A GUIDE TO YOUR SOPHOMORE YEAR

BROWN UNIVERSITY
FALL

September 3: Classes begin for Semester I.
Sophomore Dessert Reception (6-8 p.m.)

September 29: Study Abroad Fair (11am-2pm)

October 20-31: Advising period for spring pre-registration

October 22: Concentration Fair (7-8.30pm)

November 4-11: Pre-registration for Semester II

November 13: Fellowships, Internships, and Research Experiences (FIRE) Fair (4-6pm)

December 3: CareerLab Peer to Peer Internship and Research Fair (5.30-7.30pm)

SPRING

January 21: Semester II classes begin

March 31-April 10: Advising period for fall pre-registration

April 14-21: Pre-registration for Semester I, 2015-2016

Cover Image Courtesy of:
Brown University Archive

Design by:
Katrina Machado ’15

Made by:
Brown University
The Undergraduate Council of Students

Special Thanks to:
Dean of the College Office and the Academic and Administrative Affairs Committee of the Undergraduate Council of Students
**PART 1: Liberal Learning Goals**

An important aspect of a Brown education is challenging yourself to develop a unique approach to the time-honored “liberal arts” curriculum. While this may seem like a daunting task, you have a variety of resources at your disposal to help you accomplish this. Here are some useful goals and first-hand examples to get you thinking about liberal learning at Brown:

**Work on your speaking and writing**
Sharpen your communication skills by exploring connections within and between languages.

**Understand differences among cultures**
Gain a global perspective on your education through engagement with diverse peers.

**Evaluate human behavior**
Define and challenge the social institutions that inform human behavior.

**Learn what it means to study the past**
Understand how people and institutions have changed over time and think critically about how histories themselves are written.

**Experience scientific inquiry**
Combine observation, creativity, and critical judgment to hone your inductive reasoning.

**Develop a facility with symbolic languages**
Think abstractly across linguistics, philosophy, computer science, mathematics, and even music.

**Expand your reading skills**
Explore the complex nature of expression by analyzing both mode and content.

**Enhance your aesthetic sensibility**
Develop creative abilities to deepen your self-understanding and enhance your appreciation for the work of others.

**Embrace Diversity**
Seek experiences 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**
Reach out to teachers, students, advisors and mentors of all kinds to expand your own capacity to learn and enrich the understanding of others.

**Engage with your communities**
Anchor intellectual pursuits in practical knowledge to develop a sense of social and global responsibility.

---

**PART 2: Declaring your Concentration**

By your fourth semester, you will be required to declare a concentration. To finalize your decision, you must complete concentration declaration forms in ASK. The process is outlined below:

1. Start thinking about potential concentrations. Begin by checking Focal Point to view available concentrations, required courses, and career considerations tied with particular concentrations.

   brown.edu/academics/college/concentrations/

2. Once you have an idea of potential concentrations, talk with concentration advisors and program coordinators, as well as upperclass concentrators, about any questions or issues you might have.

3. **Other resources:** Maps Coordinators, Deans of the College, Concentration Fair, DUGs (Departmental Undergraduate Groups), Randall advisors

   MAPS • Deans of the College • DUGs • Randall advisors

4. Once you have decided on a concentration, meet with the requisite concentration advisor or program coordinator to discuss program and get permission to begin concentration declaration form. Some departments require additional meetings before permission is granted; explore individual departmental standards.

5. Begin completing concentration declaration form in ASK. This declaration form includes a personal statement and a list of proposed courses.

6. Submit your declaration form, receive feedback, make edits, and resubmit form.

7. Concentration and new advisor are confirmed!

---

**CONCENTRATION FAIR: MONDAY, OCTOBER 20TH**
PART 3: Academic Connections Network

The Matched Advising Program for Sophomores pairs second-year students with junior and senior mentors for one-on-one support related to concentration declaration, research opportunities, internships, and general academic counseling.

Randall advisors are a select group of faculty members who exclusively advise sophomores. While each Randall has a cohort of assigned sophomore advisees, any Randall is available to meet with any sophomore. If you'd like a second opinion or you're seeking a specific area of expertise, make an appointment with a Randall of your choice.

For in-depth, concentration-specific information, seek advice from advisors within each department or concentration. Each concentration has a slightly different approach to advising, so be sure to visit the program website before contacting the advisor.

Your Sophomore Advisor is your main resource for exploring second-year opportunities and guiding you towards your concentration declaration in April or sooner. Schedule a meeting with your advisor and get a jump on the year.

*TIP: Really get to know your Sophomore Advisor! Share your interests, freshman experiences, study habits, and anything else that will cultivate a relationship. The better your advisor knows you, the more he or she can help!

Academic deans are available in open hours and by appointment all week. They work with students from all classes, and are experienced guides to the kinds of dilemmas and opportunities that characterize the sophomore year.

