FACULTY, FACILITIES, and FELLOW STUDENTS

Harvard contributes to society through two primary activities — teaching and research — in which the University’s range and quality are superb. Harvard’s faculty and academic facilities — laboratories, libraries, museums, and research centers — are unsurpassed by any institution of its kind. The depth and breadth of the curriculum is vast, extending well beyond course offerings to many other special programs and research opportunities. Perhaps most important, Harvard offers its undergraduates the unique privilege of studying with exceptionally talented and motivated peers from all over the globe.
Facilities
Beyond the mentorship of a faculty actively involved in undergraduate life, Harvard students have access to other extraordinary academic resources. By a wide margin, Harvard's library system, with about 100 central and auxiliary collections and nearly 14 million volumes, is the world's largest university library. More than two dozen University buildings are used exclusively for scientific research, including laboratories for astronomy; biology; biochemistry; chemistry; computer science; electrical, computer, and systems engineering and mechanical engineering; geology; as well as physics and applied physics. Harvard's computing facilities are likewise extensive and state of the art. A fiber-optic data network links labs, libraries, and faculty and administrative offices. Students can connect to Harvard's high-speed data network, the library's online catalog, the Internet, and to the rest of the world from ethernet connections in their rooms. Finally, the University's many museums include one of the world's most distinguished university art collections and a natural history museum whose scope and importance make it similarly renowned.

The Undergraduate Program
Harvard offers students everything necessary for a liberal education in virtually every imaginable field. The sheer number of curricular choices — the catalog includes about 3,500 courses — opens doors for the exploration of widely disparate fields and also for concentration in special areas of interest. Harvard's philosophy has long been that an undergraduate education ought to have structure and coherence while allowing for maximum flexibility and individual choice.

Each student takes four courses in both the fall and spring semesters. Harvard students spend, on average, 12 hours per week in class and enjoy wide latitude in setting priorities for study and free time. Course choices are made in close consultation with an academic adviser over a weeklong shopping period at the start of both semesters. Over the four-year undergraduate program, each student will fulfill the

"It seems like every time you turn around, a Harvard professor is winning a Nobel Prize or getting interviewed on CNN."
Harvard’s curriculum allows incredible flexibility. Students concentrate in more than 40 fields of study encompassing the sciences, humanities, and social sciences.

requirements of a field of concentration (on average, half of a student’s total coursework) and the Core Curriculum (about one-quarter of the plan of study). The remaining quarter of a student’s coursework is chosen freely from courses offered throughout the University. These three components of the undergraduate program together fulfill the fundamental aims of a liberal arts education. For full details of undergraduate degree requirements, consult www.registrar.fas.harvard.edu/handbooks/student/chapter2/bachelor.html.

Energetic students often pursue their intellectual interests to unusual depth, so there is no firm distinction in the Faculty of Arts and Sciences between undergraduate and graduate courses. Students may progress in the curriculum as rapidly as their preparation permits, and many enroll in graduate level courses at the Graduate School of Arts and Sciences. Most of Harvard’s nine professional schools also allow students to cross-register and to participate in special programs; both options can be invaluable in exploring future careers or areas of academic interest. Connect to graduate school course catalogs from www.harvard.edu/academics/catalogs.html. A reciprocal arrangement with MIT, our Cambridge neighbor, also permits Harvard students to cross-register in courses offered there.

Faculty design their courses with optimal learning conditions in mind, so class size, teaching materials and equipment, and even the classroom setting become important considerations. Some of Harvard’s most popular courses are taught in grand lecture halls to accommodate significant student interest. Most Harvard professors, however, teach in more intimate settings, with the majority of courses enrolling 20 or fewer students.

The Freshman Year
Each student’s plan of study is individualized, guided in the first year by a freshman adviser and for the next three years by a department adviser. There is no “freshman program”; students make their own decisions about the level and pace at which to start their undergraduate study. The faculty has determined that an undergraduate education requires the refinement of writing skills (through a single, one-semester course) and proficiency in a foreign language, two requirements all students address in their first year at Harvard. Freshmen have among their curricular choices a series of Freshman Seminars.

