AT AMHERST, LEARNING HAPPENS FACE TO FACE.

The most exciting moments of discovery emerge from one-on-one, personal exchanges: wrangling with an issue during a seminar, investigating a hypothesis in the lab, talking about anything and everything over coffee or dinner. At Amherst, you’ll find these kinds of interactions at every turn — both with your professors and with fellow students. With a low student–faculty ratio (8:1) and small classes, Amherst builds face-to-face learning right into the campus culture — which makes for an uncommonly engaging and satisfying intellectual experience.
There are at least 1,800 ways to learn at Amherst, every one of them a person with a unique combination of background, intellect and talent. Amherst students are remarkable in both their wide-ranging experiences and in the passion they share for life in and out of the classroom. Whether they come from nearby towns or faraway countries, they will have a significant and lasting impact on the way you view the world.
For at least 12 years, someone has been telling you what classes you need to take. At Amherst, you have the rare opportunity to truly shape your own education. Beyond your major and the First-Year Seminar, Amherst’s open curriculum has no core or general education requirements. Most majors consist of eight to 10 courses toward the 32 needed to earn the bachelor of arts degree, leaving you with roughly two dozen courses to choose as you see fit. So you can delve into another interest or explore a topic completely outside your usual realm, whether it’s the civil rights movement, poetry, environmental science, klezmer music or one of thousands of other possibilities.

AMHERST’S OPEN CURRICULUM ENCOURAGES THE EXPLORATION OF IDEAS IN THE LIBERAL ARTS TRADITION.

| FIRST YEAR |  |  |
|------------|-------------------------------|
| **Anthropology 10**: Exploring Human Diversity  |  |  |
| **Chemistry 11**: Introductory Chemistry  |  |  |
| **First-Year Seminar 25**: Privacy  |  |  |
| **Spanish 01**: Elementary Spanish  |  |  |
| **Economics 11**: Introduction to Economics  |  |  |
| **Law, Jurisprudence, and Social Thought 32**: Silence and Justice  |  |  |
| **Philosophy 11**: Introduction to Philosophy  |  |  |
| **Spanish 03**: Intermediate Spanish  |  |  |

| SOPHOMORE YEAR |  |  |
|----------------|-------------------------------|
| **American Studies 11**: Changing America  |  |  |
| **Biology 08**: The Biology of Catastrophe: Cancer and AIDS  |  |  |
| **Economics 53**: Macroeconomics  |  |  |
| **Psychology 11**: Introduction to Psychology  |  |  |
| **American Studies 12**: Religion, Democracy & American Culture  |  |  |
| **American Studies 32**: Racialization in the U.S.: The Asian/Pacific/American Experience  |  |  |
| **Black Studies 32**: Theorizing the Black Atlantic  |  |  |
| **Women’s and Gender Studies 24**: Gender Labor  |  |  |

| JUNIOR YEAR |  |  |
|-------------|-------------------------------|
| **Study Abroad: IES Abroad in Grenada, Spain**  |  |  |
| **Islamic Art & World and the West**  |  |  |
| **The Arab World and the West**  |  |  |
| **Intermediate Spanish: Grammar & Usage**  |  |  |
| **Images of Women in Mediterranean Film**  |  |  |
| **American Studies 112**: The City: New York  |  |  |
| **American Studies 468**: Research Methods in American Culture  |  |  |
| **English 318**: Childhood in African and Caribbean Literature  |  |  |
| **History 144**: Nineteenth-Century America  |  |  |

| SENIOR YEAR |  |  |
|-------------|-------------------------------|
| **American Studies 498**: Senior Departmental Honors  |  |  |
| **Art and the History of Art 133**: Material Culture of American Homes  |  |  |
| **Black Studies 335**: Du Bois and After  |  |  |
| **Black Studies 246**: Race and Politics in the United States  |  |  |
| **American Studies 490**: Special Topics. Biracial Narratives  |  |  |
| **American Studies 499**: Senior Departmental Honors  |  |  |
| **Art and the History of Art 102**: Practice of Art  |  |  |
| **Music 124**: Global Sound  |  |  |

Note: Amherst College’s course numbering system changed in Fall 2011.
AMHERST’S MAJORS OFFER DEPTH IN 37 AREAS. FOR FULL DESCRIPTIONS, SEE PAGE 26.
First-Year Seminar 01: The Value of Nature
Geology 09: Environmental Science: Global Warming and Energy Resources
Philosophy 11: Introduction to Philosophy
Psychology 11: Introduction to Psychology
Anthropology 12: Social Anthropology
Computer Science 11: Introduction to Computer Science I
Environmental Studies 12: Introduction to Environmental Studies
Geology 11: Principles of Geology
Mathematics 17: Introduction to Statistics

