you absolutely must take in your first semester. That is, rather than focus on a particular area of study in your first semester, we encourage you to approach your first two semesters at Middlebury (Fall 2024 and Spring 2025) as a time for curricular exploration and discovery across the liberal arts.* Your FYS instructor will help guide you through the curriculum with an understanding of the particular major or minor area of study you want to pursue, but beyond an introductory course or two that can serve your intended major/minor, you should be open to a variety of curricular areas in your first year, some of which you will actively

choose and others which may be determined for you based on scheduling constraints and course enrollment maxima. Please keep this booklet close by and take advantage of all that it holds for you. You should also share it with trusted family members so that they can help you prepare for your first semester of study at a liberal arts college.

Your life as a Middlebury student begins now, and getting important things accomplished for your college life requires that you pay regular attention to your Middlebury email account. No office on campus will use a text or social media message to relay official information to you about your status as a student, so, whether you use email regularly or not, *from now until you graduate, you should develop the habit of regularly checking and then reading and responding to the emails that arrive in your Middlebury email account.*

Feel free to contact me ([fysd@middlebury.edu](mailto:fysd@middlebury.edu)) if you have questions that this booklet did not answer or that cannot wait until the advising consult opportunities in mid-July or until you meet with your FYS instructor/Pre-Major Advisor in September. I look forward to meeting you in the coming months.

Sincerely,

Amy Morsman  
Director, FYS Program  
Professor of History

## Fall 2024 Seminar Descriptions

**The First-Year Seminar is the first course for which you register at Middlebury College. Please consult the preceding letter and the enclosed instructions for details about selecting courses.**

In case you're interested, you may find meeting days and times for the seminars listed below by clicking on this link: [First Year Seminar](#).

You may also consult this [Course Schedule page](#) to understand when all Fall '24 courses meet. Remember that you will be expressing preferences for a full range of courses, with no absolute control on whether you secure a seat in any one particular course. Knowing the meeting time may be beneficial as you imagine potential course schedule conflicts, but please do not count on gaining a seat in any specific course at any specific time.

**FYS Labs:** This Fall, we will continue a new initiative to enhance students' preparation for living and learning at Middlebury. Ten First-Year Seminars will have an additional component to their weekly schedules – a learning lab – that will meet every Friday afternoon for 50 minutes. These lab meetings will involve students in discussions and workshops with campus professionals on topics related to their transition to college. Lab topics may include some of the following: building a foundation for academic success, relationship-building, resume creation and career networking, navigating difficult conversations, and financial literacy.

There will be twelve Friday lab meetings across the semester, which are mandatory for the students enrolled in the seminars that are participating in this initiative. Please remember to keep this lab component in mind when you are making choices about the six seminars you will designate as your preferred courses. To find below the seminars participating in the lab, look for a red "LAB" tag at the end of course descriptions.

### **FYSE 1005 Migrations: Politics, Ethics, Literature**

In this class we will learn about the political and ethical issues of migration. What are the rights of those who migrate and how can we hear and make space for their voices? How can we study and talk about migration in ways that are respectful to everyone? To answer these and other questions, we will analyze different texts (literary, journalistic, essays), learn how to assess their reliability, and apply them to our understanding of migration. We will consider migration in its local and global aspects with a focus on Italy and Europe compared with what happens in other parts of the world (eg. U.S. and Syria), through group and individual research that we will present in oral and written form. *This course is part of the Public Humanities Labs Initiative administered by the Axinn Center for the Humanities.* **CW, CMP, LIT**

### **FYSE 1012 Life is Short: Introduction to the Russian Short Story**

Russian literature may be best known in the West for producing big lumbering novels, novels thicker than bricks—think *War & Peace*, *Brothers Karamazov*, or *Gulag Archipelago*—but from the beginning of the nineteenth century on, many of its greatest prose masterpieces emerge from a seemingly lesser, though nimbler genre—the short story. In this course we will read classic short works by Pushkin, Gogol, Tolstoy, Chekhov, Nabokov and others, and learn to

analyze them in a sophisticated way; we will also learn about Russian culture, and, more broadly, what makes literature what it is. All readings in English. **CW, EUR, LIT**

### **FYSE 1026 Herodotus and the Writing of History**

Dubbed ‘the Father of History’ by Cicero, Herodotus saw himself as presenting the results of an investigation in order to preserve human achievements, grant them renown, and above all to explain why the Greeks and Persians came to fight one another. We will read the whole of Herodotus’ Histories, considering the place of story-telling, ethnography, and divine intervention in explaining the past, and exploring how Herodotus’ inquiry spawned historical writing. Ancient and modern discussions about historical writing will supplement the central text. **CW, EUR, HIS, LIT**

### **FYSE 1029 Worldbuilding and Worldmaking**

In this seminar we will survey and critically examine fictional worlds in literature, cinema, and games as well the invention of places, cultures, and shared beliefs in the real world. Worldbuilding synthesizes concepts and stretches our understanding of possible realities through fantastic settings such as Middle-Earth, the Star Wars universe, or Barbie-land. Worldmaking does the same thing in our lived world through the invention of origin-stories, shared symbols and myths, invented traditions, and imagined geographies. Among the questions we will consider are: How do we conceive of coherent places and times? What real world consequences do fictional worlds have on popular beliefs and practices? Students will design their own well-researched and richly detailed worlds during the semester. **CW, LIT, LAB**

### **FYSE 1067 The Information State: from the Library of Alexandria to the Snowden Files**

With varying degrees of success, officials have long sought to rule rationally by collecting and mobilizing data. What technologies, institutions, and strategies make knowledge into power? What tools do states use to see, know, and read the world? In this course we will examine recent examples like the bureaucracy of modern surveillance or the 1960s chatbot ELIZA alongside such historical phenomena as the Incan knotted-string record-keeping system outlawed by imperial Spain and attempts to build libraries of all human knowledge. Whether or not we are dominated by the ‘information state,’ or live under ‘surveillance capitalism,’ understanding how institutions have used information as a means of control in the past can help us understand very modern controversies: redaction, authentication, metadata, indices, and searchability all have deep histories. **CW, CMP, HIS**

### **FYSE 1069 Digital Platforms and Social Change**

*/Google/, Airbnb, Etsy, Meta, and Netflix:* what do they all have in common? They are digital platforms, aka business applications that run services, which theoretically make our lives easier. In this course, we will examine the social, political, and historical aspects of digital platforms. We will gain good practice in reading, writing, and speaking at the college level by using news articles, book chapters, and scholarly research on digital platforms. We will examine the organizational features of digital platforms where often hidden decisions shape content and services. We will also explore affordances and constraints of these applications in our lives. Finally, we will pause to consider the ways that digital platforms might transform our thoughts and actions and how they might give rise to social change. **CW, SOC**

**FYSE 1075 World War II**

In this course we will examine major leaders, ideologies, campaigns, and events of the Second World War. We will generally proceed chronologically and cover the following topics: the rise of totalitarian regimes; the causes of the war; the conquest of France and the Battle of Britain; the major campaigns in Eastern Europe and Asia; the Holocaust; D-Day; the atomic bomb; and the immediate post-war world. Sources will include primary materials housed in Middlebury College's Special Collections, works of literature, histories, and films. Evaluation will be based on essays, presentations, and class participation. **CW, CMP, HIS**

**FYSE 1076 Catholicism in Spanish America**

In this course we will study cultural representations of the long history and deep influence of the Roman Catholic Church in Spanish America. Beginning with the colonization of the Americas in the 15th century, Catholicism has vastly contributed to shape the continent in every respect and is currently the major religion of nearly every Latin American country, with more than 425 million Catholics: almost 40% of the world's total Catholic population. It is impossible to understand Spanish America without studying the impact of this world religion. Students will learn about colonial evangelization, new local forms of Catholicism, anticlericalism, liberation theology, the growth of Evangelicals, the papacy of Pope Francis, as well as the artistic footprint of Catholicism through the analysis of historical, cultural, filmic, and literary texts. **CW, AMR, HIS, PHL**

**FYSE 1077 Citizen Science at Middlebury**

Citizen science projects are vehicles for democratizing science, giving ordinary people opportunities to advance scientific knowledge by collecting data, reporting observations, and conducting experiments. In this course students are invited to become citizen scientists by engaging in data collection and analysis around Middlebury. Through reading scientific papers and collecting observational data, we will discover how data quality issues and bias can arise during data collection, thereby impacting the kinds of analyses that can be conducted. We will discuss the origins of citizen science as a concept and explore tensions between "citizen" and "academic" science. Students will complete a semester-long project that contributes to an ongoing citizen science effort at Middlebury. **CW, SCI**

**FYSE 1078 What is Religion?**

What is the origin of religion? How can we begin to understand the forceful and continuous presence of religion in human history? What do we make of individuals who claim to hear God or interact with the supernatural? Is there any way to understand the people at Jonestown who drank the Kool-Aid or the individuals who brought down the Twin Towers at 9/11 besides dismissing them as crazy and/or brainwashed? In this course we will use select analytical frameworks offered by religious studies to explore these questions, and more. We will pay special attention to the construction of the category of religion and how modern attitudes and



assumptions about it have shaped acceptable and unacceptable forms of religious behavior and belief. **CW, CMP, PHL**