Field of Concentration
Students take many curricular paths to the Harvard degree. They have more than 40 concentrations from which to choose, many with a variety of more focused tracks, and each provides substantive training in a specific academic discipline. It is also possible to combine major fields or to devise special concentrations.
FRESHMAN SEMINARS

Freshman Seminars bring together faculty members and 12 or fewer first-year students to investigate specialized topics. A third of each entering class enjoys this opportunity to work closely with professors in areas of mutual interest. Seminars are taken pass/fail as one course in a student’s normal four-course semester plan of study. For more information, see www.fas.harvard.edu/~seminars/fs.

The Freshman Seminar program is growing to meet the increasing demand for these opportunities. Some 2001-2002 Freshman Seminars: Calculating Pi; From the Neolithic Revolution to the Green Revolution; Language, Gender, and Culture; A History of Zoos; Europe in American Literature and Film; The Hindu Temple; The Aztecs and Maya; Research at the Harvard Forest; Cosmology; The Economist’s View of the World.
Concentration courses offer many opportunities for close contact with faculty. Many departmental seminars enroll 10 or fewer students. Tutorials, which are taught in small groups or individually by instructors in the student's field of concentration, are a central part of many students' plans of study, often in each of the last three years of the undergraduate program. Tutorials also encourage students to develop more scholarly approaches to their academic disciplines. About half of all Harvard students choose an honors track within their concentrations, and most of them will write senior theses or complete research projects under the one-on-one supervision of professors and department tutors.

The Core Curriculum
Harvard's Core Curriculum introduces students to modes of inquiry in important areas of knowledge. Since the goal of the Core Curriculum is to broaden each student's perspective, students take one course in each of the seven Core areas most remote from their concentration. Students are exempt from the four areas closest to their concentration coursework. There are many courses offered within each of the Core categories. While the courses in a single category may cover a range of specific subjects, they share an emphasis on a given approach to learning. Taught by many of Harvard's most distinguished professors and woven into the academic plan of each student, Core courses represent the faculty's estimation of what it means to be educated broadly in today's world. For a full list of 2001-2002 Core courses, go to www.registrar.fas.harvard.edu/Courses/Core/index.html.

Other Intellectual Assets
Among Harvard's most valuable intellectual assets are its students. Although they come from many different places and backgrounds and have a striking variety of talents, ambitions, and convictions, all possess a passion for learning. That energy can be felt in and out of the classroom. At least as much learning occurs in dorm rooms and dining halls as in labs and course lectures. Because undergraduate enrollment is comparatively small, there are many opportunities to get to know fellow students well. Late night talks and dinner table debates are very much part of the daily experience of the women and men at Harvard College.

Since its founding in 1636, Harvard has educated many authors, scientists, politicians, musicians, artists, and scholars, including John Adams, Class of 1756; Ralph Waldo Emerson, 1821; Oliver Wendell Holmes, 1861; Henry James, 1863; Theodore Roosevelt, 1880; Franklin Delano Roosevelt, 1904; T.S. Eliot, 1910; Leonard Bernstein, 1939; John Fitzgerald Kennedy, 1949; John Updike, 1954; Stockard Channing, 1965; Bonnie Raitt, 1972; Yo-Yo Ma, 1976; Gish Jen, 1977; Mira Sorvino, 1989; and Joshua Redman, 1991.

“I didn't know the first thing about classical music — so I took a class on opera. Now I'm hooked.

I have seen the Dunster Society Opera twice, and I can't wait to see the opera in Boston.”
**THE AREAS OF THE CORE CURRICULUM**

**Foreign Cultures** expands students’ range of cultural experience and provides fresh perspectives on one’s own cultural assumptions and traditions.

**Historical Studies** develops students’ comprehension of history as a form of inquiry and understanding. *Historical Study A* introduces students to the background and development of major contemporary issues through historical study. *Historical Study B* focuses closely on the documented details of a transforming event or group of events.

