

Pre-Major Academic Advising Tip Sheet for Advisors 2011-2012

SOME INFORMATION ABOUT THE **BALDWIN PROGRAM**

The Baldwin Program for Academic Development provides new students with assistance in making the transition from high school to college. Many students arrive with little or no exposure to, or experience using, the reading, time management and study strategies that will make them successful at Bowdoin College. Others benefit from the opportunity to meet with a successful upper-class student to go over their semester calendar and better understand expectations and available resources. Advisors are encouraged to suggest that new students make an appointment with a Baldwin Academic Mentor (or Elizabeth Barnhart, Director) by e-mailing ebarnhar@bowdoin.edu. It has proven particularly effective for advisors to send their suggestions in an e-note to their advisee, with a copy to Elizabeth; we will then contact the student within the first three weeks of the semester to invite them to visit the Center. Students of all backgrounds and levels of academic achievement can benefit from an early introduction to the Baldwin Program Resources.

SOME INFORMATION ON **QUANTITATIVE REASONING**

Advising for Q-scores/MCSR Courses

The Director of the Quantitative Reasoning Program strongly recommends that you use the following cutoffs for Q-scores when advising students to help ensure that these students have a successful first semester transitioning into college academics:

- Below 60% but at or above 50% on the Q-test indicates the student may have difficulties in some MCSR courses and is strongly advised to consider one of the following MCSR courses this year: Math 50, Quantitative Reasoning (offered in the fall and the spring by the Director of the QR Program) for a general entry-point course, or Biology 101 (offered in the fall), EOS 104 (offered in the spring), or Physics 093 (offered in the fall) if the student also has an interest in science. In addition these students should schedule a meeting with the QR Director, Eric Gaze, in the Center for Learning and Teaching located in Kanbar hall at their earliest possible convenience.
- Below 50% on the Q-test indicates the student should be advised to consider enrolling in either of the following courses this year: Math 50, Quantitative Reasoning (offered in the fall and the spring by the Director of the QR Program) for a general entry-point course, or Physics 093 (offered in the fall) if the student also has an interest in science.

Please note that a Math SAT score in the 700's is a good indicator that the student is probably ready for MCSR coursework, and that Eric Gaze's signature is required for Math 50.

SOME INFORMATION ON WRITING PROJECT COURSES

Students seeking to reinforce and improve their writing skills for college-level work should take a first-year seminar in the fall. Writing Project courses offer another option; students in these courses receive feedback on drafts of at least two assignments from a trained peer Writing Assistant. (See list of assisted courses below; students should enroll in a course at the appropriate disciplinary level.)

For all students in Writing Project courses, trained student Writing Assistants read drafts of two or three papers, write comments on them, and discuss them in half-hour conferences with the writers. Writers revise their papers, taking the Assistant's feedback into account, and submit them to the course professor for further comment and a grade.

Beginning in mid-September, the Writing Project also offers 45-minute conferences in our Writing Workshop to students writing papers in any Bowdoin course. Workshop conferences are held in the Center for Learning and Teaching, 102 Kanbar Hall Sunday evenings through Thursday afternoons. Writers can get more information and reserve conferences (after September 12) on our website at <http://www.bowdoin.edu/writing-project> or they can drop in to the Workshop for a conference as time permits. For more information on Writing Project workshops, courses, or semester-long partnerships, please see the website or call the Director of the program, Kathleen O'Connor (X3760).

Writing Project Courses, Fall 2011

Asian Studies 21	Perspectives on Modern China	S. Tsui
Asian Studies 213/English 271	Intro to Asian American Literature	B. Kong
Biology 025	Venoms and Toxins	G. Ernstrom
Biology 213	Neurobiology	O. Whitney
Economics 238	Economic History of American Enterprise	Z. Khan
Film Studies 201	Film History I	T. Welsch
French 209	Intro to Medieval and Early Modern French Literature	K. Dauge-Roth
GWS 201	Feminist Theory	J. Scanlon
Psychology 010	Introduction to the Brain and Behavior	L. Mangiamele
Religion 014	Orthodoxy and Heresy	J. Buckley

ADVISING FOR THE [HEALTH PROFESSIONS](#)

The course schedules of first-years who have their sights set on medicine or any health care field will vary widely depending upon the strength of each individual's high school preparation. Students should be encouraged to follow the placement recommendations of the science and math departments so that they will neither coast through courses that cover material they have already studied nor flounder through courses for which they are under-prepared. Some will have the background to be comfortable in two lab sciences while others may initially feel overwhelmed in a single introductory science or math course.

Students likely to find the transition to college academics especially challenging will have a better chance of attaining their goals if they proceed at a slower pace in the sciences rather than struggle through the courses before they have the appropriate foundation. A successful start to college is more important than a fast start, even if it ultimately necessitates completing some pre-health requirements after Bowdoin. In fact, only about ¼ of students entering health professions programs matriculate the year after they graduate from Bowdoin.

The following is a list of the academic prerequisites for most medical and dental schools; programs in veterinary medicine and many allied health fields have a few additional requirements, as well. AP credits may not be used to fulfill the science prerequisites in biology and chemistry, nor do all schools accept AP credit in physics. Please be aware that a major in the sciences is not required.

If you or your students have any questions during registration, please do not hesitate to contact Seth Ramus at sramus@bowdoin.edu or x3624, or send students to Room 111 Kanbar Hall.

Biology: Two semesters with lab (at a level higher than Biology 101); some additional biology is recommended.

Most students interested in the health professions complete Biology 109 or the 101-102 sequence by the end of sophomore year. Prospective biology, biochemistry and neuroscience majors need to be sure to follow the recommendations of those departments.

General or Inorganic Chemistry: Two semesters with lab. Any two of the following may be used to fulfill this requirement: Chemistry 101, 102, 109, 210, 240, 251.

Since Chemistry 101 is offered only in the fall, students recommended for this course should consider taking it in their first semester if they are giving thought to studying abroad during their junior year. Otherwise, they will not be able to complete Organic Chemistry until senior year.

Organic Chemistry: Two semesters with lab (Chemistry 225 and 226).

Prospective science majors and students who plan to study abroad typically complete this sequence during their sophomore year, assuming they entered with a reasonable background in the sciences.

Biochemistry: One semester (Biology 224/Chemistry 231 or Chemistry 232)

Although only certain schools require biochemistry, most strongly recommend it. We encourage all students to take at least one semester.

Physics: Two semesters with lab (usually Physics 103 and 104; students who place out of 103 may take 104 and 223).

