# The Jumbo Guide:
## A Handbook for First-Year Students

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome from the Dean</td>
<td>2</td>
</tr>
<tr>
<td>Welcome from the Orientation Coordinator</td>
<td>3</td>
</tr>
<tr>
<td>Placement Exams and Pre-matriculation Credits</td>
<td>4</td>
</tr>
<tr>
<td>Academics: Liberal Arts</td>
<td>9</td>
</tr>
<tr>
<td>- Advice on Choosing Classes</td>
<td></td>
</tr>
<tr>
<td>- Exploring Majors</td>
<td></td>
</tr>
<tr>
<td>- The Language/Culture Requirement</td>
<td></td>
</tr>
<tr>
<td>- Foundation and Distribution Requirements</td>
<td></td>
</tr>
<tr>
<td>Academics: Engineering</td>
<td>15</td>
</tr>
<tr>
<td>- Major Concentrations</td>
<td></td>
</tr>
<tr>
<td>College Writing Requirement for A&amp;S and EN Students</td>
<td>17</td>
</tr>
<tr>
<td>Courses to Consider</td>
<td>18</td>
</tr>
<tr>
<td>Community: Life on and off “The Hill”</td>
<td>42</td>
</tr>
<tr>
<td>- A Guide to Email Etiquette</td>
<td></td>
</tr>
<tr>
<td>- Where to Study on Campus</td>
<td></td>
</tr>
<tr>
<td>- Getting Around</td>
<td></td>
</tr>
<tr>
<td>- Things to Do Nearby</td>
<td></td>
</tr>
<tr>
<td>Important Details</td>
<td>46</td>
</tr>
<tr>
<td>- Campus Resources</td>
<td></td>
</tr>
<tr>
<td>- Jumbo FAQ</td>
<td></td>
</tr>
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<td>- Undergraduate Education</td>
<td></td>
</tr>
<tr>
<td>- Important Dates to Remember</td>
<td></td>
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<tr>
<td>Block Schedule</td>
<td>52</td>
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Welcome from the Dean

Dear Class of 2020 and new transfer students:

Welcome to Tufts!

Matriculation marks the start of your undergraduate career. During your time at Tufts, you will encounter ideas, methods of problem solving, worldviews, and entire disciplines you have never thought about before. You will learn to think in new, more sophisticated ways and to express your ideas with greater clarity and force. You will broaden your horizons and discover strengths and challenges you never knew awaited you.

Your Tufts education will offer you a rigorous intellectual foundation that will serve as a solid cornerstone for active citizenship in an increasingly complex world. It is our hope that you will take advantage of opportunities to learn both inside and outside the classroom. We are happy to offer you this handbook to help start you on this exciting journey.

We encourage you to keep an open mind, ask questions, and take pride in making the most of this extraordinary intellectual opportunity.

Sincerely,

Carmen Lowe
Dean of Undergraduate Studies

Carmen Lowe
Dean of Undergraduate Studies
Welcome from the Orientation Coordinator

Hello Tufts’ Class of 2020, Transfer Students, and the First Freshman Class of SMFA at Tufts!

You all are finally here! I hope you are as excited to be here as we are to welcome you to campus. My co-coordinators, Eugenia Naamon, Theodore Tan, and I have been so eager to begin the year with you at Tufts!

Your first year of college is going to be unlike anything else you will experience in your lives. You have joined a campus full of passionate individuals, with knowledge and perspectives that stem from all walks of life. With the students, professors, and information on this campus, there will be an overwhelming feeling of opportunity, of which we hope you all take full advantage. When I first stepped onto this campus, I was unaware of the incredible amount of knowledge that I would attain through discussion with my peers and professors. It is the community at Tufts that incited and led the way for my unbelievable experience over the past three years here. Not every day at Tufts is a perfect day, but the way the community here gets through imperfect days shows how strong the Tufts support system truly is. With one year left, I hope to soak up every last bit of the wonderfulness that is Tufts, and I hope you all enjoy your next four years as much as I have valued my last three.

In the coming week you will have a lot thrown your way, from hundreds of clubs to join, to classes to try, to friends to make, but I encourage you to attempt to embrace and enjoy just being at Tufts, in a new environment, rather than being overwhelmed by all of the new opportunities. Do your best to remember everyone’s names, to get your name on all the club email lists, and to memorize the campus layout, but be patient with yourselves. Allow yourselves to stay up late exploring and to take fun adventures before the reality of beginning college classes and studying hits. Take your time in learning how to understand university life, and let others take their time as well. Ask any senior… we are still trying to figure out how this place works and how we work within it, but that’s okay. Figuring it all out is a part of the college experience.

You are going to receive a ton of information during O-Week, and we hope that you just retain as much as possible. If you can’t remember it all, your Orientation Leaders, the Jumbo Guide, RAs, and friendly Tufts students are here to help you! You all will soon come to learn, through Orientation and the weeks to come, of the enormous support system you each have at Tufts, and we are so excited for you to be a part of this community.

Go Jumbos!

Anna Weissman ’17
Orientation Coordinator for Training and Leadership
Placement Exams

Language Placements
All entering students in liberal arts are encouraged to take a language placement exam during Orientation. However, you need not do so if you feel that the placement indicated by a pre-matriculation credit is accurate. Only the highest placement of your pre-matriculation credits and your placement exam will be counted, so there is no detriment to taking a placement exam. You are free to take a lower-level course than you place into, if you so choose. You may take more than one language placement exam, as long as the exam times do not conflict.

Mechanics Placement Exam
Liberal Arts students with a score of 4 on a Physics 1 or Physics B (Non-calculus-based) AP exam who want to receive one credit for Physics 1 are required to take the Mechanics Placement Exam. All students with a score of 4 on the mechanics section of the Physics C (calculus-based) AP exam who want to receive one credit for Physics 11 are required to take the Mechanics Placement Exam. You may not receive credit for the above AP scores if you do not take and pass this exam. If you choose to enroll in Physics 1 or 11 and pass, you will not receive AP credit. The exam is closed book. Bring a calculator.

Pre-matriculation Credits
Pre-matriculation credits are credits earned from certain scores on Advanced Placement and SAT II examinations, scores on examinations of certain international diplomas (IB and A-levels), as well as credits earned from college courses taken prior to matriculation at Tufts or any four-year college or university. Pre-matriculation credits are treated as regular course credits, but are not normally applied toward the major (concentration).

* If both exams are taken, only one credit will be awarded.
** Counts as a free elective for Engineers.
*** Rule for Engineering students.

Please note: If a student elects to take the Equivalent course at Tufts, the Exam credit will be removed upon completion of the course.

A student will be awarded 1.0 credit for the highest level achieved in a single language, even if multiple tests were taken. This applies only to scores for which a department awards credits.

Liberal Arts students may receive up to five (5) pre-matriculation credits. Engineering students may receive up to eight (8) pre-matriculation credits. If a student chooses to take a Tufts course that is equivalent to a pre-matriculation credit, then the pre-matriculation credit will be removed from the student’s record. Please refer to the Bulletin for additional restrictions.

Later in the fall semester, check your unofficial transcript on SIS (Student Information System) to make sure your pre-matriculation credits are recorded there. If not, go to Student Services in Dowling Hall. They may ask you to log into the College Board site to access your AP scores so that they may add them to your transcript.

Secondary school students who have taken college courses should consult with their advising dean regarding their placement and the possible awarding of credits. Credit is awarded only for courses taken at a college with regularly enrolled college students. Some colleges offer their courses at nearby secondary schools for classes composed entirely of secondary school students; credit is not awarded for these courses. You must also provide a letter from your high school principal or counselor indicating that you did not need these courses in order to graduate from high school.

Please note: Most medical schools do not accept credits from standardized examinations in place of science courses with a laboratory component taken at college unless additional coursework in that subject area is completed on the college campus.
# PREMATRICULATION CREDITS AND PLACEMENT EXAMS

*Pre-matriculation credits* are the credits you can receive for college-level work completed prior to arriving at Tufts.

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<td>CHEM 1 &amp; 2</td>
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<td>Lose credit if CHEM 11 &amp; 12 are taken</td>
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<td>IF CHEM 2 or 12 is taken</td>
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**ATTENTION:** ENGINEERING STUDENTS MUST PAY SPECIAL ATTENTION TO ALL INFORMATION NOTES WITH ** OR ***.

Key:
- AP = Advanced Placement
- AC = Accelerated Credit
- A-Level = British Certificate of Education
- FB = French Baccalaureate
- IB/HL = International Baccalaureate / Higher Level
- IB/SL = International Baccalaureate / Subsidiary Level
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<th>Credits</th>
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Undergraduate Orientation '16
Academics: Liberal Arts

There are four requirements for a bachelor’s degree in the School of Arts and Sciences. A student must:

1) Satisfy the academic residency requirement of eight full-time semesters, according to the stipulations outlined in The Bulletin.
2) Earn a minimum of 34 credits;
3) Satisfy all Foundation, Distribution, and Major Requirements;
4) Meet the GPA requirement, and earn grades of C– or better in three-quarters of the courses taken at Tufts under standard grading;

Foundation Requirements

Writing: Writing is fundamental to a liberal arts education, and is therefore a Foundation Requirement in the School of Arts and Sciences. Liberal Arts students must fulfill the two-semester college writing requirement in order to graduate (See “Fulfilling the College Writing Requirement” on pg. 17). Students should complete this requirement in their first year except under extraordinary circumstance. Most students do so by taking English 1 (or English 3) in the first semester and English 2 (or English 4) in the second semester, when the majority of such classes are offered.

Courses for Non-native English speakers:

English 3: Reading, Writing, Research
English 3 is designed for students who speak English as an additional language. This course provides intensive practice in writing various types of expository prose, especially analysis and persuasion, while also addressing the mechanics of the English language. English 3 is offered in the fall semester as pass/fail.

English 4: Writing Seminar
English 4 is designed for students who speak English as an additional language. As in English 2, the seminar topics of English 4 are approached in an interdisciplinary way. English 4 is offered in the spring semester; the prerequisite is English 1 (or 3).

Language/Culture Option: There are two parts to the Language/Culture requirement. First, every student must demonstrate knowledge of a language other than English through at least the third semester college level. The second part may be satisfied in several different ways including: advanced courses in the same language, study of an additional language, or study of a specific culture through courses taught in English. Students may place out of part, or all, of this requirement with Tufts language placement exams, SAT II/AP/IB/other scores, or a college transcript.

Any student who can speak, read and write a language other than English has the opportunity to fulfill some or all of the A&S language requirement with that language.

