

# DECLARATION OF STANDARD CONCENTRATION PROGRAM

Students are encouraged to meet with their concentration advisor prior to completing this form. The concentration advisor may require revisions to the course list and/or the declaration essay.

**Declaration deadline:** All students must request, in writing, admission to a concentration program no later than the middle of their fourth semester, before pre-registering for semester five (usually spring semester of sophomore year). No student will be permitted to register for his or her fifth semester unless a declaration of concentration has been filed. Students unable to complete registration on time because of failure to file a concentration declaration will be subject to the same action taken by the University for all cases of late registration.

**Declaring a second concentration:** The deadline for declaring a second concentration is the end of the pre-registration period in the student's seventh semester.

**Revising a previously declared concentration:** Complete both sides of this form to file revisions for an existing concentration program. It is not necessary to submit a new set of essays.

Once the form is completed and signed, the student makes 3 additional copies of pages 1 and 2 of this document. File one copy with the department, keep one for yourself, and submit the original and one copy to the Registrar's Office on the third floor of J. Walter Wilson.

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## I. STUDENT INFORMATION

Name of Student \_\_\_\_\_ Banner I.D. \_\_\_\_\_ Expected Date of Graduation \_\_\_\_\_ / \_\_\_\_\_  
Last First Init. (ex. B12345678) Mo/Yr Box #

### DEGREE CANDIDACY

(Note: A separate declaration must be filed for each degree.)

\_\_\_\_\_ A.B. \_\_\_\_\_ Sc.B.

\_\_\_\_\_ A.B./Sc.B. Dean of the College office approval is needed to declare the combined 5-year AB-ScB degree.)

### PREVIOUS FORM SUBMITTED - this is to record

\_\_\_\_\_ Revision of program  
\_\_\_\_\_ Change of concentration field from \_\_\_\_\_  
\_\_\_\_\_ Second concentration \_\_\_\_\_ A.B. or \_\_\_\_\_ Sc.B.  
\_\_\_\_\_ First concentration \_\_\_\_\_  
\_\_\_\_\_ Change of Degree

### CONCENTRATION PROGRAM

See pages 3-4 for a list of concentration programs.

Code \_\_\_\_\_ Title \_\_\_\_\_

### CONCENTRATION TRACK (if applicable)

(Only one track per concentration program is permitted.)

Code \_\_\_\_\_ Title \_\_\_\_\_

## II. ESSAY: Please address the following three topics in an essay of two to three pages. Submit these pages as part of your concentration declaration. *Skip this section if you are making revisions to an already declared concentration.*

- A. *Choice of concentration:* Explain why you have chosen this field of concentration and how it reflects your academic goals. How have your plans developed since the time you arrived at Brown? (You may want to refer to the letter you wrote to your advisor in the summer before matriculating.)
- B. *Liberal Learning:* Review "Liberal Learning at Brown" (on the Registrar's Concentration declaration forms webpage), which outline Brown's ideals for a liberal education. Describe how the work you have done so far—both inside and outside the classroom—responds to these ideals.
- C. *Writing:* What work have you done at Brown so far to improve your writing abilities? How do you plan to continue to work on your writing within your chosen concentration or elsewhere?



## STANDARD CONCENTRATION PROGRAMS

No asterisk: Concentration available for either A.B. or Sc.B.

