NEW STUDENT ORIENTATION

# Exploring the Curriculum

Fall 2026

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Dear New Student,

Welcome to the 2026 Academic Expo! Now that you have met your academic advisors and participated in pre-registration, you likely feel both excited and nervous about navigating the Add/Drop Period, also known as the "Shopping Period." The Curriculum features hundreds of courses across 68 academic Departments, Programs, and Institutes; more than 1,700 faculty; and 90 undergraduate concentrations and six certificate programs. During the Academic Expo, faculty and student advisors will staff tables representing all our concentrations and certificate programs, as well as some of our experiential learning opportunities. To supplement your advising conversations, we created a new digital guide, *Exploring the Curriculum*, to help you explore your interests and discover new topics and fields of study.

## HOW TO USE THIS GUIDE

In this guide, you'll find over 40 entries covering 60 undergraduate concentrations and certificate programs. Each entry highlights courses that are ideal for new students (no prerequisites) and includes narratives explaining how the knowledge and skills from the academic field support general learning goals and serve the broader curriculum.

We invite you to learn about our disciplinary and interdisciplinary concentrations, centers, and certificate programs. Just as importantly, we invite you to think about how your classes offer opportunities to reflect on Brown's Learning Goals and encourage you to explore outside your field of focus. Did you know that the Engineering department thinks Philosophy and Humanities courses are wonderful ways to complement an Engineering Degree, or that courses in Earth, Environmental and Planetary Studies not only help you achieve the learning goal of experiencing scientific inquiry, but also help you study the past?

Regardless of the concentration or certificate program you choose, we hope you will engage fully with these learning goals, perhaps in unexpected ways. Because learning is relational, each entry includes the name of the "Director of Undergraduate Studies" for the academic field, concentration, or certificate program, along with the best contact email if you want to learn more about the department and its course offerings.

Happy exploring! We look forward to meeting you along the way.

Dean Ethan Pollock
*Dean of the College and Professor of History*

Dean Dawn King
*Deputy Dean of the College for Curriculum, and Full Teaching Professor in the Institute at Brown for Environment and Society*

NEW STUDENT ORIENTATION

# American Studies | Ethnic Studies

American Studies is an interdisciplinary concentration that is innovative and creative, offering answers to complex questions about American society, cultures, and experiences. Exciting new directions build on our interests in gender, sexuality, race and ethnicity. Publicly-engaged scholarship in local and global contexts and the digital humanities play increasingly important roles in the production and dissemination knowledge by American Studies faculty and students. Students learn to analyze social structures and practices of identity, space and place, and the production and consumption of culture.

**WHY TAKE AMERICAN OR ETHNIC STUDIES COURSES?**

Students benefit from learning about gender, or race and ethnicity through methods that span across disciplines.

## ▸ Where to Begin Exploring

**AMST 0192W: Faultlines: Race, Art, and the American Landscape**

**AMST 0150U: Storying Escape: Native American Boarding Schools and Media**

## ▸ Related Field

### INTERNATIONAL AND PUBLIC AFFAIRS

AMST and ETHN courses study topics around the world through a lens that de-centers the United States, and complicates US involvement — whether political, social, military, or humanitarian — around the world.

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

**AMST 0192Y: This is Narragansett Land: An Indigenous History of Rhode Island** covers foundational grounding in theories that understand native american and indigenous experiences in Rhode Island.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**AMST 0601A: Health and Healing in American History** surveys the history of American medicine in its social and political contexts, including changing understandings of disease, treatment practices, and medical institutions. This course is part of the American Studies "Questions" series, fulfilling an introductory-level requirement for the AMST concentration.

### COLLABORATE FULLY

**AMST 0601K: Global Macho: Race, Gender, and Action Movies** carefully sifts through an oft-overlooked but globally popular genre: the muscle-bound action film. This class asks: What sort of racial work does an action movie do? What is the role of gender and nation in this genre? This course is part of the American Studies "Questions" series, fulfilling an introductory-level requirement for the AMST concentration.

### DIRECTOR OF UNDERGRADUATE STUDIES

Elena Shih, Associate Professor of American Studies.
Contact: elena_shih@brown.edu

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▸ Learn more at: americanstudies.brown.edu

NEW STUDENT ORIENTATION

# Anthropology

Anthropology is the study of human beings from all times and all places, offering the most holistic, comparative, international and humanistic perspective in the social sciences. In studying the range of similarities and differences among human societies and cultures, anthropologists also seek to understand how people make sense of the world in which they live. Anthropologists use a broad range of methods to understand human societies, including ethnography, osteology, paleoethnobotany, statistical analysis and others.

**WHY TAKE AN ANTHROPOLOGY COURSE?**

Anthropology will provide you with the tools you need to build the kind of world you want to live in.

## ▸ Where to Begin Exploring

ANTH 0100: Introduction to Cultural Anthropology

ANTH 0112: Anthropology for Global Leaders

ANTH 0500: Past Forward: Discovering Anthropological Archaeology

ANTH 0800: Sounds and Symbols: Introduction to Linguistic Anthropology

### DIRECTOR OF UNDERGRADUATE STUDIES

Katherine A. Mason, Associate Professor of Anthropology.
Contact: katemason@brown.edu

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

ANTH 0100: Introduction to Cultural Anthropology and ANTH 0112: Anthropology for Global Leaders are geared explicitly towards understanding cultural difference.

### LEARN WHAT IT MEANS TO STUDY THE PAST

ANTH 0500: Past Forward: Discovering Anthropological Archaeology focuses on the study of the past via examination material culture.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

ANTH 0800: Sounds and Symbols: Introduction to Linguistic Anthropology is all about how different societies develop systems of symbols, including but not limited to language.

## ▸ Related Fields

### ARCHAEOLOGY | HEALTH AND HUMAN BIOLOGY | INTERNATIONAL AND PUBLIC AFFAIRS | LINGUISTICS | PUBLIC HEALTH

Health and Human Biology and Public Health are great complements to medical anthropology. IAPA is a great complement to sociocultural anthropology. Archeology and anthropological archeology also work very well together. Linguistic anthropology and linguistics go well together too.

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▸ Learn more at: anthropology.brown.edu

NEW STUDENT ORIENTATION

# Applied Mathematics

Applied Mathematics (includes the concentrations in Applied Math, Applied Math – Biology, Applied Math – Economics, Applied Math – Computer Science) teaches the use of quantitative methods in thinking about and solving real-life problems. It is an inherently cross-disciplinary subject, which covers a wide spectrum of scientific activities. It focuses on the mathematics of problems arising in the physical, life and social sciences as well as in engineering, and provides a broad qualitative and quantitative background for use in these fields.

**WHY TAKE AN APPLIED MATHEMATICS COURSE?**

Mathematics is a powerful subject that can be found everywhere. No matter what subject you think of, there is probably a mathematics application for it.

## ▸ Where to Begin Exploring

APMA 0160: Introduction to the Computing Sciences

APMA 0200: Introduction to Modeling

APMA 0260: Linear Algebra and Multivariable Calculus for Applied Mathematics

### DIRECTOR OF UNDERGRADUATE STUDIES

Peyam Tabrizian, Assistant Teaching Professor of Applied Mathematics. Contact: apma-dus@brown.edu

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

APMA 0200: Introduction to Modeling

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

APMA 0160: Introduction to the Computing Sciences

### WORK ON YOUR SPEAKING AND WRITING

APMA 1000: Introduction to Proofs

APMA 1001: Introduction to Mathematical Writing

## ▸ Related Fields

### HISTORY | HISTORY OF ART & ARCHITECTURE | PHILOSOPHY | VISUAL ARTS

There are applications of math to humanistic fields like history, philosophy, and visual arts; you name it!

NEW STUDENT ORIENTATION

# Biochemistry

Biochemistry investigates the molecular basis of life, asking how the structure of biological molecules — proteins, nucleic acids, lipids and carbohydrates — gives rise to cellular function, energy transformation, information storage, and the regulation of metabolism. Scholars study questions ranging from how enzymes catalyze reactions and how cells generate and spend energy, to how molecular dysfunction drives disease. The field's methods are both experimental and quantitative, combining techniques such as spectroscopy, chromatography, X-ray crystallography and cryo-EM, recombinant DNA and protein expression, & computational and bioinformatic approaches to model molecular behavior and analyze large datasets.

### WHY TAKE A BIOCHEMISTRY COURSE?

Biochemistry allows you to understand life where chemistry becomes biology: from how the food you eat becomes energy to how a protein change causes disease.

## ▸ Where to Begin Exploring

BIOL 0200: The Foundation of Living Systems

BIOL 0170: Biotechnology in Medicine

BIOL 0170: Biotechnology in Medicine

### DIRECTOR OF UNDERGRADUATE STUDIES

William Holmes, Associate Teaching Professor of Biology and Molecular Biology, Cell Biology, and Biochemistry.
Contact: biochemistry@brown.edu

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

Scientific inquiry is evident throughout the entire biology and chemistry curriculum because it is not a topic we teach once, but the discipline's defining practice — the cycle of observation, hypothesis, experiment, evidence and revision that every course asks students to enact rather than merely study.

### COLLABORATE FULLY

Collaboration is built into our laboratory and course-based research experiences, where students work in teams to design and carry out investigations rather than completing parallel individual exercises. Biochemistry courses ask students not just to divide labor but to reach shared interpretive decisions about data they hold in common.

## ▸ Related Field

### COMPUTER SCIENCE

Computer science is the field that most surprises students who picture biochemistry as a purely wet-lab discipline, yet computation is now inseparable from it. Students draw on bioinformatics to analyze sequences, on molecular modeling to study protein folding, and on machine learning to predict structure and accelerate drug discovery.

NEW STUDENT ORIENTATION

# Chemical Physics

Computational Chemistry and Chemical Physics integrates principles from both chemistry and physics. This concentration offers students a comprehensive understanding of fundamental molecular sciences, emphasizing quantum and statistical mechanics as applied to molecules, materials and biophysical systems. Core topics include electronic structure calculations for chemical reactions, statistical mechanics modeling of phase diagrams, and biophysical modeling of macromolecular dynamics. Characterization techniques such as optical, electron, and x-ray spectroscopy are employed, alongside machine learning and artificial intelligence methods.

**WHY TAKE A CHEMICAL PHYSICS COURSE?**

Chemical Physics is an inherently cross-disciplinary approach to understand and predict chemical reactions and system behaviors.