Sophomore Year
Art and the History of Art 18: Photography I
Biology 23: Ecology
Geology 29: Structural Geology
History 27: Global Environmental History of the Twentieth Century
Mathematics 12: Intermediate Calculus
Economics 54: Microeconomics
Geology 21: Surficial Earth Dynamics
Mathematics 15: Discrete Math
Psychology 12: Biological Psychology
Theater and Dance 13: Action and Character
UMass/Geology 591N: Colorado Plateau Field Trip

Junior Year
Economics 420: Game Theory and Application
Geology 271: Mineralogy
History 357: Environmental History: Ecological Thinking and Practice in Europe, 1500 to the Present
Psychology 246: Environmental Psychology
Theater and Dance 142H (half-credit): Contemporary Dance Techniques: West African

Study Abroad: Lafayette College Program in New Zealand
Half Billion Years on Edge
Research Earth Systems Science
Coastal and Marine Geography
Field Study in Earth Systems Data Analysis

Senior Year
Computer Science 161: Computer Systems I
Environmental Studies 495: Senior Seminar
Environmental Studies 498: Senior Departmental Honors
Mathematics 140: Mathematical Modeling
Smith College/Geosciences 232: Sedimentary Geology
Copeland Colloquium 331: The Meaning of Catastrophe
Environmental Studies 499: Senior Departmental Honors
Geology 301: Hydrogeology
Sociology 341: Making Peace with the Planet: Environmental Movements and Ideas

RISALAT KHAN ’13 SENIOR | DHAKA, BANGLADESH
ENVIRONMENTAL STUDIES AND GEOLOGY DOUBLE MAJOR
SENIOR HONORS THESIS TITLE: “AN AGENT-BASED MODEL TO SIMULATE FARMERS’ DECISIONS ON ADOPTION OF ORGANIC PRACTICES AND EXPLORE THE EFFECTS OF INTERVENTIONS ON LONG-TERM AGRICULTURAL OUTCOMES”

“I don’t want to specialize too soon. I think there’s value to having a broad-based education and learning about a lot of things. Amherst’s open curriculum is a great way to build your knowledge base so you can build higher.”
**FIRST YEAR**

- Arabic 01: First-Year Arabic I
- Chemistry 11: Introductory Chemistry
- First-Year Seminar 02: Genes, Genomes and Society
- Russian 01: First-Year Russian I
- English 02: Reading, Writing and Teaching
- Russian 02: First-Year Russian II
- Women’s and Gender Studies 61: Women and Politics in Africa
- UMass/Astronomy 114: Stars and Galaxies

**SOPHOMORE YEAR**

- Black Studies 11: Introduction to Black Studies
- Psychology 12: Biological Psychology
- Russian 03: Second-Year Russian I
- Women’s and Gender Studies 95: Memory, Haunting, and Migration in Contemporary American Novels by Women
- Black Studies 64: Research in Black Studies
- Film and Media Studies 40: Production Workshop in the Moving Image
- Russian 04: Second-Year Russian II
- Theater and Dance 31: Playwriting I

**JUNIOR YEAR**

- Black Studies 226: Conceptualizing White Identity in the United States
- Economics 111: Introduction to Economics
- Kenan Colloquium 424: Giving
- Russian 301: Third-Year Russian I
- Black Studies 362: Childhood in African and Caribbean Literature
- English 490: Novel Writing
- Political Science 232: Political Economy of Development
- Russian 302: Third-Year Russian II

**SENIOR YEAR**

- Black Studies 200: Critical Debates in Black Studies
- Mathematics 130: Introduction to Statistics
- Russian 401: Advanced Studies in Russian Literature and Culture I
- Theater and Dance 125H (half-credit): The Craft of Speaking I: Vocal Freedom
- UMass/FCFL 111H (half-credit): Self-Instructional Swahili I
- UMass/FCFL 112H (half-credit): Self-Instructional Swahili II
- Asian Languages and Civilizations 174: Introduction to Modern South Asian History
- Economics 275: Consumption and the Pursuit of Happiness
- Russian 304H (half-credit): Advanced Intermediate Conversation and Composition
- Theater and Dance 225H (half-credit): The Craft of Speaking II: Spoken Expression
- UMass/FCFL 111H (half-credit): Self-Instructional Swahili III
- UMass/FCFL 112H (half-credit): Self-Instructional Swahili IV