If a student is recommended for Physics 93, the Department suggests that they try to take this course their first semester, as it is offered only in the fall. It will be a helpful foundation for 103 and, since it is not a lab course, it is reasonable for some students to consider taking it along with introductory biology or

chemistry. Physics 103 and 104 are calculus-based, so must be taken after completion of or concurrently with Math 161 and 171, respectively, unless the student has placed out of one or both of these math courses.

Mathematics: Although relatively few medical schools have a specific math requirement, most value competence in calculus and statistics.

As indicated above, our introductory physics sequence requires Math 161 and 171 or their equivalent. Quantitative Reasoning (Math 50) may be a good starting point for those who need to strengthen their quantitative skills. Students might also consider Biomathematics (Math 204/Bio 174). Students should also take a statistics course: Statistics (Math 155), Biostatistics (Math 165), or Data Analysis (Psyc 252).

English: Two semesters are required by most health care programs.

Any First-Year Seminar, regardless of the department through which it is taught, will take the place of one semester of English. Although in some instances schools will accept another writing-intensive course in lieu of English (with a letter from the professor), students are urged to take at least one course offered by the English Department.

Humanities, Social and Behavioral Sciences: Some background in these areas is required by some health care programs and recommended by most. The new version of the MCAT beginning in 2015 will include questions about general psychology and sociology.

ACADEMIC DEPARTMENTS AND PROGRAMS

AFRICANA STUDIES

First-year students interested in Africana Studies have many courses available to them. There are a number of first-year seminars as well as Africana Studies 101, Introduction to Africana Studies, which is offered in the fall (and is required for the major/minor). First-year seminars count toward both the major and the minor. These courses do not assume any prior work in Africana Studies. Because Africana Studies is an interdisciplinary program, there are courses cross-listed in other departments that would be appropriate for first-year students (e.g., Music 130, Spring 2012); for a full listing of these courses, please consult the course catalogue and the other sections of this document.

The **major** in Africana studies consists of nine interdisciplinary and disciplinary courses in African American, African Diaspora, and African Studies. The course requirements for the major are as follows:

- Africana Studies 101 – Introduction to Africana Studies is offered every Fall semester.
- The Intermediate Seminar(s) in Africana Studies – 200-level courses expand on the major concepts and methodologies in AFS 101 by deeply engaging intersectional theories of race, class, gender, and sexuality, as multi-layered and co-constituted.
- The Africana Studies Intermediate Seminars are organized around major national and transnational themes that shape African American, African Diaspora, and African experiences. These themes include but are not limited to: comparative slavery and resistance; black feminist thought; Africana political thought; Africana literary traditions; religions in the African Diaspora; democracy and citizenship in African American & African Diaspora contexts; colonialism and postcolonialism in African & African Diaspora contexts. These seminars pay particular attention to students' analytical, writing, and communication skills. Students will be required to write several short analytical papers drawn from the works of major Africana studies intellectuals in the humanities and social sciences. Students who plan to

major in Africana Studies are encouraged to take the AFS 101 before fulfilling the Africana Studies Intermediate Seminar requirement.

- Africana Studies 301 – Senior Seminar in Africana Studies. The capstone interdisciplinary seminar will require students to conduct intensive research on a major topic in Africana Studies that they have explored during the course of their academic experience in the Africana Studies Program. This senior seminar will require students to apply rigorous humanities or social science theories and concepts to African American, African, or African Diaspora themes in the formulation of their final research projects.

The **minor** in Africana studies consists of five disciplinary and interdisciplinary courses in African American, African and African Diaspora Studies. The course requirements for the minor are as follows:

- Africana Studies 101 - Introduction to Africana Studies
- Four Africana Studies elective courses from any of the two Africana Studies tracks. Three of these courses must be at the 200 and 300 levels. Only one of these four electives can be an independent study course or a course taken at other colleges/universities.

ANTHROPOLOGY—SEE SOCIOLOGY & ANTHROPOLOGY

ART HISTORY

For most students, the best place to begin the study of art history is AH 100: Introduction to Art History. Students must enroll for both the lecture and a weekly discussion section. Students who scored a 5 on the AP exam in Art History are eligible to place out of AH 100 and may register for any 200 level course in the department. AH 100 is required for the major and a pre-requisite for many upper-level art history courses. First-year seminars provide a more focused exploration of art-historical questions and topics.

Students with significant background in art history may wish to enroll at the 200 level; if a course has a pre-requisite, students should contact the instructor directly to discuss their preparation and interest in the course. For 200-level courses without pre-requisites, it is generally advisable to have some experience in a field of study related to the course topic and/or time period (e.g. literature, history).

ASIAN STUDIES

Students thinking about a potential Asian Studies major should be advised that majors are required to take two years of language in East Asia or the equivalent of one intensive year of a South Asian language. Introductory Chinese and Japanese classes can only be taken in the fall semester and continue sequentially in the spring. Taking Japanese or Chinese language their first semester will help students prepare for an Asian Studies major and make it easier for them to study abroad in Asia if they so wish. Students who have studied Japanese/Chinese in high school should have received a placement recommendation based on their performance on the placement test this summer and their language consultation. If a student was unable to take the placement exam, they should consult with someone in Japanese/Chinese as soon as possible.

BIOCHEMISTRY

First-year students with an interest in Biochemistry should consider introductory courses in Chemistry and/or Biology, which are both required for the Biochemistry major. Please consult the Tips for Biology

and Chemistry for information about entry points into those areas. A typical Biochemistry major has completed two semesters of organic chemistry (for which Chemistry 102 or 109 are prerequisites) by the end of the sophomore year.

BIOLOGY

Based on the results of the online biology placement and quantitative skills tests (available on Blackboard), and AP/IB exams, the Biology Department has recommended either Biology 101 (the first semester of a two-semester sequence) or Biology 109 (a one-semester course) for each student who submitted these materials. All students (regardless of their AP/IB exam scores) must take the Biology online placement exam prior to enrolling in Introductory Biology. If students have not yet taken the Biology on-line placement exam by the time advisors are assisting them with their course choices, advisors should instruct such students to take the [Biology online placement exam](#) immediately.

First-year students should have taken the placement and Q-Skills tests prior to arriving on campus; subsequent semester students, should make sure to take the placement exam prior to asking their advisors to sign their course card for enrollment into any introductory biology course so that they may receive a placement. **Students must complete these tests before enrolling in either Biology 101 or 109, and must enroll in the course we recommend.** Placement tests are available on Blackboard and students who have not taken one should complete them as soon as possible. Students should let Pam Bryer (pbryer@bowdoin.edu; x3072) know when they have completed the online tests so that their recommendations can be added to the list. Students who have completed one or more semesters at Bowdoin since first taking the placement test may retake the test; these students should let Pam Bryer know, so that the previous score for their exam can be cleared from Blackboard.