Faculty Advising Fellows offer advising and conversation in an informal setting. Their events are organized around a topic or speaker, often class- or issue-specific. Take advantage of the FAF gatherings to get to know faculty outside the classroom while learning about particular Brown resources in detail.
PART 4: Support Resources Network

- Third World Center (TWC)
- Sarah Doyle Women's Center
- Study abroad/study away in U.S.
- First Generation College Student Group/1vyG
- Women in Science & Engineering
- Sexual Assault and Dating Violence (Brown Health Education)
- Brown Health Services
- Counseling and Psychological Services (CAPS)
- Office of Institutional Diversity
- Office of Student Life
- Social Classmates
- Student Mediation (BUMP)
- Brown University Active Minds
- Study abroad/study away in U.S.
PART 4: Support Resources Network

Focuses on assistance both in and outside of the classroom.

1. Counseling and Psychological Services (CAPS)

Provides crisis intervention, short-term individual therapy, group therapy, community outreach, and referral services for students. Appointments are free and confidential.

2. Brown Health Services

Offers confidential medical care, testing and treatment, as well as 24 hour emergency care and emergency contraceptive pills and treatments. Committed to wellness, Health Services also offers educational services.

3. Office of Student Life

Provides support services to promote academic success and further personal development.

a. Student Support Services

supports students who may be dealing with personal or family emergencies. Support services available include No Contact Orders and academic, living, and working accommodations.

b. SEAS

facilitates services for students with physical, psychological, and learning disabilities.

c. Code of Student Conduct

a set of procedures that are the expectations of student behavior at Brown and administered by the Office of Student Life.

4. Office of Institutional Diversity

Offers a wide degree of programming and support and buffeted by services from many on campus offices.

a. Reports and policies

meant to foster respect in the university community. These reports and policies cover sexual harassment, discrimination, and affirmative action, among others.

b. Work on sexual assault prevention

in response to recent campus unrest regarding Brown’s sexual assault policies.

c. Title IX related resources

a recently created page that aggregates information on Title IX policy and sexual assault resources.

d. Transformative Conversations@Brown

a project that will seek to facilitate challenging discussions and allow for learning experiences from experts on diverse perspectives.

5. Student Mediation (BUMP)

Trained mediators from the Brown community can help two or more people who are in conflict attempt to reach a constructive solution. Mediation can cover a multitude of issues, such as roommate conflicts, noise, money, and student group problems.

6. LGBTQ Center

The Center works to maintain a safe and inclusive environment for lesbian, gay, bisexual, transgender, queer and questioning students and the surrounding campus community. The Center sponsors programs such as the Brown Safe Zone, which encourages Brown community members to publically support LGBTQ life, and the Renn Mentoring Program, which connects LGBTQ students with LGBTQ faculty and staff mentors.

7. Sarah Doyle Women’s Center

The SDWC allows students to examine the many issues surrounding gender. Working with the LBGTQ Center, the Sarah Doyle Women’s Center also supports students dealing with issues regarding sexuality. Legal services are also available for students.

8. Third World Center (TWC)

The Third World Center seeks to empower students of color and promote social justice. The Center encourages students to enact change at Brown and beyond through a developed racial and ethnic consciousness and meaningful relationships across difference.

The Third World Center offers many support services and serves as a home to a multitude of student initiatives, including sophomore-focused ones.

9. Sexual Assault and Dating Violence (Brown Health Education)

Sponsored by Brown Health Education (a division of Health Services), this site provides information on sexual assault, prevention, and dating violence.

10. First Generation College Student Group/1vyG

The First Generation College Student Group provides academic and social support for first-gen students. 1vyG is a new organization founded by Brown students. 1vyG seeks to strengthen the network of first-gen students by sharing experiences and best practices and advocating for a more equitable education system. 1vyG also works to launch initiatives to strengthen first-gen communities, launch research efforts, and host the only conference for first-gen students in early 2015.

11. Women in Science & Engineering (WISE)

WISE supports women studying in the sciences at Brown. The goals of the program are to increase the number of women studying in STEM fields, facilitate a community of women in STEM fields, and discuss pertinent issues for women in science careers.

12. Brown University Active Minds

Active Minds seeks to promote sounder mental health for students through open dialogue, lifestyle changes, and encouraging students to seek help when needed. Active Minds also provides information and advocacy tools.