Here are options:

If you attended high school through the tenth grade in that language, you should notify your Advising Dean or CTA.
If you took the TOEFL exam and the official scores were sent to Tufts, you should notify your Advising Dean or CTA.

If your high school courses were primarily taught in English, then your language skill may be evaluated by AP tests, IB scores, or SATII tests if they are in a language taught at Tufts.*

If you choose to be evaluated in a language not taught at Tufts for exemption for Part I of the two-part language requirement, you can explore http://flats.byu.edu. Starting in January 2017, the Academic Resource Center will be available to proctor this online exam during the first two weeks of each semester.

*Tufts offers placement exams in the languages taught here—French, Spanish, Italian, Portuguese, German, Russian, Chinese, Japanese, Arabic, Hebrew, Latin and Ancient Greek.

This requirement can sound complicated – take a look at the guide on page 12 to help clarify your options.

**World Civilizations:** The world civilizations requirement focuses on an in-depth study of a non-Western civilization(s), or the interaction of non-Western and Western civilizations with equal attention given to both. The definition of the non-Western world is considered to include Africa, Asia, the Caribbean, Latin America, selected indigenous cultures of Oceania and North America, and the Middle East.

**Distribution Requirements:** A liberal arts degree must include exploration of the following five areas of inquiry: **Humanities, Arts, Social Sciences, Natural Sciences, and Mathematical Sciences.** While there is a fair amount of freedom in which courses are taken, keep these important rules in mind:

- Students must complete 2.0 credits in each area for a total of 10.0 credits.
- No more than 2 of the 10 total credits may be from a single department or program.
- Students may use one approved pre-matriculation credit in each of the five distribution areas.
- No single course may be used in more than one distribution area. For example, a history course may be counted as either a humanities or a social science requirement, but not both.
- Only one Experimental College credit may be used as a distribution requirement.
- Courses used to fulfill distribution requirements may double count for World Civilizations, Culture, or Concentration requirements where appropriate.
Advice on Choosing Classes

Students should plan to take 4.0 to 4.5 credits in their first semester. For Liberal Arts students it is recommended for your first semester that you take English 1 or 2 (depending on placement, see page 5), a language or culture course, and 2–3 courses of your choice that interest you. Students in the School of Arts and Sciences may take a maximum of 5.5 credits per semester.

Flexibility in course selection is one of the primary differences between high school and college. Here are a few things to consider while perusing the course catalog:

- **Graduation requirements should not be your priority at this stage**
  There will be time to complete all of your core and major requirements over the next four years. With the exception of first-year writing and working on language proficiency, you need not consider requirements for the purpose of first semester course selection. No matter what you take, you will be earning credits toward the minimum needed for your degree.

- **Exploration is key early in your college career**
  No matter the rigor of your high school curriculum, you will find courses at Tufts covering topics to which you have never before had access. If a course description sounds interesting to you – and you meet any listed prerequisites – think about giving it a try. You will have until spring of your sophomore year to declare a major, in part, to allow you to explore your academic interests thoroughly prior to confirming your major.

- **Balance is important for academic success**
  Most high school students take a similar breadth of courses each year: English, social science, natural science, mathematics, language. In your first semester at Tufts, consider balance between types of work and subjects. Work load and scheduling are also key so make sure you have time for homework, extracurricular activities, and basic self-care. Your advisor and orientation leaders will be a great resource for building your ideal schedule.

- **Self-awareness will help you to approach your academics effectively**
  If you really struggle to arrive on time and well prepared at 8:00 a.m., your first semester of college may not be the best time to try and change that behavior. If you know you are at your best when able to focus for long stretches at a time, a course that meets once a week for three hours may be a great choice. Many introductory courses are large lecture classes with weekly recitation sections (small group meetings); if you are used to small classes, double-check that a large class that interests you has recitations.

Exploring Majors

You have until your second semester of sophomore year to declare a major. Once you have made this decision, you will find an advisor who will help you plan your course of study. For now, explore classes that interest you in different majors to see what suits you best. Our College Transition Advisors can provide guidance with course selection, with major declaration, and with selecting your major advisor. Make an appointment with a College Transition Advisor by calling 617-627-2000.
Language and Culture Requirement

Take placement exams during orientation and/or confirm that any relevant scores for AP/IB/SAT II have been added to your academic record on SIS.

PART I

- Same Lang 1
- Same Lang 2
- Same Lang 3

PART II

- New Lang 1
- AND Lang 2
- AND Lang 3
- New Culture 1
- AND Culture 2
- AND Culture 3
- Corresponding Culture 1
- Corresponding Culture 2
- Corresponding Culture 3

- Same Lang 4
- Same Lang 21
- Same Lang 22
- Same Lang 4
- Corresponding Culture 1
- Corresponding Culture 1
- Corresponding Culture 2
- Corresponding Culture 1
- Corresponding Culture 2
- Corresponding Culture 3
LANGUAGE AND CULTURE REQUIREMENT

Tufts stands out among peer universities for its strong emphasis on the study of foreign languages and cultures. Tufts’ mission is to provide students with a superior education that will allow them to thrive and lead in an increasingly globalized world. The university requires its students to complete six (eight for IR students) foreign language and culture courses.

Language classes at Tufts are small in order to provide an environment conducive to learning and personal growth. Meeting several times a week, language students get to know their peers and professors well. The highly-interactive classes range from engaging elementary language courses to higher-level discussion-based composition and conversation courses.

At Tufts professors seamlessly integrate culture, a fundamental part of language learning and teaching, into every class. As students become more proficient in a foreign language, they deepen their knowledge and appreciation of the target culture.

FULFILLING THE FOREIGN LANGUAGE AND CULTURE REQUIREMENT

The requirement provides flexibility as it can be satisfied in one of the following ways:

1) 6 semesters of the same language
2) 5 semesters of the same language + 1 semester of its corresponding culture(s) taught in English
3) 4 semesters of the same language + 2 semesters of its corresponding culture(s) taught in English
4) 3 semesters of the same language + 3 semesters of its corresponding culture(s) taught in English
5) 3 semesters of the same language + 3 semesters of a different culture taught in English
6) 3 semesters of the same language + 3 semesters of a different language

To become proficient in a language, we highly recommend that students complete the equivalent of at least six semesters of their chosen language, the amount necessary to function successfully in a non-English-speaking environment. We would urge students to prepare themselves for the globalized world of their futures rather than thinking in terms of completing a requirement. Proficiency in foreign languages opens up new and exciting avenues of exploration, both here on campus and across the globe.

Tufts offers a wide range of Study Abroad programs. The minimum requirement for participation in most programs is either four or six semesters of the chosen language. Achieving this level of proficiency empowers students to take courses with native peers in a foreign higher education system.

Consider carefully how you choose to fulfill the language requirement. Think about the proficiency level you wish to acquire, and make the most of the Tufts language requirement. The vibrant Olin Center is home to the Romance Languages Department and the International Literary and Cultural Studies Department. We look forward to meeting you!
Foundation and Distribution Requirements Worksheet

Foundation Requirements
1. FIRST-YEAR WRITING
   1) _______________________________________
   2) _______________________________________

2. LANGUAGE/CULTURE OPTION
   Part I: Competence equivalent to three semesters of college language courses (credit or placement)
   1) _______________________________________
   2) _______________________________________
   3) _______________________________________

   II: Three semesters of language (continuation or new), or culture option.
   4) _______________________________________
   5) _______________________________________
   6) _______________________________________

3. WORLD CIVILIZATIONS
   1) _______________________________________
   This course may also be used toward a culture OR a distribution requirement, but not both.

Distribution Requirements
A maximum of one pre-matriculation credit may be used in each category, and no course can count in more than one category. No more than two of the total ten credits may be from a single department.

1. HUMANITIES
   1) _______________________________________
   2) _______________________________________

2. ARTS
   1) _______________________________________
   2) _______________________________________

3. SOCIAL SCIENCES
   1) _______________________________________
   2) _______________________________________

4. NATURAL SCIENCES
   1) _______________________________________
   2) _______________________________________

5. MATHEMATICAL SCIENCES
   1) _______________________________________
   2) _______________________________________
Academics: Engineering

To earn a Bachelor’s degree (ABET-accredited program) in the School of Engineering, a student must:
1) Earn a minimum of 38 credits, meeting the appropriate degree requirements listed below; and 2) Satisfy the academic residency requirement of eight full-time semesters, according to the stipulations outlined in The Bulletin.

Introductory Course Requirement
The introductory courses consist of eleven credits:
1) Mathematics 32, 34 or 36, 42, 51 (or 61 for computer science majors)
2) Physics 11
3) Chemistry 1
4) EN 1
5) ES 2
6) Physics 12 or Chemistry 2
7) One approved natural science elective credit
8) English I

Foundation Requirement
There are eight credits required by the student’s department of concentration and selected from among the following: computer science, mathematics, natural science, engineering science, engineering topics, and general education topics.

Concentration Requirement
The twelve credits that constitute the concentration requirement for a particular degree are determined by the department offering the degree.

Humanities, Arts, and Social Sciences (HASS) Requirement
There are six course credits required in the humanities, arts, and social sciences. English 1 or 3 is a required course (please see page 16 for more information). Courses selected must include a minimum of one credit each in the areas of humanities and social sciences. In addition, at least two course credits must be taken in the same department. Ex-college courses are excluded, including those approved for distribution credit by the College of Liberal Arts. See http://engineering.tufts.edu/academics/undergradprograms/faq.htm for more information on accepted courses in Humanities, Social Sciences, and Arts.

Free Elective Requirement
There are two free elective credits to complete the thirty-eight credits required for these degrees. The courses selected to fulfill the two free elective credits may be chosen without any restriction. (Browse some of your options for these courses in the Courses to Consider section beginning on pg. 18 or in SIS.)
Major Concentrations

First-year students in the School of Engineering declare their major by March 1. Students may choose from among the following departmental, interdepartmental, or program concentrations:

http://engineering.tufts.edu/academics/undergradprograms/index.htm

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* ABET Accredited Program
Fulfilling the College Writing Requirement

The First-Year Writing Program – Liberal Arts
English 1, 2, 3, and 4 prepare students for the writing they will do in other courses at Tufts. The First-Year Writing Program emphasizes qualities common to successful writing in all disciplines. These include: a clear thesis; a well-organized and developed argument; well-illustrated points; and thoughtful, lively prose. Small classes offer the opportunity for close, personal attention and an atmosphere of collaborative learning. Students should complete this requirement in their first year except under extraordinary circumstance. Most students do so by taking English 1 (or English 3) in the first semester and English 2 (or English 4) in the second semester, when the majority of such classes are offered.