AP5/IB7 students

The Biology Department awards one AP credit to students who received an AP score of 5 AND a grade of B- or better in Biology 109 (or a 200-level biology course for those very few students who are allowed to skip introductory biology altogether, as described below).

Although we strongly recommend that all students start with Biology 101 or Biology 109, students who earned a 5 on the AP biology exam or a 7 on the higher level IB biology exam, and also have significant research and scientific writing experience, may be prepared to take a 200-level biology course. These students can apply to enter a 200-level biology course without taking Biology 109. The application includes: (1) taking the online Biology placement and Q-Skills tests, (2) filling out a laboratory and analytical skills checklist, and (3) submitting a laboratory/research portfolio as described on Blackboard. After reviewing these materials, we will invite students to take a 200-level biology without having taken Biology 109, if they have a background that we think may allow them to succeed. We expect that only a few students will meet the criteria to take a 200-level biology course without Biology 109.

Registration for a 200-level biology course that has space available will require the professor's signature. Invited students should make an appointment to talk with the course professor during orientation (or Phase I registration in November for classes taught in the spring). The students should also be advised to avoid overburdening themselves with laboratory classes, particularly in their first semester (e.g., if a student invited to take a 200-level biology class also places into Chemistry 225 Organic Chemistry or another 200-level laboratory science class).

We are happy to speak with any student (or advisor) with questions about placement or our introductory biology courses. Please contact Pam Bryer (x3072).

CHEMISTRY

All students intending to enroll in any chemistry course numbered 100 or greater **must** have taken the [Chemistry placement exam on Blackboard](#). Any student who has not taken the chemistry placement exam should do so immediately and then let Penny Westfall (x3218/pwestfal@bowdoin.edu) know that they have taken the test. Based on the results of this and other exams, including the Q-Skills exam, the SAT, and AP/IB scores, the department has made recommendations for each student's entry into the chemistry curriculum. The recommendations include entry at one of three points: Chemistry 101, Chemistry 109, or a 200-level chemistry course.

- **Chemistry 101**, taught only in the fall, is the first semester of a two-semester sequence and is intended for students with less preparation in chemistry. Chemistry 101 students continuing in chemistry take Chemistry 102 in the spring. In some cases, first-year students find it advantageous to wait until their sophomore year to start chemistry, which means they cannot take Organic Chemistry I, Chemistry 225, until their junior year if they begin with Chemistry 101 as a sophomore. Students recommended for 101 are encouraged to consult with the Department if they feel that higher placement is warranted.
- **Chemistry 109** is a one-semester course, taught during both the fall and spring semesters. This is the introductory chemistry course taken by the majority of students entering Bowdoin. Chemistry 101 and Chemistry 109 meet at the same time during the Fall Semester, which allows students to transfer between the two classes. Any student considering the possibility of transferring from Chemistry 109 to Chemistry 101 during the semester should take Chemistry 109 in the fall.
- **200-Level chemistry course** placement is recommended for students with scores of 4 or 5 on the Chemistry AP exam (or comparable IB scores) and others with advanced backgrounds. Students with this departmental recommendation may enroll in Chemistry 225 or Chemistry 210 in the fall semester and Chemistry 240 in the spring. Most advanced first year students enroll in Chemistry 225 (Organic Chemistry I). This course is predominantly populated by sophomores and is the first course in a two-semester sequence in organic chemistry. Students interested in Chemistry 210 (Chemical Analysis) should have introductory knowledge about organic chemicals and chemical nomenclature, as well as good mathematical skills. They should consult with Prof. Stemmler (Cleaveland 156) before enrolling. Chemistry 240 (Inorganic Chemistry – offered in the spring) is another advanced option for well-prepared first year students. AP credit will be awarded when students complete the 200-level course with a grade of C- or better. This year, students recommended for a 200-level course do not need a faculty signature for enrollment.

Students should consult with a chemistry faculty member at the Academic Fair or at some other time during Orientation with questions about their placement. Students should enroll in the course for which they are recommended.

Chemistry courses numbered in the 050's are meant to fulfill the INS requirement and assume no previous science background. They are appropriate for students who do not intend to take further courses in Chemistry at Bowdoin.

CLASSICS

Members of the Classics Department faculty are always happy to meet with students individually to discuss placement and sequencing of courses. Because of the numerous options for majors and minors offered by the department, students interested in the discipline should talk with a faculty member about the differences.

Students interested in beginning Latin and/or classical Greek should enroll in the appropriate 101 course. Latin 101 is offered in the fall and Latin 102 in the spring; however, Greek 101 is offered in the spring, with Greek 102 offered in the fall. Because of the sequential nature of language study and the pattern of offerings in the department, students should plan on taking both semesters of Latin during one year; students interested in the elementary Greek sequence should plan to take 101 in the spring and 102 the following fall.

There is a [Latin placement exam](#) which can be downloaded from [Blackboard](#). Students who have already studied Latin and/or Greek in high school will be advised about appropriate placement during the language placement meeting held during Orientation. Students unable to attend this placement meeting should contact a faculty member in the Classics Department to arrange for a placement interview. Most first-years continuing Latin enroll in Latin 203, though those with exceptionally strong backgrounds are welcome in the 300-level course. Most first-years continuing Greek enroll in Greek 203, which is offered in the spring semester, but the department makes placement recommendations on an individual basis.

All 100- and 200-level courses listed under the Archaeology and/or Classics rubrics are open to all students, and spaces have been set aside in all of these courses for first-year students.

Courses in Archaeology are particularly prone to fill quickly (as do other regular offerings in the department such as Classics 101 and 211/212). Students who are unsuccessful in gaining admission to one of these courses should contact the professor and ask to be put on a waiting list; meanwhile, they should consider taking another course in the department to demonstrate their interest in the discipline and make themselves better prepared for other courses in the department.

COMPUTER SCIENCE

First, note that the requirements for the CS major have changed substantially. The new requirements are 10 CS courses and no Math courses:

CS 101: Intro to CS

CS 210: Data Structures

CS 231: Algorithms

Plus 7 more satisfying the following requirements:

- 1) at least one in each of
 - a) Algorithms and Theory
 - b) Artificial Intelligence
 - c) Systems
- 2) at least one Projects course
- 3) at least four 300-level courses

There are 4 courses that assume no computer science background and are open to any student without special permission:

CS 50: The Digital World
CS 101: Introduction to Computer Science
CS 231: Algorithms
CS 289: Theory of Computation

There is a fifth possibility that requires the permission of the department -- CS 210: Data Structures -- and it is discussed below.