13. Social Classmates

A student group that works to raise awareness, encourage dialogue, and act on issues related to social class disparities. Social Classmates attempts to destigmatize social class through on-campus advocacy and a series of events, including a variety of workshops.
1. CareerLAB Resources
   a. **Walk-ins and Appointments**, for career advising.
   b. Connect with Alumni via Brunet.
   c. UCAN internship exchange, internship opportunities for students at 21 colleges.
   d. Brown Job & Internship Board (JIB).
   e. CareerLAB Field Notes, most recent internship/job postings.
   f. BrownConnect

   The University's new BrownConnect initiative links students to the Brown community for career success. The CareerLAB will host more than 20 BrownConnect Meet-Ups featuring alumni sharing their experiences and advice. CareerLAB will also run dozens of workshops to inform students about the opportunities available for funding low-paid and unpaid internships/research opportunities and to help students build the skills they need to find, apply, get, and excel at their internships.

   For more information contact internships manager Lauren D’Abrosca at Lauren_D’Abrosca@brown.edu or BrownConnect director Aixa Kidd at Aixa_Kidd@Brown.edu.

2. Independent Study

   Independent study offers opportunities for students to develop their academic interests and work closely with a small number of students or faculty.

   a. **Group Independent Study Project (GISP)** allow students to create their own credit-bearing course that would not otherwise be offered.

   **NOTE:** Can also complete an Independent Study Project or Global Independent Study Project that work in the same way as GISPs except that the course is the responsibility of a single student.

   b. Departmental Independent Study, many departments offer independent research or reading courses for individual students to pursue.

3. Study Abroad/Study Away in U.S.

   While the most common time to study abroad is during your junior year, it is important to begin planning for this process early if you wish to study elsewhere for a semester or more.

   a. Office of International Programs homepage for learning about and applying to the various study abroad programs that are accepted or offered by Brown:

   b. Brown specific programs, these “Distinctively Brown” programs are offered in 11 countries

   **STUDY ABROAD FAIR:**

   **MONDAY, SEPTEMBER 29TH**

4. Fellowships, Internships, and Research Experiences

   Brown offers funding opportunities to pursue research and internship
opportunites These programs are a good way to pursue your academic and career interests while also benefiting from the community and mentorship aspects of a fellowship. Brown-specific internships/research opportunities:

a. C.V. Starr fellowships provides students with the funding and resources to grow a social venture.
b. Royce fellowships allows students to complete independent study projects in the U.S. or globally.
c. Undergraduate Teaching and Research Awards (UTRA) support undergraduate students working with Brown faculty on research/teaching projects.
d. LINK awards provide funding for students with low-paying or unpaid summer internships.
e. Mellon Mays Fellowship seeks to increase the number of minorities, who are typically underrepresented, who earn PhDs in certain fields.

External Research/Fellowship Opportunities for sophomores:

f. National Science Foundation undergraduate awards supports research for undergraduates in those fields funded by the NSF.
g. Udall Scholarship a scholarship to preserve national heritage through the study of the environment, Native American health and tribal policy, and public policy.
h. Barry Goldwater Scholarship awards scholarships to undergraduates who plan to pursue research careers in science, math, or engineering.
i. Fellowships@Brown provides a listing of all fellowships available to Brown students.

5. Swearer Center Programming

The Swearer Center is the home of public service at Brown. The Center partners with those in the university and the community to serve those outside Brown.

a. Social Innovation Initiative seeks to instill positive social impact through venture development, academic connections, campus activities and life beyond Brown.
b. Fellowships, Internships, and Prizes, the Swearer Center offers a diverse set of fellowships and internship opportunities.
c. Community Partnerships offers students a variety of programs to explore the communities outside of College Hill and engage in public service.
d. The Engaged Scholars Program is a new initiative that prepares students to integrate their academic coursework with out-of-class learning experiences. For the coming year, the program will be piloted in the Anthropology, Engineering, Environmental Studies, and Theater Arts & Performance Studies departments.

6. Summer Session at Brown

Offers smaller classes in many departments that can be taken for credit during the summer months.

**FELLOWSHIPS, INTERNSHIPS, RESEARCH EXPERIENCES (FIRE) FAIR: THURSDAY, NOVEMBER 13TH**

Part 6: Writing Requirement

All Brown students must demonstrate their ability to write well in order to receive their degree. This requirement needs to be met at least once in your first four semesters and then again in your fifth through eighth semesters. Fortunately, there are hundreds of classes offered that can fulfill this requirement.

The first writing requirement can be met by completing at least one approved course. These courses include:

1. Writing (WRIT) designated courses: can be viewed in Banner class schedule and are offered by most departments
2. Writing Fellows courses: allow students to work on their writing with an undergraduate Writing Fellow
3. English, Comparative Literature, and Literary Arts courses

Information on independent concentrations:

If you do not find a concentration that fits your academic trajectory, you may also want to consider crafting an independent concentration. This process requires several months, so you need to begin preparing in your third semester. Independent concentrations are usually focused on broad problems, themes, or questions rather than a discipline. Your proposal must be sponsored by a faculty member and ultimately be approved by the College Curriculum Council.

If this creation process sounds appealing, begin by begin by reading up on Independent Concentrations.