## ▸ Where to Begin Exploring

CHEM 0330: Equilibrium, Rate, and Structure

CHEM 1560Q: Accelerating Chemical Discovery

MATH 0190: Single Variable Calculus

PHYS 0060: Foundations of Electromagnetism and Modern Physics & PHYS 0070: Analytic Mechanics

PHYS 0470: Electricity and Magnetism

### DIRECTOR OF UNDERGRADUATE STUDIES

Amit Basu, Professor of Chemistry;
Emily Sprague-Klein, Assistant Professor of Chemistry.
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## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

CHEM 0330 and CHEM 0330L support this objective by fostering scientific inquiry through hands-on learning and laboratory experiments in wet chemistry, which illustrate and demonstrate scientific principles and their practical applications.

### COLLABORATE FULLY

CHEM 0330 and CHEM 0330L advance this objective by promoting cross-disciplinary collaboration and incorporating approaches across fields into the design and implementation of scientific experiments and computational modeling.

## ▸ Related Fields

### APPLIED MATHEMATICS | CHEMISTRY | COMPUTER SCIENCE | ENGINEERING | PHYSICS

In addition to overlapping with the above fields, research and study in chemical physics can have important fundamental applications on areas such as public health, environmental science, energy storage, and quantum information.

NEW STUDENT ORIENTATION

# Cognitive and Psychological Sciences

The Cognitive and Psychological Sciences (CoPsy) department hosts four undergraduate concentrations (Behavioral Decision Sciences, Cognitive Neuroscience, Cognitive Science, Psychology), with different foci but all with a strong interdisciplinary flavor. The CoPsy department as a whole investigates behavior using theory and methods from the physical sciences, life sciences, social sciences, and humanities; thus, the curriculum encourages students to explore and examine across traditional academic boundaries. The curriculum places a strong emphasis on understanding and applying the scientific method and on improving speaking, critical reading and writing skills.

### WHY TAKE A COGNITIVE AND PSYCHOLOGICAL SCIENCES COURSE?

Students should consider foundational courses in CoPsy in order to learn about the use of the scientific method to study human and animal behavior.

## ▸ Where to Begin Exploring

CPSY 0010: Mind, Brain, and Behavior: An Interdisciplinary Approach

CPSY 0220: Making Decisions

CPSY 0900: Statistical Methods

### DIRECTORS OF UNDERGRADUATE STUDIES

Visit the CoPsy website URL listed below for the advisors of Behavioral Decision Sciences, Cognitive Neuroscience, Cognitive Science, and Psychology.

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

CPSY 0010: Mind, Brain, and Behavior: An Interdisciplinary Approach asks the "What constitutes the human mind?" and "How is the mind influenced by brain function and the social world?" The course synthesizes material from psychology, cognitive science, neuroscience, computational modeling and linguistics. Students learn what constitutes empirical evidence. CPSY 0220: Making Decisions is a broad introduction to judgment and decision-making research in psychology and cognitive science. The course crosses disciplines, drawing on and engaging with ideas and findings from cognitive science, neuroscience, economics, computer science, psychology, statistics, entrepreneurship, medicine, law and philosophy.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

CPSY 0900: Statistical Methods is a survey of statistical methods in the behavioral sciences. Statistics is fundamental for scientific inquiry because statistical analyses reveal patterns that shape our behaviors and decisions. By understanding these patterns, we learn to make better decisions, improve our well-being, and evaluate the world around us.

## ▸ Related Fields

### BIOLOGY | ECONOMICS | PHILOSOPHY

CoPsy addresses questions through various disciplinary modes of inquiry.

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▸ Learn more at: copsy.brown.edu/undergraduate-study/concentrations

NEW STUDENT ORIENTATION

# Computer Science

Computer science (CS) (includes Computer Science – Economics, Applied Mathematics – Computer Science, Mathematics – Computer Science) studies how to represent information and tasks as digital data so that humans and computers can solve them together — accurately, efficiently and with respect for users and society. CS draws on the perspectives of systems/engineering, mathematics and socio-technical design.

### WHY TAKE A COMPUTER SCIENCE COURSE?

Computation occurs all around us: It's in the applications we use, it forms the infrastructure that manages societies and it enables research and discovery.

## ▸ Where to Begin Exploring

**CSCI 0111: Computing Foundations: Data**

**CSCI 0150: Introduction to Object-Oriented Programming and Computer Science**

**CSCI 0170: Computer Science: An Integrated Introduction**

**CSCI 0190: Accelerated Introduction to Computer Science**

### DIRECTOR OF UNDERGRADUATE STUDIES

Kathi Fisler, Professor of Computer Science.
Contact: **cs-dus@brown.edu**

## ▸ Learning Goals

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

All of our intro courses **(CSCI 0111, 0150, 0170, 0190, 0200 and 0220)** teach you how to express computational problems in symbolic languages. Moreover, we show you what computers can do to process symbolic languages to perform computations.

### EXPERIENCE SCIENTIFIC INQUIRY

Computer science is a study of information and how its organization affects what we can do with that information. While all CS courses touch on this, **CSCI 0200 (or CSCI 0190)** is the first course that really emphasizes the science of information and computing.

### ENHANCE YOUR AESTHETIC SENSIBILITY

Several of our courses invite you to design computational artifacts, including applications **(CSCI 0320)**, animations **(CSCI 1250 and 1280)**, games **(CSCI 1950N and 1950U)**, programming languages **(CSCI 1730)**, robots **(CSCI 1951C)** and more.

## ▸ Related Fields

Whether you are producing artifacts and media; creating and querying computational models of brains, economies or galaxies; or studying the structure of language and translations between them, computer science is involved. Students have combined CS with almost every department.

NEW STUDENT ORIENTATION

# Contemplative Studies

This field focuses on contemplative practices (ranging from traditional forms of meditation, to modern mindfulness, to experiences of "flow" in artistic and athletic contexts, as well as other endeavors), and the experiences they foster. We use these as a foundation for an investigation across disciplines of a range of topics, including how these practices foster health and well-being, how they inspire creativity, what they tell us about the mind and consciousness, and how they let us see connections and commonalities across cultures. We combine standard methods of research and learning for our fields with "critical first-person perspectives."

### WHY TAKE A CONTEMPLATIVE STUDIES COURSE?

Students interested aspects of consciousness, mind-body connection, or looking to foster greater focus, clarity and tranquility will find a lot to offer in contemplative studies.

## ▸ Where to Begin Exploring

**COST 0100: Introduction to Contemplative Studies** is the best place to start for most students; most of our courses do not have prerequisites and are suitable for interested students.

### DIRECTOR OF UNDERGRADUATE STUDIES

Larson DiFiori, Visiting Assistant Professor of Religious Studies, and Harold Roth, Professor of Religious Studies and East Asian Studies. Contact: Anne Heyrman-Hart at **anne_heyrman-hart@brown.edu**, **harold_roth@brown.edu**, or **larson_difiori@brown.edu**

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

Classes that foster understanding between cultures include **Zen Buddhism (COST 0565)**, **Yoga (COST 0525)**, **Daoism (COST 0535)**, broader-range surveys of how the self has been conceptualized through time like **COST 1082: Me, Myself, and I**.

### EXPERIENCE SCIENTIFIC INQUIRY

Our sciences courses, such as **COST 1080: Meditation, Mindfulness and Health**, **COST 1890: The Craving Mind**, and **COST 0725: Psychedelics in Religion, Science, and Healing**, introduce students to research in contemplative studies.

### ENGAGE WITH YOUR COMMUNITIES

Many courses emphasize the ways in which a contemplative foundation can help us engage with larger communities: **COST 0041: Contemplation, Mysticism, and Action in Christianity**, **RELS 1705B: The Contemplative Science of Compassion**, and **COST 1705B: Take Back Your Mind! Resisting the Attention Economy Through Critical Contemplative Practices**.

## ▸ Related Field

### NEUROSCIENCE

Because contemplative practices allow for both richer descriptions of internal states and the possibility to target certain types of experiences, they are very useful for scientists who want to explore how the brain functions.

▸ Learn more at: **contemplative-studies.brown.edu**

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NEW STUDENT ORIENTATION

# Critical Native American and Indigenous Studies

Critical Native American and Indigenous Studies (CNAIS) is a cross-disciplinary concentration focused on teaching, research and engagement to increase understanding of the cultural traditions, histories, political advocacy, and contemporary experiences and knowledges of Native American and Indigenous peoples.

### WHY TAKE A CRITICAL NATIVE AMERICAN AND INDIGENOUS STUDIES COURSE?

CNAIS courses allow for a better understanding of the role settler colonialism has played in the establishment and development of current realities.

## ▸ Where to Begin Exploring

ETHN 1200K: Introduction to Native American and Indigenous Studies

NAIS 1209: Contemporary Indigenous Education in North America

### DIRECTOR OF UNDERGRADUATE STUDIES

Mack Scott, Assistant Teaching Professor of Native American and Indigenous Studies Initiative.
Contact: mack_scott@brown.edu

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

NAIS 1209: Contemporary Indigenous Education in North America helps learners to better understand how historical, social and cultural differences may shape pedagogy.

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

ETHN 1200K: Introduction to Native American and Indigenous Studies helps learners to better understand how historic social, political and economic choices continue to shape outcomes.

## ▸ Related Fields

### EDUCATION STUDIES | PUBLIC HEALTH

Due to its structure of crossing fields of study, learning objectives and outcomes associated with CNAIS complement those in a vast array of other concentrations. For example, students pursuing careers in the health field or education will find CNAIS's expansive approach to topics within these disciplines both engaging and enlightening.

NEW STUDENT ORIENTATION

# Earth and Planetary Science

Earth and Planetary Science is a concentration that crosses disciplines, employing principles from physics, chemistry and biology to understand processes on and in the Earth and other planetary bodies. Concentrators can study Earth and planetary interiors, including the formation of rocks and minerals, movement of the Earth's tectonic plates, and mountain-building and volcanism. Other areas emphasize surface processes, such as coastal erosion, formation of water resources and desertification. This concentration is a good choice for students who seek a broad scientific understanding of the processes that shape the physical world around us.

**WHY TAKE AN EARTH AND PLANETARY SCIENCES COURSE?**

Earth and Planetary Sciences is for those interested in learning more about Earth and other planetary bodies.

## ▸ Where to Begin Exploring

**EEPS 0220: Earth and Environmental Processes**

**EEPS 0230: Geochemistry: Earth and Planetary Materials and Processes**

**EEPS 0240: Earth: Evolution of a Habitable Planet**

### DIRECTOR OF UNDERGRADUATE STUDIES

Colleen Dalton, Professor of Earth, Environmental, and Planetary Sciences. Contact: **colleen_dalton@brown.edu**

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

**EEPS 0810: Planetary Geology** focuses on how much we have learned about our solar system despite the challenges of far-away planets that are difficult to visit. **EEPS 1340: Machine Learning for the Earth and Environment** introduces students to modern data science tools for exploratory data analysis, predictive modeling, and scalable algorithms.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**EEPS 1250: New England Field Geology** uses field trips and field methods to explore how scientists learn about the Earth's deep past. **EEPS 1450: Structural Geology** teaches how scientists use the rock record to decipher how rocks have been fractured, faulted, and deformed.