First-Year Writing Requirement – Engineering
English 1 or 3 is an Introductory Course Requirement in the School of Engineering. Students who have fulfilled their writing requirement are welcome to register for upper level English classes for which “fulfillment of the writing requirement” applies or “English 1 and 2” is a prerequisite.

Attendance Policy
Students are required to attend the first four class meetings of English 1 and 2 to retain their seat in the class. In case of an emergency, students must contact the instructor beforehand for permission to miss class. If they fail to do so, their places will immediately be filled from the waiting list.

Courses Approved as English 2 Alternatives
Liberal Arts students may take “Philosophy 1: Introduction to Philosophy” in place of English 2. This course must be taken at Tufts. From time to time other Tufts courses may be approved as English 2 alternatives. This information will be available from the English Department. Alternative courses used to fulfill the writing requirement must be taken for a letter grade. Students may not count the course as English 2 if taken before or at the same time as English 1 (or English 3).

Exemptions & Pre-Matriculation Credits
Students may be exempt from one or both parts of the writing requirement if they have taken certain standardized tests and met the criteria on page 5. Some standardized tests will also grant a pre-matriculation credit (listed in the table as a “Tufts credit”). Please note that the SAT does not grant a Tufts credit. Please refer to the Tufts Exam Equivalency Chart on page 5.

It is the student’s responsibility to ensure that the results of standardized tests are sent to Tufts and appear on their transcript.

Complete First-Year Writing Program Policies:
http://ase.tufts.edu/english/firstyear/

Course descriptions and schedules:
http://ase.tufts.edu/english/course
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<td>Susan L. Koegel, Ekaterina Mirkin, Michael E. Grossi</td>
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<td>BIO 40</td>
<td>Special Topics: Bioinformatics</td>
<td>Donna Slonim</td>
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<td>The Middle East and North Africa to World War 1</td>
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<td>Outsiders and the City: Berbers, Bedouin and Kurds in the History of the Middle East and North Africa, 1700 to the present</td>
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<td>AMER 12-01</td>
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Examine the relationship between health, health care, and community. Consider the determinants of health and illness in contemporary society. Major emphasis on how communities define and try to resolve health-related problems explored through case studies. Must register for Lecture and Recitation.

Various recitation sections are offered for this course. Please check SIS for recitation time offerings.

Jennifer Allen

Problems and issues encountered in the planning, organization, and regulation of health services, health policy formulation and implementation, service delivery, health care financing, and the effects of health policy on health status. Focus on the health care system in the U.S., the role of government and the marketplace, and health care financing and the impact of health policy on health status. Various recitation sections are offered for this course. Please check SIS for recitation time offerings.

Karen Kosinski

Critical exploration of the ethical dimensions of public health policy and practice. Ethical analyses of health promotion, epidemiologic research, surveillance, and health care services, including patients' health care concerns (e.g., smoking, violence, HIV/AIDS, managed care).

Keren Ladin
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<th>COMPUTER SCIENCE</th>
<th>COMP 11-01</th>
<th>Intro to Computer Science</th>
<th>Laney Strange</th>
<th>No programming experience necessary! This is more of a course on problem-solving... on how to think precisely. It's a user guide for the human brain.</th>
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<td>COMP 15-01</td>
<td>Data Structures</td>
<td>Mark Sheldon</td>
<td>This is normally the second computer science course one takes after having had an introductory programming course. COMP 11 is generally required.</td>
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<td>EN 01-04</td>
<td>Intro to Computational Design</td>
<td>Joel Grodstein</td>
<td>This class introduces fundamental concepts needed to “computationally” design complex engineering systems. Students will use MATLAB as a computing platform. This course is appropriate for first year students planning on majoring in any of the engineering disciplines.</td>
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<td>DR 2-01</td>
<td>Ancient &amp; Medieval Theatre</td>
<td>Natalya Baldyga</td>
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<td>DR 4-01</td>
<td>Modern Drama</td>
<td>Matthew McMahan</td>
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<td>DR 8-01</td>
<td>First Year Showcase</td>
<td>Barbara Grossman</td>
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<td>DR 39-01</td>
<td>Contemporary American Theatre</td>
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<td>DNC 14-01</td>
<td>Ballet III</td>
<td>Nicole Pierce</td>
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<td>DNC 91-06</td>
<td>Special Topics: Afro-Haitian Dance</td>
<td>Jenny Oliver</td>
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<td>DNC 91-07</td>
<td>Special Topics: Hip Hop Fusion</td>
<td>Jun Karibayashi</td>
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<td>DNC 91-11</td>
<td>Special Topics: International Social Dance</td>
<td>Andrea Taylor-Blenis</td>
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<td>DNC 62-01</td>
<td>Dance Repertory &amp; Performance</td>
<td>Daniel McCusker</td>
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<td>EARTH AND OCEAN SCIENCES</td>
<td>EOS 0001-01 (Lecture)</td>
<td>Introduction to the Dynamic Earth w/ Lab</td>
<td>Anne Gardulski</td>
<td>Must also register for lab. Three lectures, one field trip or laboratory per week.</td>
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<td>EOS 0005 01 (Lecture)</td>
<td>Introduction to Oceanography</td>
<td>Anne Gardulski</td>
<td>Recommendations: High School Chemistry. Three lectures per week.</td>
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<td>EC 0006-01 80218</td>
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<td>ED 14</td>
<td>Food and Schools</td>
<td>Ryan D. Redmond</td>
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**If students have completed ENG 1 & 2 or ENG 3&4 (for Non-Native Speakers) refer to notes below ****

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<td>Downing, Michael</td>
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<tr>
<td>ENG 000903</td>
<td>Writing Fiction: Intermediate</td>
<td>Mondanipour, Shahriar</td>
<td>Completion of College Writing Requirement</td>
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<td>ENG 001001</td>
<td>Non-Fiction Writing</td>
<td>Miller, Neil</td>
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<tr>
<td>ENG 001101</td>
<td>Intermediate Journalism</td>
<td>Levinson, Nan</td>
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<td>ENG 001301</td>
<td>Writing Fiction: Advanced</td>
<td>Cantor, Jay</td>
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<tr>
<td>ENG 001601</td>
<td>Forms of Poetry</td>
<td>Shapero, Natalie</td>
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<tr>
<td>ENG 001701</td>
<td>The Poem</td>
<td>Shapero, Natalie</td>
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<tr>
<td>ENG 002101</td>
<td>General View of Eng. Lit 1</td>
<td>Keiser, Jess</td>
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<tr>
<td>ENG 002301</td>
<td>American Literature: First Contact to 1855</td>
<td>Wolff, Nathan</td>
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<tr>
<td>ENG 004501</td>
<td>Non-Western Women Writers</td>
<td>Roy, Modhumita</td>
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<td>ENG 005001</td>
<td>Shakespeare F</td>
<td>Genster, Julia</td>
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<tr>
<td>ENG 005801</td>
<td>Short Fiction</td>
<td>Bamber, Linda</td>
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<tr>
<td>ENG 006401</td>
<td>American Fiction 1950-Present</td>
<td>Johnson, Ronna</td>
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<tr>
<td>ENG 011401</td>
<td>Milton</td>
<td>Keiser, Jess</td>
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<td>ENG 013601</td>
<td>Irish Literary Renaissance</td>
<td>Ullman, Michael</td>
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<td>ENG 015501</td>
<td>American Women Writers</td>
<td>Sharpe, Christina</td>
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<td>ENG 016201</td>
<td>Philip Roth and Company</td>
<td>Bellow, Janis</td>
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<tr>
<td>ENG 017601</td>
<td>Earth Matters</td>
<td>Ammons, Elizabeth</td>
<td>Does not require the completion of College Writing Requirement</td>
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<tr>
<td>ENG 012301</td>
<td>Frankenstein’s Sisters: Jane Austen &amp; Mary Shelley</td>
<td>Hofkosh, Sonia</td>
<td>Does not require the completion of College Writing Requirement</td>
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<td>ENG 013601</td>
<td>Irish Literary Renaissance</td>
<td>Ullman, Michael</td>
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<tr>
<td>ENG 015501</td>
<td>American Women Writers</td>
<td>Sharpe, Christina</td>
<td>Does not require the completion of College Writing Requirement</td>
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<tr>
<td>ENG 016201</td>
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<td>Bellow, Janis</td>
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<td>ENG 017601</td>
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<td>Ammons, Elizabeth</td>
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<td>ENG 019101</td>
<td>Seminar in English:</td>
<td>Lowe, Lisa</td>
<td>Metaphors of Globalization</td>
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<td>ENG 019102</td>
<td>Seminar in English:</td>
<td>Thomas, Greg</td>
<td>Black Prison Writing, USA</td>
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<td>ENG 019103</td>
<td>Seminar in English:</td>
<td>Thomas, Greg</td>
<td>Ghetto Sur/Realism: The Harlem Series of Chester Himes</td>
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<tr>
<td>ELS 194</td>
<td>Special Topics: Introduction to Creativity, Innovation, and Entrepreneurship</td>
<td>Inge Milde, Amy K. Hirschfeld, Charles Murphy, Peter W. S. Kronberg, Deborah H. Cooney</td>
<td>This class is designed for undergraduate students who have not taken an ELS core course and are interested in learning more about the fundamentals of entrepreneurship. Freshmen are encouraged to take this course especially if they are considering the Entrepreneurship Minor. Students interested in the Environmental Studies minor are advised to take this course first as an introduction to the major. EN 007/BIO 007 is required for Environmental Studies majors, except for those with Environmental Science AP scores of 4 or 5. Students using AP credit are advised to take EN 135 Environmental Policy instead.</td>
</tr>
<tr>
<td>EM 52</td>
<td>Technical and Managerial Communications</td>
<td>TBD</td>
<td>This mandatory gateway course for students interested in a Environmental Studies Minor in Food Systems and Nutrition. Students interested in the minor are advised to take this course first. Every class of this course is taught by an interdisciplinary faculty team and focuses on real-world issues facing stakeholders in the New England food system. The course is a great opportunity to broaden your knowledge beyond the curriculum, meet other faculty and students, and network with the speakers.</td>
</tr>
<tr>
<td>EC 3</td>
<td>Principles of Accounting</td>
<td>TDB</td>
<td>This class is a lecture series featuring speakers from government, industry, academia, and non-profit organizations to give presentations on current environmental topics. This is a great opportunity to broaden your knowledge beyond the curriculum, meet other faculty and students, and network with the speakers.</td>
</tr>
<tr>
<td>EC 6</td>
<td>Business Law</td>
<td>Peter W. S. Kronberg</td>
<td>This class fulfills the Environmental Policy core requirement for the Environmental Studies major. The class provides an introduction to the ways in which environmental policies are made in the United States and abroad including major actors, key decisions, and future challenges.</td>
</tr>
<tr>
<td>DR 0027</td>
<td>Public Speaking</td>
<td>Deborah H. Cooney</td>
<td>This class addresses the interactions between environment, history and justice in the Boston area over the last 10,000 years.</td>
</tr>
<tr>
<td>EN 007</td>
<td>Topics in Environmental Studies (0.5 credit)</td>
<td>Ninian Stein</td>
<td>This course is a mandatory gateway course for students interested in a Environmental Studies Minor in Food Systems and Nutrition. Students interested in the minor are advised to take this class first. Every class of this course is taught by an interdisciplinary faculty team and focuses on real-world issues facing stakeholders in the New England food system. The course is a great opportunity to broaden your knowledge beyond the curriculum, meet other faculty and students, and network with the speakers.</td>
</tr>
<tr>
<td>EN 009</td>
<td>Environmental Biology</td>
<td>TBD</td>
<td>This course is a mandatory gateway course for students interested in a Environmental Studies Minor in Food Systems and Nutrition. Students interested in the minor are advised to take this class first. Every class of this course is taught by an interdisciplinary faculty team and focuses on real-world issues facing stakeholders in the New England food system. The course is a great opportunity to broaden your knowledge beyond the curriculum, meet other faculty and students, and network with the speakers.</td>
</tr>
<tr>
<td>EN 035</td>
<td>Environmental Policy</td>
<td>Ninian Stein</td>
<td>This class fulfills the Environmental Policy core requirement for the Environmental Studies major. The class provides an introduction to the ways in which environmental policies are made in the United States and abroad including major actors, key decisions, and future challenges.</td>
</tr>
<tr>
<td>EN 135</td>
<td>Environment, History &amp; justice</td>
<td>Ninian Stein</td>
<td>This class addresses the interactions between environment, history and justice in the Boston area over the last 10,000 years.</td>
</tr>
<tr>
<td>EN 135-01</td>
<td>Sustainability in Action</td>
<td>Tina Woolston</td>
<td>The director of the Tufts Office of Sustainability teaches this class, providing an overview of the breadth of sustainability and the enormous amount of career opportunities available whether you prefer analyzing data, working with people or digging in the soil. Professionals in different sustainability fields will give guest lectures most weeks.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor(s)</td>
<td>Description</td>
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<tr>
<td>FMS 0020</td>
<td>Art of the Moving Image</td>
<td>Malcolm Turvey</td>
<td>This course explores the basic aesthetic characteristics of the moving image: its stylistic features, such as editing, cinematography, and sound, as well as its major narrative and non-narrative forms. Screenings include a variety of films and TV shows from the US and abroad that exemplify the moving image’s myriad forms and styles: mainstream and avant-garde, fiction and non-fiction, narrative and non-narrative, black-and-white and color, silent and sound. Aesthetic concepts relevant to moving image art such as genre and auteur are also examined. This is a core required course for the Film and Media Studies Major and Minor.</td>
</tr>
<tr>
<td>FMS 0030</td>
<td>Filmmaking I</td>
<td>Don A. Schechter, Howard S. Woolf</td>
<td>Tools and techniques necessary to create stories for film, television, and the web. Focus on how to effectively use the camera, set lights, record sound, and edit. Emphasis on learning both film style and scene building in preparation for making a short film in FMS 31. Recommended for first and second year students. (This section is reserved exclusively for first-year students.) This course fulfills the FMS practice elective requirement, and is a pre-requisite for more advanced production courses.</td>
</tr>
<tr>
<td>ILVS 0091-02/FMS 0094-04</td>
<td>History of Animation</td>
<td>Susan Napier</td>
<td>This course explores the history and theory of animation, the art form that Paul Wells has described as “the medium of the twenty first century.” But animation as we know it arguably begins at the start of the twentieth century with the whimsical metamorphoses of Winsor McCay and Emile Cohl so we will start there and continue within a generally chronological framework. Along the way we will explore a wide range of topics such as techniques (cel, rotoscoping, CGI), auteurs, (Disney, Miyazaki), music (as emotional amplification and in musicals, music videos), visual effects in live action films, the animated body, television cartoons, experimental/art animation, propaganda, commerce, gender, fantasy and humor. We will also include a section on culturally specific animation, most notably Japanese anime.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>EXP-0052/FMS 0094</td>
<td>PR &amp; Marketing: Unraveling the Spin</td>
<td>Gail Bambrick</td>
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</table>