**Literature and Arts** fosters critical understanding of artistic expression. *Literature and Arts A* concentrates on literary texts and methods of literary analysis. *Literature and Arts B* develops students’ visual or aural literacy. *Literature and Arts C* explores particular moments in cultural history and emphasizes how art functions within a given society.

**Moral Reasoning** invites students to discuss significant and recurrent questions of choice and value that arise in human experience.

**Quantitative Reasoning** introduces students to mathematical and quantitative modes of thought. Some courses emphasize theoretical aspects of mathematics or statistical reasoning. Others explore the application of quantitative methods to questions in the natural sciences, social sciences, or humanities.

**Science** explores natural phenomena, ways of observing and understanding them, theories that synthesize them, and the investigative methodologies that result in the scientific perception of our world. *Science A* concentrates on the physical sciences, *Science B* on biological, evolutionary, and environmental science.

**Social Analysis** acquaints students with some of the central concepts and methods of the social sciences.

See page 30 of this publication for the titles of a selection of Core courses, or connect on-line to the entire course catalog at [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu).
“Coming from the Midwest, I thought I would be overwhelmed with New England tradition. But this is such a dynamic place, and I’m meeting people from all over the world.”

Harvard attracts a range of prominent visitors throughout the year – another powerful educational resource for undergraduates. The University awarded South African President Nelson Mandela (above) an honorary degree at a jubilant September 1998 ceremony in Tercentenary Theatre.
One of Harvard's distinctions that benefits undergraduates directly is the University's eminence as a national and international crossroads for intellectual, political, cultural, and artistic exchange. Throughout the academic year, guests and visiting faculty include prominent political figures, authors, scientists, artists, and others whose expertise, experience, or perspective is of current interest to the entire University community. Special lectures, seminars, and performances are open to all, and these opportunities are among the most valued and appreciated aspects of the Harvard experience.

**Recent Commencement Speakers:** Robert E. Rubin, former Secretary of the Treasury; Amartya Sen, Nobel Prize-winning economist; Alan Greenspan, Chairman of the Federal Reserve Bank; Mary Robinson, United Nations High Commissioner for Human Rights and former President of the Republic of Ireland; Madeleine Albright, former U.S. Secretary of State; Harold Varmus ’62, former director of the National Institutes of Health; Vaclav Havel, President of the Czech Republic; Albert Gore ’69, former Vice President of the United States; Colin Powell, U.S. Secretary of State; Gro Harlem Brundtland, former Prime Minister of Norway.

**Recent Harvard Foundation Guests:** United Nations Secretary General Kofi Annan; Nobel Peace Prize winners Professor Archbishop Desmond Tutu, Elie Wiesel, and Dr. Jose Ramos-Horta; Former UN Secretary General Boutros Boutros Ghali; Dr. David Ho, AIDS Researcher; Wilma Mankiller, Principal Chief of the Cherokee Nation; human rights activists Dr. Harry S. Wu and Dr. Nawal El-Saadawi.

**The Institute of Politics**
The Institute of Politics (www.iop.harvard.edu) was established in 1966 with an endowment from the Kennedy Library Corporation as a living memorial to President John F. Kennedy. The IOP encourages students, especially undergraduates, to enter careers in public service, and to promote greater understanding and cooperation between the academic community and the political world. The Institute sponsors Arco Forum events and speakers, visiting and resident fellows, study groups, conferences, and undergraduate internships. All of these provide opportunities to interact with men and women actively involved in the political process and the shaping of public policy.

**Recent Speakers at the Arco Forum:** United States Senators Chuck Hagel and Hillary Rodham Clinton; Judy Woodruff, Prime Anchor and Senior Correspondent, CNN; Bertie Ahern, Prime Minister of Ireland; Ruud Lubbers, UN High Commissioner for Refugees and former Prime Minister of the Netherlands; writer, producer, and director Callie Crossley; William Kristol, founder and Editor, The Weekly Standard; Catherine Bertini, Executive Director, World Food Programme; General Richard B. Myers, Chairman of the Joint Chiefs of Staff; David Rockefeller, Honorary Chairman, Council on Foreign Relations.
Even before students arrive for their first year, the advising network is working for them. The Freshman Dean’s Office (www.fas.harvard.edu/~fdo) corresponds with newly admitted students in order to ensure that housing assignments take into account individual needs. The Freshman Dean’s Office takes great care to construct compatible and stimulating rooming groups and “entryways,” a dormitory unit of about 20 to 40 students that includes a resident proctor. Proctors – graduate students or administrators familiar with every important aspect of the University – guide each student as she or he makes the transition from home and school to college. Proctors also serve as academic advisers, acclimating students to the curriculum, assisting them in concentration selection, and referring students to other advising resources.