Briefly, students who want a broad introduction to CS and are pretty sure they will not take any more CS courses should be advised to take CS 50. **Note, however, that taking CS 50 does not preclude a student from taking more CS courses and majoring in CS!**

Students who are thinking about CS as a major, **OR** students who would like a more programming/algorithms-oriented or mathematically-oriented introduction to CS, should be advised to take CS 101 for an emphasis on programming, CS 231 for an emphasis on algorithms (designing programs), or CS 289 for an introduction to the theory of computation. **The first two are required for the major and should be taken as soon as possible. This is particularly true of CS 101, since it is the prerequisite for CS 210 (Data Structures), which is a prerequisite for many other courses.** The third one is not specifically required, but would satisfy the Algorithms and Theory elective requirement.

More about these five courses:

CS 50 (The Digital World) is aimed at students who want a broad introduction to computer science. Although this course will touch on how computers are programmed, the emphasis is on broader issues, such as how information is coded and stored in computers and the impact of computers on society (privacy, ethical issues, intellectual property, etc.). This is not the only option for students interested in CS (see below), but it is probably the best course for students who think they will not take any more CS courses. Of course, we hope that students who take this course will become fascinated by computer science and decide to explore the field further. The next step after this course would be one of CS 101 (Introduction to CS), CS 231 (Algorithms), or CS 289 (Theory of Computation), described here:

CS 101 (Introduction to Computer Science) is an introduction to computer science that focuses on basic programming in Java. It is the first course in the CS major sequence, but it should not be viewed as a course only for students intending to major in CS. Many first-years who have taken it to satisfy a general interest in computer science have found it to be a rewarding, albeit challenging, course. There is a weekly 1.5 hour lab that, later in the semester, typically requires time outside of the lab period to complete. Students with sufficient programming experience in a language such as Java, C, or C++ may be able to skip CS 101 and go directly into CS 210 (see the description below), which covers more advanced programming techniques. Students who would like to explore this possibility should contact the department.

CS 231 (Algorithms) is an introductory course on the design and analysis of algorithms. It introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g. spanning trees and shortest paths), and discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

CS 289 (Theory of Computation) studies the nature of computation and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a

study of unsolvable problems.

CS 210 (Data Structures) looks at the data structures that are frequently necessary for programming more complex problems, such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also looks at measuring the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. There is a 1.5 hour lab with this course.

DANCE—SEE THEATER AND DANCE

EARTH AND OCEANOGRAPHIC SCIENCE

Earth and Oceanographic Science courses enable students to make connections between physical and biological worlds and to study human and environmental interactions. Bowdoin's geographical location near Maine's mountains, rivers and coast means classes can readily access these outdoor natural laboratories. In many courses, students complete research projects and/or work with community partners to apply their learning to problems of environmental and local importance.

EOS 050 (Fall), EOS 101 (Fall), EOS 102 (Spring) and EOS 104 (Spring) are aimed at first-year students, assume no previous science background, meet the INS requirement and meet the division requirement for natural science and mathematics. EOS 104 also meets the MCSR requirement. Any one of the introductory courses, other than EOS 050, may count toward the Earth and Oceanographic Science major. EOS 200, Biogeochemistry, is a required course for the major - we encourage potential majors to take this course in their sophomore year.

Earth and Oceanographic Science is a popular coordinate major with Environmental Studies. EOS 102 (Oceanography) and EOS 104 (Environmental Geology and Hydrology) are cross-listed with Environmental Studies (ES 102 and ES 104) for joint EOS and ES credit, and meet the introductory science course requirement for ES.

ECONOMICS

Students with low Q-Skills scores should refrain from taking Economics 101 during their first semester at Bowdoin and may want to take Math 50 before taking Economics 101. Students who have taken AP Microeconomics and AP Macroeconomics and received a 4 or 5 should take a 200 level elective if they want to take an Economics course in the fall term.

Econ 100 is intended for students who just want some exposure to Economics, but do not plan to continue. Econ 100 does NOT serve as a pre-requisite for any Economics course. Students who think they might want to major or minor in Econ, or just take several Econ courses, should take the "traditional" intro sequence: 101 and 102. Students who take Econ 100 and decide to continue in Economics must take both 101 and 102 before proceeding with a major or minor. Also note that Econ 255 (Microeconomics) is now a pre-requisite for Econ 256 (Macroeconomics).

EDUCATION

Students who have an interest in studying education (including those who hope to become certified secondary school teachers) should take Education 101 either their first or second semester. The course is

frequently overenrolled, but the Department offers one section every semester. If students express an interest in becoming certified to teach in public schools, they should speak with an Education Department faculty member during their first year at Bowdoin.

Education 211: Education and the Human Condition - This course in educational theory is not recommended for first-year students. Interested students who have experience in reading educational philosophy should meet with the instructor prior to registration.

ENGLISH

First-year students are eligible to take 100-level courses, as well as courses from the department's roster of first-year seminars. There are three options at the 100-level this year, each of which represents an introduction to literary studies from a different angle: fall semester, "Introduction to Poetry" (English 105); spring semester, "Introduction to Drama" (English 106) or "Introduction to LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) Fiction" (English 111). There are twelve options for first-year seminars: nine in the fall and three in the spring.

There is no hierarchy or sequence to the 100-level courses or to the first-year seminars. All of them are considered gateway courses to the major, and students must take one of these courses as a prerequisite to 200-level courses. First-year students who fulfill the prerequisite by taking one of these courses in fall semester may take 200-level courses in the spring semester.

AP credits will not count towards the English major or minor, but students who received scores of 4 or higher on the English Literature AP Exam (not the English Language exam) will receive one AP credit upon the successful completion of an English first-year seminar or literature course with a grade of B or higher.

ENVIRONMENTAL SCIENCE

The Environmental Studies program offers a coordinate major. Students major in Environmental Studies and also have a disciplinary major, either in a departmental major such as Biology, Economics, History, etc, or in a program major such as Asian Studies, Gender and Women's Studies, etc. Courses taken to satisfy the College's distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies major requirements, except as noted.

First-year students interested in environmental studies should consider taking ES 101, Introduction to Environmental Studies, the gateway course, in the fall. In addition to ES 101 the major requires a core course in environmental science (ES 201/Bio 158 /Chem 105- Perspectives in Environmental Science, offered in the spring); one social science course (see the ES website for courses that meet this requirement); one environmental humanities course (ES 203/History 242- Environment and Culture in North American History, offered in the spring); one senior seminar, and three courses within a concentration (see the website for more information).