### WORK ON YOUR SPEAKING AND WRITING

**EEPS 1240: Stratigraphy and Sedimentation** because this WRIT course covers how sedimentary rocks form and how the Earth's deep past can be studied from the sedimentary rock record while also allowing students to practice and improve their scientific writing skills.

## ▸ Related Field

### ANTHROPOLOGY

Understanding how humans explore, assign meaning to, and imagine unfamiliar environments can inform how we conduct planetary exploration and communicate discoveries to the public.

▸ Learn more at: **deeps.brown.edu/undergraduate**

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NEW STUDENT ORIENTATION

# Earth, Climate and Biology

Students in Earth, Climate and Biology apply principles from Earth science, biology, chemistry and physics to understand how major components of the Earth system, such as its atmosphere and oceans, interact with and sustain life over time. Many courses emphasize climate change, environmental quality and biogeochemistry, so this concentration is a good match for students interested in studying the environment. Courses also investigate Earth history, including past climate, extinction events, and using the Earth's sedimentary record to investigate environmental change.

### WHY TAKE AN EARTH, CLIMATE AND BIOLOGY COURSE?

Earth, Climate and Biology is for those interested in learning more about Earth's climate, atmosphere, and oceans and how they evolve over time.

## ▸ Where to Begin Exploring

**EEPS 0220: Earth and Environmental Processes**

**EEPS 0240: Earth: Evolution of a Habitable Planet**

**EEPS 0360: Solving the Climate and Carbon Challenge**

### DIRECTOR OF UNDERGRADUATE STUDIES

Colleen Dalton, Professor of Earth, Environmental, and Planetary Sciences. Contact: colleen_dalton@brown.edu

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

**EEPS 1370: Environmental Geochemistry** introduces how the transport of chemicals in the atmosphere and in aquatic environments tackle problems such as global warming and air pollution. **EEPS 1300: Terrestrial Biogeochemistry, Ecosystems and the Global Carbon Cycle** explores how the biogeochemistry of Earth's surface and ecosystems varies in space and time.

### WORK ON YOUR SPEAKING AND WRITING

**EEPS 0850: Weather and Climate** is a WRIT course covers the processes that drive weather patterns, the general circulation of the atmosphere, and Earth's climate. **EEPS 1130: Ocean Biochemical Cycles** is a WRIT course that provides a quantitative treatment of the cycling of biologically important elements in the world ocean.

## ▸ Related Field

### HISTORY

Historical scholarship provides insight into how human societies have responded to environmental variability, including periods of drought, cooling, warming and ecological change. Integrating historical perspectives with records of past climate helps us understand how climate has changed through time, influencing migration, agriculture, political systems and cultural resilience.

NEW STUDENT
ORIENTATION

# East Asian Studies

East Asian studies is a multidisciplinary concentration designed for students wishing to attain reasonable fluency in Chinese, Japanese or Korean with specialized exposure to selected East Asian subjects. It serves students who aim to pursue active professional careers related to the East Asian region, and those who want to pursue graduate study in the humanities or social sciences. Students in East Asian studies will gain language proficiency and familiarity with East Asia through advanced courses in a variety of disciplines. Students are strongly encouraged, but not required, to study in East Asia for a summer or a semester.

**WHY TAKE AN EAST ASIAN STUDIES COURSE?**

From language and literature to history and politics, East Asian studies classes offer a comprehensive and interdisciplinary perspective on this dynamic region.

## ▸ Where to Begin Exploring

EAST 0140: Childhood and Culture in Japan

EAST 0530: Korean Popular Culture

EAST 0307: China Through the Lens: History, Cinema, and Critical Discourse

### DIRECTOR OF UNDERGRADUATE STUDIES

Kaijun Chen, Associate Professor of East Asian Studies.
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## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

EAST 0309: Courtesans, Concubines, and Wives: Gender Relations in Imperial China

EAST 1505: Two Koreas

### EMBRACE DIVERSITY

EAST 1506: Women Make Movies: Feminist Practices in Asia and Beyond

### ENHANCE YOUR AESTHETIC SENSIBILITY

EAST 1304: Crafting Early Modern China: Handicraft, Witchcraft and Statecraft

EAST 0401: Japanese Aesthetics

## ▸ Related Field

### HISTORY | INTERNATIONAL AND PUBLIC AFFAIRS | LITERARY ARTS

An East Asian studies concentration complements research in history and literature, and careers in international and public affairs.

NEW STUDENT ORIENTATION

# Economics

Modern economics is defined more by methods than topic. Applied research uses data science tools to identify causality, many of which were originally developed by economists, to study a wide range of topics, such as education, crime, climate change, racial and gender disparities, and many more. Theoretical research uses mathematical modeling and proofs to analyze human and interpersonal behavior.

**WHY TAKE AN ECONOMICS COURSE?**

Economics provides an extremely powerful framework for understanding the world.

## Where to Begin Exploring

**ECON 0110: Principles of Economics** does not require a prerequisite and provides a broad overview of the field.

**ECON 1050: Environmental Economics and Policy** does have Principles as a prerequisite, though this can be waived, and applies economic tools to environmental policy.

### DIRECTORS OF UNDERGRADUATE STUDIES

Brian Knight, Professor of Economics and Alex Poterack, Associate Teaching Professor of Economics. Contact: Visit economics.brown.edu/academics/undergraduate/advisors/concentration-advisors

## Learning Goals

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

**ECON 1110: Intermediate Microeconomics** is all about learning how to express ideas in the symbolic language of mathematics. It takes material covered in Principles of Economics and shows how it can be written in mathematical languages, and what is gained by expressing them in this way.

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

**ECON 1390: Inequality of Health, Wealth and Income** in the United States analyzes the sources and consequences of inequality in the U.S., showing how differences in power can lead to differences in outcomes, and vice versa.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**ECON 1520: Culture, History and Comparative Development** analyzes the impact of historical events on the modern circumstances of various countries.

## Related Field

### ENVIORNMENTAL STUDIES AND SCIENCES

Many students double-concentrate in economics and environmental studies and sciences, and find them to be extremely complementary. The economic perspective can shed more light on many contemporary environmental issues.

NEW STUDENT ORIENTATION

# Education Studies

Education studies examines how education can both foster and hinder equity and social justice. Scholars also critically examine "what works" in education, including the policies, practices and interventions that improve and equalize education. Scholars use a variety of methods--from archival research, to ethnographic methods, to complex statistical analysis.

**WHY TAKE AN EDUCATION STUDIES COURSE?**

Education studies classes support your own work as a peer mentor, tutor, or teacher and teach you about the practices of schools that shaped you!

## ▸ Where to Begin Exploring

**EDUC 300: Introduction to Education and Society: Foundations of Opportunity and Inequality**

**EDUC 0425: The Power of Translanguaging**

**EDUC 1320: Turning Hope into Results: The Policy Ecosystem of the Providence Public Schools District**

### DIRECTOR OF UNDERGRADUATE STUDIES

Tricia Kelly, Assistant Teaching Professor of Education.
Contact: tricia_kelly@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

**EDUC 560: Cultivating STEM Identities** explores who gets to see themselves, or does not, as a STEM learner as a result of inequalities of power manifested in classroom instruction.

### EMBRACE DIVERSITY

**EDUC 540: Language and Education Policy in Multilingual Contexts** uses a global perspective to explore how multilingual countries and communities design and implement language policies, and the major factors at play when increasing the number of languages used in a school system toward systems inclusive of difference.

### ENGAGE WITH YOUR COMMUNITIES

**EDUC 530: Fieldwork and Seminar in Secondary Education** is a community-engaged seminar that allows students to conduct weekly observations in a local secondary classroom. You will connect observations to a broader investigation of schools as complex educational, political and social institutions.

## ▸ Related Fields

### AMERICAN/ETHNIC STUDIES | COMPUTER SCIENCE

Many students are interested in learning and technology. Students interested in questions of political movements and identity have double concentrated with American/Ethnic Studies or IAPA.

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▸ Learn more at: education.brown.edu/undergraduate/education-studies-concentration

NEW STUDENT ORIENTATION

# Engaged Scholarship Certificate

The Engaged Scholarship Certificate (ESC) provides experiential learning grounded in community engagement, public service, problem-solving and social impact. Through a self-proposed project surrounding a real-world public issue, students draw insights from the certificate's interdisciplinary core requirements. These complement the certificate's experiential requirements, where students delve into collaboration, community partnership and critical reflection. This unique and multifaceted way of learning supports students in developing skills such as leadership, problem-solving, collaboration and partnership-building, all of which enhance one's future intellectual, career and community-based goals.

**WHY TAKE AN ENGAGED SCHOLARSHIP COURSE?**

The Engaged Scholarship Certificate is an ideal program for students interested in combining their academic interests with community and civic engagement that addresses real-world issues.

## ▸ Where to Begin Exploring

SOC 0310: Community-Engaged Scholarship: Theory and Practice
Efforts are underway across college and university campuses to increase opportunities for community-engaged teaching, learning, and research. Students will emerge from this course with a critical understanding of engaged scholarship at Brown University and in the broader landscape of U.S. higher education.

### DIRECTOR OF UNDERGRADUATE CERTIFICATE

John Diamond, Professor of Sociology and Education Policy.
Contact: General inquiries: engaged-scholars@brown.edu
General inquiries and/or advising: Community-Engaged Learning Manager Allessandra "Sandy" Soares (sandy_soares@brown.edu) or SwearerPeerAdvisors@brown.edu General inquiries and peer advising: SwearerPeerAdvisors@brown.edu

## ▸ Learning Goals

### ENGAGE WITH YOUR COMMUNITIES

SOC 0310: Community-Engaged Scholarship: Theory and Practice

### COLLABORATE FULLY

SOC 0310: Community-Engaged Scholarship: Theory and Practice

## ▸ Related Fields

The Engaged Scholarship Certificate is a unique opportunity because it can be paired with all academic fields, allowing students to build on their academic experiences through active, real-life community engagement. Students in any academic program can utilize their in-class learning experience to address a social issue in the real world.

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▸ Learn more at: swearer.brown.edu/students/engaged-scholarship-certificate

NEW STUDENT ORIENTATION

# Engineering

Engineering education focuses on learning how to design, build, and improve systems, structures and technologies that solve real-world problems under constraints such as efficiency, safety, cost and sustainability. More specifically, engineering includes how to model and predict the behavior of physical systems, how to optimize their performance, and how to ensure their reliability and safety. Engineers use a combination of mathematical modeling, physics-based analysis, computational simulation, laboratory experimentation, prototyping, and data-driven evaluation to achieve these objectives.