\*A.B. only      \*\*Sc.B. only

<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>
*AFRI	Africana Studies	AMSG	Applied Mathematics and Statistical Genomics
*AMCV	American Civilization	*DEVL	Development Studies
*ANTH	Anthropology	*EAST	East Asian Studies
APMA	Applied Mathematics	*ECON	Economics
**APMB	Applied Mathematics - Biology	*EDUC	Education Studies
**APMC	Applied Mathematics - Computer Science		<u>Required Track</u>
APME	Applied Mathematics – Economics	HIPO	History and Policy
	<u>Required Track</u>	HUDV	Human Development
	ADEC      Advanced Economics	*EGYT	Egyptology
	MAFI      Mathematical Finance	*ELYC	Early Cultures
*ARAN	Archaeology and the Ancient World		<u>Required Track</u>
	<u>Optional Track</u>	HIST	History
	CLSS      Classical	RELG	Religions
	EGAS      Egyptian & Asian	LALI	Languages and literatures
**BCHM	Biochemistry	ENGN	Engineering
BIOL	Biology		<u>Optional Track (AB Only)</u>
	<u>Optional Track (ScB Only)</u>	ENVR	Environmental
	PHBI      Physiology/Biotechnology	TEAC	Teaching
	IMMU      Immunobiology		<u>Required Track (ScB Only)</u>
	CEMB      Cell and Molecular Biology	CHCL	Chemical
	EBIO      Ecology and Evolutionary Biology	CIVI	Civil
	NBIO      Neurobiology	CMPT	Computer
	PHSC      Physical Sciences	ELCT	Electrical
**ENBI	Biomedical Engineering	MATL	Materials
**BIOP	Biophysics	MECH	Mechanical
**CHPH	Chemical Physics	**ENPH	Engineering – Physics
CHEM	Chemistry	*ELLC	Literatures - Cultures in English
	<u>Optional Track (ScB Only)</u>	**EVSC	Environmental Science
	CHBI      Chemical Biology	*ENVS	Environmental Studies
	MATL      Materials	*ETHN	Ethnic Studies
*CLAS	Classics	*FRST	French Studies
	<u>Optional Track</u>		<u>Required Track</u>
	SANS      Sanskrit	FRCV	French Civilization
	GRKK      Greek	FLIT	French Literature
	GKLN      Greek & Latin	FREN	French Language
	LTIN      Latin	SEMF	French Semiotics
COGS	Cognitive Science	*GNSS	Gender & Sexuality Studies
**COGN	Cognitive Neuroscience	GEOL	Geological Sciences
*COE	Commerce, Organizations & Entrepreneurship	GEOB	Geology - Biology
	<u>Required Track</u>	GEOC	Geology - Chemistry
	BUSE      Business Economics	GEOP	Geology - Physics/Mathematics
	ORGS      Organizational Studies	*GMST	German Studies
	ETCM      Entrepreneurship and Technology Management	*HISP	Hispanic Studies
*COMH	Community Health		<u>Required Track</u>
*COLT	Comparative Literature	LCLT	Literature & Culture
	<u>Required Track</u>	LTAM	Latin American
	LITB      Literature in Two Languages	PNSL	Peninsular
	LITC      Literature in Three Languages	*HIST	History
	LTRN      Literary Translation	*HIAA	History of Art/Architecture
COMP	Computer Science		<u>Optional Track</u>
CSEC	Computer Science – Economics	ARCH	Architectural Studies
**CSBI	Computational Biology	BIOA	Human Biology
	<u>Optional Track</u>		<u>Required Track</u>
	CGEN      Computational Genomics	BNBH	Brain and Behavior
	MOMO      Molecular Modeling	HLDS	Health and Disease
	BISC      Biological Sciences	RAGR	Race and Gender
		ECEV	Ecosystems, Evolution & Environment

<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>
INDP	Independent	*PHIL	Philosophy (Standard Program)
*INTL	International Relations		<u>Optional Track</u>
	<u>Required Track</u>	ETPP	Ethics & Political Philosophy
	GSEC Global Security	LOGC	Logic & Philosophy of Science
	PECO Political Economy	PHYS	Physics
	CUID Culture and Identity	*PHPH	Physics and Philosophy
*ITAL	Italian Studies	*POLS	Political Science
*JUDS	Judaic Studies		<u>Required Track</u>
*LACS	Latin American & Caribbean Studies	AMER	American
*LING	Linguistics	CMPR	Comparative
*LITA	Literary Arts	INTN	International
**MBIO	Marine Biology	THOR	Theory
MATH	Mathematics	*POBR	Portuguese & Brazilian Studies
**MACS	Mathematics - Computer Science	PSYC	Psychology
*MAEC	Mathematical Economics	*PPAI	Public Policy & American Institutions
MATP	Mathematics – Physics		<u>Optional Track</u>
*MDVS	Medieval Studies	LAW	Law
	<u>Optional Track</u>	ECON	Economics
	ANTQ Late Antique Cultures	*RELS	Religious Studies
*MIDE	Middle East Studies	*REMS	Renaissance & Early Modern Studies
*MCMD	Modern Culture & Media	*SCSO	Science & Society
*MCMG	Modern Culture & Media - German	*SLAV	Slavic Studies
*MCMI	Modern Culture & Media - Italian	SOC	Sociology
*MUSC	Music	*SAST	South Asian Studies
	<u>Optional Track</u>	**STAT	Statistics
	EMMC Electronic Music and Multimedia	*TAPS	Theatre Arts & Performance Studies
	ETMS Ethnomusicology		<u>Required Track</u>
**NEUR	Neuroscience	THTA	Theatre Arts
		PERF	Performance Studies
		*URBN	Urban Studies
		*VISA	Visual Arts