Students who received a score of 5 on the Environmental Science AP Exam meet the prerequisite for ES 201--Perspectives in Environmental Science. Upon successful completion of ES 201 with a grade of C- or higher, one AP credit will be awarded. This credit is in addition to and does not preclude the students from receiving credit for other courses taken to fulfill the prerequisite for ES 201.

The program also offers a minor, which consists of five courses (see the website for more information).

FILM STUDIES

First-year students interested in film studies can enroll in either Film Studies 201: History of Film I (Fall 2011), or Film Studies 202: History of Film II (Spring 2012). It is not necessary to take these courses sequentially and students can choose to take only one of the two courses if they wish. Students who choose to minor in film studies need to take five courses, four of which must be courses offered in the Department of Film Studies. Film Studies 201 and 202 may be counted toward the minor. Both of these courses fulfill the Visual and Performing Arts (VPA) distribution requirement.

FRENCH—SEE ROMANCE LANGUAGES

GAY AND LESBIAN STUDIES

To minor in Gay and Lesbian Studies, students must take a total of five classes: the core course (GLS 201) and four classes cross-listed in other departments. These must include at least one from the social sciences and one from the humanities, and no more than two courses can come from a single department. **Because of the advanced nature of the material, GLS 201 is not open to first-year students.** Students who are interested in taking a GLS course during their first year are encouraged to sign up for a cross-listed first-year seminar or 200-level course. Please direct any questions to the chair of the program, David Collings (dcolling@bowdoin.edu).

GENDER AND WOMEN'S STUDIES

Students can pursue a major or minor in Gender and Women's Studies. The major consists of nine courses, including three core courses: GWS 101 (Introduction to Gender and Women's Studies), GWS 201 (Feminist Theory), and GWS 301 (Capstone Seminar). GWS 101 is taught every semester; GWS 201 is taught every fall; and GWS 301 is taught every spring. The minor consists of five courses (GWS 101, GWS 201, and three electives).

In terms of the path to the major or minor in Gender and Women's Studies, students may begin with the introductory course (101) or with one of the many 200-level courses offered in GWS and by affiliated faculty in other departments and programs. As long as a course has a GWS designation (it may be, but is not necessarily a primary designation), it counts towards the major or minor.

The Gender and Women's Studies major also offers opportunities for study abroad, independent study, and honors. Interested students are encouraged to contact Anne Clifford, Program Administrator (acliffor@bowdoin.edu) or Kristen Ghodsee, Director (kghodsee@bowdoin.edu) with any questions.

GEOLOGY—SEE EARTH AND OCEANOGRAPHIC SCIENCE

GERMAN

First-year students considering either beginning or continuing the study of German are encouraged to take a course during their first semester. Those who have studied German before entering Bowdoin must consult with the department for placement. If a student was unable to complete the placement questionnaire and/or attend the consultation during orientation, they should consult with someone in German as soon as possible. In their conversations with advisees, faculty advisors may presume that two years of high school German roughly equals one year of German at Bowdoin; i.e., students with two years of prior German instruction will most likely be advised to enroll in 203, four years in 205 (or higher, if AP), and so on. Especially students with no prior exposure to the language are encouraged to begin their study in the first semester, because doing so will allow them to take full advantage of options open to them, including study in a German-speaking country. German courses numbered 205 and higher count for the International Perspectives requirement. German 101 is open to those with no previous study in the German language. German 151(ESD), 152 (IP, VPA), 154 (IP, VPA) and German 156 (ESD, VPA) are taught in English and are open to all students with no previous language study required.

GOVERNMENT

First-year students interested in government should be encouraged to take one of the department's first-year seminars. Another option appropriate for students seeking a solid background in a specific departmental subfield is to take one of the introductory lecture courses in comparative politics (Gov. 120), American government (Gov. 150) or international relations (Gov. 160). For those considering a major in government, please note that students can only count two 100-level courses, or one 100-level course and one first-year seminar, towards the nine-course major requirement.

More advanced students may wish to consider enrolling in a 200-level course; many are technically open to first-year students. However, students should be aware that enrollment pressures, particularly during the fall term, will mean that only a few first-year students will actually be able to get in. It is very important to make sure that they have solid second and third course options.

Students who received scores of 4 or higher on either the American government or the comparative government AP Exam will receive one AP credit upon the successful completion of a 200-level course in the same sub-field (American government or comparative politics) with a grade of B or higher. Only one AP credit will be awarded even if the student took both exams.

HISTORY

Most students should consider starting at the 100 or first-year seminar level. Those with a strong background from high school should also consider 200 level courses. History courses are offered in regional concentrations. We encourage students to explore offerings in non-western history (Africa, Asia, and Latin America) early on, as well as Europe. Students should take care not to take too many U.S. history courses early, as no more than five courses in a regional concentration may count toward the History major. History professors are always ready to speak with students about courses and the History curriculum.

ITALIAN—SEE ROMANCE LANGUAGES

LATIN AMERICAN STUDIES

Latin American Studies is an interdisciplinary program with strengths in Romance Languages, History, Anthropology, Economics, and Music. Students should address the language requirement early on (up to Spanish 209 or 210 or French 207), and take an introductory course such as Anthropology 101, Economics 101, or Sociology 101, as a 200-level course in the social sciences is also required. Another good place to begin is History 252 (Colonial Latin America) or History 255 (Modern Latin America) as these courses offer an excellent overview of the region and have no prerequisites, but only those students with a strong background in history should consider 200-level history courses.

MATHEMATICS

A course from the calculus sequence (Math 161, 171/172, 181) is the traditional entry into the study of mathematics at Bowdoin. However, introductory courses in Quantitative Reasoning (Math 50), Statistics (Math 155, 165) and Biomathematics (Math 204) are also possible choices. Advanced students can begin at even higher levels.

To help you enroll in the correct entry course, the Mathematics Department has used the information you supplied in the *Mathematics Placement Questionnaire* as well as your score on the *Quantitative Reasoning Placement Examination* to identify appropriate courses to begin your study of mathematics at Bowdoin. There are five placement recommendation levels, labeled with a letter between **A** and **E**:

Course placement recommendations

Level	(the recommended calculus course is in boldface)
A	Math 161 or Math 50, Math 155, Math 165.
B	Math 171 or Math 155, Math 165, Math 204
C	Math 172 or Math 155, Math 165, Math 204
D	Math 181 or Math 155, Math 165, Math 204
E	Any math course in the range Math 200 to Math 229.

Your Course Placement Recommendation is Binding.