#### **FYSE 1079 Dimensions of the Good Life**

What makes life good? In this course, we'll explore the dimensions of the good life as articulated by philosophers and psychologists. Topics will include: happiness and pleasure, desire satisfaction, virtue, meaning and fulfillment, psychological richness and interesting experiences. We'll read the best defenses of why each contributes to the good life, and then critically evaluate, asking for ourselves: Is this really good?. We'll read philosophical works by Aristotle, J.S. Mill, Haybron, Besser, and others, alongside psychological research by Seligman, Diener, Keltner, Oishi, and others. Throughout the term, we'll supplement our discussions with literary works by Tolstoy, David Foster Wallace, Nunez, and Coehlo. **CW, PHL**

#### **FYSE 1082 Urban Nature: The Ecology of Cities**

Over half of the world's population now lives in urban areas, and this proportion is only expected to grow in the coming decades. Cities are incredibly heterogenous both within and among urban centers due to variation in both historical and contemporary policies. In this course we will explore how the historical and ongoing structures of urban areas affect the human and non-human occupants of cities through the lens of urban ecology, a growing discipline which explicitly links the physical and social sciences. To develop our understanding of this topic, we will use a combination of field trips, discussions with practitioners whose work touches on aspects of urban ecology, and discussion of primary scientific literature and media materials. **CW, CMP, SCI**

#### **FYSE 1083 The Cosmic Body: Arts of Adornment in Africa**

Around 70,000 BCE, an African artist turned a shell into a pendant, signaling the longstanding importance of body arts to African cultures and worldviews. Indeed, in all known human societies, the surface of the body is a symbolic stage and bodily adornment is the language through which socialization is expressed. Working closely with resources in Special Collections and the Middlebury Museum of Art, in this seminar, we will ask how people use adornment to convey and define knowledge of the body, and how dress expresses beliefs about gender, health, political and spiritual power, and the cosmos in Africa and beyond. **CW, ART, SAF, LAB**

#### **FYSE 1084 Dancing Culture**

In this course we will engage with how the practice and performance of contemporary dance both reflects cultural meaning and produces cultural change. Using case studies from around the world, we will investigate dances in their local historical and social contexts, and how they shift and change amidst global political economies and communication networks. This course consists of both seminar discussion of readings and viewings, as well as studio work where students will learn the fundamentals of contemporary dance technique and composition in order to synthesize learning into embodied form. **CW, ART, LAB**

### **FYSE 1085 Sheep as Lens Into Culture and Climate**

In this course students will learn the story of how Merino sheep migrated from Spain to Vermont and shaped the identity of both places. We will explore ancient, modern, and contemporary shepherding through the lenses of fiber arts, food, gender, human-animal migration, and the environment. We'll take field trips to local farms and festivals, and learn from readings, film, and interviews, how regenerative farming with ruminants can mitigate climate change. Students will choose an area of focus for a final project, conduct fieldwork, and contribute to an online oral history about sheep and shepherding (Spanish language skills welcome but not required). **CW, SOC**

### **FYSE 1086 Divas: Then and Now**

This seminar delves into the historical and cultural significance of 'Divas', tracing the transformative journey of singing stars from the opera houses of old, featuring illustrious castrati and prima donnas, to contemporary icons like Madonna, Taylor Swift and Beyoncé. By examining the societal, cultural, and musical evolution of these figures, students will explore how the concept of a 'diva' has been shaped and redefined over time. Students will engage in historical musicological research, develop critical analysis and argumentation through written assignments, and cultivate a deep understanding of the diva's role in global music history and contemporary culture through readings and in-class discussion. **CW, ART**

### **FYSE 1089 Kpop and Transcultural Fandom**

Kpop fandom is multilingual and spans cultures and nationalities. Fans gather online and in person all over the world, commenting on live streams, making videos, buying merchandise, voting in competition shows, and participating in online communities. In vastly different contexts, fans find meaning through music, fashion, dance, identification with favorite artists, and parasocial engagement with group members and fellow fans. What draws fans from different contexts to kpop? How can we understand the cultural work of kpop fandom across national and cultural boundaries? If you're a fan yourself, how has kpop fandom informed your sense of self, identity, and community? **CW, CMP, SOC, LAB**

### **FYSE 1090 Higher Education and Society**

You are entering college at a time when higher education is the setting for some of the most complex challenges facing society. In this course we will explore how social and political debates shape questions about who is admitted to college, how students live and learn on campus, and the value of a degree. We will discuss research on topics such as: the changing demographics of students, the evolving definition of "merit" in admissions, the challenges of assessing what students learn, the relationship between student loans and economic inequality, and the possibilities of reform. Assignments will encourage students to reflect on their own experiences while learning the theories and methods social scientists use to analyze higher education. **CW, AMR, SOC**

### **FYSE 1092 Gender, Genre, and History**

In this seminar, we will examine the relationship between gender, literary genre, and history. We will consider how different genres across different time periods have helped to define, enforce, or question the logic of binary gender. We will explore the relationship between romance and femininity, consider gender in sci-fi and fantasy, and wonder whether experimental forms enable gender play. Texts may include Octavia Butler's */Bloodchild/*, Herman Melville's */Billy Budd/*, Ridley Scott's */Alien/*, Leslie Feinberg's */Stone Butch Blues/*, and various poetry, theory, and film. **CW, LIT**

### **FYSE 1093 Concepts of Mortality and Immortality in Healthcare and Public Health**

Life expectancy, based on long-term historical trends, increases by one year every five years. As students born in and around 2007, many of you will likely live long past 100 years of age. Most humans express a desire for longevity, quality of life, and painless death in old age, but when confronted with the full implications of decisions that affect our ability to achieve these, and the outsized impact on these of circumstances outside our control, we struggle to map out a path towards these goals. Medicine and public health offer different and oftentimes conflicting approaches to these desires, in circumstances affected more by privilege, wealth, human rights, ethics, and the myriad social determinants of our health. In this course we will read, reflect upon, discuss, and write about the concepts of mortality and immortality. We will also explore the impact of equity, racism, and the over-medicalization of healthcare in the US on themes of mortality and immortality. Our readings will be drawn from journals, newspapers and other articles, podcasts and TedTalks. We will also read Skloot's */The Immortal Life of Henrietta Lacks/* and Gawande's */Being Mortal, Medicine and What Matters in the End.* **CW, SOC, LAB**

### **FYSE 1181 American President Biography**

In this course we will examine biographies, both written and filmed, of several American presidents, including those who are well known – Madison, Lincoln, and Theodore Roosevelt – and those who are less well known – Cleveland, Polk, Van Buren, John Quincy Adams, and McKinley. What, if anything, prepared these men for the nation's highest office? What explains their successes? Their failures? Why do we consider some great, and others not so great? What do these biographies reveal about how Americans evaluate their leaders?

**CW, AMR, HIS, LAB**

### **FYSE 1221 American Kitsch**

Kitsch is trash. Kitsch is the opposite of art. Kitsch is the mass-produced, cheap substitute for objects made in good taste. To study kitsch is to study the unspoken social boundaries created by a modern world transformed by industrial production. In this seminar we will explore the formation of taste through focused studies of kitschy things paired with readings from social theorists. Our studies will range from popular culture to politics and religion across several national contexts. Drawing on major comparisons between popular culture and religion in Brazil and the United States, we will develop tools to critically assess how judgments of taste are embedded in the intersecting systems of race, class, and gender. **CW, CMP, SOC**

### **FYSE 1292 Cultural Formations of the 1980s**

In this course we will investigate cultural formations of the United States during the 1980s through a critical examination of fiction, music, television, art, advertising, and film. We will connect texts produced during and about the period with social, political, and economic transformations that began with the so-called “Reagan Revolution.” Social issues concerning race, class, gender, and sexuality will be analyzed through topics including the Culture Wars, globalization and outsourcing, the ascendance of Wall Street, the rise of AIDS, attacks on the welfare state, the emergence of hip-hop, and the War on Drugs. **CW, AMR, SOC, LAB**

### **FYSE 1302 C.S. Lewis: Ecology, Philosophy, and Imagination**

In this course we will explore the seven volumes of C.S. Lewis's *The Chronicles of Narnia*, with an eye to how important philosophical and theological ideas find expression in his most well-known works of mythopoeic literature. Particular emphasis will be given to the implications of his portrayals of nature and ecology (including ecological practices). We will focus on Lewis's own writing, especially his fantasy novels, but will also read a small selection of writing about Lewis. **CW, LIT**

### **FYSE 1387 Childhood Identity in Spain**

**This seminar will be taught in Spanish.** What can we learn about culture, history, and national identity from a child's perspective? How do competing national and cultural ideologies shape narratives of childhood? In this seminar we will explore the ways in which narrative, film, and painting represent childhood as an experience intimately tied to social, political, and cultural histories in Spain, and to questions of self and national identity. We will read works by authors such as Pérez Galdós, Pío Baroja, Federico García Lorca, Fernando Fernán Gómez, Ana María Matute, Manuel Rivas, and Emily Teixidor, and view films including *El espíritu de la colmena*, *Cría Cuervos*, *El viaje de Carol*, *Barrio*, and *Pa Negre*. We will also view paintings by Murillo, Goya, Sorolla, and Picasso. **This is an appropriate seminar for native speakers of Spanish, students who are bilingual, and students who have scored 720 or above on the Spanish SAT II, or 5 on the Spanish AP.** **CW, EUR, LNG, LAB**

### **FYSE 1419 Civil War & Civil Rights**

In a time of national emergency, the rules governing everyday life often get suspended to meet a more pressing need. What rights of citizens remain protected in these circumstances, and what liberties are vulnerable to erosion? Where are the boundaries of reasonable sacrifice? While these questions are applicable to every era, we will focus on the years of the American Civil War (the 1860s) to explore them most fully. We will use the thoughts of 19th-century Americans and Confederates and the arguments of historians as our guide towards deep thinking and discussion about rights, liberties, individual responsibility, and community cohesion. **CW, AMR, HIS, LAB**

### **FYSE 1427 The American Political Tradition**

In this seminar we will study the theoretical ideas that informed the creation and development of America's political system and consider some of the major contemporary challenges to American democracy. Topics to be treated include the political thought of the American

Founders, the place of religion in public life, the nature of written constitutions, American political culture, race in American politics, and the role of America in the world. Readings will include selections from the Federalist Papers, Alexis de Tocqueville, Thomas Jefferson, George Washington, Abraham Lincoln, Frederick Douglass, John Dewey, Theodore Roosevelt, Martin Luther King, Jr., George W. Bush, Barack Obama, and many other primary source documents.