### WHY TAKE AN ENGINEERING COURSE?

Engineering is broad — covering areas like mechanical, electrical, computer, chemical, environmental, materials and biomedical engineering. Try an introductory course for practical and exploratory reasons.

## ▸ Where to Begin Exploring

**ENGN 0030: Introduction to Engineering**

**ENGN 0790: Fundamentals of Environmental Engineering**

### DIRECTOR OF UNDERGRADUATE STUDIES

Indrek Kulaots, Teaching Professor of Engineering.
Contact: **engndus@brown.edu**

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

At its core, engineering most directly addresses quantitative reasoning. You can achieve this through **ENGN 0030: Introduction to Engineering**.

### COLLABORATE FULLY

In **ENGN 0030: Introduction to Engineering**, you will work on a team with other students with backgrounds across various fields of study.

## ▸ Related Field

### PHILOSOPHY

Philosophy complements engineering by strengthening ethical reasoning and critical thinking about the impact of technological decisions

NEW STUDENT ORIENTATION

# English

Scholars in English use close reading skills and critical thinking to understand and contextualize literary texts. They draw on historical or conceptual frameworks to create research questions that help us understand literature from a new perspective.

### WHY TAKE AN ENGLISH COURSE?

English helps you develop writing and reading skills, and satisfy your curiosity about a particular set of literary texts by genre or historical period.

## ▸ Where to Begin Exploring

**ENGL 0310Q: Why Before 1700? Literature before Literature**

**ENGL 0930: Introduction to Creative Nonfiction**

### DIRECTOR OF UNDERGRADUATE STUDIES

Ada Smailbegovic, Associate Professor of English.
Contact: **ada_smailbegovic@brown.edu**

## ▸ Learning Goals

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

**ENGL 0100P: Love Stories, ENGL 0511H: Late Romantics, ENGL 1561Q: Emily Dickinson** Reading plays and poems in these classes would help students develop a facility to interpret complex symbolic language channeled through figures such as metaphor.

### WORK ON YOUR SPEAKING AND WRITING

**ENGL 0101J: Migration and Its Discontents: Asian American Literature and Culture**, **ENGL 0700R: Modernist Cities**, **ENGL 1030M: Morning Pages** All of these classes would help students develop reading , writing and speaking skills through class discussion and essay writing.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**ENGL 0310A: Shakespeare**, **ENGL 0511H: Late Romantics** These classes like these cover the literature of a specific historical period.

## ▸ Related Field

### BIOLOGY

Classes such as **ENGL 0800X: Zoopoetics** connect to the study of biology through their focus on animal behavior and consciousness.

NEW STUDENT ORIENTATION

# Environmental Sciences and Studies

By definition, Environmental Sciences and Studies (ENVS) is a field that crosses disciplines, including scholars in physical and social sciences and the humanities. Through a range of research methods including ecological field sampling, archival work, machine learning, ethnography, climate modeling, qualitative data analysis, and remote sensing, scholars analyze the causes of consequences of environmental change, taking into account multiple geographies and experiential perspectives.The ENVS curriculum is designed around these areas of expertise to help students understand the linked nature-society dimensions of environmental change at multiple scales and in diverse contexts.

### WHY TAKE AN ENVIRONMENTAL SCIENCES AND STUDIES COURSE?

In the 21st century, environmental literacy matters! ENVS courses provide the opportunity to study the root causes and uneven consequences of environmental problems.

## ▸ Where to Begin Exploring

ENVS 0360: Solving the Climate and Carbon Challenge

ENVS 0490: Environmental Science in a Changing World

ENVS 1554: Farm Planet: Hunger, Development, and the Future of Food and Agriculture

ENVS 1547: Finance and the Environment

### DIRECTOR OF UNDERGRADUATE STUDIES

Mindi Schneider, Associate Teaching Professor of Environment and Society. See the ENVS Concentration Guide [docs.google.com/document/d/1Uwj2LZpLL7NxyXm0jbWFPQd8MxrdB_W982Au3gQh6us/edit?tab=t.0#heading=h.8l5vzmb2f8de]

## ▸ Learning Goals

### ENGAGE WITH YOUR COMMUNITIES

ENVS0110. Humans, Nature, and the Environment: Addressing Environmental Change in the 21st Century
Students work with community organizations in and around Providence to complete an engaged, environmental project as a centerpiece of the course. Project topics include climate change, conservation, food systems, waste, and others.

### UNDERSTAND DIFFERENCES AMONG CULTURES

In ENVS 1615: Climate Change, Human Rights, and the Policy Process, students learn how to apply diverse knowledges from Indigenous to modern to map the relevant policy in problems at the intersection of human rights and environmental integrity.

### WORK ON YOUR SPEAKING AND WRITING

ENVS 1911: Narrating the Anthropocene examines models for how nonfiction narratives can foster a better understanding of past and present environmental change, imagine an environmentally just future, explain technical information for a broad audience, and support an informed, politically active citizenry.

## ▸ Related Fields

The environment is connected to everything! Some students focus on STEM methods, while others focus on social science and humanities.

NEW STUDENT ORIENTATION

# Gender and Sexuality Studies

Gender and Sexuality Studies (GNSS) is an interdisciplinary field that examines the construction of gender and sexuality in social, cultural, political, economic and scientific contexts. GNSS courses consider questions such as 1) How do different disciplines and institutions define, shape, reproduce, change, and/or contest the meanings and functions of gender and sexuality? 2) How does what counts as knowledge about gender and sexuality get mobilized within and beyond the classroom? Scholarship and courses from ethnic studies, Africana studies, Indigenous studies, and transnational and postcolonial studies inform the questions students address in GNSS courses.

### WHY TAKE A GENDER AND SEXUALITY STUDIES COURSE?

In GNSS, you will explore why gender and sexuality affects the way we think, act and conceive of ourselves as agents in the world.

## ▸ Where to Begin Exploring

GNSS 0120: Introduction to Gender and Sexuality Studies

GNSS 0710C: Queer Visual Activism

GNSS 1541: Disturbing the Peace: Black Women in the Arts

### DIRECTOR OF UNDERGRADUATE STUDIES

Wendy Lee, Director, Academic Programs and Outreach, Pembroke Center. Contact: wendy_lee@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

GNSS 0120: Introduction to Gender and Sexuality Studies

### ENHANCE YOUR AESTHETIC SENSIBILITY

GNSS 0710C: Queer Visual Activism

### UNDERSTAND DIFFERENCES AMONG CULTURES

GNSS 1553: Sex and the Sacred

## ▸ Related Fields

GNSS courses offer students the opportunity to practice and develop skills including close reading, critical writing, visual analysis and archival research.

NEW STUDENT ORIENTATION

# Geochemistry and Environmental Chemistry

The Geochemistry and Environmental Chemistry concentration offers two different emphases. Low-temperature geochemistry involves study of chemical and biochemical processes on and near Earth's surface, including land, oceans and freshwater bodies, and how the geochemical record reflects climate conditions. High-temperature geochemistry includes study of the formation and evolution of the Earth and other planets, magma formation and properties, volcanic activity, and metamorphism.

### WHY TAKE A GEOCHEMISTRY AND ENVIRONMENTAL CHEMISTRY COURSE?

Students apply the principles of chemistry to a wide range of science problems related to Earth, the environment and planets.

## ▸ Where to Begin Exploring

**EEPS 0220: Earth and Environmental Processes**

**EEPS 0230: Geochemistry: Earth and Planetary Materials and Processes**

**EEPS 0240: Earth: Evolution of a Habitable Planet**

### DIRECTOR OF UNDERGRADUATE STUDIES

Colleen Dalton, Professor of Earth, Environmental, and Planetary Sciences. Contact: colleen_dalton@brown.edu

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

**EEPS 1370: Environmental Geochemistry** introduces the fate and transport of chemicals in the atmosphere and in aquatic environments to tackles problems such as global warming and air pollution.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**EEPS 1730: Isotope Geochemistry** introduces how chemical isotopes are used to address a range of problems, from the Earth's deep past to climate change.

### WORK ON YOUR SPEAKING AND WRITING

**EEPS 0160I: Diamonds** (First-Year Seminar) is a WRIT course that connects the fascinating scientific story of diamonds with their equally fascinating role in history and society while giving students an opportunity to practice and receive feedback on their writing skills.

## ▸ Related Field

### PUBLIC HEALTH

Geochemistry influences human health through exposure to trace elements and contaminants in water, soil and food. Understanding public health can help geochemists translate their findings into actions that protect communities.

NEW STUDENT ORIENTATION

# Geophysics and Climate Physics

The Geophysics and Climate Physics concentration involves applying physics and mathematics to study processes that operate on and within the Earth and other planets. Examples include how the oceans, atmosphere and ice sheets respond to climate change, mitigating natural hazards such as earthquakes and volcanoes, and understanding the dynamic processes that shape the surfaces and control the interiors of Earth and other planetary bodies. Geophysics spans both theoretical modeling of physical processes and the analysis of geophysical data (including remote sensing and machine learning), and typically involves computing, as well as lab experiments and field work.

### WHY TAKE A GEOPHYSICS AND CLIMATE PHYSICS COURSE?

Geophysics and Climate Physics offers a quantitative approach to studying a wide range of science problems related to the Earth, climate, environment and planets.

## ▸ Where to Begin Exploring

EEPS 0220: Earth and Environmental Processes

EEPS 0250: Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction

### DIRECTOR OF UNDERGRADUATE STUDIES

Colleen Dalton, Professor of Earth, Environmental, and Planetary Sciences. Contact: colleen_dalton@brown.edu

▸ Learn more at: brown.edu/undergraduate-programs/geo-physics-and-climate-physics-ab-scb

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

EEPS 1400: Climate Modeling I provides in introduction to climate modeling and the fundamental principles of climate dynamics. EEPS 1610: Solid Earth Geophysics provides an overview of the geophysical techniques used to study planetary interiors: gravity, seismology, heat exchange and magnetism.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

EEPS 0350: GeoMath introduces useful mathematical topics in the context of scientific problems relevant to studying Earth, environmental and planetary sciences. EEPS 1690: Introduction to Methods in Data Analysis provides an overview of different methods for quantitatively analyzing data, particularly practical applications in geophysics and the Earth sciences.

### WORK ON YOUR SPEAKING AND WRITING

EEPS 1520: Ocean Circulation and Climate provides a rigorous overview of the processes and dynamics of the oceans while also giving students an opportunity to practice and improve their writing skills.