The only mathematics courses for which you are allowed to register are those indicated by the placement recommendation provided to you and your advisor by the Mathematics Department. *If you register for any other mathematics course you will be asked to drop the inappropriate course and to enroll in one of the courses on your recommendation list.*

Clarifying or Altering your Course Placement Recommendation.

If you believe your course placement recommendation might not be accurate or you wish to register for a mathematics course not on your recommendation list, you should consult individually with members of the Mathematics Department during the Mathematics Orientation meetings on Monday morning, August 29, in Searles Hall. You should start by attending the meeting for students *with your specific course placement recommendation*. Ultimately a change in your course placement recommendation will become official *only* when you receive approval from the Chair of the Mathematics Department.

Relevant Information about Specific Courses

(detailed descriptions of these courses can be found in the catalogue).

Math 50: If your mathematical background indicates the need for additional preparation prior to enrolling in other quantitatively intense courses, you may be invited to enroll in Math 50, *Quantitative Reasoning*. The purpose of the course is to provide a firm foundation for further classes in mathematics, science, and economics. Admission into Math 50 *requires* instructor permission. This course satisfies the MCSR distribution requirement.

Math 155 and 165: These introductory statistics courses assume only a minimal background in mathematics and are therefore available to all incoming students. Given the minimal background needs along with the importance of statistical knowledge, these are highly appropriate classes for satisfying the MCSR Distribution Requirement. However, if you are considering a major in mathematics you should **not** enroll in either of these courses since you will likely enroll later in Math 225 and Math 265, the mathematics major level probability and statistics courses. In addition, if you are considering a major in psychology or economics, you should probably refrain from enrolling in either Math 155 or Math 165 since psychology and economics each have their own discipline specific statistics courses.

Math 155 is offered every fall and Math 165 is offered every spring.

Note: As of this time, Math 155 is fully enrolled for Fall 2011. Hence *it is unlikely that first-year students will be able to join this course during their first semester.*

Math 204: *Biomathematics* is the study of mathematical methods driven by questions in biology. The prerequisites for the course include a background in differential calculus (the equivalent of Math 161) along with a year of high school or college biology.

Math 200 to 229: Students with highly advanced preparation in mathematics will be recommended for a course numbered between 200 and 229, and possibly even a course numbered beyond 229. If you are in this category you are strongly encouraged to attend the session for advanced students during the Mathematics Orientation meetings on Monday morning, August 29, in Searles Hall. At this session you will learn about your full range of course options and will receive individual advice based on your mathematical preparation and academic goals.

MUSIC

Distribution Requirements. The Humanities (c) requirement is met by all music courses, and the VPA requirement is met by all music courses except 131, 285-9 (private lessons), and 271-279 (ensembles).

Prerequisites and Placement Exam. Courses below the 100 level and all 100-level courses, other than 101 and 151, usually do not have prerequisites and require no prior musical experience. Placement into 101 and 151 is possible through the [music theory placement exam on Blackboard](#); after taking the exam, first-year students should consult with the department in Gibson 101 between 1:00 and 1:30 pm on Sunday, August 28.

200-level courses have prerequisites or require instructor permission. Students with an unusually strong theory background should consult with the instructors of 203 and 243 for possible permission to take these courses without the prerequisites.

Music Ensembles. Most participants in music ensembles are not majors or minors, so any student with interest should consider participating. The World Music Ensemble is open to any student regardless of musical background. The Concert Band is open to any student with band experience, and the Middle Eastern Ensemble is open to any student who has played a string or wind instrument, or who would like to learn Middle Eastern percussion. The Chorus, Chamber Choir, Orchestra, Chamber Ensembles, and Jazz Ensembles are auditioned; audition and rehearsal information is posted on the first floor of Gibson Hall.

A half credit per semester (on a credit/D/fail basis) can be earned for ensemble participation, but attendance guidelines must be followed for a passing grade (in some cases un-enrolled students are allowed to participate). The same course number is used for every semester of enrollment in the same ensemble.

Private Music Lessons. Private lessons (Individual Performance Studies) are open to any student on a non-credit basis and may be taken for credit if an audition is passed. To pass, instrumentalists must demonstrate an intermediate or higher level of accomplishment, and voice students must show an aptitude for singing pitches. There is a fee for lessons, but students on financial aid can audition for scholarships. Students should sign up for lesson auditions and scholarship auditions through Linda Marquis (Gibson Hall 103, x 3321) during the first week of classes.

Students taking lessons for credit receive a half credit per semester, graded A-F. The number 285 is used for the first semester and the number 286 for all semesters on the same instrument thereafter. If a second instrument is studied, 287 is used for the first semester and 288 for following semesters. If a third instrument is studied, 289 is used for all semesters.

NEUROSCIENCE

Students interested in majoring in neuroscience should begin by taking Introductory Biology and/or Introductory Psychology, both of which are required for the major (please consult the Tips for Biology for information about which Introductory Biology course will be most appropriate). These courses serve as prerequisites for the two introductory level neuroscience classes, Neurobiology (Biology 213, fall semester) and Physiological Psychology (Psychology 218, spring semester), either of which will prepare students for entry into the mid-level lab courses that form the core of the neuroscience major. We encourage students interested in majoring in Neuroscience to speak with faculty in the Neuroscience program early in their Bowdoin career, particularly if they are interested in studying abroad.

Students are also encouraged to consult with the Chemistry department about their placement into chemistry courses, as a semester of Organic Chemistry is also required for the major.

PHILOSOPHY

In all Philosophy courses, there's a great emphasis placed on writing skills and careful reading of texts. The goal is to understand complex ideas and arguments and to produce clear, precise, jargon-free prose. There is no single "Intro" course. It's generally good to start with a first-year seminar or a 100-level course. Students seeking a background in the history of philosophy are advised to take Phil 111 and 112, which cover ancient Greek philosophy (presocratics to Aristotle) and early modern European philosophy (Descartes to Kant) respectively.

There are no prerequisites for 200-level classes, and many first-year students have done well in them. However, the topics at the 200 level are generally more focused and the material is more challenging, so first-year students are advised to discuss with the instructor whether a given class is suitable for them.

Logic (223) feels more like a math or computer science course, because a formal language is introduced and put to work. The point of it is to distinguish valid from invalid arguments. Many philosophy majors tell us they wish they'd taken logic earlier in their college careers, because it has made them better at framing and analyzing arguments in other classes. First-years may take it, and many have done well.

PHYSICS

Physics has a [placement test on Blackboard](#) to assess student readiness for Physics 093 (Introduction to Physical Reasoning), Physics 103 (Introductory Physics I) or Physics 104 (Introductory Physics II). Students should have taken the on-line test prior to arriving on campus. However, if a student has neglected to do so, the test is still available on Blackboard and should be taken as soon as possible.