**CW, AMR, HIS**

### **FYSE 1442 Fifty Shades of Italy: an Exploration of Contemporary Italian History, Culture and Society**

Italy is the land of a seductive culture that for centuries has inspired undeniable romanticism and continues to capture the imagination of many. But there is more to Italy than beautiful landscapes and world famous cuisine. From the darkness of fascism and terrorism, to the sophisticated colors of Italian fashion and design, to the dramatic tones of illegal immigration, we will explore, discover, or critically revisit the many shades that together compose the complexity of the Italian mosaic. Our interdisciplinary approach will include short stories, essays, newspaper articles, films, music, and images. **CW, EUR, HIS**

### **FYSE 1461 Film Form, Film Meaning: Fellini and the Art of Cinema**

In this seminar we will discover the hidden art of cinematic form. How do movies construct meaning? Why are they often so emotionally engaging? How is cinema related to the other arts (literature, painting, photography, music)? In the first half of the seminar we will analyze six films by Federico Fellini—one of Europe's most famous auteur directors (*La strada*, *La dolce vita*, *8 1/2*, among others). In the second half of the seminar, students will analyze films of their choosing (any film by any European director). Armed with the critical skills gained through analyzing Fellini, groups of students will then screen their films to the entire class, complete a major classroom presentation, and engage in original research. **CW, ART, EUR**

### **FYSE 1472 Fate, Filial Piety, and Passion in Chinese Civilization**

In this course, for which no prior study of China is needed, we will look at the place of the ideas of “ming” (fate), “xiao” (filial piety) and “qing” (passion) in Chinese culture as they are expressed in literature and film. We will study fortune telling, including divination using the 1000 BCE “Book of Changes,” read traditional and modern versions of the story of the filial woman warrior Mulan, and discuss the grand, death-defying passion in the Ming dynasty opera “The Peony Pavilion.” Our contemporary texts will include the film “Farewell My Concubine,” the novel “To Live,” and the documentary film “Our Time Machine,” about a son's love for his aging father. Written work will be both critical and creative. **CW, LIT, NOA**

### **FYSE 1492 Ecopoetry: From Nature to Environment**

Can poetry save the world, as some have proposed? Maybe not, yet a poem can reframe our perceptions of the natural world. In this course we will develop our critical thinking and writing skills, as well as our “ecocritical” thinking skills, by exploring how poems about the human relationship to the biophysical environment can inspire us to rethink our place in the universe. We will read works by such poets as Gerard Manley Hopkins, Robert Frost, Elizabeth Bishop,

Stanley Kunitz, Mary Oliver, Wendell Berry, Galway Kinnell, Maxine Kumin, Lucia Perillo, Jorie Graham, and Layli Long Soldier. **CW, LIT**

### **FYSE 1511 Once Upon a Time – Fairy Tales of the World**

Tell me a story! We will examine the complex, inter-connected folk fairy tale traditions found in every society. Comparing fairy tale variants from around the world, we will explore their convoluted and fertile relationships as observed in the rise of fairytale collections in 15th Century Europe, reaching a culmination in the Brothers Grimm collection, often synonymous with the fairy tale itself. To attain a more dispassionate critical stance we will explore theoretical approaches to the fairy tales by such authors as Jack Zipes, Ruth Bottigheimer, Maria Tatar, and Kay Stone, and conclude by examining modern variants in prose, poetry, and film. **CW, CMP, LIT**

### **FYSE 1517 Animals in Literature and Culture**

In this seminar we will study the history of postwar Japan (1945 to the present), focusing on how literature and film have engaged the defining historical and political questions of this period. The seminar is organized around specific themes, including: trauma and war memory, the Allied occupation, the cold war in East Asia, high economic growth in the 1960s, political protest, post-coloniality, and a resurgent nationalism. Students will learn postwar Japanese history while also considering the possibilities of pursuing historical analysis through translated literature and narrative film. **CW, LIT**

### **FYSE 1554 Literary and Filmic Protest of Environmental Racism**

Can Literature and Film Save the Planet? This course focuses on literary and filmic responses to environmental racism. Bearing witness to those whose lives are most endangered, we will learn about environmental justice, economics, migration, globalization, and the anthropology of climate change through comparative study of works authored by Iraqi, Chinese, and African Americans, as well as by indigenous Latin Americans (Andean, Xavante, and Wayuu), Native Americans (Navajo and Sioux), Africans (Ogoni), Indians (Dalit and Adivasi), and Armenians. We will write literature and film reviews, and work incrementally toward the realization of activist essays. **CW, CMP, LIT**

### **FYSE 1563 Landscapes of Central America: Past, Present, and Future**

Central America has been at the crossroads of the Americas since closure of the isthmus of Panama around three million years ago. In this course we will study Central America through an interdisciplinary lens of natural history and human history (prehistoric through modern), including fiction and non-fiction by Central American authors, journal articles, popular science writing, and poetry. We will explore the geological origins of Central America as well as human-landscape interactions, notably volcanism, early agriculture, and trade routes. Our readings will also require us to think about current and future socio-political systems and their relationships to landscape. **CW, AMR**

### **FYSE 1565 Growing up in Italy: 1950 to Present**

What is the role of a liberal arts education in the lives we lead? This question is central to several international blockbusters dramatizing their Italian protagonists' growth from adolescence into adulthood: Marco Tullio Giordana's mini-series, *The Best of Youth* (film, 2003), Elena Ferrante's novels *My Brilliant Friend* (2011-12) and *The Story of a New Name* (2012-13), and Saverio Costanzo's HBO film series (2019-20). We will consider these works' stories of personal evolution against Italian and Western historical developments from 1950 to the present: post-war reconstruction; economic expansion; educational reform; reform in the care of the mentally ill; student and worker movements; feminism; left- and right-wing terrorism; the Mafia. No previous knowledge of Italy or Italian is required. **CW, EUR, HIS**

### **FYSE 1566 American Revolutions: Reacting to the Past**

In this course we will be examining three moments of intellectual and cultural conflict in the United States, which will likely include 1) The Revolution in NYC, 1775-76, 2) Greenwich Village, 1913 (Suffrage, Labor and the New Woman) and, 3) Chicago, 1968. We will dive deep into these revolutionary moments via Reacting to the Past games, in which you will present the perspectives of historical characters—sometimes with values quite different than your own—in lively debate. These games do not have a fixed script: you'll find yourself researching historic documents, collaborating, making public speeches, plotting—and in the end, perhaps even rewriting history. **CW, AMR, HIS**

### **FYSE 1575 Growth and its Limits**

What is economic growth? Is it limited in a world of finite resources? In this seminar we will explore these questions from a multidisciplinary perspective, drawing on readings from 18th century philosophers to 21st century research on climate change and artificial intelligence. Particular attention will be paid to the role of demography, agricultural productivity, and fossil fuels. We will develop simple mathematical models of growth and seek out relevant data to help inform our discussions and writing. **CW, SOC**

### **FYSE 1580 Imagining a Better Tomorrow**

In this class we will study some of the ways in which filmmakers, artists, activists, thinkers, and ordinary people have envisioned and/or strived to create a better future for humanity. We will watch and read fictional narratives in parallel with real-world examples of equitable societies, life-altering technology, sustainable living, and others. We will cover various aesthetic, political, and ideological frameworks and movements, such as Afrofuturism, ecofeminism, environmental activism, pacifism, etc. Texts include films (*Metropolis*, *Nausicaa of the Valley of the Wind*), television series (*Star Trek*), architecture (ecovillages and intentional communities), writers such as Marge Piercy, Samuel R. Delany, Octavia Butler, and others. **CW, ART, LAB**

## First-Year Seminar Preference Selection

Thursday, June 6 at 12:00 p.m. – Wednesday, June 12 at 5:00 p.m.

(Eastern time)

All new students must register for a First-Year Seminar (FYSE) in the fall semester. The process begins by selecting 6 seminars from the list available. Descriptions of each seminar are included in this booklet.

At noon on June 6, you will receive an email in your Middlebury email account from the Office of the Registrar with an individualized link to a brief questionnaire asking you to choose 6 First-Year Seminars that interest you. You must select 6 choices and you cannot repeat a choice. Since you will not be able to retake the survey, please proofread your choices carefully before you submit. Once you have submitted your choices, we cannot change the seminars you selected.