What is the formula for mind control? Take a little psychology, a pinch of sociology, a smidge of anthropology, some cognitive analysis, and add a healthy dash of strategic media manipulation. Give a good stir. It's all the ingredients you need to decide a Presidential election, repair the reputation of BP after the Gulf oil spill, make more people buy Hondas than Kias, or choose Coke over Pepsi.

Primarily using case studies, this course will look at the history of public relations and marketing in the US and how it evolved in parallel with our media environment. We will explore how the mechanics of this global mega-industry create strategies that influence complex world affairs or simply the toothpaste we use.

Guest speakers from the industry will share their thoughts. Students will work in teams on a final project to solve a PR/marketing challenge by creating their own ads, messages, and strategic plan.

This course fulfills the FMS practice elective requirement.

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<tr>
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<tbody>
<tr>
<td>EXP-0055</td>
<td>Film Criticism: Art and Practice</td>
<td>Staff</td>
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</tbody>
</table>

This class will examine movie reviewing as both a practice and an art, and it will use the form to springboard to a larger engagement with cultural analysis as a whole. What does it mean to think critically about the media and popular culture through which we swim every day? What tools are needed to decode its messages? The course will function partly as a historical survey largely (but not wholly) focusing on American writers such as James Agee, Manny Farber, Andrew Sarris, and Pauline Kael. As we move into the modern day, topics will include the rise of genre-based criticism, the schisms and fragmentation of specialist critics and agendas, and how the form and substance of cultural criticism can change with the container (tweet, blog post, episode recap) in which it appears. A second, parallel track will focus on students learning to write professional film and cultural criticism for themselves. Through weekly screenings of classic films and current theatrical releases, and through regular writing and in-class peer editing of reviews, students will receive a grounding in formulating opinions for public consumption in ways that combine journalistic integrity, contextual knowledge, and an individualistic voice that makes for a "good read."

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>GRK 0007-01</td>
<td>Intermediate Ancient Greek</td>
<td>Mahoney</td>
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<td>GRK 0001-01</td>
<td>Elementary Greek I</td>
<td>Harrington</td>
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<tr>
<td>HIST-0022</td>
<td>The Changing American Nation</td>
<td>Ueda</td>
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<tr>
<td>HIST-0028</td>
<td>U.S. Foreign Relations to 1900</td>
<td>Ekbladh</td>
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<td>HIST-0031</td>
<td>Rise of the Modern Woman</td>
<td>Drachman</td>
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<td>HIST-0033</td>
<td>African American History since 1865</td>
<td>Joseph</td>
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<td>HIST-0040</td>
<td>Pre-Modern China</td>
<td>TBA</td>
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<td>HIST-0042</td>
<td>Japan to 1868</td>
<td>Leupp</td>
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<tr>
<td>HIST-0046</td>
<td>Modern South Asia: History, Culture, Political Economy</td>
<td>Jalal</td>
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<tr>
<td>HIST-0053</td>
<td>Europe to 1815</td>
<td>Proctor</td>
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<td>HIST-0055</td>
<td>Europe in the Early Middle Ages</td>
<td>Marrone</td>
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<td>HIST-0057</td>
<td>Renaissance and Reformation Europe</td>
<td>Rankin</td>
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<tr>
<td>HIST-0058</td>
<td>The Byzantines &amp; Their World</td>
<td>Proctor</td>
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<tr>
<td>HIST-0066</td>
<td>Spain and its Empire</td>
<td>Schmidt-Nowara</td>
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<td>HIST-0070</td>
<td>Middle East &amp; North Africa World War I</td>
<td>Roberts</td>
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<td>HIST-0083</td>
<td>African American Politics</td>
<td>Curtis</td>
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<td>ARB 0062-01</td>
<td>Modern Arabic Literature</td>
<td>Kim</td>
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<td>ARB 0091-01</td>
<td>Pop Culture &amp; Arab Spring</td>
<td>Chreiteh (Shrayteh)</td>
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<td>CHNS 0061-01</td>
<td>Classic Chinese Literature</td>
<td>Ma</td>
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<td>CHNS 0091-01</td>
<td>Youth &amp; Culture in Modern China</td>
<td>Ming</td>
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<tr>
<td>GER 0085-01</td>
<td>German Film</td>
<td>Romero</td>
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<td>GER 0091-01</td>
<td>Literature &amp; Photography: from Daguerre to Sebald</td>
<td>Powers, Marquette</td>
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<td>ILVS 0091-01</td>
<td>Love &amp; Sexuality in World Culture</td>
<td>Inouye, Inouye</td>
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<td>JPN 0071-01</td>
<td>Japanese Visual Culture</td>
<td>Nakamura</td>
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<td>JPN 0113-01</td>
<td>The Book of Genesis &amp; Its Interpreters</td>
<td>Appleman, Rosenberg</td>
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<td>JS 0132-01</td>
<td>The Book of Genesis &amp; Its Interpreters</td>
<td>APPLEMAN, ROSENBerg</td>
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<td>RUS 0091-01</td>
<td>Intro to Russian Culture</td>
<td>Kelly M. Greerhill</td>
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<tr>
<td>PS061</td>
<td>Principles of Economics</td>
<td>Enrico Spolaore</td>
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<tr>
<td>EC005</td>
<td>International Economics</td>
<td>Peter Winn</td>
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<tr>
<td>HIST002</td>
<td>Colonialism in Global Perspective</td>
<td>Kris K. Manjappa</td>
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<td>HIST040</td>
<td>Pre-modern China</td>
<td>Aysha Jaitl</td>
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<tr>
<td>HIST046</td>
<td>Modern South Asia</td>
<td>Hugh Roberts</td>
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<tr>
<td>HIST053</td>
<td>Europe to 1815</td>
<td>Thomas Abowd</td>
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<tr>
<td>HIST070</td>
<td>Middle East and North Africa to WWII</td>
<td>John Proctor</td>
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<tr>
<td>ANTH027/PS027</td>
<td>Human Rights in Cultural Context</td>
<td>John Proctor</td>
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**INTERNATIONAL RELATIONS**
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<tr>
<td>MUS005</td>
<td>Music as Culture</td>
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<tr>
<td>PHIL024</td>
<td>Introduction to Ethics</td>
<td>David A. Denby</td>
</tr>
<tr>
<td>PS041/CLS045/PHIL041</td>
<td>Western Political Thought I</td>
<td>Vickie B. Sullivan</td>
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<tr>
<td>PS142</td>
<td>Ethics and International Relations</td>
<td>Ioannis Evrigenis, Kelly M. Greenhill</td>
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<tr>
<td>REL001</td>
<td>Introduction to Religion</td>
<td>Joseph Walser</td>
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<tr>
<td>SOC050</td>
<td>Globalization and Social Change</td>
<td>Paul I. Joseph</td>
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<tr>
<td>EC013</td>
<td>Statistics</td>
<td>Thomas Downes</td>
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<tr>
<td>HIST093</td>
<td>Gender and Containment in the 1950s</td>
<td>Virginia G Drachman</td>
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<tr>
<td>HIST096</td>
<td>Europe: Europe in the 1960s</td>
<td>Rachel Applebaum</td>
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<td>HIST097</td>
<td>The History of the Life of the Prophet Muhammad and the Rise of Islam</td>
<td>Beatrice Forbes Manz</td>
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<tr>
<td>INTR091</td>
<td>Qualitative Research Methods</td>
<td>Jeanne M. Penvenne</td>
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<tr>
<td>MATH019</td>
<td>Mathematics of Social Choice</td>
<td>Linda B. Garant, Staff</td>
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<td>MATH021</td>
<td>Introductory Statistics</td>
<td>Linda B. Garant, Staff</td>
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<tr>
<td>PSY031</td>
<td>Statistics for the Behavioral Sciences</td>
<td>Alexander H. Queen</td>
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**Please attend the IR session on Friday of Orientation for a full course listing**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LAT 0001-01</td>
<td>Elementary Latin I</td>
<td>Rossi</td>
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<tr>
<td>LAT 0001-02</td>
<td>Elementary Latin I</td>
<td>Setnik</td>
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<tr>
<td>LAT 0003-01</td>
<td>Intermediate Latin</td>
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<tr>
<td>LAT 0021-01</td>
<td>Latin Prose</td>
<td>Phillips</td>
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Students returning to Latin or with no previous knowledge are welcome