## ▸ Related Field

### PUBLIC POLICY

Geophysical knowledge informs decisions about natural hazards, climate adaptation, energy resources and environmental management. Understanding how scientific evidence is translated into policy can increase the impact of geophysical research.

BROWN

NEW STUDENT ORIENTATION

# German Studies

German studies examines the language, literature, history, philosophy, media and cultural traditions of German-speaking societies across different historical periods. Scholars research questions about identity, memory, politics, migration, gender and cultural exchange, often using methods such as textual analysis, historical research, cultural criticism, archival work and interdisciplinary approaches drawn from linguistics, history, literary theory and media studies.

### WHY TAKE A GERMAN STUDIES COURSE?

German studies helps students better understand the language and cultures of German-speaking countries while exploring questions about history, literature, politics, philosophy, and contemporary society.

## ▸ Where to Begin Exploring

Students can start with any class that is not taught in German; otherwise knowledge of German would be required.

## ▸ Related Field

### PHILOSOPHY

Philosophy complements German studies by helping students explore major intellectual traditions and ideas that shaped German-speaking cultures, including questions about ethics, politics, identity, aesthetics and human experience. Since many influential philosophers wrote in German, studying philosophy alongside German studies deepens students' understanding of literary texts, historical movements and cultural debates.

## ▸ Learning Goals

### EXPAND YOUR READING SKILLS

1000-level courses in German studies introduce students to a wide range of texts — from literature to media — while teaching close reading strategies. These courses help students build vocabulary, improve German and English comprehension, and develop the ability to recognize themes, arguments and cultural perspectives.

### ENHANCE YOUR AESTHETIC SENSIBILITY

German literature courses expose students to influential works of literature, film, philosophy, music and visual culture from German-speaking traditions. Through analyzing style, language, symbolism and artistic expression, students learn to appreciate how cultural works shape emotional, intellectual and creative ways of understanding.

### EMBRACE DIVERSITY

German studies courses examine the many cultures, identities, histories and perspectives that shape German-speaking societies, including topics such as migration, race, gender, religion and globalization. Students engage with voices from different historical periods and communities, encouraging cross-cultural understanding and critical discussion about inclusion, identity and social change.

### DIRECTOR OF UNDERGRADUATE STUDIES

Thomas Kniesche, Professor of German Studies.
Contact: thomas_kniesche@brown.edu

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▸ Learn more at: german.brown.edu

NEW STUDENT ORIENTATION

# Hispanic Literature and Cultures

The Hispanic studies department offers a variety of courses on topics related to literary history and theory; multicultural contact; linguistics and the history of the language; and visual culture, film, and performance studies. By close reading texts and audiovisual materials and connecting history, culture and theory, while also prioritizing in-class group discussions, all our faculty create immersive and hands-on engagements with the Spanish language, literature, film and culture.

**WHY TAKE A HISPANIC STUDIES AND CULTURES COURSE?**

Spanish is the second most widely spoken language in the world. Knowing Spanish is not just an asset — it a necessity.

## ▸ Where to Begin Exploring

HISP 0100: Basic Spanish

HISP 0500A: Advanced Spanish. Voces jóvenes: Youth in the Spanish-Speaking World

HISP 0650: Advanced Spanish through Literature and Film

HISP 750P: Screening Social Justice in the Spanish-Speaking World (summer)

### DIRECTOR OF UNDERGRADUATE STUDIES

Alejandra Rosenberg Navarro, Assistant Professor of Hispanic Studies. Contact: alejandra_rosenberg_navarro@brown.edu

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

HISP 0500A: Advanced Spanish. Voces jóvenes: Youth in the Spanish-Speaking World; HISP 0630F: Narrating Food, Tasting Words: A Culinary Adventure through Hispanic & Lusophone Worlds; HISP 0730: Encounters: Latin America in Its Literature and Culture; or HISP 1900M: Cultures of Health, Illness, and Medicine in the Spanish-Speaking World

### ENHANCE YOUR AESTHETIC SENSIBILITY

HISP 0650: Advanced Spanish through Literature and Film; HISP 1331T: 'Nuestra parte de noche': Literatura latinoamericana de lo cruel, macabro y sobrenatural; or HISP 1602C: Desire in Iberian Cinema

### WORK ON YOUR SPEAKING AND WRITING

HISP 0550: Spanish for Heritage Speakers; HISP 0650: Advanced Spanish through Literature and Film; HISP 0650B: Con estilo y buena gramática: Advanced Spanish Writing; or HISP 0900T: Introduction to Professional Translation and Interpretation

## ▸ Related Field

### INTERNATIONAL AND PUBLIC AFFAIRS (IAPA)

You enrich their education with attention to local and global issues through varied methods and approaches that complement each other.

BROWN

▸ Learn more at: hispanicstudies.brown.edu/undergraduate-program

NEW STUDENT ORIENTATION

# History

Historians study how societies and cultures change over time, emphasizing the diversity of human experience and the paths not taken alongside those that have led us to the present. Historians recognize that people in the past were not simpler, lo-tech versions of ourselves; rather, historians search for the multiplicity of ways that humans have organized societies, distributed resources and made meaning. As a discipline, historians are profoundly interested in power, both in terms of what happened in the past and whose stories get told in the present.

### WHY TAKE A HISTORY COURSE?

Students take history classes because they want to make sense of the world using evidence created by people living in the past.

## ▸ Where to Begin Exploring

Our HIST 0150 courses serve as the department's introductory courses, tackling a particular subject across a wide span of time and space while also exploring historical methodologies. Such courses include HIST0150A: History of Capitalism, HIST 0150K: Curators, Hoarders, and Looters: The Long and Curious History of Collecting, and HIST 0150J: The Ocean in Global History.

### DIRECTOR OF UNDERGRADUATE STUDIES

Seth Rockman, Professor of American History.
Contact: seth_rockman@brown.edu

## ▸ Learning Goals

### LEARN WHAT IT MEANTS TO STUDY THE PAST

HIST 1141: History of Japan in the Age of the Samurai and HIST 1211: Becoming Medieval: Self, Other, and the World are emblematic of history's ability to enter worlds that from the present perspective literally do not "translate" or "make sense."

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

HIST 1845: How to Do Gay and Lesbian History and HIST 1952B: The Intimate State: The Politics of Gender, Sex, and Family in the U.S. alert us to the way that intimate elements of human experience are constructed alongside institutions of the state, the operations of the law and more.

## ▸ Related Fields

Almost every discipline is interested in the past: texts that were written long ago, data series that reflect things that have already taken place, evolutionary processes millions years in the making. You can be thinking historically in an English, international and public affairs, biology, or economics class.

NEW STUDENT ORIENTATION

# Independent Concentrations

Independent Concentrations (ICs) are cross-disciplinary fields not formally offered as a standard concentration at Brown. Some IC areas are well-established in the academy, such as Geography or Narrative studies, and others take an adisciplinary approach to focus on a central theme or question, like "Biodesign" or "Empathy in Practice." IC research methods may be qualitative, quantitative, a creative practice, or mixed methods. While Brown departments provide dozens of flexible and interdisciplinary concentrations, ICs are another opportunity to pursue your unique learning goals.

**WHY TAKE INTERDISCIPLINARY COURSES?**

Because they construct knowledge through connections between disparate fields of inquiry. You can find such classes across the Curriculum, or create your own!

## ▸ Where to Begin Exploring

Before deciding to propose an IC, students should take time to explore the Curriculum. **IC core requirements** are part of a design that includes foundations, intermediate and advanced knowledge, and research methods toward the senior capstone.

The IC Dean and student Program Coordinators at the Curricular Resource Center are available by appointment and during their scheduled drop-in hours. They also offer information sessions and proposal-writing workshops. Visit our website for past approved ICs in our online database.

### DIRECTOR OF UNDERGRADUATE STUDIES

Peggy Chang, IC Dean.
Contact: **independentconcentrations@brown.edu**

## ▸ Learning Goals

### WORK ON YOUR SPEAKING AND WRITING

IC alums often cite how the IC proposal process (e.g., writing the proposal and finding faculty advisors) hones one's ability to express complex concepts in an accessible and compelling manner for a general audience.

### COLLABORATE FULLY

"Never walk alone," wrote an independent concentrator ("Accessible Design") about being an IC-er and a Brown student. Contrary to their moniker, Independent Concentrators must intentionally collaborate with several faculty who can together fully support their scholarly interests.

### ENGAGE WITH YOUR COMMUNITIES

ICs often incorporate methods to bridge academic theories with hands-on practice. ICers tend to by motivated by the connections and impact of their studies on social issues.

## ▸ Related Fields

### COMPUTATIONAL NEUROSCIENCE | DESIGN ENGINEERING | CONTEMPLATIVE STUDIES | MIGRATION STUDIES | SCIENCE, TECHNOLOGY AND SOCIETY | STATISTICS... AND MORE!

These standard concentrations/certificates were once ICs!

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▸ Learn more at: **crc.brown.edu**

NEW STUDENT ORIENTATION

# Italian Studies

The primary objective of Italian studies is to critically analyze how Italian language, literature, cinema and history intersect to shape cultural identity and global perspective. Scholars in this field investigate how narratives from Renaissance texts to modern films reflect and influence social and political realities across different eras. To explore these questions, students will employ a methodology that bridges disciplines, combining textual analysis, historical archival research, and digital humanities frameworks.

### WHY TAKE AN ITALIAN STUDIES COURSE?

Italian studies is a crossroads for different cultures and ideas. Students use its culture, language and history as a lens to explore universal human questions.

## ▸ Where to Begin Exploring

**ITAL 0100: Elementary Italian**

**ITAL 0105: Accelerated Elementary Italian**

**ITAL 0975: Let's Eat, Italy: Italian History and Culture through Food**

**ITAL 0950: Introduction to Italian Cinema: Italian Film and History**

### DIRECTOR OF UNDERGRADUATE STUDIES

Cristina Abbona-Sneider, Associate Teaching Professor of Italian Studies. Contact: **cristina_abbona@brown.edu**

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

Italian studies classes are highly collaborative spaces where students interact daily, actively negotiating meaning and gaining insight into diverse cultural perspectives. In **ITAL 0100**, **0200**, **0300**, **0400**, **0500** and **0600**, students engage directly with authentic literary texts and cultural media to explore the nuances of identity in today's multicultural Italy.

### LEARN WHAT IT MEANS TO STUDY THE PAST

In Italian studies, studying the past means diving into the literature, film, art and historical contexts that shaped Italy. By engaging with authentic texts and voices from different eras, students learn to view history through the lived experiences of diverse global communities.