Select six seminars from the list below:

☒ FYSE 1005 Migrations

☒ FYSE 1012 Intro Russian Short Story

☐ FYSE 1029 Worldbuilding & Worldmaking

☒ FYSE 1075 World War II

☐ FYSE 1076 Catholicism in Span America

☒ FYSE 1077 Citizen Science

☒ FYSE 1078 What is Religion?

☐ FYSE 1079 Dimensions of Good Life

☐ FYSE 1082 Urban Nature

☒ FYSE 1083 Arts of Adornment Africa

You can submit your First-Year Seminar choices anytime between June 6 - 12. Submitting your seminars is *not* a first-come, first-served process. Students will be assigned to a seminar based on the availability of their choices after the submission window ends. Notification of your First-Year Seminar placement will be emailed to you prior to orientation.

If you do not have online access during the selection period, you may email your First-Year Seminar choices to Claire Wilkinson, Associate Registrar at [cwilkinson@middlebury.edu](mailto:cwilkinson@middlebury.edu)

### If you have questions, please contact:

Amy Morsman, ([fysd@middlebury.edu](mailto:fysd@middlebury.edu)) Director of the First-Year Seminar Program, with seminar-related questions.

Claire Wilkinson, ([cwilkinson@middlebury.edu](mailto:cwilkinson@middlebury.edu)) Associate Registrar, with survey questions: 802.443.5354.



Advanced placement credits may be used to anticipate course work at Middlebury. AP credits applied toward graduation will be counted toward the 16-course limit in the department granting the credit unless the department specifically states that the credits do not count toward the major. AP credits do not fulfill distribution requirements. Only two pre-college testing credits may count towards the 36 credits required for graduation. Official AP Score Reports must be reported to Middlebury no later than the end of the student's second semester.

### 2024 - 2025 ADVANCED PLACEMENT POLICY STATEMENT

Subject/Exam	AP Score	Credit	Equivalent Courses*	Additional Information
Biology	5	1 unit	n/a	Advanced placement credit does not exempt a student from any of the published requirements for the Biology major, minor, or joint majors.
Chemistry	4 or 5	1 unit	CHEM 0103	Placement in CHEM 0104 or 0107 recommended.
Chinese	4 or 5	1 unit	n/a	CHNS 0301 or higher must be the first Chinese course taken at Middlebury. Must complete CHNS 301 or higher with a B or better to receive credit.
Computer Science A	4 or 5	1 unit	CSCI 0145	
Economics: Macro	4	1 unit	ECON 0150	Must complete ECON 0250 with B- or better to receive credit.
Economics: Macro	5	1 unit	ECON 0150	
Economics: Micro	4	1 unit	ECON 0155	Must complete ECON 0255 with B- or better to receive credit.
Economics: Micro	5	1 unit	ECON 0155	
English ( <i>Lang. or Lit.</i> )	4 or 5	1 unit	n/a	Only one English exam will receive credit; this cannot be used toward the English major.
French ( <i>Lang. or Lit.</i> )	4 or 5	1 unit	n/a	FREN 0209 or above must be the first French course taken. Must complete FREN 0209 or above with a B- or better to receive credit. Only one French exam will receive credit.
Geography: Human Geography	5	1 unit	n/a	The AP score of 5 substitutes as a 0200-level elective course for students who declare as Geography majors.
German	4 or 5	1 unit	n/a	Must take the departmental placement test, place into a 300+ course and complete that class with at least a B to receive credit.
History: European	4 or 5	1 unit	HIST 103 or 104	Up to two AP History credits can count toward the major but cannot be used to fulfill any specific requirements.
History: U.S.	4 or 5	1 unit	HIST 203 or 204	
History: World	4 or 5	1 unit	n/a	
History of Art	4 or 5	1 unit	HARC 0100	
Italian	4 or 5	1 unit	n/a	Must complete Italian course at 0300 level to receive credit.
Latin ( <i>Classics Dept.</i> )	4 or 5	1 unit	n/a	Must complete Latin course (LATN 0201 level or above) with grade of B or better to receive credit towards graduation (not the major). Note: No more than one course credit will be granted, whether the student presents one or two AP exams.
Mathematics: Calculus AB	4 or 5	1 unit	MATH 0121	
Mathematics: Calculus BC	4 or 5	2 units	MATH 0121 and MATH 0122	
Mathematics: Calculus BC	3 or AB sub-score of 4 or 5	1 unit	MATH 0121	
Music Theory	4 or 5	1 unit	MUSC 0160	Must complete the music department's advanced placement exam with a C or better to receive credit.
Political Science: Gov't & Politics: U.S.	4 or 5	1 unit	n/a	This exam cannot be used toward the Political Science or International Politics & Economics majors or minors.
Political Science: Gov't & Politics: Comparative	4 or 5	1 unit	n/a	This exam cannot be used toward the Political Science or International Politics & Economics majors or minors.
Physics C (Mechanics)	4 or 5	1 unit	n/a	AP credit does not count toward any major requirements, but generally leads to placement in PHYS 0109 rather than PHYS 0108
Psychology	4 or 5	1 unit	PSYC 0105	
Spanish ( <i>Lang. or Lit.</i> )	4 or 5	1 unit	n/a	Must complete Spanish course at the 0300 level or above to receive credit. Only one Spanish exam will receive credit.
Statistics	4	1 unit	ECON 0111	Must complete ECON 0211 with B- or better to receive credit.
	5	1 unit	ECON 0111	

**\*Students who choose to take a course equivalent to the AP exam noted on the Policy will forfeit the related AP credit.**

A max of two credits gained from French Baccalaureate, Swiss Maturite, Artium Examination, British A-levels, and German Abitur, may be used towards graduation and may also count as distribution requirements. Please contact the Registrar's Office for more information about these non-AP pre-college testing credit

## 2024-25 INTERNATIONAL BACCALAUREATE CREDIT

<b>HL Subject</b>	<b>HL score</b>	<b>Academic Dist.</b>	<b>Cultures/Civ</b>	<b>Equivalent Course(s)</b>
Biology	6 or 7	DED, SCI	*****	*****
Chemistry	6 or 7	DED, SCI	*****	CHEM 0103, CHEM 0104
Economics	6 or 7	SOC	*****	ECON 0150, ECON 0155
English	6 or 7	LIT	*****	*****
Dance	6 or 7	ART	*****	DANC 0160
Film	6 or 7	*****	*****	*****
French	6 or 7	LNG	*****	FREN 0205
Geography	6 or 7	*****	*****	*****
History: Africa & Mid East	6 or 7	HIS	MDE	*****
History: Americas	6 or 7	HIS	AMR	*****
History: Asia & Oceania	6 or 7	HIS	SOA	*****
History: Europe	6 or 7	HIS	EUR	*****
Japanese	6 or 7	LNG	*****	JAPN 0101, JAPN 0202
Mathematics Applications and Interpretation	6 or 7	DED	*****	MATH 0121
Mathematics Analysis and Approaches	6 or 7	DED	*****	MATH 0121, MATH 0122
Music	6 or 7	*****	*****	*****
Philosophy	6 or 7	*****	*****	*****
Physics	6 or 7	*****	*****	*****
Psychology	6 or 7	SOC	*****	PSYC 0105
Soc.Cul.Anth	6 or 7	*****	*****	*****
Spanish	6 or 7	*****	*****	*****
Theatre	6 or 7	ART	*****	*****
Visual Arts	6 or 7	ART	*****	*****

International Baccalaureate (IB) credits may be used to fulfill distribution requirements as outlined above. A maximum of two pre-college testing credits may count toward the 36 credits required for graduation. Furthermore, IB credits count as non-standard grading courses, a total of only five of which may count towards the credits required for graduation. The category of “non-standard grading” includes courses elected under the alternate grade mode option; AP, IB, A-Level, and other pre-college testing credits; and credit-bearing internships.

Only IB higher level subject (HL) scores of 6 or 7 are considered for students who complete the full IB diploma. Standard level subjects and HL subjects not listed above will not be accepted.

Students who complete the full diploma with at least one qualifying HL score of 6 or 7 and total points of 36 or more are awarded 2 units of credit. Students who complete the full diploma with less than 36 total points, but with an HL score of 6 or 7 may earn 1 unit of credit per qualifying HL subject score.

Official IB transcripts and/or diplomas must be reported to Middlebury College no later than the end of the student’s second semester. To inquire about credit for other major European examination certificates, please contact the Office of the Registrar.

## Placement Examination Information: Fall 2024

**All students** must complete a Writing Self-Placement Survey and a Quantitative Self-Placement Survey designed by Middlebury faculty **by June 15**. See your Orientation Onboarding Canvas course for access to those placement surveys.

Incoming students planning to enroll in courses in the following departments may need to take placement exams or follow special instructions prior to course registration.

### Departments offering Placement Examinations or Placement Information:

Arabic  
Chemistry/Biochemistry  
Chinese  
Classics (Latin)  
Computer Science  
Economics  
French and Francophone Studies  
German  
Italian  
Japanese Studies  
Luso-Hispanic: Portuguese & Spanish  
Mathematics  
Music  
Physics  
Russian

Please read carefully the information about placement exam formats, instructions, and availability on Middlebury's [Placement Exam website](#). **(When accessing the Placement Exam website, please be sure to be logged into your Middlebury Google account, using your Middlebury username and password. Otherwise, you will not get access to this info. Even new students have a Middlebury Google account.)**

**These departmental placement exams must be completed between May 15 and June 15.**

Most academic departments requiring placement use an online exam that is available starting May 15<sup>th</sup>. A few exams work via interviews with department chairs. The Placement Exam website specifies which type of exam is available for each department. **For the online placement exams, you are expected to complete and submit them by June 15, using a computer with internet access.** If you do not have internet access, please contact the department chair or coordinator to make other arrangements to complete the exam. Their contact information is available on the Placement Exam website. [Note: *All telephone extensions listed are preceded by the College's general number: 802-443-(4-digit extension).*]

To view websites for Middlebury academic departments, please visit [www.middlebury.edu/academics](http://www.middlebury.edu/academics).