Placement exam, Latin 2, or consent
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AMER 0010-01</td>
<td>Racial Politics and Urban Space in the United States</td>
<td>Thomas Abowd</td>
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<tr>
<td>AMER 0094-01</td>
<td>Special Topic: Introduction to Native Studies</td>
<td>Matt Hooley</td>
</tr>
<tr>
<td>LST 0094-01</td>
<td>Histories of the U.S.-Mexico Border</td>
<td>Rodolfo Fernández</td>
</tr>
<tr>
<td>POR-0023</td>
<td>Advanced Portuguese for Spanish &amp; Romance Languages Speakers</td>
<td>Cristiane Soares</td>
</tr>
<tr>
<td>POR-0003</td>
<td>Intermediate Portuguese I</td>
<td>Maria Champlin</td>
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<tr>
<td>POR-0001</td>
<td>Elementary Portuguese I</td>
<td>Cristiane Soares</td>
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<tr>
<td>POR-0002</td>
<td>Elementary Portuguese II</td>
<td>Maria Champlin</td>
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<tr>
<td>SPN-0001</td>
<td>Elementary Spanish</td>
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<tr>
<td>SPN-0002</td>
<td>Elementary Spanish II</td>
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<td>SPN-0003</td>
<td>Intermediate Spanish I</td>
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<tr>
<td>SPN-0005</td>
<td>Intermediate Spanish for Heritage Students</td>
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<tr>
<td>SPN-0021</td>
<td>Composition and Conversation I</td>
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<tr>
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<td>Spanish for Heritage Learners</td>
<td>Consent of the instructor required.</td>
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<td>Religion &amp; Politics in American History</td>
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<td>SPN-0031</td>
<td>Latin American Literature from Nation Building to the 21st Century</td>
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<td>SPN-0050</td>
<td>Latin American Civilization (in English)</td>
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<td>MATH 0032-02</td>
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<td>MATH 0032-03</td>
<td>61057</td>
<td>Mary E Glaser</td>
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<td>61059</td>
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<td>MATH 0034-01</td>
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<td>62381</td>
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<td>MATH 0034-06</td>
<td>62383</td>
<td>Patricia M. Garmirian</td>
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Intended for students planning to continue in Calculus or in Mathematics. Recommendations: High school geometry, algebra, and trigonometry. MATH 32 must be taken at Tufts and for a grade.
<table>
<thead>
<tr>
<th>MATH 0039-01 61028 (Lecture)</th>
<th>Honors Calculus I-II</th>
<th>Zbigniew H. Nitecki</th>
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<td>MATH 0042-01 61031 (Lecture)</td>
<td>Calculus III</td>
<td>Kye Taylor</td>
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<td>MATH 0042-03 61033 (Lecture)</td>
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<td>MATH 0042-06 61070 (Lecture)</td>
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<td>MATH 0051-02 61034 (Lecture)</td>
<td>Differential Equations</td>
<td>Mauricio A Gutierrez</td>
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<td>An introduction to linear differential equations with constant coefficients, linear algebra, and Laplace transforms. Recommendations: MATH 42 or 44</td>
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<td>Kye Taylor</td>
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<td>MATH 0061-01 61036 (Lecture)</td>
<td>Discrete Mathematics</td>
<td>Zachary Faubion</td>
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<td>Sets, relations and functions, logic and methods of proof, combinatorics, graphs and digraphs. Recommendations: MATH 32 or COMP 11.</td>
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<td>MATH 0070-01 61037 (Lecture)</td>
<td>Linear Algebra</td>
<td>Montserrat Teixidor I. Bigas</td>
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<td>Students may count only one of MATH 70 and MATH 72 for credit. Recommendations: MATH 34 or 39.</td>
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<td>MATH 0070-03 61063 (Lecture)</td>
<td>Linear Algebra</td>
<td>Misha E Kilmer</td>
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<td>Students may count only one of MATH 70 and MATH 72 for credit. Recommendations: MATH 34 or 39.</td>
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<td>MATH 0072-01 62390 (Lecture)</td>
<td>Abstract Linear Algebra</td>
<td>Montserrat Teixidor I. Bigas</td>
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<td>A linear algebra course with more emphasis on general constructions and less emphasis on computation than Math 70. Prerequisites: AP Calculus BC (or Math 30 or 39) or permission of instructor. Either one of Math 70/72 serves as a prerequisite for most upper level Math classes and only one of the two can be used for credit.</td>
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<td>Intro to Music Theory &amp; Musicianship</td>
<td>J. Kirsch</td>
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<td>Introduction to Piano</td>
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<td>African American Music</td>
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<td>MUS 41</td>
<td>History of Blues</td>
<td>M. Ullman</td>
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<td>MUS 49</td>
<td>Music of North Africa</td>
<td>R. Jankowsky</td>
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<td>MUS 53</td>
<td>Private Lessons</td>
<td>E. Auner</td>
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<td>MUS 64</td>
<td>Computer Tools for Musicians</td>
<td>P. Lehrman</td>
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<td>MUS 65</td>
<td>Music Recording &amp; Production</td>
<td>P. Lehrman</td>
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<td>MUS 67</td>
<td>Composing Music for Multimedia</td>
<td>K. Roustom</td>
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<td>MUS 69</td>
<td>Tufts Concert Choir</td>
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<td>MUS 70</td>
<td>Chamber Singers</td>
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<td>MUS 72</td>
<td>Gospel Choir</td>
<td>D. Coleman</td>
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<td>MUS 74</td>
<td>Opera Ensemble</td>
<td>C. Mastrodomenico</td>
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<td>MUS 77</td>
<td>Tufts Jazz Orchestra</td>
<td>J. Smith</td>
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<td>MUS 78</td>
<td>Jazz-Improv Ensemble</td>
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<td>MUS 80</td>
<td>Tufts Symphony Orchestra</td>
<td>J. Page</td>
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<td>MUS 81</td>
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<td>MUS 83</td>
<td>Wind Ensemble</td>
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<td>MUS 84</td>
<td>Pep Band</td>
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<td>MUS 85</td>
<td>Electronic Ensemble</td>
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<td>MUS 86</td>
<td>New Music Ensemble</td>
<td>D. Berman</td>
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<td>MUS 87</td>
<td>Early Music Ensemble</td>
<td>J. Hershey</td>
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<td>MUS 88</td>
<td>Flute Ensemble</td>
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<td>MUS 89 Chamber Music Ensembles</td>
<td>J. Page</td>
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<td>MUS 91 African Music Ensemble, Kiniwe</td>
<td>E. A. Poku</td>
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<td>PEACE AND JUSTICE STUDIES</td>
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<td>PHILOSOPHY</td>
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<td>PHIL 001 Intro to Philosophy</td>
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<td>PHIL 003 Language and Mind</td>
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<td>PHIL 024 Intro to Ethics</td>
<td>David Denby</td>
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<tr>
<td>PHIL 033 Logic</td>
<td>Susan Russinoff</td>
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<tr>
<td>PHIL 038 Rational Choice</td>
<td>Patrick Forber</td>
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<tr>
<td>PHIL 091-1 Special Topics - Paradoxes and Dilemmas</td>
<td>Ricardo Strobino</td>
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<td>PHIL 091-2 Special Topics - Freedom from Self and World</td>
<td>Monica Link</td>
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<td>PHIL 091-3 Special Topics - Ethics Bowl</td>
<td>Susan Russinoff</td>
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### Physics & Astronomy