## ▸ Related Fields

The Italian studies department is inherently interdisciplinary, weaving together language, literature, history, cinema, food studies, media studies, and the digital humanities. For example, **ITAL 0701: Simulating Reality: The (Curious) History and Science of Immersive Experiences** combines a scientific and a humanistic approach to the understanding of Virtual Reality and immersive experiences.

NEW STUDENT ORIENTATION

# Linguistics

Linguistics is the "scientific" study of the domain of language which humans unconsciously master and effortlessly learn. The goal of linguistics is to introduce students to the complexity of the (unconscious) knowledge enabling all humans to use language; to provide students with analytic tools to understand those systems; to understand the diversity of human languages and their commonality; and to understand language in its social setting. Linguistics courses use formal, experimental, computational and sociolinguistics methods.

### WHY TAKE A LINGUISTICS COURSE?

Linguistics scholars want to know what all human languages have in common, how they differ, how they are acquired, and how they are used for communication.

## ▸ Where to Begin Exploring

LING 0100: Introduction to Linguistics
(prerequiste for many higher-level courses)

LING 0131: Constructed Languages

LING 1160: Boom! Pop! $%#@!: Iconicity in Language

## ▸ Related Fields

### ANTHROPOLOGY | COMPUTER SCIENCE | PHILOSOPHY

Anthropology offers courses in anthropological linguistics and culture and language. Computer science offers courses in computational linguistics. Philosophy offers courses on logic and the philosophy of language of direct relevance to linguistics.

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

Almost all linguistics classes engage with the "scientific" study of language — helping students understand how theories are constructed, how to analyze a complex domain, how to give evidence for theories, and how to use experimental and computational methods. LING 0100: Introduction to Linguistics is the foundational course in the concentration.

### EMBRACE DIVERSITY

Courses on linguistic diversity, cross-linguistic research, variation, and sociolinguistics all align with this goal. This includes LING 1311: Linguistic Variation and Universals, LING 1870: Linguistic Field Methods, LING 1500: Sociolinguistics, and other courses on language in its social setting and on cross-linguistic and variation.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

Facility with symbolic languages is at the heart of many of the courses on the "core" domains of phonology, morphology, syntax and semantics. Courses aligning with this goal include LING 1200: Phonology, LING 1312: Morphology, LING 1310: Introduction to Syntax, and LING 1440: Compositional Semantics.

### DIRECTOR OF UNDERGRADUATE STUDIES

Uriel Cohen Priva, Associate Professor of Linguistics.
Contact: uriel_cohen_priva@brown.edu

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▸ Learn more at: linguistics.brown.edu

NEW STUDENT ORIENTATION

# Literary Arts

Participants in literary arts workshop will explore a variety of creative strategies for writing literary texts. Participants will acquire a working understanding of structure and content through interpreting a wide range of exemplary literary works and by writing a body of work. Participants rely on many things to write literary work: imagination, writerly process, and an understanding of literary traditions. By term's end, students' sense of what a story can contain will expand — and they will feel encouraged to take chances with form and content while building a unique literary vision.

**WHY TAKE A LITERARY ARTS COURSE?**

If you are interesting in writing and contemporary literature, literary arts courses provide a venue for exploration, conversation and community-building.

## ▸ Where to Begin Exploring

LITR 0100A: Introduction to Fiction (FYS)

LITR 0100B: Introduction to Poetry (FYS)

LITR O610I: Ekphrasis: Writing About Art (FYS)

LITR 0710: Writers on Writing (FYS)

### ▸ DIRECTOR OF UNDERGRADUATE STUDIES

Gale Nelson, Academic Department Director.
Contact: pgn@brown.edu or writing@brown.edu

## ▸ Learning Goals

### WORK ON YOUR SPEAKING AND WRITING

All literary arts courses align with this goal.

### EXPAND YOUR READING SKILLS

All literary arts courses align with this goal.

### ENHANCE YOUR AESTHETIC SENSIBILITY

All literary arts courses align with this goal.

## ▸ Related Fields

### CLASSICS | COMPARATIVE LITERATURE | ENGLISH | MODERN CULTURE AND MEDIA | THEATRE ARTS AND PERFORMANCE STUDIES

Literary arts overlaps with the above departments and the various language departments through which literature courses are offered.

NEW STUDENT ORIENTATION

# Mathematics

The goal of the field is to understand the many branches of mathematics: algebra, geometry, analysis, number theory, geometry, topology, differential equations, logic, combinatorics and so on. Mathematics is a systematic way of thinking about the ideas and these various branches are different approaches to the system.

**WHY TAKE A MATHEMATICS COURSE?**

Mathematics is a beautiful and vast system of thought, and courses would help students start understanding how it works and gain skills and insights.

## ▸ Where to Begin Exploring

**MATH 420: Introduction to Number Theory**

**MATH 750-760 courses** are an invitation to higher mathematics

**MATH 1001: Intro to Proof Writing**

### DIRECTOR OF UNDERGRADUATE STUDIES

Richard Schwartz, Professor of Mathematics.
Contact: **math-dus-team@brown.edu**

▸ Learn more at: **math.brown.edu**

## ▸ Learning Goals

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

All the math classes align with this goal! On one level, mathematics IS a symbolic language. Of course, math is also about various types of reasoning, say physical or spatial or logical or procedural, but these various ways of reasoning are encoded in a symbolic language.

### EXPERIENCE SCIENTIFIC INQUIRY

All upper-level math classes align with this goal. Students learn how to solve problems and investigate mathematical phenomena through problem sets. The problems in a typical upper-level math class encourage students to think deeply and scientifically, investigating the ramifications of what they learn and exploring extensions of the material.

### WORK ON YOUR SPEAKING AND WRITING

All the upper-level classes in the mathematics department align with this goal. Students learn to present mathematical proofs and argue clearly and efficiently. This is a specialized kind of writing, but it is writing nonetheless.

## ▸ Related Field

### COMPUTER SCIENCE

Lots of mathematics is done with the help of the computer! Someone who knows computer science is at an advantage in investigating new mathematical phenomena and solving problems. Pure reasoning can only take you so far; the computer is a tool to make further progress.

BROWN

NEW STUDENT ORIENTATION

# Middle East Studies

Middle East Studies (MES) seeks to build an understanding across disciplines of historical and contemporary issues within the Middle East. Concentration requirements are structured around four cornerstones: language, foundational knowledge and methods, multidisciplinary area studies, and research. Requirements are flexible to accommodate the focused interests of students in understanding the diverse dynamics, histories and societies of this region. A variety of courses from departments across the University, addressing subjects from antiquity to the present day, expose students to methods and materials of different disciplines and help them build a framework for understanding the Middle East in historical and contemporary context.

### WHY TAKE A MIDDLE EAST STUDIES COURSE?

Students will learn more about a different culture, the historical background to current events, and the literature, art and cultural production of the Middle East.

## ▸ Related Fields

MES allows students to cross disciplines. Students are required to take electives in both humanities and social sciences and are encouraged to explore courses that are rooted in exploration of both the modern and the pre-modern world. Many students are pre-med or interested in public health; for some, Middle East Studies allows them to work another part of their brain, but others combine the two by thinking about how social, political, and cultural factors shape medical/public health outcomes in the region.

### DIRECTOR OF UNDERGRADUATE STUDIES

Alex Winder, Associate Director, Center for Middle East Studies. Contact: alex_winder@brown.edu or visit the following link to learn how to get involved: cmes.brown.edu/get-involved

## ▸ Where to Begin Exploring

MES 0415: Pirates, Bandits, Terrorists: Outlaws in the Middle East

RELS 1530H: Problems in Islamic Studies: The Latest Methods and Theories in the Study of Islam

## ▸ Learning Goals

### LEARN WHAT IT MEANS TO STUDY THE PAST

MES 1968: Approaches to the Middle East | This course is rooted in several key questions: When and why did the Middle East emerge as a field of study? What are the different approaches that frame our understanding of this pivotal region, and how did they change over time?

### UNDERSTAND DIFFERENCES AMONG CULTURES

MES 0415: Pirates, Bandits, Terrorists: Outlaws in the Middle East | This class examines cases of lawbreaking in the Middle East from the Ottoman period to the present to consider relationships between law, justice, violence, power, technology, culture, social and economic structures, and geopolitics.

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

HIST1457A: Understanding the Palestinians: 1700-1948 | This course uses scholarship to understand the Palestinians' transformation from a largely peasant society under Ottoman rule into a dispossessed and stateless people after the Nakba (catastrophe). It asks: Who are the Palestinians? What does the Nakba teach us about the making of the modern world?

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▸ Learn more at: cmes.brown.edu/academics/undergraduate-concentration

NEW STUDENT ORIENTATION

# Neuroscience

Neuroscience is a field bridging multiple disciplines that seeks to understand the functions and diseases of the nervous system. It draws on knowledge from neurobiology as well as elements of psychology and cognitive science, and mathematical and physical principles involved in modeling neural systems. Researchers use methods that explore the nervous system across spatial scales from the molecules within a cell to the patterns of activity across the brain.

### WHY TAKE A NEUROSCIENCE COURSE?

Neuroscience courses teach you not just about how the nervous system works, but how to think about how your brain makes you who you are!

## ▸ Where to Begin Exploring

**NEUR 0010: The Brain: An Introduction to Neuroscience** is an introduction to the mammalian nervous system with emphasis on the structure and function of the human brain. Topics include the function of nerve cells, sensory systems, control of movement and speech, learning and memory, emotion, and diseases of the brain.

### DIRECTOR OF UNDERGRADUATE STUDIES

Monica Linden, Teaching Professor of Neuroscience.
Contact: neuroscience@brown.edu

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

**NEUR1600: Experimental Neurobiology** introduces students to classical neurophysiological techniques to study the nervous system across species. **NEUR1640: Behavioral Neurogenetics Laboratory** provides hands-on experience in developing and conducting behavioral neurogenetic experiments using the fruit fly. **NEUR1930L: Neurobiology of Love** explores the scientific research around romantic and maternal love and social attachment.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

**NEUR 0680: Introduction to Computational Neuroscience** helps students understand models and tools used to approach neuroscience. In **NEUR 1660: Neural Computation in Learning and Decision-Making**, students extend an existing model of learning or decision-making. **NEUR 1440: Mechanisms and Meaning of Neural Dynamics** teaches students to build computational models to simulate neural dynamics.

## ▸ Related Field

### ENGINEERING

**ENGN 1220: Neuroengineering** is a popular course exploring brain-machine interfaces and the clinical applicability of emerging neurotechnologies.

NEW STUDENT ORIENTATION

# Physics

The goal of physics is to describe the processes that govern the behavior of the universe using the language of mathematics. These processes include phenomena ranging from the interactions of the smallest particles, like quarks, to the behavior of magnetic materials, and all the way to the universe as a whole. Students will learn about the interplay of experiments and theory that lead to our understanding of these phenomena.