## Course Preference Selection Information: Fall 2024

After completing the two placement surveys and any relevant placement exams/interviews (May – June) as well as selecting your preferences for First-Year Seminars (June), you will have the opportunity in mid-late summer to choose options for the three remaining academic courses for your Fall 2024 semester.

### Selecting your 3 remaining academic courses

On July 15, you will receive an email with a link to the list of courses available to you and instructions for selecting 10-15 preferred courses, informed by the results of any course placements you completed earlier in the summer. The course selection window will remain open from **July 15 through August 15 at 5:00 pm (Eastern time)**. You have a whole month to explore course options, learn from helpful videos and conversations with Middlebury staff/faculty, and make changes to your list of 10-15 preferred courses.

During the week of July 15, you will be able to Zoom with members of Middlebury's summer advising team to get your questions answered about courses and this pre-arrival registration process. Faculty and staff will be available for these Zoom conversations for a 2-hour window every day from July 15 – 19. More details about this advising opportunity will come your way in mid-June.

After 5:00 pm on August 15, the College will take the courses you have identified in your ranked-order list and attempt to place you in three of them for which there is available space and you have the appropriate placement clearance (if needed). You should hear from the College by early September about the courses in which you have been successfully registered. You will be able to explore course options further during Orientation Week, and you may be able to make changes to your course plan during the Add/Drop registration period in the first two weeks of the semester.

More details and instructions will follow from the Office of the Registrar. Please check your Middlebury email account in mid-June for a preview of this important process. In the meantime, study carefully the descriptions of courses appropriate for first-year students in each academic department and program in the next several pages of this booklet. The range of options may surprise you!

## **Courses Appropriate for First-Year Students**

Between July 15 – August 15, you will select preferences for three more academic courses. The information below provides an overview of the kinds of courses that are most appropriate for new students to consider taking. **Your goal in Fall 2024 and Spring 2025 is to take courses from across the curriculum in order to gain wide exposure to different academic disciplines and to begin fulfilling the College's distribution requirements.** Please consult the information below when you go browsing for available courses.

**TIP: When it comes to courses for first-year students, not all departments work the same way.**

Each academic department and program has its own curricular structure. Some are arranged hierarchically, with 100-level courses required as the first step for new students. Other departments have courses that are accessible for first-year students even at the 300 level. The information here offers a general sense of how each department engages with first-year students. Please read on but then consult department websites if you would like further information about particular courses.

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### **ARTS**

#### **DANCE**

The Department of Dance offers courses for first-year students at the 100 and 200 level, and offers a minor, joint major, or full major, or the opportunity to take courses in dance for academic credit. Students also have the opportunity to dance in guest artists' master classes and in faculty- and student-choreographed concerts. Core curriculum is built to create artistic and scholarly inquiry, covering contemporary and world dance techniques, improvisation and choreography, history, theory, and cultural studies, experiential anatomy and kinesiology, and performance.

#### **FILM AND MEDIA CULTURE**

The Department of Film and Media Culture offers courses at the 100-level that are especially intended for students earlier in their academic path, but unless a course catalog description says that prior knowledge is needed through a prerequisite course, first-year students can flourish even in 200 or 300-level courses without having prior disciplinary or content knowledge.

#### **MUSIC**

The Department of Music offers courses to first-year students at the 100 and 200 level, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites or require a placement test. Music Department ensembles include Afropop Band, Orchestra, Choir, The Sound Investment Jazz

Ensemble, Community Chorus, Community Wind Ensemble, and Jazz Workshop. All first-year students are invited to participate in these ensembles (non-credit).

## **STUDIO ART**

Many ask if “talent” is needed to study studio art at Middlebury. The answer is a clear “no.” We believe the brightest future belongs to liberal arts students who are able to create visual art through a critical lens. Our classes teach essential skills that serve students in all disciplines. Many of our students are nonmajors, and those who do major in art are as likely to become writers, entrepreneurs, or teachers as artists.

The Program in Studio Art offers courses at the 100 and 200 level for all first-year students with reserved registration spaces. These 100 and 200 level classes do not require prerequisites. Please examine the department’s course offerings and the corresponding course descriptions carefully. You will note some 300 level courses do carry a specific prerequisite. However, in some cases registration to 300 level classes may be approved following a portfolio review and faculty approval. Students interested in taking art classes should not wait until their senior year. We prioritize first- and second-year students in many intro level courses, and space for seniors is limited.

## **THEATRE**

The Department of Theatre offers courses at the 100 level and some courses at the 200 level for first-year students, space permitting. Please examine the department’s course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

# **HUMANITIES**

## **CLASSICS**

The Eve Adler Department of Classics is offering courses at the 100 level for first-year students, space permitting. Please examine the department’s course offerings and the corresponding course descriptions carefully, noting whether courses have prerequisites. (Information about Greek and Latin courses is listed separately in the Languages section.)

## **HISTORY**

The History Department offers courses for first-year students at the 100, 200, or 300 level, all without any prerequisites. These courses are arranged thematically and chronologically, with the 100-level courses being the broadest and the 300-level courses being the most specific in subject matter. 400-level seminars are generally intended for students in their second year and above.

## **HISTORY OF ART AND ARCHITECTURE**

The Department of History of Art and Architecture is composed of two tracks—Architectural Studies and History of Art and Museum Studies—that each offer courses for first-year students at the 100, 200, and 300 level, space permitting. Our 100-level courses are general

introductions, 200-level courses are more focused, either in time or geography/culture, and 300-level courses are the most specific and usually run as discussion-based seminars. The Architectural Studies Studio sequence is arranged hierarchically, with HARC 130 being a prerequisite for other studio-based architecture courses. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

### **PHILOSOPHY**

All Philosophy courses numbered at the 100 level, and almost all at the 200 level, are open to first-year students, space permitting. While 100 level courses tend to offer general introductions or surveys, 200 level courses tend to focus on a particular area of philosophy. Both levels are very appropriate for first-years. Students interested in majoring in Philosophy should take PHIL 0180 (Introduction to Modern Logic) in their first or second year.

### **RELIGION**

The Department of Religion offers several courses at the 100 level and the 200 level, all of which are open to first-year students, space permitting. None of the courses at these levels have prerequisites. In other words, they don't assume prior knowledge of any kind. The only difference is that 200 level courses are usually narrower in focus.

## **INTERDISCIPLINARY PROGRAMS**

### **AMERICAN STUDIES**

The Program of American Studies offers 100-and 200-level courses that are especially intended for students earlier in their academic path, but unless a course catalog description says that prior knowledge is needed through a prerequisite course, first-year students can flourish even in 300-level courses without having prior disciplinary or content knowledge. First-year students are welcome to enroll in any course within this program outside of AMST 400 and the 700 courses. Students can expect higher-numbered courses to involve more complex approaches to topics.

### **BLACK STUDIES**

The Program of Black Studies offers courses for first-year students (space permitting) that focuses on the intellectual, cultural, and political aspects of Black life and Black people in a global framework. These courses enable students to learn to analyze Blackness as a dynamic formation across time and within local, global, and historical contexts. The courses draw from a wide range of disciplines. Please examine the program's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites. Most courses are open to first-year students and with no prerequisites, including 200-level courses. In other words, students can take a 200-level course without having taken 101 or other prerequisites, though there are exceptions.

### **ENVIRONMENTAL STUDIES**

The Environmental Studies Program has multiple options for beginning your study of human-

environment relations. There are three introductory courses offered by the program, one of which always has seats reserved for first year students.

ENVS 112, Natural Science and the Environment (limited seats for First Year Students)  
ENVS 211, Conservation and Environmental Policy  
ENVS 215, Contested Grounds: U.S. Cultures and Environments (limited seats for First Year Students)

You may also take introductory courses in a wide range of disciplines related to the environment that can be starting points toward any of our 17 foci within Environmental Studies. These include:

BIOL 140, Ecology and Evolution (for Conservation Biology)  
ECSC 112, Environmental Geology (for Earth and Climates Sciences joint major)  
ECON 155, Intro to Microeconomics (for Environmental Economics and Environmental Policy)  
GEOG 100, Place and Society (for Geography joint major)  
HARC 130, Intro to Architectural Design (for Architecture joint major)  
ENAM 103, Reading Literature (for Environmental Literature or Environmental Writing)

### **FOOD STUDIES**

Several Food Studies courses do not have prerequisites, and some seats are reserved in introductory courses FOOD 0280 and FOOD 0281 for first-year students. A full list of courses relevant to this interdisciplinary minor is at <https://www.middlebury.edu/academics/food-studies/courses/complete-course-listing>.