Physics 093 is a course for students interested in a physics- or engineering-related major who need to work on quantitative reasoning and advanced problem solving before beginning calculus based physics. The departmental placement exam is intended to identify students who might benefit from this focused instruction on study skills for the physical sciences. Physics 093 is a general course that is designed to prepare students for success in introductory chemistry, computer science, and calculus as well as physics.

Physics 103 is the first semester of laboratory-based physics. It requires good problem solving skills and quantitative literacy. Students in Physics 103 are not expected to have taken any previous physics courses but should be ready for a fast-paced introductory course that emphasizes independent learning. Students can enroll in Physics 103 concurrently with Mathematics 161. Please encourage first-year students who concurrently enroll in 103 and Math 161, or any students concerned about their level of mathematical preparation, to make themselves known to the course instructor. Some proactive attention is often all that is needed to help students with less mathematical background succeed in physics.

Physics 104 is the second semester of laboratory-based physics. Advanced placement credit is available for students with qualifying scores on the AP exam. Students who have a strong background in Mechanics but no AP scores can be placed in Physics 104 after taking the departmental placement exam. However, such students do not get AP credit for Physics 103.

PSYCHOLOGY

The first course is Psychology 101: Introduction to Psychology, which will serve as a prerequisite for all other psych courses. If a first-year student is interested in a psychology major or minor, we recommend they take this course in the fall of their first year. We also offer a first-year seminar, Psychology 010: What's on Your Mind? An Introduction to the Brain and Behavior. This course does not serve as a prerequisite for other psychology courses, so students who take this course and then decide to pursue a second course must take Psychology 101. Psychology 10 might be of particular interest to those students who are especially interested in learning more about neuroscience or biopsychology (or psychology in general) but do not anticipate a neuroscience or psychology major

If a student has a score of 4 or better on the AP exam, or a score of 5 or better on the IB Higher level exam, they can skip Psyc 101. For these students, we recommend Psyc 211, 214, or 216 in the fall; or any of the spring 200-level courses that have Psyc 101 as a prerequisite. Students with AP/IB credit are

advised not to take Psyc 251 in the fall of their first year. Note that students with AP/IB credit who decide to take 101 will lose their AP/IB psych credit.

RELIGION

The religion department at Bowdoin is exceptional in that it does not require students to take Religion 101 in order to enroll in its intermediate or upper level courses. Although none of the department's courses reflect an assumption that students have a background in the particular subject area, the courses are academic in approach and require that students engage course materials with intellectual rigor. In other words, religions are not evaluated from the perspective of one's own religious assumptions, convictions, and practices but treated as texts, practices, and institutions requiring historical and cultural contextualization. Religion courses at Bowdoin require a fair amount of writing and classroom participation. They provide students with an excellent opportunity to sharpen their analytic problem solving and writing skills. Moreover, as the study of religion is interdisciplinary, our courses expose students to various disciplinary approaches in the humanities and social sciences. The ability to test and compare theoretical tools in various fields and to apply these to a topic in religion assists students in the process of selecting a major.

The department consistently offers first-year seminars in the fall semester for incoming students. These are designed to afford students ample opportunities for discussion and writing on topics that are multifaceted, controversial, timely, and of particular interest to college students. One first-year seminar may count toward the religion major. First-year students are welcome to enroll in our intermediate seminars. All students are encouraged to enroll in the fall semester of our sequenced intermediate level courses. The religion department at Bowdoin is one of the few departments that regularly offer courses in which students closely examine a particular topic or area over the course of a year.

Religion 101 (Introduction to the Study of Religion), which is offered every spring, is comparative in approach and lays out the theoretical contours of the field. Since it is excellent preparation for intermediate and advanced level courses in the department, potential majors should enroll as early as possible in this course. Students are introduced to a theme or topic in at least two religious traditions and to various methodologies and specialized vocabularies employed in the field.

ROMANCE LANGUAGES

The language programs are very carefully sequenced, beginning with [a placement exam](#) that can be given at any time (students typically take the placement exam over the summer), with very clear pre-requisites.

French

Placement recommendations are based on information provided by the student and her/his placement test score. Students should enroll in the recommended course but may move between course levels in the first weeks of classes should they feel they have been misplaced. **Please strongly encourage students to begin their language study at Bowdoin in the fall semester, as language courses are sequential, the first course of the sequence (101, 203, and 205) being offered ONLY in the fall semester.** Waiting would in most cases push their French studies back a full year. Students are encouraged to talk with a member of the department should they have any questions about courses or their placement.

French 101 is open to students with no previous exposure to the language. All other first-year students

who studied French in high school (with the exception of those who received a 5 on the AP or a 5 or 6 on the IB) should have taken the placement exam prior to arriving on campus. However, if a student was unable to do so, the test is still available on [Blackboard](#). S/he should complete the test and notify someone in the department as soon as possible so that the test may be corrected and the student given an appropriate placement.

Students who received a 5 on the French AP or a 5 or 6 on the IB automatically place into the 207-210 level. French 207-210 are not sequential. Students may take them in any order. Students who place into 207 or 209, offered in the fall semester, also place into 208 or 210, offered in the spring semester. Incoming students will receive one course credit for an AP exam on which they scored a 4 or a 5 or an IB exam on which they scored a 5 or 6 once they have completed at least one French course at Bowdoin. French majors and minors are required to take either 207 or 208 AND either 209 or 210.

Italian

Please strongly encourage students to begin their language study at Bowdoin in the fall semester (with the exception of Italian 103, Accelerated Elementary Italian, described below), as language courses are sequential, and the first course of the sequence (101, 203, and 205) is offered ONLY in the fall semester. Waiting would, in most cases, push their Italian studies back a full year. Students are encouraged to talk with a member of the department, should they have any questions about courses or their placement.

Italian 101 is open to students with no previous exposure to the language. Any first-year students who studied Italian in high school should have taken the placement exam prior to arriving on campus. However, if a student was unable to do so, the test is still available on Blackboard. S/he should download the test and return the completed test to someone in the dept. as soon as possible. Incoming students will receive one course credit for an AP exam on which they score a 4 or a 5 (once they have completed at least one Italian course at Bowdoin). Most students start at the Elementary level (Italian 101), but some have enough experience to start in Intermediate Italian (Italian 203) or the first semester of Advanced Italian (Italian 205).