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<tr>
<td>AST 0010-01</td>
<td>Wanderers in Space</td>
<td>Kenneth Lang</td>
<td>Space-age exploration of the planets and their moons; human landings on the moon; robot landings on Venus and Mars; liquid hydrogen and helium rain; planetary rings; asteroids and comets; thermonuclear reactions in the Sun; solar oscillations; the million-degree solar corona; the solar wind; solar eclipses; the greenhouse effect; ozone depletion and global warming.</td>
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<td>PHY 0006</td>
<td>Physics for Humanist</td>
<td>Gary R Goldstein</td>
<td>Intended for those who are intellectually and emotionally curious but do not intend to specialize in the natural sciences.</td>
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<td>PHY 0011-01</td>
<td>General Physics I w/ Lab</td>
<td>Roger Tobin</td>
<td>Principles of classical mechanics, fluids, heat, thermodynamics. Lectures, recitations, laboratories. Calculus based. Recommended: Must be preceded or accompanied by MATH 32 (formerly MATH 11) or equivalent. Must also register for lab and recitation. <a href="http://sites.tufts.edu/physics/files/2013/09/GuideTuftsIntroPhyCourses04-10.pdf">http://sites.tufts.edu/physics/files/2013/09/GuideTuftsIntroPhyCourses04-10.pdf</a></td>
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<td>PHY 0011-02</td>
<td>General Physics I w/ Lab</td>
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<td>Principles of classical mechanics, fluids, heat, thermodynamics. Lectures, recitations, laboratories. Calculus based. Recommended: Must be preceded or accompanied by MATH 32 (formerly MATH 11) or equivalent. Must also register for lab and recitation. <a href="http://sites.tufts.edu/physics/files/2013/09/GuideTuftsIntroPhyCourses04-10.pdf">http://sites.tufts.edu/physics/files/2013/09/GuideTuftsIntroPhyCourses04-10.pdf</a></td>
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### Political Science

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<td>PS2</td>
<td>First-Year Tutorial in Comparative Politics</td>
<td>Shevel</td>
<td>CAP</td>
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<td>PS4</td>
<td>First-Year Tutorial in Political Theory: Capitalist</td>
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<td>PS11</td>
<td>Introduction to American Politics</td>
<td>Schildkraut</td>
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<td>PS21</td>
<td>Introduction to Comparative Politics</td>
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<td>PS41</td>
<td>Western Political Thought I</td>
<td>Sullivan</td>
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<td>PS61</td>
<td>Introduction to International Relations</td>
<td>Greenhill</td>
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<td>PS127</td>
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<td>PS138-10</td>
<td>Topics in Comparative Politics: Politics of Oil and Energy</td>
<td>Mazaheri</td>
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<td>Introduction to Psychology</td>
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<td>PSY 0012-01 81488</td>
<td>Abnormal Psychology</td>
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<td>REL 21</td>
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<td>Religion &amp; Politics in American History</td>
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<td>Asian Religions</td>
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<td>REL 45</td>
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<td>Introduction to Islam</td>
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<td>Re-imagining God</td>
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<td>REL 152</td>
<td>Islam and Modernity</td>
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<td>FR 0091-A</td>
<td>Strategies of Identity in Francophone Caribbean Literature (in English)</td>
<td>Prof. H. Adlai Murdoch</td>
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<td>ITAL 0051-A</td>
<td>Dante’s Inferno</td>
<td>Vincent Pollina</td>
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<td>Introduction to Sociology</td>
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<td>Family &amp; Intimate Relationships</td>
<td>Slodden</td>
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<td>Nava-Coulter</td>
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<td>Academically Adrift? The Sociology of Higher Education</td>
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<td>Freshman Seminar: Common Reading, Common Purpose</td>
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<td>SEXUALITY STUDIES</td>
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<td>WOMEN'S GENDER STUDIES</td>
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A Quick Guide to College Email Etiquette

We know you’ve written countless emails in your life, and can post, text, and tweet with the best of them, but professional correspondence is a whole new ball game. Here are some pointers to keep in mind when contacting professors and staff members at Tufts.

1. Use your Tufts.edu email address
   You may love gmail, or prefer to be known by a witty screen name, but your university records are linked to your official name and your official email address. Using firstname.lastname@tufts.edu will ensure that your email stays out of spam folders and avoid any guesswork for the person you are contacting.

2. Salutations
   Emails to faculty and staff should have a certain level of formality including a standard greeting such as “Dear/Hello.” Unless you are invited to use a first name, it is best to use Professor.

3. The Subject Line
   A concise and specific subject will help your reader know exactly what to expect. If you are writing to a professor, consider including your course department and number. For example, a question about the midterm might have the subject: SPN 0003-B Midterm Question. Hint: the word “emergency” should be saved for REAL emergencies. As the saying goes “Poor planning on your part, does not constitute an emergency on mine.”

4. Content
   Be succinct, polite, and clear. Emails to professors should reference the course, and if appropriate, the name of the assignment. If your question relates to your academic record, include your student ID number.
   Before sending, remember to:
   - Write in complete, coherent sentences with punctuation
   - Spell check
   - Avoid ALL CAPS (it looks like yelling)

5. Sign Off
   It is common courtesy to thank someone for their time and help. Always end your email with a “Thank you,” or “Best” and your full name. Staff and professors are often keeping track of thousands of students, so clearly identifying yourself is the easiest way to ensure you get an answer.

A few final thoughts:
   - **Emails are forever.** You cannot take back what gets sent, and without a clear tone of voice, it can be easy to sound offensive. Read your message out loud before you send it and keep in mind that some issues are better discussed in person. If it can’t be wrapped up in a short paragraph, consider making an appointment or visiting during office hours.
   - **Patience is a virtue.** We all like instant gratification, but everyone is busy and sometimes a reply takes more time than you’d hope. If your question or concern is time sensitive, it may be appropriate to write a follow-up email, but be realistic about your expectations.
   - **Practice common courtesy.** If you expect timely, helpful replies, you should do the same for others. Check your email regularly, and respond as soon as you can.
Where to Study on Campus

Studying on Tufts campus is serious (and sometimes really enjoyable!) business and everyone has different homework habits and preferences. Thankfully, there are dozens of different study locations on campus to meet each person’s individual needs. Here are just a few:

**Eaton Computer Lab**
Perfect for late night work, Eaton is open until 4 a.m. during the week and is stocked with vending machines for your snack cravings. Bonus: classrooms are open on a first-come, first-served basis during after-school hours.

**Anderson Hall**
The engineering building has a computer room on the first floor called the Engineering Project Development Center (EPDC) open to all undergraduate students.

**Ginn Library, Fletcher School of Law and Diplomacy**
Located at one of Tufts’ prestigious graduate programs, this library’s super-quiet and intense atmosphere is available to undergraduate students seeking a change of scenery from the Tisch stacks.

**Campus Center**
In addition to the abundance of places to sit and work, the campus center has two places to buy food, a student run coffee spot, a ping pong table, pool tables, and TVs. You can also ask the front desk to reserve a room upstairs as a quiet workspace option.

**Dining Halls**
After the delicious mealtimes at Carmichael and Dewick-MacPhie, the dining halls are empty and less chaotic. Plus whenever you need a study break you can grab something to munch on for an extra brain boost.

**Granoff Music Library**
This small, gorgeous library is located downstairs in the Granoff Music Center. It’s less busy, making it the perfect place to slip away and escape the bustle of other larger study spaces on campus.

**The Group of Six Houses**
The Africana Center, Asian American Center, International Center, Latino Center, LGBT Center, and Women’s Center are open to all undergraduate students during the day. With a kitchen to make tea, coffee, or to heat up food, they can be the perfect place to go when you’re feeling a little homesick.

**Tisch Library**
The Tisch Library offers many options for all your studying needs; such as private study rooms and 11 group study rooms that you may reserve throughout the semester. On the main level of the library you will also find the Tower Café.
Getting Around

Not only does going to college mean that you are exploring a new campus but you are also entering a new city and host communities. Take the time to learn more about Somerville, Medford, and other lovely cities by exploring on bike or public transportation. For easy travel we recommend getting a free, refillable Charlie Card at Harvard Square Station or Park Street Station as soon as possible.

The Tufts Shuttle
On campus we have our own shuttle service running to and from Davis Square and stopping at the Campus Center, Carmichael Hall, and Olin throughout the day. Keep in mind that the shuttle does not operate during summer break, Thanksgiving break, winter recess, or spring break. Download the smartphone app Double Map to see bus arrival and departure times.

Bikes
Tufts has a student-run bikeshare program called Tufts Bikes, which is located in the Tisch Library and is available to every undergraduate free of charge. Students also have access to the Boston-wide bikeshare Hubway with four different stations surrounding our campus. If you’re planning to bring your own bike to Tufts, make sure to get it registered with TUPD.

Buses
The fare for a Charlie Card is $1.70 on a public bus (the cash fare is $2.00). Buses that stop on campus are:

- 94 stopping by the Memorial Steps and going to and from Medford Square and Davis Square Station via West Medford and Medford Hillside.
- 96 also by the Memorial Steps going to and from Medford Square and Harvard Station via George Street and Davis Square Station.
- 80 stopping by the Memorial Steps going to and from Arlington Center and Lechmere Station via Medford Hillside.

Train
The station closest to Tufts is in Davis Square, part of the Red Line that runs from Alewife to Braintree/Ashmont. The fare for the train is $2.25 with a Charlie Card (the cash fare is $2.75). To get to Davis Square you can walk or take the Tufts Shuttle (see above). The direction system is based around Park Street Station (a train station in the center of Boston) so when a train is going inbound it is going toward Park St. Station and if a train is going outbound it is going away from Park St. Station.
Things to Do Nearby

You are now a Tufts student with the greater Boston area at your fingertips! Get off campus and do work in a local café, or take a break from studying to explore! Here are some options for you to try out:

Activities:

• **The Boston Symphony Orchestra** offers the college card for only $25 allowing students to attend many BSO concerts at no additional cost! (Blackout Dates Apply). Find out more at www.bso.org.

• **Museum of Fine Arts**, located in downtown Boston, allows students to enter free of charge when they present their valid student ID at any MFA ticket desk. They also offer student-priced tickets to public programs and a 10% discount on purchases made in the Museum Bookstore & Shops. For more information, visit www.mfa.org.

• **New England Aquarium**, on the Boston waterfront, offers discount admission with a college I.D. ($24.95 for general admission, $7.95 for Simons IMAX Theatre & $29.95 for combo tickets). For more information, visit www.neaq.org.

• **Friends of the Boston Public Library** offers discounted passes to area attractions and events with a valid BPL card. To find out more visit www.bpl.org under “general info.”

• **Sports**: Boston is home to the Bruins (Hockey), Celtics (Basketball), the Patriots (Football), the Revolution (Soccer), and the Red Sox (Baseball). Seeing a game at beloved Fenway Park or the TD Garden is a great way to experience local culture. Tickets are available either directly from the teams’ box offices or on websites such as www.stubhub.com.

• **Love Music?** The Boston area offers a wide variety of venues and music styles to choose from such as Club Passim, Bank of America Pavilion, The House of Blues, the Middle East, Royale, TD Garden, and the Paradise. You can find listings of performances online.