### **GENDER, SEXUALITY, AND FEMINIST STUDIES**

Gender, Sexuality, and Feminist Studies offers courses at the 100, 200, and 300 level for first-year students, space permitting. Please examine the program's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

### **GLOBAL HEALTH**

Most, but not all, courses offered within the program reserve some seats for incoming students, including the foundational course required for the minor (GHLT 0257, Global Health). Courses for the minor may be taken in any order. All GHLT courses are open to first-years, space permitting; no courses have prerequisites. The program draws upon courses in other departments, and students should check with those department listings for any restrictions on their courses.

### **INTERDEPARTMENTAL**

Interdepartmental offerings include a variety of interesting courses, from 3D Computer Animation and Accounting to Oratory in Action and Community-Connected Learning. Please examine the available course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

### **INTERNATIONAL AND GLOBAL STUDIES**

Students interested in International and Global Studies are encouraged to complete the core course, **IGST 0101** (Introduction to International and Global Studies), in their first year unless it



conflicts with either their First-Year Seminar or introductory language course. Please see the [IGS program website](#) for more information about this potential major area of study.

### **JEWISH STUDIES**

Any course in Jewish Studies (JWST) at the 100 or 200-level is a suitable gateway into the field for first-year students, including 100 and 200-level courses cross-listed with other departments such as History, Religion, or Sociology (e.g. JWST/RELI). Students may also pursue a Minor in Jewish Studies. (The JWST Minor may also include courses in Hebrew and on contemporary Israel. See the course offerings of the Program in Modern Hebrew and Israeli Society listed below under Languages, Cultures and Literatures.)

### **LINGUISTICS PROGRAM**

First-year students may begin at the 100, 200, or 300 level (space permitting). There are no prerequisites for classes that are only LNGT. However, please consult with the other departments concerning prerequisites for cross-listed LNGT courses.

### **NEUROSCIENCE PROGRAM**

This interdisciplinary program may be of interest to students also considering Biology, Psychology, Philosophy, or related areas involving the study of animal and human behavior and the brain and nervous system. Students considering a major in neuroscience should take PSYC 0105, CHEM 0103 and BIOL 0145 as early as possible since they are prerequisites for courses in their sophomore year.

### **WRITING AND RHETORIC PROGRAM**

The Writing and Rhetoric Program offers small, interdisciplinary courses that invite students of all levels to write for a variety of audiences in a range of modalities. For first semester students we offer WRPR 101, *Writing and Power*, and WRPR 102, *English Language in a Global Context*, which are designed to build students' confidence, awareness of rhetorical conventions, and skills in writing. We also offer a range of upper-level courses that fulfill the second-level college-writing (CW) requirement, such as *Narratives in News Media; Race, Rhetoric and Protest; The Rhetorics of Sports; Writing to Heal; and Documentary Rhetorics*. These courses may be taken any time after completing the First-Year Seminar.

## **LANGUAGES, CULTURES & LITERATURES**

### **ARABIC**

The Department of Arabic offers language courses and courses in English on a variety of cultural, linguistic, and socio-environmental topics. All courses are open to first-year students. Most students who wish to learn the Arabic language start with ARBC 0101 during their first fall semester since ARBC 0101 assumes no prior knowledge of Arabic. First-year students who have a background studying Arabic must take a placement exam to determine if they meet the equivalency requirement for any course in the Arabic language

sequence beyond ARBC 0101. Students entering in February are strongly encouraged to start their Arabic study during their first fall term.

First-year students, who are native Arabic speakers with advanced proficiency in Modern Standard Arabic, may wish to take one of the 400-level courses taught in Arabic; students wishing to do so should contact the course instructor at the start of the semester.

## CHINESE

The Greenberg-Starr Department of Chinese offers courses in Mandarin Chinese language from the 100- to the 400-level as well as courses taught in English at the 200- and 300-level on Chinese literature, film, documentary film, and sociolinguistics. Our fall course in beginning Mandarin Chinese (CHNS 0101) is open to all first-year students. First-year students may enroll in higher-level Chinese language classes (0102 through 0475) by permission after taking the placement exam. First-year students enrolling in February who wish to take the spring continuation of beginning Chinese (CHNS 0103) or any other spring Mandarin Chinese language class may do so by permission after taking the placement exam before the start of spring semester. Please note, students enrolling in the fall must take the placement exam before the start of the fall semester. All of our 200-level courses that are taught in English (on literature in translation, film, and sociolinguistics) are open to first-year students, but some carry the College Writing tag and therefore may not be taken at the same time as the First-Year Seminar. Some of our 300-level courses that are taught in English are open to first-year students, including our courses on documentary film and Sinophone literature; other 300-level courses in English have prerequisites but may be taken by first-year students with the approval of the instructor.

## FRENCH

The Department of French and Francophone Studies offers courses at the 100 and 200 level for first-year students. Students with no prior French instruction are recommended to start with FREN 101(fall), 102(winter) and 201(spring) in their first year (especially if you are considering a French speaking country abroad in your junior year). **Continuing Students of French** are required to take the placement exam to determine optimum placement and in most cases will be placed into FREN 101, 201, 205 or 209, space permitting. Please review the department's course offerings and descriptions noting the prerequisites to move through the sequence. Waivers will be entered to override prerequisites for first-year, continuing students of French. **True beginners of French** may register for FREN 101 (and FREN 105 when offered) without a waiver.

## GERMAN

Practically all courses in the Department of German are open to first-year students, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses require any prerequisites. Our beginning German courses GRMN 0101-0103 are offered fall through spring. GRMN 0101 assumes no previous knowledge of German, and there are no prerequisites. Registration for a course above 0101 is guided by a placement test. All courses in the German curriculum use an interactive, communicative approach for quick and early proficiency in comprehension and free

expression. All courses, unless otherwise noted in the catalog, are taught in German. Students entering in February with no previous knowledge of German are strongly encouraged to start their German study during their first FALL term.

### **GREEK**

Courses in Greek focus on the study of the Ancient Greek language for reading comprehension; they should be taken in sequence unless you have prior experience. Students looking to start their study of Ancient Greek can take GREK 0101 "Beginning Greek" during winter term of even years. Students with prior experience should contact the department chair.

### **STUDIES IN MODERN HEBREW AND ISRAELI SOCIETY**

This Program offers courses for first-year students at the 100 and 200 level (language courses as well as content courses in English). Please examine the Program's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

### **ITALIAN**

Students who are interested in studying in Italy (Florence or Rome) in their junior year are encouraged to begin Italian in the fall of their first year (Italian 101). Most students will take 3 Italian courses in the first academic year (101 in the fall, 102 in Winter Term, and 103 in the spring). Students with advanced proficiency in a Romance language (AP or higher) can enroll in Accelerated Beginning Italian (Italian 123). Students who have previous experience with Italian should contact the chair of the Italian Department to schedule a placement exam.

### **JAPANESE STUDIES**

Courses in the Japanese Studies department are open to all students, space permitting, whether or not they plan to major. Language courses emphasize speaking, listening, reading (kanji,) and writing. Media and literature courses **offered in English** explore the sensibilities of Japan from ancient times to the popular culture of today. Advanced Placement and Placement Tests: First-year students may take higher-level language courses if the placement test so indicates. Students who have previously studied Japanese may take a placement exam in early Summer. If the placement test indicates mastery equivalent to a full-year course at Middlebury, the student will be placed in the next highest level.

### **LATIN**

These courses focus on the study of Latin for reading comprehension; they should be taken in sequence unless you have prior experience. Students looking to start their study of Latin can take LATN 0101 "Beginning Latin" during winter term of odd years. Students wishing to place out of the introductory sequence should complete the online placement exam.

### **LUSO-HISPANIC STUDIES**

#### ***Spanish***

**ALL students** planning to enroll in Spanish must take the placement exam in order to determine which level is most appropriate for them. Please see instructions for taking online placement exams in this booklet. All courses from SPAN 0101 through SPAN 0399 are open to first-year

students, according to their performance on the placement test and space permitting. Students who have had three to five years of high school Spanish most often placed in SPAN 0201 or SPAN 0220. Students who hope to study abroad should plan their course selection so that they take a minimum of one 0300-level course before their departure.

### **Portuguese**

Students interested in taking Portuguese above the introductory level (PGSE 0115) should contact the Department Chair to arrange a placement interview. Courses open to first-year students, space permitting and w/relevant waivers, are PGSE 0210, 0215, 0340.

### **RUSSIAN**

The Russian Department offers multiple levels of language courses taught in Russian, as well as a wide range of courses taught in English on various topics in Russian literature and culture. **For language courses, students with no previous knowledge of Russian should enroll in RUSS0101**, which starts from scratch, but first-year students may enroll in higher levels depending on the results of our placement test. All of our language courses are taught using a communicative, interactive and fun approach that is designed to get you speaking the language quickly. **All literature and culture courses taught in English are open to first-year students.** We regularly offer courses at the 100-level that are designed for incoming students, such as RUSS0122 (“Russian Mind”) or RUSS0151 (“Golden Age of Russian Literature”), but our 200- or 300-level courses are open to first-years as well, and they can easily be taken by those who have no prior knowledge of Russian literature or culture. If you plan to study abroad during your undergraduate career—or if you simply would like to maximize your returns with your study of Russian during your time at Middlebury—we highly recommend that you sign up for language instruction during your first semester on campus, though students entering in February may of course also start during the following fall term. **Note that RUSS0101 is only offered in the fall!**

## **LITERATURES**

(See also Languages, Literatures, and Cultures, where literature is also taught in translation by specialists of literatures written in languages other than English)

### **ENGLISH/CREATIVE WRITING**

The Department of English offers courses in ENGL at the 100-, 200-, and 300-level and in CRWR (Creative Writing) at the 100 and 200 level for first-year students, space permitting. Please examine the department’s course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

### **COMPARATIVE LITERATURE**

The Comparative Literature Program offers courses for first-year students at the 100, 200, and 300 level, space permitting. Please examine the program’s course offerings/descriptions carefully, noting if courses have prerequisites. CMLT 0101 is a gateway course for all students interested in literature and to Comp Lit majors, in particular. That course is open to students who have completed their FYS.