Italian is offering a new course this coming SPRING called **Accelerated Elementary Italian** (Ital. 103): a full year of Elementary Italian in **ONE** semester for students who are already advanced in French, Spanish, or Latin. It is not in the course catalogue, but is something about which first-years, especially, should know. The course is intended for students who are already in or place into French or Spanish 205 or higher (a 4 or above in AP French or Spanish; a 6 or higher in I.B. French or Spanish). Students who are placed into advanced Latin or have advanced experience with other foreign languages may also be considered. This is **NOT** an intensive course (not double the hours nor double the credit), but rather a course based on teaching a new Romance Language to students who already know one (or more). It consists of the usual 3 class hours with a professor and one conversation hour a week, but also has an additional drill hour (the conversation and drill hours are with a Teaching Fellow from Italy).

Spanish

Any student planning to take Spanish at Bowdoin must have taken the placement test prior to arriving on campus (available on Blackboard, course recommendations available in Bearings). If a student did not take the placement exam, consult with the Department; the system will not let them register for Spanish without a placement recommendation. Students should enroll in the recommended course but may move between course levels, after consulting with instructors, during the first weeks of classes should they feel they have been misplaced. Students who receive scores of 4 or higher in the AP exam or 6 or higher in the

IB exam, will be awarded one AP/IB credit upon completion of a course, level 205 or higher, with a grade of B or higher. Credit will not be given if a student places into, or elects to take, a course lower than 205. Only one AP/IB credit may be earned per person per language. **Please strongly encourage students to begin their language study at Bowdoin in the fall semester, as language courses are sequential.**

Waiting would in most cases push their Spanish studies back a full year. Students are encouraged to talk with a member of the department should they have any questions about courses or their placement. Spanish 101, offered every fall, is exclusively for students with no previous exposure to the language (please consult with Spanish faculty if the student speaks the language at home or has studied it for at least a semester in the past). Spanish 102 is offered in the spring semester only. Spanish 203 is offered in the fall semester only. Spanish 204: one section is offered this fall, two sections are offered every spring. Spanish 205: three sections are offered this fall, one section is offered every spring. All Spanish 101-210 courses require a one-hour-per-week discussion session in addition to the regularly scheduled classes (discussion sessions for 101-102 are determined during the second week of classes, the others are listed in the schedule of course offerings). Spanish 209 and 210 are not sequential; they can be taken in any order.

AP/IB Credit Guidelines: Incoming students who received scores of 4 or higher in the AP exam, or 5 or higher in the IB exam, will be awarded one AP/IB credit upon completion of a course, level 205 or higher, with a grade of B- or higher. Only one AP/IB credit may be earned per person per language.

RUSSIAN

All first-year students who are considering studying Russian should be encouraged to take a course during their first semester: this will guarantee that they will be able to major in Russian should they so choose, and also travel to Russia junior year. Russian 101 is open to students with no previous exposure to the language; students who have previously studied Russian have to consult with a member of the department for placement. As a general rule of thumb, two years of high school Russian equals one year of college Russian; the department, however, always decides placement on a case-by-case basis. Heritage speakers (i.e., students of Russian origin who have spoken the language at home but have not studied it formally) are encouraged to take our upper-level courses (Russian 309 and higher), but they, too, should consult with the department before enrolling. Every year, the Russian Department offers several courses on literature and culture in English translation; these courses are open to all students without prerequisite, and fulfill various distribution requirements.

SOCIOLOGY & ANTHROPOLOGY

The Sociology/Anthropology department offers several courses appropriate for any first-year student. This fall the sociologists are offering one first-year seminar (Soc 10), in addition to two sections of Intro to Sociology (Soc 101). In the spring they are teaching Soc 101 and a first-year seminar. The anthropologists are offering a first-year seminar (Anth 19) and Intro to Anthropology (Anth 101) in the fall. In the spring, they are offering Intro to Anthropology (Anth 101) again, as well as Intro to World Prehistory (Anth 102). None of the 100-level courses or first-year seminars assume any prior work in sociology or anthropology. All other courses in the department require one of the three introductory courses as a prerequisite (different 200-level courses require different ones), so students interested in taking sociology or anthropology courses should take the relevant introductory courses as soon as possible.

SPANISH—SEE ROMANCE LANGUAGES

THEATER AND DANCE

DANCE

1. Students may take the 111-112, 211-212, and 311-312 courses more than once; that is, they do not automatically proceed to a different level (course number) and are allowed to take the same sequence several times.
2. Students should always come to the first class, especially studio classes, if they want to take but were not placed in a course. Early on students inevitably move between classes to find their appropriate level.
3. Students are highly recommended to take introductory 100 level or appropriate 200 level courses that include creative work/performance, particularly if they want to pursue an Independent Study at some point.
4. Although Dance 221: Intermediate Ballet requires students to have taken Dance 121: Introduction to Ballet, the Intermediate course may be appropriate for students with dance experience prior to Bowdoin. Such students are encouraged to seek the permission of the instructor to enroll in the course.

THEATER

For Students with no previous theater experience, we recommend Theater 101: Making Theatre. This course will expose students to all aspects of the art form, including scripting, performance, design, and direction of an original work. It excites the theatrical imagination and provides an excellent foundation for future course work. If a student knows they are specifically interested in acting, design or stagecraft (technical theatre), they are encouraged to enroll in the 100-level courses that are offered in those areas - no previous experience is required. Students interested in interdisciplinary work and the connections between theater, dance, and other art forms should take our new 100-level course, Performance and Narrative. Students interested in acting are encouraged to follow the performance track of Theatre 120, 220, and 225 in order to enroll in 300-level performance courses. Any 100-level course in the department fulfills the prerequisite needed for upper-level work. Students should be aware that the performance-based courses, while not reading and writing intensive, require, on average, four hours of outside class time per week for rehearsal. Additionally, attendance in these courses is mandatory.

VISUAL ARTS

We advise anyone considering a Visual Arts major or minor, or a joint major involving Visual Arts, to take Art 150 (Drawing I) as soon as possible, but any course with a 100 number is a good place to begin.

Like Drawing I, we also offer a variety of other courses without prerequisites. Any of these--Architectural Form & Space, Photo I, Printmaking I, or Sculpture I--are the courses we recommend to someone with no background--or even with a fair amount of background--in the subject. These courses presume no previous knowledge or aptitude beforehand; only a strong interest in the subject and the willingness to work.

We often get requests from students who have AP credits or previous experience asking if they can waive Drawing I or other intro courses, which we strongly discourage and rarely permit. Whatever a student's previous background, it's in the nature of visual arts studies--and the fact that every studio teacher approaches the material from a unique perspective--that intro art courses are rarely redundant. Visual arts courses at Bowdoin are also designed with a liberal arts orientation that sets them apart from those in a non-liberal arts curriculum, as well as providing a unique foundation for the courses to follow.