**WHY TAKE A PHYSICS COURSE?**

Climate change, sustainable energy, wireless networks and more can be understood using the concepts of physics.

## ▸ Where to Begin Exploring

**PHYS 0030: Basic Physics A** and **PHYS 0050: Basic Physics B** introduce you to the way physicists approach the world by focusing on immediately accessible phenomena.

**PHYS 0220: Astronomy** introduces you to how to observe the night sky, understand the mechanics of the solar system, stars, galaxies, and the universe and its origins, and the historical development of the field. It is largely conceptual, requiring some algebra and trigonometry.

### DIRECTOR OF UNDERGRADUATE STUDIES

Ian Dell'Antonio, Professor of Physics.
Contact: **physics@brown.edu**

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

Physics explains natural phenomena in the language of math. Experiments inform the theories that are developed and vice versa.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

In **PHYS 0070: Analytical Mechanics, PHYS 0470: Electricity and Magnetics** and **PHYS 1410: Quantum Mechanics**, students learn how to apply their training in calculus, both differential and integral, differential equations, and linear algebra to explain physical phenomena like the orbiting of planets, the behavior of magnets, and the emission of light from atoms.

### COLLABORATE FULLY

**PHYS 0560: Experiments in Modern Physics** and **PHYS 1560: Modern Physics Laboratory** are laboratory based courses in which students work with partners on experiments that demonstrate physics principles.

## ▸ Related Field

### BIOLOGY

Many phenomena in living organisms, many technologies used in medicine, and molecular biology (e.g. NMR) involve physics principles and their applications.

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▸ Learn more at: **physics.brown.edu/academics/undergraduate**

NEW STUDENT ORIENTATION

# Physics and Philosophy

The Physics and Philosophy concentration is for students with a deep interest in physics who do not need to acquire the laboratory and computational skills of a professional physicist. The concentration allows students to grapple with computational problems and deepen their investigation of conceptual and epistemological issues. By the end of the program, concentrators possess an excellent conceptual understanding of the philosophical areas of physics, relativity and quantum mechanics.

**WHY TAKE A PHYSICS AND PHILOSOPHY COURSE?**

Try a course if you're curious about the conceptual shifts that have been inspired by developments in physics, both throughout history and the modern day.

## ▸ Where to Begin Exploring

PHIL 0740: Paradoxes in Philosophy of Physics and Beyond uses mind-bending paradoxes as an accessible gateway into foundational questions about the universe and our ability to understand it. PHIL 0210: Early Modern Philosophy is an introduction to central themes in Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Major topics include: reason, experience, and knowledge; substance and the nature of the world as it really is; induction, causation, and the origin of our ideas; skepticism, realism, and idealism.

### DIRECTOR OF UNDERGRADUATE STUDIES

Elizabeth Miller, Assistant Professor of Philosophy.
Contact: elizabeth_miller@brown.edu

## ▸ Learning Goals

### EXPLORE SCIENTIFIC INQUIRY

PHIL 0600: Introduction to Philosophy of Physics and PHIL 1775: Philosophy of Quantum Mechanics give some insight into how scientific theories are developed.

### COLLABORATE FULLY

PHIL 0600: Introduction to Philosophy of Physics and PHIL 1775: Philosophy of Quantum Mechanics are are courses that bridge multiple disciplines, so students will have to help each other and draw on one another's various strengths across different fields and backgrounds.

### LEARN WHAT IT MEANS TO STUDY THE PAST

PHIL 0210: Early Modern Philosophy surveys philosophical developments taking place around the time of the Scientific Revolution.

## ▸ Related Fields

### MATHEMATICS | SCIENCE, TECHNOLOGY AND SOCIETY

Courses in these fields are great complements to the offerings in Physics and Philosophy.

NEW STUDENT ORIENTATION

# Political Science

Political scientists study the causes of war, the connections between race crime and mass incarceration, the politics of climate change, the causes of voting behavior, the nature of interethnic conflict and cooperation, how smuggling reshapes international relations, why the United States is the only industrial country without universal health care, and much more. At Brown, we use a mixture of quantitative, qualitative and philosophical methods to study these vital questions.

### WHY TAKE A POLITICAL SCIENCE COURSE?

Whether it interests you or not, politics is interested in you. Political science is about understanding the power and values that shape our world.

## ▸ Where to Begin Exploring

**POLS 1020: Politics of the Illicit Global Economy**

**POLS 0110: Introduction to Political Thought**

**POLS 1455: Crime, Punishment and Politics**

### DIRECTOR OF UNDERGRADUATE STUDIES

Alexander Gourevitch, Associate Professor of Political Science.
Contact: alexander_gourevitch@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

**POLS 0821E: Money and International Politics** tells us how trade, money and finance constrain individual actors and also create new opportunities to act and influence the world around us.

### EXPAND YOUR READING SKILLS

**POLS 0110: Introduction to Political Thought** involves reading classic, hard texts that force you to slow down, think carefully, and figure out how to interpret complex often unfamiliar philosophical language.

## ▸ Related Field

### HISTORY

Political science is a social science, but it is a deep lens into law and history. Part of politics is the study of how laws are made, changed, interpreted and revised. Political science is also a way of studying history, because political scientists work to explain outcomes.

NEW STUDENT ORIENTATION

# Public Health

Public health is an interdisciplinary concentration through which students gain an understanding of the breadth of theories, concepts and methods that underpin science-based efforts to protect and promote the well-being of all people.

### WHY TAKE A PUBLIC HEALTH COURSE?

Public health courses teach you how to think critically about a societal health challenge and generate and translate the evidence needed to advocate for and make changes that improves the well-being of whole communities.

## ▸ Where to Begin Exploring

HSP 0310: Health Care in the United States

PHP 0320: Introduction to Public Health

PHP 0720: Global Burden of Disease

### DIRECTOR OF UNDERGRADUATE STUDIES

Will Goedel, Associate Professor of Epidemiology.
Contact: william_goedel@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

BSS 0400: Introduction to Health Disparities; HSP 1460: Public Health Law and Policy; or PHP 1796: The Historical Determinants of Public Health

### EXPERIENCE SCIENTIFIC INQUIRY

EPI 0850: Fundamentals of Epidemiology; or STAT 1501: Essentials of Data Analysis

## ▸ Related Fields

### AFRICANA STUDIES | CRITICAL NATIVE AMERICAN AND INDIGENOUS STUDIES | GENDER AND SEXUALITY STUDIES | SCIENCE, TECHNOLOGY AND SOCIETY

The above fields offer critical perspective on what health means to people of diverse lived experiences and how various sectors in society might come together to improve health for all.

NEW STUDENT ORIENTATION

# Science, Technology and Society

Science, Technology and Society (STS) is a concentration bridging fields of study that examines the processes of scientific discovery and the establishment of scientific policies and systems of belief from historical, philosophical, anthropological and sociological perspectives. Concentrators in STS analyze the practices, norms and values that reflect and shape our deepest convictions about what is considered "science." STS prepares students to follow, guide and shape scientific knowledge as it travels from the laboratory into the public arena.

### WHY TAKE A SCIENCE, TECHNOLOGY AND SOCIETY COURSE?

Students concentrating in any STEM or humanities field might take courses that invite them to consider their interests alongside the methods and goals of STS.

## ▸ Where to Begin Exploring

STS 0701: Dirty Computer: Race, Queerness, and Science Fiction

STS 1700B: Race, War, and Medicine

STS 1700F: Visualizing the Invisible: Art, Science and Observation

## ▸ Related Field

### DATA SCIENCE

Data science practices deeply intersect with STS by introducing new computational infrastructures, professions, and ways of quantifying human life. It functions not merely as a technical toolkit, but as a socially embedded enterprise where the design of algorithms and datasets carry cultural values and political consequences.

## ▸ Learning Goals

### LEARN WHAT IT MEANS TO STUDY THE PAST

STS 0702: Invisible Labor in the Making of Science is about the people who are concealed in accounts of scientific research. Many scientific workers — translators, activists and more — are absent in publications. This course will explore these silences to reveal how invisibilities have shaped twentieth- and twenty-first-century science.

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

STS 1700T: Race, Gender, and Technology in Everyday Life investigates how preferences for certain technologies are shaped by social arrangements that reflect power relations. By considering the origins, materiality and practices used for a range of technologies, this course interrogates the fallout of consumer, infrastructural, personal, legal and medical technologies.

### EXPAND YOUR READING SKILLS

STS 1700D: Gathering Hope: Stories for Earthly Survival gathers hope from ecofeminism in order to move towards a justice-oriented future by delving into the literature on ecofeminism alongside ecological speculative fiction. This course helps students understand the implications that ethical commitments have on the future of life on Earth.

### DIRECTOR OF UNDERGRADUATE STUDIES

Xan Chacko, Assistant Teaching Professor of Science, Technology and Society. Contact: xan_chacko@brown.edu

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▸ Learn more at: sts.brown.edu

NEW STUDENT ORIENTATION

# Sociology | Social Analysis and Research

Sociology is the study of how groups and individuals interact in producing social systems. Sociologists study the norms, values, identities, power structures and institutions through which societies are organized. Sociologists have long been particularly concerned with the gap between the ideal of legal equality and the reality of social inequality. Undergraduate programs include an A.B. in Sociology that provides a foundational focus on the discipline, a Sc.B. in Social Analysis and Research (SAR) during which students learn various analysis techniques for use in academic and non-academic posts as well as an Organizational Studies track.

### WHY TAKE A SOCIOLOGY COURSE?

Sociology interrogates social problems from a creative and critical analytic lens while also using empirical data.

## ▸ Where to Begin Exploring

SOC 0010: Social Forces: An Introduction to Sociology

SOC 1315: Macro-Organizational Theory: Organizations in Social Context

SOC 1116: Criminal Courts and the Law in an Era of Mass Incarceration

### DIRECTOR OF UNDERGRADUATE STUDIES

Nicole Gonzalez Van Cleve, Associate Professor of Sociology.
Contact: nvancleve@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

Nearly every class in sociology integrates power and thus, inequality, and how it impacts people, culture and institutions.

### EXPERIENCE SCIENTIFIC INQUIRY

All sociological methods classes give students the tools required to study and analyze data which can be applied to business, policy and other arenas.

### UNDERSTAND DIFFERENCES AMONG CULTURES

Many classes allow students to understand cultural difference among people and see how history, power and politics shape inequality between cultures.