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**EIRENE WANG ’13**

**SENIOR | SILVER SPRING, MARYLAND | BLACK STUDIES MAJOR**

“The summer after my freshman year I interned in South Africa at a summer camp for kids ... I became really interested in race relations there, because of South Africa’s long-standing history with issues regarding race.”
EXPANSIVE LIBRARIES, ADVANCED SCIENCE FACILITIES, BRIGHT AND SPACIOUS RESIDENCES AND HIKING TRAILS ARE ALL PART OF THE 1,000-ACRE CAMPUS.
VARIED AND LIVELY, THE AREA AROUND AMHERST OFFERS A RANGE OF CULTURAL ACTIVITIES.
Amherst College’s 1,000-acre campus is in Massachusetts, 90 miles west of Boston and 150 miles north of New York City. At first glance it might look like just another quaint New England town, but Amherst is a college town through and through. With five colleges and 30,000 college students in the immediate vicinity, virtually all of the town’s restaurants, stores and entertainment venues cater to the needs of college students.
CROSS-REGISTRATION, RESOURCES AND EVENTS AT NEARBY COLLEGES ENLARGE THE AMHERST EXPERIENCE.

The Pioneer Valley is home to Amherst and, within 10 miles, four other colleges that collaborate extensively to allow cross-registration — along with the cross-pollination of student groups, events, culture and fun. The Five College Consortium allows you to make the Amherst experience whatever size you want. Like things small? Take all your classes at Amherst. Want a taste of something a little larger? Take a class at the University of Massachusetts–Amherst. Or go to a big-name concert at the UMass Mullins Center, just a mile away.

SMITH COLLEGE

IN BRIEF: Nation’s largest undergraduate women’s college
DISTANCE FROM AMHERST: 8 miles (18 minutes)
STUDENTS: 2,600 undergraduates, 500 graduate students
CAMPUS: 125 acres, with a new campus center incorporating a café, bookstore, mailroom, performance space, fireplace lounge and meeting rooms
RESOURCES: Botanic Garden and Lyman Conservatory with 8,000 types of plant life; largest college library collection in the U.S. with 1.25 million volumes, including branch libraries in the visual arts, performing arts, the sciences and engineering; art museum with 25,000 pieces, including internationally known French Impressionist paintings
EVENTS: International Students’ Bazaar; Otelia Cromwell Day events on issues of diversity and racism; Rally Day, honoring distinguished alumnae for their achievements; Black History Month events; concerts; theater performances; guest speakers; lectures and panels and poetry readings

MOUNT HOLYOKE COLLEGE

IN BRIEF: Liberal arts college for women (oldest in the nation) nationally recognized as a leader in educating women scientists
DISTANCE FROM AMHERST: 10 miles (23 minutes)
STUDENTS: 2,300 undergraduates
CAMPUS: 800 acres with ivy-covered neo-Romanesque and Gothic-style buildings
RESOURCES: Library with 700,000 volumes, recently renovated and expanded music and art facilities, art museum, Japanese teahouse and meditation garden, “green” science center
EVENTS: Weekly Poets’ Lounge Spoken Word Open Mic, Something Every Friday, Las Vegas Night, Festival of Diversity, Mountain Day
SERIES

Hampshire College

Amherst College

University of Massachusetts-Amherst

Hampshire College

IN BRIEF: Founded by the other four schools as an experimental approach to higher education (first students enrolled in 1970); focus is on independent work with close faculty mentoring
DISTANCE FROM AMHERST: 3 miles (8 minutes)
STUDENTS: 1,500 undergraduates
CAMPUS: 800 acres
RESOURCES: The Farm Center (a working farm and research facility dedicated to sustainable agriculture), National Yiddish Book Center and Eric Carle Museum of Picture Book Art (both independent of Hampshire but located on campus)
EVENTS: QCA Drag Ball, Spring Jam, Eqbal Ahmad Lecture