## **LITERARY STUDIES**

The Program in Literary Studies is intended for students who over the course of four years wish to secure a comprehensive background in a full range of the major achievements of world literature, and also to develop the ability to read and appreciate significant literary works in at least one language other than English. Co-directors of the program Pavlos Sfyroeras and Maria Hatjigeorgiou are eager to offer further guidance about appropriate courses and discuss perspectives on reading and exploring literature more broadly.

## **NATURAL SCIENCES**

### **BIOLOGY**

The Department of Biology offers BIOL 0140 Ecology & Evolution and BIOL 0145 Cells & Genetics for first-year students, space permitting. These courses can be taken in either order. AP or IB Biology do not allow students to place out of the introductory courses. The Department does not have a placement exam.

### **CHEMISTRY AND BIOCHEMISTRY**

The Department of Chemistry and Biochemistry offers CHEM 103, 104, 107 for FY students, space permitting. Students with AP Chemistry scores of 4 or 5 or received Middlebury credit for IB Chemistry should begin in CHEM 104 or 107. Others should take the Placement Exam to decide whether to start in CHEM 103, 104, or 107. Students intending to major in Chemistry, Biochemistry, or Environmental Studies-Chemistry are strongly encouraged to complete CHEM 104 or 107 by the end of their first year (when possible). Likewise, students with interests in the Health Professions (medical, dental, or vet school), particularly if study abroad is contemplated, have more options and scheduling flexibility if they complete CHEM 104 or 107 by the end of their first year.

### **COMPUTER SCIENCE**

The Department of Computer Science is offering courses at the 100 level and a couple courses at the 200 level for first-year students, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

None of the 100-level courses have any prerequisites. CSCI 0105 and CSCI 0110 do not count towards the computer science major and are appropriate for students with no prior experience with any sort of programming. Most students who begin with CSCI 0145 or CSCI 0150 are comfortable with deductive reasoning skills or have had some prior experience with a programming language. The computer science major begins with CSCI 0145 or CSCI 0150. However, students with the appropriate background may be able to start at the 200 level; please contact the department chair.

### **EARTH AND CLIMATE SCIENCES**

The Earth and Climate Sciences Department (ECSC) offers courses for first-year students at the 100 level, space permitting. In some cases a course at the 200- or 300-level might be suitable, so

feel welcome to read through course descriptions carefully, noting prerequisites for courses above the 100-level.

Students with an interest in majoring in Earth and Climate Sciences, or pursuing an ECSC joint major with Environmental Studies or Biology, are encouraged to take an introductory course in their first year.

### **MATHEMATICS AND STATISTICS**

We offer a range of introductory courses in calculus, statistics and data science for students at all levels. Placement information can be found at:

<https://www.middlebury.edu/academics/math/placement-information>.

The Calculus sequence MATH 121/122 is required in quantitative sciences such as Physics and Chemistry. Moreover, Calculus and Linear Algebra (MATH 200) are increasingly useful in Computer Science, Economics, Architecture, and quantitative social sciences. Completing 121/122/200 is also a requirement for a major or minor in Mathematics. The tools and techniques learned in statistics and data science are widely applicable across many disciplines offered at the College. STAT 116 and 118 are introductory courses in statistical inference and data science, respectively. STAT 201 is an accelerated introduction to both areas and also the entry point to the major in Statistics.

Math faculty will be available for advising during the placement window (see the Placement Exam website for details) and at the Academic Forum during Orientation Week. Check the orientation schedule or email Prof. Steve Abbott [abbott@middlebury.edu](mailto:abbott@middlebury.edu) for the most up to date information.

### **PHYSICS**

The Department of Physics offers courses at the 100 level for first-year students, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

## **SOCIAL SCIENCES**

### **ANTHROPOLOGY**

First-year students often take Anthropology courses at the 100 and 200 levels. 100 level courses offer broad introductions to sociocultural anthropology, linguistic anthropology, and archaeology. Some 200 and 300 level courses are designed as introductions to specific topical sub-fields, such as environmental anthropology, medical anthropology, migration studies, political anthropology, and design and visual anthropology. Other 200 and 300 level courses provide regional surveys of sub-Saharan Africa, Native North America, contemporary Latin America, ancient Maya, Aztec, and Incan civilizations, the Middle East, South Asia, and East Asia. Most 100 or 200 courses have no prerequisites, many of them reserve spaces for incoming students, and all serve as introductions to the Anthropology community.

## **ECONOMICS**

The Department of Economics offers courses at the 100 and 200 level for first-year students, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites. Entering students who have done college-level work (including AP, IB and A-Levels) in microeconomics, macroeconomics, or statistics may take more advanced courses in economics if their transfer credits meet the transfer criteria, or if given approval by the chair of economics. See details on the Economics page of the placement exam website.

## **INTERNATIONAL POLITICS AND ECONOMICS**

First-year students interested in exploring the possibility of an eventual International Politics and Economics major should *try* to take one introductory Economics course (150 or 155) and/or one introductory Political Science course (0103 or 0109) in their first year. They should also be sure to have a plan for studying a language taught at Middlebury to enable study abroad, a requirement of the major.

## **EDUCATION STUDIES**

The Program in Education Studies offers EDST 0115, Education in the USA, space permitting, for first-year students. The Education Studies Program requires EDST 0115 as a prerequisite for most education studies courses. Students interested in becoming a licensed K-12 teacher should meet with an EDST faculty member as soon as possible after they arrive to plan their course of study.

## **GEOGRAPHY**

The Department of Geography offers courses for first-year students at the 100 and 200 level, space permitting. 100 level courses offer broader introductions to physical geography, human geography, and geographic methods, and 200 level courses focus on thematic sub themes ranging from urban landscapes to environmental change. Both 100 and 200 level courses are appropriate ways to first explore Geography, and none of these courses have prerequisites. Please examine the department's course offerings and the corresponding descriptions carefully to determine which courses are offered in any given semester and identify those that have an additional scheduled lab.

## **POLITICAL SCIENCE**

The Department of Political Science offers courses at the 100 level and some courses at the 200 level for first-year students, space permitting. Please examine the department's course offerings and the corresponding course descriptions carefully, noting if courses have prerequisites.

## **PSYCHOLOGY**

The Department of Psychology offers PSYC 0105, the introductory survey course for first-year students, as well as some 200-level courses for students who have placed out of PSYC 105. PSYC 0105 is a prerequisite for most psychology courses, so students who wish to take psychology courses at Middlebury should try to take PSYC 0105 in the fall or spring of their first year if they have not placed out of it. Students who have placed out of PSYC 0105 with an IB exam score of a 6 or 7 or who have earned credit for PSYC 105 with an AP exam score of 4 or 5 may begin with

0200-level courses. Students should check the catalog on the web for specific information about course requirements.

### **SOCIOLOGY**

First year students often take sociology courses at the 100 and 200 levels. 100 level courses offer broad introductions to the foundations of the discipline. 200 level courses are designed as introductions to specific sub-fields of sociology: labor, sexuality, crime, social movements, race, mobility, family, various social institutions, etc. No 100 or 200 courses have prerequisites, many of them reserve spaces for incoming students, and all can be considered introductions to our department and major.

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## MIDDLEBURY COLLEGE DEGREE REQUIREMENTS

### I. DISTRIBUTION REQUIREMENTS

All students must complete two sets of distribution requirements: (A) academic categories, and (B) cultures and civilizations. Courses that count toward the major or a minor may be used to satisfy distribution requirements. Winter Term courses, First-Year Seminars, and College writing courses may also be used to satisfy distribution requirements. Independent study courses (0500 and above) do not qualify for distribution requirements. Students must take at least one course in seven of the eight academic categories described below. Single courses can be listed with two distribution categories. A student may *count a single course in no more than one academic category requirement*. Courses taken under the Pass/D/Fail option (before Fall 2022) or the Credit/No-Credit option (Fall 2022 or later) may not be used to satisfy distribution, College Writing, First-Year Seminar, or cultures and civilizations requirements.

#### A. ACADEMIC CATEGORIES

**1. Literature:** Literature has been a central form of expression for many societies. Analysis and appreciation of the literary text give students insight into the minds and lives of other human beings, both their own cultural predecessors and people of different traditions, and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision. Courses that fulfill this requirement are designated **LIT**.

**2. The Arts:** The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of actual works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or study the place of such works of art within a particular historical, cultural, or aesthetic context. Courses that fulfill this requirement are designated **ART**.

**3. Philosophical and Religious Studies:** Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history. Courses that fulfill this requirement are designated **PHL**.

**4. Historical Studies:** History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all met and responded to temporal change. Courses in this area study the development of societies and cultures over time. Courses that fulfill this requirement are designated **HIS**.

**5. Physical and Life Sciences:** Courses in this category study inductive and deductive

processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society. Courses that fulfill this requirement are designated **SCI**.