## ▸ Related Fields

### ECONOMICS | INTERNATIONAL AND PUBLIC AFFAIRS | POLITICAL SCIENCE

Many sociology and SAR concentrators find that sociology is a tool to study the fields they want to work within after college. We take a sociological lens to policy, politics, law, business, marketing, organizations, economics, medicine and even history. Students find that sociology is a core advantage when combined with majors like: economics, political science, IAPA, and hard science majors of all kinds.

NEW STUDENT ORIENTATION

# South Asian Studies

South Asian studies is a cross-disciplinary concentration committed to the study of India, Pakistan, Nepal, Bhutan, Bangladesh, Afghanistan, Myanmar and Sri Lanka. The concentration allows students to work across the humanities and social sciences and analyze multiple geographical locations and time periods. The concentration emphasizes both the diversity of South Asia as a region, as well as the longstanding connections among people and places in the subcontinent. Students learn about many different aspects of the region and its diasporas, from the economic and political to the cultural and religious.

**WHY TAKE A SOUTH ASIAN STUDIES COURSE?**

Learning more about South Asian politics, culture, and history can be an exciting way to engage with international relations, popular politics and more.

## ▸ Where to Begin Exploring

**SAST 0755: Introduction to Modern South Asia**

**HIAA 0023: South Asian Art and Architecture**

**POLS 1289: The Rise of India: History, Politics, Economics and Society**

### DIRECTOR OF UNDERGRADUATE STUDIES

Tiraana Bains, Assistant Professor of History.
Contact: **tiraana_baines@brown.edu**

## ▸ Learning Goals

### UNDERSTAND DIFFERENCES AMONG CULTURES

**HIAA 0023: South Asian Art and Architecture** introduces students to the many different artistic practices and traditions that have transformed South Asia over hundreds of years and even proven influential elsewhere across Asia and the world at large.

### LEARN WHAT IT MEANS TO STUDY THE PAST

**HIST 1620: Resisting Empire: Gandhi and the Making of Modern South Asia** tracks the emergence and transformations of British colonial rule in the Indian subcontinent, insurgencies and cultural and economic critiques that shaped anti-colonial nationalism, conflicts that fueled religious differences, and the ideas that shaped non-violent civil disobedience.

## ▸ Related Fields

### ANTHROPOLOGY | ENGLISH | HISTORY | POLITICAL SCIENCE | SOCIOLOGY

South Asian studies draws upon the expertise of faculty members across the above departments, to name a few. Students pursuing classes focused on South Asia will find themselves in an cross-disciplinary environment and will learn how to build a range of skills.

NEW STUDENT ORIENTATION

# Statistics

Choosing a statistics concentration offers students a powerful skill set that is increasingly valuable in today's data-driven world. Statistics equips individuals with the ability to collect, analyze and interpret complex data. With a solid foundation in statistical methods, students can solve real-world problems using quantitative evidence, making the concentration an excellent choice for those who want to apply mathematical reasoning to diverse and impactful fields.

**WHY TAKE A STATISTICS COURSE?**

Data drives decisions. Understanding how that data is collected, what the data represents, and how statistics can analyze it helps us make more informed decisions.

## ▸ Where to Begin Exploring

APMA 0260: Linear Algebra and Multivariable Calculus for Applied Mathematicians provides an integrated introduction to multi-variable calculus and linear algebra. This course serves as a prerequisite for many other courses in the concentration.

STAT 1501: Essentials of Data Analysis covers the basic concepts of statistics and the statistical methods commonly used in the social sciences and public health.

APMA 0650: Introduction to Probability and Statistics is course with no prerequisites that gives an overview of probability and inference.

## ▸ Learning Goals

### EXPERIENCE SCIENTIFIC INQUIRY

STAT 1511: Applied Regression Analysis provides a survey of regression analysis. Students will build a theoretical foundation, and develop a conceptual understanding of applying these techniques to solving problems with a hands-on analysis of data. Students will learn to make inferences from data in complex settings through scientific inquiry.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

STAT 1560: Using R for Data Analysis teaches skills in data analysis and programming using R. Students will learn to summarize and visualize data, implement statistical analyses, and produce reproducible reports. Students will learn the data structures in R, simulate probability distributions, and conduct an exploratory data analysis.

## ▸ Related Fields

### ECONOMICS | PUBLIC HEALTH

Fields like economics and public health provide important real-world applications and research questions that rely heavily on statistical reasoning. In both of these fields, statistics is essential for understanding relationships between variables, forecasting trends, and measuring uncertainty.

### DIRECTOR OF UNDERGRADUATE STUDIES

Alice Paul, Associate Professor of Biostatistics.
alice_paul@brown.edu

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▸ Learn more at: brown.edu/undergraduate-programs/statistics-scb

NEW STUDENT ORIENTATION

# Theatre Arts and Performance Studies

The Department of Theatre Arts and Performance Studies (TAPS) is the intellectual and artistic center at Brown. TAPS courses integrate theory and practice with engaged, experimental and collaborative pedagogical methods. Students gain exposure to a broad spectrum of performance modes and methods that favor transglobal perspectives in acting, directing, dance, design, production, playwriting, history and the role of performance arts in culture. We create performances as research that intersect multimedia, challenge the field, and offer social commentary on contemporary concerns. Our faculty are leading scholars and artists in the field who research, publish and produce cutting-edge scholarship and creative works.

### WHY TAKE A THEATRE ARTS AND PERFORMANCE STUDIES COURSE?

The study of theatre and performance fosters understanding of diverse points of view, develops critical thinking and creative problem-solving skills, and can create lifelong relationships.

## ▸ Where to Begin Exploring

**TAPS 0700: Introduction to Theatre, Dance and Performance Studies**; **TAPS 0300: Introduction to Acting and Directing**; **TAPS 0250: Introduction to Technical Theatre and Production**; **TAPS 0100: Playwriting I**; **TAPS 1148: Introduction to Contemporary Dance**

## ▸ Related Fields

### MODERN CULTURE AND MEDIA | CULTURAL STUDIES DEPARTMENTS

TAPS courses investigate the role of theatre and performance in social, political, historical, cultural and cross-cultural arenas. TAPS is relevant to the above fields and anthropology, Africana studies, history of art and architecture, and STEM fields.

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## ▸ Learning Goals

### ENHANCE YOUR AESTHETIC SENSIBILITY

**TAPS 0300 Introduction to Acting and Directing** explores basic acting/directing concepts. **TAPS 0100 Playwriting I** and **TAPS 0700 Introduction to Theatre Dance and Performance Studies** investigate how, where and why theatre, dance and performance are made. **TAPS 0800L Devised Theatre** explores the practice in which artists redefine the traditional roles of actor, director, playwright, and designer.

### DEVELOP A FACILITY WITH SYMBOLIC LANGUAGES

**TAPS 0250 Introduction to Technical Theatre and Production** introduces the practices of stagecraft such as scenery and lighting. In **TAPS 1148 Introduction to Contemporary Dance**, students study contemporary techniques and learn about the art form of dance. **TAPS 1280G Introduction to Theatrical Design** introduces students to the process of creating designs for live performance.

### EMBRACE DIVERSITY

**TAPS 1230 Global Theatre and Performance: Paleolithic to the Threshold of Modernity** explores performance practices that predate the European Renaissance. Check out **TAPS 1670 Latinx Theatre and Performance: An introduction to Latino/a Theatre**; **TAPS 0350 Black Performance Theory**; and **TAPS 1280O Acting Outside the Box: Identity, Empathy, and Character in Performance**.

### DIRECTOR OF UNDERGRADUATE STUDIES

J Dellecave Associate Professor. Contact: **J_dellecave@brown.edu**

▸ Learn more at: **taps.brown.edu**

NEW STUDENT ORIENTATION

# Urban Studies

Urban studies is an undergraduate program focused on aspects of urban life — history, politics, culture, economy, public policy,and more. The concentration uses quantitative and qualitative methods.

**WHY TAKE AN URBAN STUDIES COURSE?**

With over half the world's population now living in cities, understanding the past and present of urbanization is critical to the planet's collective future.

## ▸ Where to Begin Exploring

URBN 0210: The City: An Introduction to Urban Studies

URBN 1870D: Downtown Development

### DIRECTOR OF UNDERGRADUATE STUDIES

Lauren Yapp, Assistant Teaching Professor of Urban Studies.
Contact: Lauren_Yapp@brown.edu

## ▸ Learning Goals

### ANALYZE HOW POWER SHAPES HUMAN BEHAVIOR

URBN 0210: The City: An Introduction to Urban Studies is an introductory course that allows students to learn about cities and urban life across the globe.

### EXPERIENCE SCIENTIFIC INQUIRY

In URBN 0210: The City: An Introduction to Urban Studies, students explore urgent challenges face cities today, and how might these be creatively overcome by communities, planners and governments. The course draws on multiple disciplines.

## ▸ Related Fields

**ECONOMICS | ENVIRONMENTAL SCIENCES AND STUDIES | INTERNATIONAL AND PUBLIC AFFAIRS | POLITICAL SCIENCE**

NEW STUDENT ORIENTATION

# Visual Arts

The Department of Visual Art focuses on a range of skills and concepts covering both traditional and new media. The department offers studio courses in areas that include book arts, digital imaging, film, painting, photography, printmaking, sculpture, sound, and video.

**WHY TAKE A VISUAL ARTS COURSE?**

The Department of Visual Art is concerned with both technical skills and with the questions and conversations taking place in contemporary art outside of academia.

## ▸ Where to Begin Exploring

VISA 0100: Studio Foundation covers the basics of drawing and 2D design while cultivating the capacity for visual thinking.

VISA 0170: Spatial Dynamics will allow you to build visual, technical and critical thinking skills through an exploration of materials in space, with particular interest to the relationship between objects, environments and people.

VISA 0140: Photography Foundation is a wide-ranging technical and conceptual introduction to photography.

### DIRECTORS OF UNDERGRADUATE STUDIES

Theresa Ganz, Professor of Visual Art, and Ed Osborn, Professor of Visual Art and Music. Contact: visual-art-dept@brown.edu

## ▸ Learning Goals

### ENGAGE WITH YOUR COMMUNITIES

VISA 1600: Social Practice: Art in Everyday Life is a course that transcends disciplines, exploring theoretical and practical ways that art can engage community. Students explore methods for social interventions, collaboration, and the notion of art as activism. Part studio, part seminar, students examine our role in society as cultural producers.

### ENHANCE YOUR AESTHETIC SENSIBILITY

VISA 1740: Time Deformations is a studio course exploring modes of electronic media by focusing on time as a primary material. Selected works in video, sound, performance and online media that make innovative use of temporal strategies will be examined, alongside technical lectures, readings and discussions, and screenings.

## ▸ Related Field

### LITERARY ARTS

Some students take classes in literary arts concurrently with visual art and have created graphic novel and zine projects.