AMHERST COLLEGE

IN BRIEF: Oldest of the Five Colleges, known for its strong liberal arts education and excellent faculty
STUDENTS: 1,800 undergraduates
CAMPUS: 1,000 acres with rolling lawns and classic brick buildings
RESOURCES: Frost Library with more than 1.4 million volumes, specialized science and music libraries, Mead Art Museum with 18,000 works, Beneski Museum of Natural History, Russian archives, 17 music practice rooms, extensive athletic facilities and fields, state-of-the-art science facilities, newly updated studio art space, Folger Shakespeare Library fellowships, Emily Dickinson Museum
EVENTS: Casino, Newport Jazz, Homecoming, Harlem Renaissance, Spring Weekend

UNIVERSITY OF MASSACHUSETTS-AMHERST

IN BRIEF: Large public research university with 9 schools and colleges; nationally recognized programs include chemical engineering, computer science, electrical and computer engineering, linguistics, polymer science and engineering, psychology and business
DISTANCE FROM AMHERST: 2 miles (6 minutes)
STUDENTS: 21,000 undergraduates, 6,200 graduate students
CAMPUS: 1,450 acres, 409 buildings
RESOURCES: More than 5.8 million items in the 28-story W.E.B. Du Bois Library, the Integrated Sciences and Engineering Library and the Music Reserve Lab
EVENTS: Spring Festival of the Arts, big-name concerts (recent acts include Kanye West, Green Day, Dave Matthews Band) and athletic events at the 10,500-seat Mullins Center
MORE THAN 140 STUDENT GROUPS AND 27 INTERCOLLEGIATE SPORTS FILL THE AMHERST CALENDAR WITH CONCERTS, GAMES, LECTURES, FILMS AND MORE.
FROM 48 STATES AND 55 COUNTRIES, THE STUDENTS HERE SHARE THEIR DISTINCTIVE BACKGROUNDS, INTERESTS AND EXPERIENCES.

You’ll find that Amherst students are involved and engaged in many worlds — academic, athletic, musical, political, dramatic, and more. Many of their interests overlap and intersect. So it’s not unusual to meet an English major who’s fascinated by physics and mountain biking. Or a basketball player who loves philosophy. Or a computer whiz who plays saxophone and flute and has decided to learn piano. Amherst provides the opportunities: You can double major, try a new instrument, play two (or three) varsity sports or become editor of a journal. Not because it’ll look good on your résumé, but because you truly enjoy it — and the opportunity is there.
JEAN-ROBERT ANDRE  
SOPHOMORE  
NEW ROCHELLE, NEW YORK  
FRENCH AND SOCIOLOGY DOUBLE MAJOR

Member, executive board, Pride Alliance  
Member, Haitian Awareness Club  
Member, Men’s Project  
Member, Amherst College Diversity Coalition  
Former member, fencing team (club sport)

TAEKA BROOKS  
JUNIOR  
BROOKLYN, NEW YORK  
PSYCHOLOGY AND THEATER AND DANCE DOUBLE MAJOR

Founder and co-chair, Amherst College Figure Skating Club  
Choreographer and dancer, Amherst Dance  
Choreographer and dancer, DASAC  
(Dancing and Stepping at Amherst College)  
Member, Black Student Union
STUDENTS LEAVE AMHERST SMARER, MORE CONFIDENT, MORE CURIOUS ABOUT THE WORLD.

No matter what you study, once you graduate from Amherst you’ll dive into a world of possibilities with an insatiable love of learning, the ability to think creatively, the confidence to live life fully and, we hope, an urge to share your talents with society. Amherst’s motto, *Terras Irradient*, “Let them give light to the world,” reflects what many of our alumni do, whether they’re in the national spotlight — as Pulitzer Prize winners, Nobel laureates or National Book Award winners — or finding ways to make an impact on society as teachers, scientists, artists, businesspeople, Peace Corps volunteers or parents.
CHOOSING COURSES IS AN INTELLECTUAL ADVENTURE: THERE ARE 850 COURSES AT AMHERST AND ANOTHER 5,000 THROUGH THE FIVE COLLEGE CONSORTIUM.
“The open curriculum is one of the main reasons Amherst was on the top of my list. The college trusted me to make my own educational decisions. That’s one of the best parts of being here — you get to explore. I really like the fact that I had to sit down and actually think about what I would be studying.”