Students selecting a second or third concentration must have it signed by the appropriate advisor and filed with the registrar no later than the posted deadline. Check with the Registrar's Office for date.

(12/09)

## Liberal Learning at Brown

A liberal education implies breadth and depth: basic knowledge in a range of disciplines, focused by more concentrated work in one. These goals are common to all liberal arts institutions, but at Brown they have a special context. Our open curriculum ensures you great freedom in directing the course of your education, but it also expects you to remain open—to people, ideas, and experiences that may be entirely new. By cultivating such openness, you will learn to make the most of the freedom you have, and to chart the broadest possible intellectual journey, not just during your first semesters but through your entire time at Brown.

What does it mean to be broadly educated? The first Western universities conceived of the liberal arts as seven distinct modes of thought, three based on language (grammar, rhetoric, and logic), and four on number (arithmetic, geometry, music, and astronomy). While this structure has changed over the centuries, the basic concept has endured. A modern liberal arts education is still defined in terms of a core curriculum comprised of several areas of knowledge. At Brown, rather than specifying these areas, we challenge you to develop your own core. Over four years you will sample courses in the humanities, the social sciences, the life sciences, and the physical sciences. But the real challenge is to make connections between those courses, using the perspective gained from one discipline as a window onto the next. The most significant social, political, and moral issues of our time require the ability to think from multiple vantage points, and Brown's curriculum affords you the opportunity to develop just this sort of nuanced perspective.

At the end of your sophomore year, you will choose an academic concentration, where you will develop that perspective in the context of one discipline or department. This is, in effect, what “concentration” means. Deepening your knowledge of a field implies understanding the range of ideas, and the methodological differences, that define it. All concentrations have requirements to ensure that students have covered the basics. But you will of course bring your own perspective to that field through your independent projects, and all the other work you will do both inside and outside the classroom. A human biology concentrator who has taken several courses in anthropology will see things differently from one who is entirely focused on medicine; a mathematics concentrator will have a different perspective depending on whether he or she has spent time studying an instrument or teaching in the local public schools. The challenge, once again, is for you to make

the connections. And that means striving above all to develop the full range of your intellectual capacities during your four years at Brown.

How should you go about expanding those capacities? Below are a few goals to keep in mind as you plan your course of study.

### **Work on your speaking and writing**

Writing, speaking, and thinking are interdependent. Developing a command of one of them means sharpening another. Seek out courses, both in and out of your concentration, that will help you to improve your ability to communicate in English as well as in another language. Whether you concentrate in the sciences, the social sciences, or the humanities, your ability to speak and write clearly will help you succeed in your college coursework and in your life after Brown.

### **Understand differences among cultures**

Your future success will also depend on your ability to live and work in a global context. And that means knowing as much about other cultures as you do about your own. Brown offers a wealth of courses and international experiences that will help you develop a more self-conscious and expansive sense of how different cultural groups define themselves through social, aesthetic, and political practices. Working with international students and teachers on the Brown campus can make you equally aware of the challenges of communicating across linguistic and cultural barriers. Fluency in a second language, coupled with time spent studying abroad, will sharpen your sensitivities, enlarge your sense of geography, and prepare you for leadership in an increasingly interconnected world.

### **Evaluate human behavior**

Knowing how individuals are socialized and express their identities can lead to deeper insights about the nature of human organization, the sources of political power and authority, and the distribution of resources. The study of race, gender, ethnicity, and religion can help you think more deeply not only about yourself, but also about the social institutions that serve to define our very notions of self, together with the policies and institutions that maintain them.