Delicious Food in Davis Square and beyond:

• **Dave’s Fresh Pasta**, just outside Davis Square, is a specialty food market featuring handmade fresh pasta & ravioli, as well as homemade sauces, prepared foods, incredible sandwiches, artisanal cheeses, fresh bread, unique groceries, and imported olive oils!

• **Diesel Café**, in Davis Square, is a Somerville institution with fabulous coffee, baked goods, and sandwiches. There are plenty of tables for studying or hanging out with friends, and pool tables if you need a fun break. Pro tip: no free wifi means this joint is best for offline work.

• **Oasis Brazilian Restaurant**, on Main St. in Medford, is a family owned authentic Brazilian restaurant. Oasis is budget friendly and offers a buffet, a small corner café, and a full dining area. And they take Jumbo Cash!

• **Soundbites, Ball Square Café, and Kelly’s Diner** in Ball Square, compete for the most popular brunch in Somerville. A quick walk from campus, you will find lines down the block every weekend as students and locals wait for delicious French toast, pancakes, and eggs. This is a great way to fill up for a day of studying!

• **Tenoch Mexican**, in Davis Square and Medford Square, offers authentic, affordable, high quality Mexican food. Diners rave about their tortas, tacos, and tamales. You will leave full and happy without breaking the bank.

• **Masala**, in Teele Square, is an affordable Indian restaurant. This will satisfy your taste buds if you’re looking for a bit of spice. They also have a lunch buffet for only $9.95.

• **Danish Pastry House and Tamper** are both located on the corner of Boston Ave and Winthrop. These two cafes offer delicious coffee, pastries, and meals. They are popular study spots for many Tufts students.
## Campus Resources

Now and then we all need a little help. Use the guide below to find the right place to ask for what you need!

### Academics

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transition Advisors</td>
<td>Hill, Miller, Bush, South</td>
<td><a href="http://go.tufts.edu/CTAs">http://go.tufts.edu/CTAs</a></td>
</tr>
<tr>
<td>Academic Resource Center</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="http://ase.tufts.edu/arc/">http://ase.tufts.edu/arc/</a></td>
</tr>
<tr>
<td>Advising Deans</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="http://go.tufts.edu/advisingdeans">http://go.tufts.edu/advisingdeans</a></td>
</tr>
<tr>
<td>Experimental College</td>
<td>95 Talbot Avenue</td>
<td><a href="http://www.excollege.tufts.edu/">http://www.excollege.tufts.edu/</a></td>
</tr>
<tr>
<td>Institute for Global Leadership</td>
<td>96 Packard Avenue</td>
<td><a href="http://www.tuftsgloballeadership.org/">http://www.tuftsgloballeadership.org/</a></td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="http://uss.tufts.edu/arc/disability/">http://uss.tufts.edu/arc/disability/</a></td>
</tr>
<tr>
<td>Student Success and Advising</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="http://go.tufts.edu/studentsuccess">http://go.tufts.edu/studentsuccess</a></td>
</tr>
<tr>
<td>Tisch College</td>
<td>Lincoln Filene Hall</td>
<td><a href="http://activecitizen.tufts.edu/">http://activecitizen.tufts.edu/</a></td>
</tr>
<tr>
<td>Tisch Library</td>
<td>35 Professors Row</td>
<td><a href="http://www.library.tufts.edu/tisch">http://www.library.tufts.edu/tisch</a></td>
</tr>
<tr>
<td>Undergraduate Education</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="https://students.tufts.edu/academic-advice-and-support">https://students.tufts.edu/academic-advice-and-support</a></td>
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</table>

### A Friend

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<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling &amp; Mental Health Services</td>
<td>120 Curtis Street</td>
<td><a href="http://ase.tufts.edu/counseling">http://ase.tufts.edu/counseling</a></td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>Goddard Chapel</td>
<td><a href="http://chaplaincy.tufts.edu/">http://chaplaincy.tufts.edu/</a></td>
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### Community

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<tr>
<td>Africana Center</td>
<td>8 Professors Row</td>
<td><a href="http://ase.tufts.edu/Africana">http://ase.tufts.edu/Africana</a></td>
</tr>
<tr>
<td>Asian American Center</td>
<td>17 Latin Way</td>
<td><a href="http://ase.tufts.edu/asianam/">http://ase.tufts.edu/asianam/</a></td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>Goddard Chapel</td>
<td><a href="http://www.tufts.edu/chaplaincy/">http://www.tufts.edu/chaplaincy/</a></td>
</tr>
<tr>
<td>First Generation Students</td>
<td>firstgentuftsgmail.com</td>
<td><a href="https://www.facebook.com/FirstGenTufts">https://www.facebook.com/FirstGenTufts</a></td>
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<tr>
<td>Fraternity &amp; Sorority Affairs</td>
<td>Mayer Campus Center</td>
<td><a href="http://uss.tufts.edu/greek/">http://uss.tufts.edu/greek/</a></td>
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<tr>
<td>International Center</td>
<td>20 Sawyer Ave</td>
<td><a href="http://ase.tufts.edu/center">http://ase.tufts.edu/center</a></td>
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<tr>
<td>Latino Center</td>
<td>226 College Ave</td>
<td><a href="http://ase.tufts.edu/latincenter">http://ase.tufts.edu/latincenter</a></td>
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<tr>
<td>LGBT Center</td>
<td>226 College Ave</td>
<td><a href="http://ase.tufts.edu/lgbt">http://ase.tufts.edu/lgbt</a></td>
</tr>
<tr>
<td>Women's Center</td>
<td>55 Talbot Ave</td>
<td><a href="http://ase.tufts.edu/womenscenter">http://ase.tufts.edu/womenscenter</a></td>
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### Feeling Safe

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<tr>
<td>Health Services</td>
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<tr>
<td>Police (TUPD), Public and Environmental Safety</td>
<td>Dowling Hall, 1st floor</td>
<td><a href="http://publicsafety.tufts.edu/police">http://publicsafety.tufts.edu/police</a></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="https://students.tufts.edu/student-affairs">https://students.tufts.edu/student-affairs</a></td>
</tr>
<tr>
<td><strong>Living on Campus</strong></td>
<td><strong>Making Plans for the Future</strong></td>
<td><strong>Paying for College</strong></td>
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<tr>
<td>Athletics</td>
<td>Halligan Hall</td>
<td>Dowling Hall, 7th floor</td>
</tr>
<tr>
<td>Campus Life</td>
<td>Mayer Campus Center</td>
<td><a href="http://go.tufts.edu/advisingdeans">http://go.tufts.edu/advisingdeans</a></td>
</tr>
<tr>
<td>Steve Tisch Sports and Fitness Center</td>
<td>College Ave</td>
<td>Hill, Miller, Bush, South</td>
</tr>
<tr>
<td>Dining Services</td>
<td>89 Curtis Street</td>
<td>Dowling Hall, 7th floor</td>
</tr>
<tr>
<td>Residential Facilities</td>
<td>520 Boston Ave</td>
<td>Dowling Hall, 7th floor</td>
</tr>
<tr>
<td>Residential Life and Learning</td>
<td>South Hall</td>
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| **Dining Services** | 89 Curtis Street              | http://dining.tufts.edu | http://operations.tufts.edu/mailservices/ |
| **Residential Facilities** | 520 Boston Ave               | http://ase.tufts.edu/reslife/facilities/ | http://it.tufts.edu/ |
| **Residential Life and Learning** | South Hall             | http://ase.tufts.edu/reslife | |

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<th><strong>Making Plans for the Future</strong></th>
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<th><strong>Staying Connected</strong></th>
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<td>Scholar Development</td>
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<td>Pre-Law Advising</td>
<td>Dowling Hall, 7th floor</td>
<td><a href="https://students.tufts.edu/academic-advice-and-support/scholar-development">https://students.tufts.edu/academic-advice-and-support/scholar-development</a></td>
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<td><a href="http://uss.tufts.edu/financial-services/student-employment">http://uss.tufts.edu/financial-services/student-employment</a></td>
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<th><strong>Technology Services</strong></th>
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<tr>
<td>46 Professors Row</td>
<td>Hill Hall Basement, 389 Boston Ave</td>
<td>169 Holland Street</td>
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<td></td>
<td><a href="http://go.tufts.edu/advisingdeans">http://go.tufts.edu/advisingdeans</a></td>
<td><a href="http://operations.tufts.edu/mailservices/">http://operations.tufts.edu/mailservices/</a></td>
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Jumbo FAQ

How does academic advising work at Tufts?
First-year students are supported by a strong advising team. This network will expand even further when you choose an advisor when you select a major.

<table>
<thead>
<tr>
<th>Who:</th>
<th>What they can help you with:</th>
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<tbody>
<tr>
<td>Pre-Major Advisor</td>
<td>Course selection, major exploration, discussion &amp; development of intellectual interests, referral to university resources</td>
</tr>
<tr>
<td>College Transition Advisor</td>
<td>Course selection, campus life questions, major exploration/comparison/declaration, university resource questions</td>
</tr>
<tr>
<td>Advising Dean</td>
<td>Academic difficulty, extended absences/leaves, petitions for policy exceptions, residency requirement, certifying degree requirements</td>
</tr>
</tbody>
</table>

What is SIS?
SIS is the online student information system at Tufts that will help you with a long list of tasks including registering for classes, tracking your academic progress, and managing your financial aid. SIS can be accessed at http://go.tufts.edu/sis. You will login using your Tufts username and password.

What does it mean to take a class Pass/Fail?
The purpose of the Pass/Fail option is to encourage students to extend their academic interests. Course instructors are not aware if you have elected to take the course pass/fail. Students are graded as usual throughout the course and a final grade of pass is granted if you achieve a D- or higher. A pass does not affect the grade point average, but a failing grade is counted in your GPA. Keep in mind that Arts and Sciences courses cannot be taken pass/fail to fulfill foundation, distribution, major and minor requirements. For Engineering, no introductory, foundation, or departmental concentration course may be taken pass/fail. A maximum of 8 pass/fail credits may be counted toward the total credits required for graduation. If you choose to take a course pass/fail, you will not be permitted to repeat the course for credit in a subsequent semester.

You must declare a course Pass/Fail by the deadline listed on the academic calendar otherwise you must either complete the course under the existing grading system or withdraw from the course.

What is a W?
If you choose to drop a course after the official Drop deadline each semester, the course will remain on your record. Instead of a receiving a grade, the class will be marked with a “W,” which stands for “Withdraw.” This simply means that the course is part of your permanent record, and is in no way a measure of your performance in the course. There are lots of reasons to choose to withdraw from courses, and any member of the advising team can offer the best advice about what will work for you. Dropping and withdrawing from courses are done in your SIS account.