RYAN PARK | SENIOR | ECONOMICS AND POLITICAL SCIENCE DOUBLE MAJOR
**Learning Facts**

- **Average Class Size:** 16
- **Classes with Fewer than 30 Students:** 88%
- **Academic Faculty Holding Doctorate/Terminal Degrees:** 99%
- **Student-Faculty Ratio:** 8:1
- **First-Year Advisees Assigned to Individual Faculty:** 7 at most
- **Full-Time Instructional Faculty:** 211
- **Majors:** 37
- **Courses:** 850
- **Students with Double Majors:** 35%
- **Amherst Students Who Take a Five College Course:** 50%
- **Average Number of Five College Courses Taken by Amherst Students:** 2
- **Students Who Study Abroad or Off Campus:** 40%
- **Study-Abroad Programs Available:** 240+
ACADEMIC CULTURE

At Amherst, ideas don’t just bounce around. They ricochet. They careen. They zoom. If paths of learning left visible trails, you’d see lines wiggling and shooting and crisscrossing among students and professors, reaching out from Amherst all over the world.

Even if you can’t see this intellectual interplay, you can hear it — over a lunch table, where students are talking Buddhism and ethics; in every corner of campus in the weeks leading up to a controversial lecture; in the basketball locker room, where they’re discussing politics again. The buzz is sometimes intense, sometimes lighthearted — and always interesting.

And you haven’t even stepped into a classroom yet. That’s the point here at Amherst: learning, discussion, debate and conjecture aren’t limited to a predetermined time. This is simply what it’s like to live and learn at one of the country’s best liberal arts colleges.

This atmosphere draws some of the world’s most accomplished faculty and brightest students from 48 states, 55 countries and all kinds of backgrounds and experiences. One thing all Amherst students share is a love for learning. With professors who challenge and encourage, classmates who enlighten and support, and a curriculum that offers freedom, the pursuit of ideas reaches new levels here.

AMHERST’S HONOR CODE

Students and professors value Amherst’s commitment to intellectual freedom and rigor. So as cheating and plagiarism on campuses nationwide increasingly made headlines, Amherst’s student-led College Council decided to develop an honor code for Amherst.

In 2004, the student body and the faculty voted on and approved the Honor Code, whose three statements cover intellectual responsibility, freedom of expression and respect for others. In an Amherst Student editorial, Association of Amherst Students President Ryan Park pointed out that the Honor Code allows students to “hold ourselves accountable and maintain the standards of honesty and integrity that provide the foundation for this college’s academic mission.” The Honor Code, he added, promotes “students’ ownership and control over their own academic experience.” New students are required to sign the Honor Code.
Christianna Bonin and her 10 classmates straddle two worlds of learning. In one world, they gather in a seminar room on campus, reading, discussing and writing about a range of approaches to education — everything from the formal home-schooling of 19th-century philosopher John Stuart Mill to the learning of Maori children in New Zealand in the mid-1900s. In the other world, they’re on the opposite side of the desk, teaching and tutoring in a public school classroom in a nearby economically struggling town — not so they learn to teach, but so they can experience firsthand the challenges and triumphs of education. This was one of Amherst’s first courses to incorporate community-based learning. As Professor Karen Sánchez-Eppler says, it’s a chance to put theory into practice. And it’s what drew Christianna Bonin, a sophomore psychology major, to the class. “I heard from a friend that it was life-changing,” she says. “It makes you really reflect on your own education — and it changes the way you learn.”
THE FACULTY

Ask current students or graduates about the highlights of their time at Amherst, and invariably they’ll tell you stories about their professors.

Sydney Smith, a junior, calls her philosophy professor “an amazing teacher. You leave class and your head hurts. You’re always thinking. The discussions are great.” Of one professor Christian Wilson, a senior, says, “I was in his office every day. He got me interested in math.” Sara Spink, a junior, says her fine arts teacher “articulates things about the drawing process in a way that’s easy to understand. He loves what he does and he wants you to love it, too.”

What makes the faculty so inspiring? They ask tough, probing questions. They offer alternate points of view. They force you to look more closely at your own assumptions. And while their teaching is built on a solid liberal arts foundation, they’re always striving to develop better and more innovative ways for you to learn and discover.

It also helps that everything at Amherst revolves around the undergraduate experience. There are no graduate students here. The average class size is 16 students, and 88 percent of classes have fewer than 30 students. It’s not unusual for, say, the head of the neuroscience program to teach a First-Year Seminar with a dozen students—and to hold class over breakfast at his house.

As leading scholars and researchers in their fields, professors are attracted to Amherst for many of the same reasons students are—to be surrounded by interesting, articulate people in a supportive community where discovery is encouraged and where facilities rival those at research universities.