**6. Deductive Reasoning and Analytical Processes:** Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; (d) abstract symbolic manipulation or reasoning. Courses that fulfill this requirement are designated **DED**.

**7. Social Analysis:** This category deals with the analysis of the individual in society. Courses in this area involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers). Courses that fulfill this requirement are designated **SOC**.

**8. Foreign Language:** Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include many, but not all, of those taught in a foreign language or which focus on texts in a foreign language. Courses that fulfill this requirement are designated **LNG**.

## **B. CULTURES AND CIVILIZATIONS**

Middlebury College believes that students should 1) have educational exposure to the variety of the world's cultures and civilizations, where these terms are broadly understood to intersect with geography, history, ethnicity, gender and other factors, and 2) engage critically with sameness, difference, culture, and perspective. These goals are integral to most of the academic disciplines represented in the curriculum.

Accordingly, each Middlebury student is required to complete successfully four courses to fulfill the cultures and civilizations requirement. Specifically, every student takes at least one course in each of at least three of the following regions, focusing on some aspect of the cultures and civilizations of that region.

a. **SOA:** South and Southeast Asia, including the Pacific

b. **NOA:** North Asia including China, Korea, Japan and the Asian steppes

c. **MDE:** Middle East and North Africa

d. **SAF:** Sub-Saharan Africa

e. **EUR:** Europe

f. **AMR:** the Americas

plus one Comparative (**CMP**) course, focused on the process of comparison between and among cultures and civilizations, or on the identity and experience of separable groups within cultures and civilizations.

A single course may be listed as fulfilling one of the regional categories (SOA, NOA, MDE, SAF, EUR, AMR; as recommended by the course instructor and determined by the Curriculum Committee). Courses that satisfy CMP may also carry one of the regional area designations, however a student may not count one of these courses toward both the CMP and regional requirements. *A student may count the same course toward both an academic category requirement, and one of the cultures and civilizations requirements.* Courses that count toward the major and the minor, winter term courses, and First-Year Seminars may be used to satisfy the cultures and civilizations requirement.

College Board Advanced Placement credits may not be used to satisfy distribution or cultures and civilizations requirements.

## **II. OTHER DEGREE REQUIREMENTS**

- A.** A first-year seminar (a writing-intensive course taken in the first semester)
- B.** A second writing-intensive course
- C.** A major of 10 to 16 courses
- D.** A physical education requirement of two noncredit courses
- E.** At least two (but not more than four) Winter Term course credits awarded by Middlebury College.

## **III. THE MINOR**

A voluntary minor (four to six courses) may be completed by students choosing to do so.

## Study Abroad

Each year more than 50% of the junior class studies abroad in more than 40 countries at more than 90 different programs and universities. Many of these students take courses in their discipline in the language of the host country and/or engage in advanced language study abroad. Students who plan to study abroad, whether as part of a language major, international and global studies major, international politics and economics major, or any major, **are strongly encouraged to begin or continue language study** in their first semester at Middlebury. Students should plan their academic program during their first two years at Middlebury in preparation for study abroad in their third year.

Middlebury has Schools Abroad in Argentina, Brazil, Cameroon, Chile, France, Germany, Greater China, Italy, Japan, Jordan, Kazakhstan, Morocco, Puerto Rico, Russia, Spain, the United Kingdom, and Uruguay. Middlebury also has exchange agreements with the University of East Anglia in England and University College Maastricht and University College Utrecht in the Netherlands. Middlebury also has an arrangement with Lincoln College at Oxford University and is a member of the Intercollegiate Center for Classical Studies (ICCS) in Italy. In addition, each year a significant number of Middlebury students study abroad on externally sponsored programs (programs other than Middlebury Schools Abroad) in countries such as Australia, the Czech Republic, Denmark, Ecuador, Greece, Ireland, Kenya, Madagascar, Nepal, New Zealand, Peru, South Africa, Sweden, Tanzania, Vietnam, the United Kingdom, and more.

For more information, check the catalog entries for individual language departments and visit [International Programs and Off-Campus Study](#) (Sunderland Language Center 129). In addition, please see the [Study Abroad Guidelines](#) for details on study abroad policies and procedures and [Study Abroad FAQs for First-Year Students](#)



Through the RGS program, select first-year students develop a global mindset that will enhance whatever majors they may ultimately declare.

### **Global Scholars are first-year students who**

- explore global issues
- converse with issue experts
- discover global Middlebury
- learn problem-solving skills

### **What Does It Mean to be a Rohatyn Global Scholar?**

- Acquiring a global mindset prior to declaring a major
- Exploring and engage with complex global issues
- Learning to approach and solve global issues collaboratively
- Developing skills, academic interests, and professional foundations
- Turning knowledge into academic and professional opportunities
- Working across difference
- Becoming certified as a Rohatyn Global Scholar
- Belonging to a select community of engaged and diverse learners



Learn more about the Rohatyn Center and the Rohatyn Global Scholars Program.

## **Health Professions: Advising & Recommended Coursework for All Health Professions**

The Health Professions team of [Mary Lothrop](#) and [Hannah Benz](#) welcome you to Middlebury College and are excited to support your interest in health professions. Our role is to help you make informed pre-health decisions, to provide timely and accurate guidelines around pre-health admission requirements, and support your clinical, service and research engagement.

So that we can be sure to get you in our system and send you information about jobs, internships, panels, guest speakers and information sessions, please [sign up](#) for our monthly newsletter, and complete our onboarding [form](#).

Your orientation to the health professions program at Middlebury begins by [watching a short video](#) where you'll learn about what makes for a successful pre-health student. While watching the video, some students have found it helpful to take notes on the [Pre-Health Circle](#) graphic. After you've watched the video, take some time to familiarize yourself with our [website](#) and the pre-health slate of [suggested courses](#).

We are looking forward to meeting you at the Academic Forum once you arrive on campus, and then setting up a meeting so that we can get to know you. Our advising meetings take place during business hours on weekdays. Please include your availability in the initial communication.

Welcome to Middlebury and we look forward to working with you!

~Hannah & Mary

## Welcome to the Middlebury Online Bookstore – Your bookstore. Your way. Open 24/7

Dear FYSE Students,

Greetings from the College Online Bookstore! We welcome you to the Middlebury College community and look forward to working with you and serving your needs.

Please note that textbooks required for **all 2024 classes** need to be ordered online – **the campus store does not stock textbooks**. We have partnered with eCampus.com to create a convenient and easy-to-use process using our Middlebury College personalized site. Select from new, used, rental or digital books. Simply navigate to the online bookstore, select the current term, enter your course ID and browse the list of required and optional texts for that course. After payment, use the default address of the campus store and pick up your books when you receive an email that they have arrived.

For a step-by-step tutorial on using the online bookstore, please use this link:

<https://simages.ecampus.com/images/s/email/2022/teamexpress/middlebury-how-to-order-textbooks.pdf>

To access the online bookstore please use this link:

[Middlebury College Online Bookstore \(ecampus.com\)](https://ecampus.com/middlebury)

Here are some helpful hints for stress- free ordering:

The Online Bookstore for Fall Semester opens on **Monday, August 12th** **Please do not purchase books until your course selections are confirmed.**

Once your course schedule is confirmed, order books promptly so you will be prepared for class. Shipping times have been lengthened and some textbook quantities are limited due to global supply issues. All orders of \$79 and over are shipped free, anytime. **Orders placed between September 2 – 15th qualify for Free, Expediated Shipping to Store, regardless of order total.**

Use the campus default address at checkout: **books will be delivered to the campus bookstore, where you can pick up, after receiving an email that they are available.**

Using **Financial Aid** for book purchases? Make sure to select “Use a voucher” when selecting a payment method at checkout, then follow the prompts to add the voucher information.

Concerned about ordering books and then dropping/changing classes? No worries – bring your unused books to the bookstore within 2 weeks of dropping a class and we will return them for you (with your original invoice).

**Any questions or concerns? We are here to help and would love to talk with you!**

Please email [textbookrequest@middlebury.edu](mailto:textbookrequest@middlebury.edu), call 802 443-2158, or stop by the campus bookstore and ask for Liz for help with any ordering questions or guidance through the online ordering process.

**Congratulations,** you have made it through every page in the FYS Booklet. It is here for you to review and fully digest during the summer and your first semester. Keep it close by, for it holds a great deal of important information for you!

### **One final word:**

Know that many members of the Middlebury community are here to help you. As FYS Program Director, I will be available to support you over email or by phone all during the academic year. Please do not hesitate to reach out to me.  
([fysd@middlebury.edu](mailto:fysd@middlebury.edu))

In September, you will meet with your Pre-Major Advisor, who is also your FYS Instructor. You will also benefit from the assistance of a support team, including:

- 1) **your [Orientation Leaders](#):** Older Middlebury students remember what it was like to be new here. Those hired to serve as Orientation leaders have been trained to help you navigate much of the uncertainty that comes with beginning life in college. You will meet with your Orientation leaders every day during Orientation Week, and they will continue to be a resource for you once the semester officially begins.
- 2) **your [First-Year Dean](#):** Sabrina Duran, your Dean provides guidance on how to navigate the first year at Middlebury and will be your main point of contact and support for questions around college processes and policies.

These good folks will be connected to your First-Year Seminar. As a result, you will have a chance to meet with them early on as well as regular opportunities to stay engaged with them, so that you will be able to take best advantage of all the sources of support they provide throughout the academic year.