Where can I get advice on pre-med or pre-law concerns?
If you are thinking you might apply to medical or law school following your time at Tufts, you will need to be sure that you are taking all of the proper prerequisite coursework. First, take a look at the pre-health section of the First Year Connections website (go.tufts.edu/firstyear), the pre-health website (https://students.tufts.edu/academic-advice-and-support/pre-professional-advising/pre-health-advising), or the pre-law website (http://uss.tufts.edu/pre-law/). Watch for sessions and workshops during Orientation and throughout the year. Students may choose to schedule an appointment or attend drop-in hours with Dean Carol Baffi-Dugan or Stephanie Ripley by calling Student Services (617-627-2000).
How can I start thinking about my career after Tufts?
Your first year at Tufts is a great time to begin exploring your interests, skills, and values and how they relate to potential career paths. We encourage you to start exploring the Career Center where you will find resources for everything from choosing a major to getting an internship (http://careers.tufts.edu/students/). Take a look at their calendar to find out about helpful workshops, resume critique drop-in hours, or make an appointment to discuss your career ideas.

How does the university support students with learning differences and/or accessibility needs?
Any undergraduate who requires accommodations for a learning difference or other accessibility needs can visit the Student Accessibility Services website at http://uss.tufts.edu/arc/disability/.

What does it mean to be “in good standing”?
This term reflects both the academic and disciplinary status of a student. Good standing allows a student to be eligible for full participation in the programs and activities of the University. Students must be in good standing to participate in a varsity or club sport program, to hold office in a student organization, or to study abroad. A student is considered in good disciplinary standing unless having been placed on probation for a significant infraction of the University’s rules or policies.

How does a student take a leave of absence?

Personal Leave: You may take a personal leave at any time, but there are many matters to consider. You can notify us that you are taking a leave via SIS, but you should consult your advising dean before making this request.

Medical Leave: You may find a leave for medical reasons is necessary. If you want to learn more about this type of leave or request this leave you must meet with your advising dean or with the Dean of Student Affairs office staff.

Study Abroad Leave (Tufts Program and Non-Tufts): Consult with the Office of Study Abroad in Dowling Hall (https://students.tufts.edu/study-abroad)
Undergraduate Education Resources

College Transition Advisors
As part of your undergraduate advising team, the CTAs are always available to offer advice about academics or answer questions about policies and procedures on campus. You can contact them by email (cta@tufts.edu) or set-up an appointment by calling 617-627-2000. CTAs have offices in your residence halls and are assigned alphabetically by last name.

<table>
<thead>
<tr>
<th>Name</th>
<th>Assigned to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joie Cummings</td>
<td>A – G, Liberal Arts (South Hall, 160)</td>
</tr>
<tr>
<td>Danielle Vizena</td>
<td>H – O, Liberal Arts (Hill Hall, 234)</td>
</tr>
<tr>
<td>Jared Smith</td>
<td>P – Z, Liberal Arts (Miller Hall, 114B)</td>
</tr>
<tr>
<td>Eliza Yuen</td>
<td>Engineering (Bush Hall, 011)</td>
</tr>
</tbody>
</table>

Advising Deans
Every undergraduate is assigned to an advising dean that can assist you with issues pertaining to your academic life at Tufts. Students in Arts and Sciences are assigned alphabetically by last name. Appointments can be set-up by calling 617-627-2000.

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
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<tr>
<td>Jean Herbert</td>
<td>A – G, Liberal Arts</td>
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<tr>
<td>Carol Baffi-Dugan</td>
<td>H – O, Liberal Arts</td>
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<tr>
<td>Joe Waranyuwat</td>
<td>P – Z, Liberal Arts</td>
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<tr>
<td>Jennifer Stephan</td>
<td>Engineering</td>
</tr>
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</table>

Academic Resource Center (ARC)
The ARC facilitates student learning beyond the classroom by offering one-on-one and group tutoring sessions in many course subjects, as well as tutoring for time management, study skills, writing, and public speaking. You can visit the ARC in Dowling Hall or email them at arctutoring@tufts.edu or by calling 617-627-4345.

Student Accessibility Services
Any undergraduate who requires accommodations for a learning difference or other accessibility needs should contact the Office for Student Accessibility Services at 617-627-4152.

Orientation Office
Any questions during Orientation should be directed to the Orientation hotline at 617-627-4678.

Student Affairs
The team in Student Affairs can address issues that are not primarily academic in nature including co-curricular life, choices about lifestyle and participation in the community, health or mental health issues, conflict resolution, and problem solving of all sorts. A good starting place is the Office of the Dean of Student Affairs in Dowling Hall at 617-627-3158 or through email:

Mary Pat McMahon, Dean of Student Affairs (mary.mcmahon@tufts.edu)
Raymond Ou, Senior Associate Dean of Student Affairs (Raymond.ou@tufts.edu)
Marisel Perez, Associate Dean of Students Affairs (marisel.perez@tufts.edu)
Nandi Bynoe, Sexual Misconduct Resource Specialist (Confidential) (Nandi.bynoe@tufts.edu)
Chris Rossi, Assistant Dean of Student Affairs (Christopher.Rossi@tufts.edu)

Student Services Desk
The staff of the Student Services Desk will refer you to appropriate resources to answer any number of questions. Student Services is located on the 7th Floor of Dowling or call 617-627-2000.
## Important Dates to Remember 2016–2017

To see the full Tufts Academic Calendar, please visit http://uss.tufts.edu/stuServ/.

### FALL 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 31</td>
<td>New Student Orientation begins; Matriculation</td>
</tr>
<tr>
<td>SEPT 5</td>
<td>Labor Day (University holiday); No classes</td>
</tr>
<tr>
<td>SEPT 6</td>
<td>Classes begin</td>
</tr>
<tr>
<td>SEPT 20</td>
<td>Last day for AS&amp;E students to ADD classes</td>
</tr>
<tr>
<td>OCT 10</td>
<td>Indigenous Peoples’ Day; No classes</td>
</tr>
<tr>
<td>OCT 31</td>
<td>Advising Period Begins</td>
</tr>
<tr>
<td>NOV 8</td>
<td>Substitute Friday’s schedule on Tuesday</td>
</tr>
<tr>
<td>NOV 11</td>
<td>Advising Period Ends</td>
</tr>
<tr>
<td>NOV 11</td>
<td>Veterans’ Day (University holiday); No classes</td>
</tr>
<tr>
<td>NOV 14</td>
<td>Registration Begins</td>
</tr>
<tr>
<td>NOV 15</td>
<td>Last day for undergraduate first year students to DROP courses without record of enrollment; last day for undergraduate first year students to select PASS/FAIL option</td>
</tr>
<tr>
<td>NOV 23-25</td>
<td>Thanksgiving (University holiday); No classes</td>
</tr>
<tr>
<td>NOV 25</td>
<td>Registration Ends</td>
</tr>
<tr>
<td>DEC 12</td>
<td>Classes end; last day for AS and E students to WITHDRAW from courses and receive a grade of W by 11:59 p.m. EST</td>
</tr>
<tr>
<td>DEC 13-14</td>
<td>Reading Period</td>
</tr>
<tr>
<td>DEC 15-22</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

### SPRING 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 16</td>
<td>Martin Luther King Day (University holiday)</td>
</tr>
<tr>
<td>JAN 19</td>
<td>Classes begin</td>
</tr>
<tr>
<td>FEB 2</td>
<td>Last day for AS&amp;E students to ADD classes</td>
</tr>
<tr>
<td>FEB 20</td>
<td>Presidents’ Day observed (University holiday); No classes</td>
</tr>
<tr>
<td>FEB 23</td>
<td>Substitute Monday’s schedule on Thursday</td>
</tr>
<tr>
<td>MAR 2</td>
<td>Last day for AS&amp;E students to make up incomplete grades from Fall 2016</td>
</tr>
<tr>
<td>MAR 18</td>
<td>Spring Recess begins; Classes suspended</td>
</tr>
<tr>
<td>MAR 27</td>
<td>Spring Recess ends; Classes resume</td>
</tr>
<tr>
<td>MAR 27</td>
<td>Advising Period Begins</td>
</tr>
<tr>
<td>APR 6</td>
<td>Last day for undergraduate first year students to DROP courses without record of enrollment; last day for undergraduate first year students to select PASS/FAIL option</td>
</tr>
<tr>
<td>APR 7</td>
<td>Advising Period Ends</td>
</tr>
<tr>
<td>APR 10</td>
<td>Registration Begins</td>
</tr>
<tr>
<td>APR 17</td>
<td>Patriots’ Day observed (University holiday); No classes</td>
</tr>
<tr>
<td>APR 21</td>
<td>Registration Ends</td>
</tr>
<tr>
<td>MAY 1</td>
<td>Classes end; last day for AS&amp;E undergraduates to WITHDRAW from courses and receive a grade of W</td>
</tr>
<tr>
<td>MAY 2-4</td>
<td>Reading Period</td>
</tr>
<tr>
<td>MAY 5-12</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>
**BLOCK SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Classes</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:20</td>
<td>A+,B+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-10:20</td>
<td>(A,B)</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:20</td>
<td>(A,C,D)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:10</td>
<td>(E,F,G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:15</td>
<td>Open</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-2:45</td>
<td>G,H</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2:45-4:15</td>
<td>J,K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15-5:40</td>
<td>L,M</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5:40-6:50</td>
<td>N,M</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6:50-7:15</td>
<td>N+,M+</td>
<td></td>
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</tr>
<tr>
<td>7:15-8:10</td>
<td>Open</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8:10-9:20</td>
<td>Open</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- A plain letter (such as A) indicates a 50 minute meeting time.
- A letter augmented with a + (such as A+) indicates a 75 minute meeting time.
- A number (such as 2) indicates a 150 minute class or seminar. A number with a + (such as 2+) indicates a 180 minute meeting time.
- Lab schedules for dedicated laboratories are determined by department/program.
- Monday from 12:00-1:20 is departmental meetings/exam block.
- Wednesday from 12:00-1:20 is the AS&E-wide meeting time.
- If all days in a block are to be used, no designation is used. Otherwise, days of the week (MTWRF) are designated (for example, E+MW).
- Roughly 50% of all courses may be offered in the shaded area.
- Labs taught in seminar block 5+, or 5+ may run to 4:30. Students taking these courses are advised to avoid courses offered in the K or L block.