### **Learn what it means to study the past**

Understanding how people and institutions have changed over time is fundamental to a liberal education. Just as you should expand your cultural breadth, so should you also develop your historical depth. Coming to terms with history involves far more

than learning names and dates and events. It means understanding the problematic nature of evidence, and of the distance that separates the present from the past. It also means thinking critically about how histories themselves are written and who has the power to write them.

### **Experience scientific inquiry**

Evidence is also a central aspect of scientific inquiry. The interpretation of natural or material phenomena requires a unique combination of observation, creativity, and critical judgment that hones your inductive reasoning, sharpens your ability to ask questions, and encourages experimental thinking. Understanding the nature of scientific findings, along with their ethical, political, and social implications, is also critical to an informed citizenry. As you plan your course of study, look for opportunities to experience direct, hands-on research.

### **Develop a facility with symbolic languages**

Symbolic languages make it possible to think abstractly across many disciplines. Linguistics, philosophy, computer science, mathematics, even music, are among the disciplines that have developed symbolic systems to make theoretical assertions about their objects of study, or to imagine alternate realities. Courses in these areas will teach you what it means to conceptualize systems and structures that have the potential to reframe our notions of time and space.

### **Expand your reading skills**

Studying written texts, interpreting graphs, and evaluating systems and codes are all forms of analysis that belong to the more general category of “reading.” Learning how to read closely makes you aware of the complex nature of expression itself, where the mode of expression is as important as what is expressed. Gaining experience with close reading—across many genres—may be one of the most important things you will learn to do in your four years at Brown.

### **Enhance your aesthetic sensibility**

A liberal education implies developing not just new ways of reading but also of seeing, hearing, and feeling, based on exposure to a range of aesthetic experiences. Courses in the visual and performing arts, music, and literature will deepen your understanding of many kinds of expressive media, past and present, and the kinds of realities they aim to represent. Developing your own creative abilities in one or more art forms will deepen your self-understanding and enhance your ability to appreciate the work of others.

### **Embrace Diversity**

Achieving excellence in liberal education requires a commitment to diversity in the broadest sense. This

means embracing not only a range of intellectual perspectives, but also a diversity of people. Brown’s diverse educational environment offers you the opportunity to think broadly about the nature of complexity itself, and to learn how to participate productively in a pluralistic society. The Brown curriculum features hundreds of courses that offer you a chance to enlarge your perspectives in just this way. Seek experiences inside and outside the classroom that will challenge your assumptions, and allow you to develop a more open and inclusive view of the world and your place in it.

### **Collaborate fully**

Learning never happens in isolation, and the quality of your experience at Brown will depend on your ability to collaborate fully with others: with teachers, with fellow students, with advisors and mentors of all kinds. The Advising Partnership is thus a necessary complement to the Brown curriculum. Be as bold in seeking guidance as you are in pursuing your educational aspirations. Begin developing your network of collaborators early, and work to stay connected with those teachers, advisors, and peers who have meant the most to you. Visit office hours not just to expand your understanding of course material, but to get to know your teachers as people. Reach out to faculty at other events, or over lunch or coffee. Work on research projects or independent studies with professors whose interests match your own. And make use of the many offices and centers that can support you in reaching your academic goals. By taking charge of your education in this way, you will enrich your teachers’ and mentors’ understanding as much as you will expand your own capacity to learn, not just here at Brown, but in many other environments, and for many years to come.

### **Apply what you have learned**

Your general education at Brown will be enriched by the many kinds of work you do beyond the classroom. Real-world experiences anchor intellectual pursuits in practical knowledge and help you develop a sense of social and global responsibility. Internships, public service, and other community activities both on campus and beyond Brown not only have the potential to strengthen your core programs; they also can strengthen your moral core, by showing you how and why your liberal studies matter. Looking beyond the horizon of your immediate interests and sharing your knowledge and talents with others can expand intellectual and ethical capacities that will make it possible for you to lead a full and engaged life, or, in the words of the Brown charter, “a life of usefulness and reputation.”