The upperclass Houses have many of the features of small colleges. A senior faculty member leads each House as a Master, and the Allston Burr Senior Tutor coordinates all academic advising there. Each House also has its own staff of advisers — resident tutors — similar to first-year proctors but with expertise in particular academic and professional fields. Masters and tutors regularly offer in-residence seminars or tutorials and host festive receptions offering a congenial setting for informal relations among students and teachers. Members of the appropriate academic department advise students once they have selected their concentrations.
VOCATIONAL INTERESTS EXPRESSED BY HARVARD COLLEGE SENIORS, 1997-2001

<table>
<thead>
<tr>
<th>Interest</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Academe</td>
<td>11.6%</td>
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<tr>
<td>Arts</td>
<td>6.2%</td>
</tr>
<tr>
<td>Business</td>
<td>16.8%</td>
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<tr>
<td>Design/Architecture</td>
<td>1.2%</td>
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<tr>
<td>Government/Politics</td>
<td>5.2%</td>
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<tr>
<td>Law</td>
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<tr>
<td>Media</td>
<td>5.8%</td>
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<tr>
<td>Medicine/Health</td>
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</tr>
<tr>
<td>Other</td>
<td>6.0%</td>
</tr>
<tr>
<td>Public Service/Not for Profit</td>
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</tr>
<tr>
<td>Science/Technology</td>
<td>5.2%</td>
</tr>
<tr>
<td>Teaching (Non-College)</td>
<td>2.4%</td>
</tr>
<tr>
<td>Undecided</td>
<td>14.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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In addition to residence-based advising, Harvard offers extensive advising resources of other kinds. When students need extra help in coursework, they can turn to the Bureau of Study Counsel (www.fas.harvard.edu/~bsc), which provides peer-tutoring as well as counseling on everything from improving reading skills to managing time effectively. Students can also spend productive hours in a professionally-staffed center for career and vocational exploration and preparation, the Office of Career Services (www.ocs.fas.harvard.edu). The University maintains its own outstanding health services (www.uhs.harvard.edu), including a hospital and walk-in clinic providing round-the-clock care for every physical and mental health concern. The International Office (www.hio.harvard.edu) serves exclusively the special needs of international students and visiting scholars.

Harvard is committed to providing whatever guidance or assistance students may need. Given the University’s extraordinary resources, students’ needs are met swiftly and fully. Perhaps as a result, Harvard’s graduation rate is 97%, among the very highest in the nation. Similarly high percentages of graduating seniors and alumni/ae express their satisfaction by stating in surveys that they would attend Harvard if they had to choose a college again.

Harvard’s graduation rate — 97% — is among the very highest in the nation.

Postgraduate Plans
Although Harvard’s academic programs are not “preprofessional” in the sense that they provide vocational training, Harvard students are very well prepared for admission to professional schools (business, law, medicine) and graduate programs. Our students enjoy an extraordinarily high rate of admission to graduate and professional schools of their choice. And Harvard College is almost always the best-represented undergraduate institution at Harvard’s graduate schools.

While some students select fields of concentration commonly associated with certain careers, many discover they can study in areas of intellectual rather than professional interest and still be superb candidates for jobs and graduate schools. At Harvard, students can concentrate in history and go to medical school, or study engineering and earn a graduate degree in law. Resident tutors in each of the Houses assist students applying to graduate schools and fellowship programs. The Office of Career Services, among other resources, offers all undergraduates a range of job and internship counseling and placement.