“Professors really do give you their home number. They’ll set up an appointment with you or meet you for coffee. They’ll read drafts of your paper.”

TALIA BROWN | SENIOR | ECONOMICS | EDITOR OF THE AMHERST STUDENT

The research of Amherst professors appears in journals the world over. You’ll see their names on the op-ed and news pages of The New York Times. You’ll hear them on National Public Radio. They are award-winning authors and acclaimed artists and journal editors. Among the faculty are National Institutes of Health grant recipients and Pulitzer Prize winners.

Their scholarship fills their teaching with excitement and energy. A professor’s research can expose you to new ways of thinking, while your ideas can shift the slant of your professor’s research. Whether they’re studying U.S. history or schizophrenia, French literature or virtual memory systems, Amherst professors draw you into their research. Students are regularly listed as co-authors on articles; they go to national conferences to present findings of their work.

No matter how high-profile their work is or how many awards they’ve won, Amherst professors always have time for you—as teachers, advisors and mentors. To encourage this kind of interaction, Amherst keeps the student-faculty ratio low (8:1). Professors advise no more than seven first-year students at any given time. When choosing your courses, you’ll meet face to face with faculty advisors, so you can talk things out, consider other options or change your mind.

Conversations go beyond course selection or that week’s assignment. You might drop in at a professor’s office to talk about an upcoming a cappella performance or how last night’s
TV show relates to some philosophical theory. This is not just idle chit-chat. Knowing you, your needs and your interests makes Amherst faculty better teachers and better advisors.

This all feeds into a strong sense of community. Many faculty members live within a few minutes of campus, which makes it easy for them to invite students over for dinner. Or for students to babysit their professors’ children. Or for four or five students to take their professor out to dinner downtown through the college’s TYPO (Take Your Professor Out) program, which pays for the meal.

**THE OPEN CURRICULUM**

An Amherst education doesn’t dictate; it evolves with your interests. There is no core curriculum. There are no general education requirements. You can pick and choose freely among courses of every shape and color and context.

Amherst encourages you to explore new areas, to investigate a topic in great depth, to try something you wouldn’t have considered in high school. There’s the computer science major who took Performance and saw an opera for the first time — and loved it. And the student who thought she was going to study political science until she took a couple of biology courses — and went on to earn a biology degree.

When it comes to sifting through the dizzying array of courses — 850 at Amherst and 5,000 more through the Five College Consortium — professors and advisors offer guidance. They will encourage you to take a broad range of courses to help you better understand — or question — the world, perhaps by learning another language or about another culture, by exploring history, by taking courses that give your abstract reasoning or your creativity a vigorous workout. Ultimately, though, the choice is up to you.

You might choose to take an advanced course with juniors and seniors in your first year (although some advanced classes do have prerequisites). Or you might take an introductory class your senior year, just to expose yourself to something completely different. Whatever the class, you’ll know that everyone else there chose it freely, which makes discussion that much more interesting and lively.
KANNAN JAGANNATHAN

BRUCE B. BENSON ’43 AND LUCY WILSON BENSON PROFESSOR OF PHYSICS

RESEARCH/SCHOLARLY INTERESTS: My background is in high-energy theoretical physics, particularly elementary particle theory. I served as the assistant editor of the American Journal of Physics from 1995 to 2001. Since that time the focus of my scholarly interest has been on problems that may not be solved easily but that are deeply interesting to me, such as the foundations of quantum mechanics and General Relativity.

WHY MY SCHOLARLY INTEREST MATTERS: Physics tries to understand the behavior of matter at all levels but particularly in terms of its smallest constituents. That exploration is a continuing story going back to the early days of atomic theory. Today we have a description of all matter and forces called the standard model which is amazingly successful in accounting for all observations. However, almost every physicist thinks that serious modifications of the standard model are inevitable. There is considerable excitement that within a few years, new data will force us to revise our basic picture of matter. College students now beginning their foray into the subject will have plenty of fundamental problems to tackle if they continue in this field.

WHY MY STUDENTS CALL ME “JAGU”: I’ve always been called “Jagu.” So when I came to Amherst in 1981, that’s how I introduced myself to students. It’s just simple—like Madonna or Beyoncé. But I came before them.

IF I COULD MEET ONE OF HISTORY’S GREAT PHYSICISTS: Actually, there are two. Faraday and Maxwell, the 19th-century physicists who developed electromagnetic field theory. Their work required a kind of imagination that went beyond appearances to posit unseen things. That’s an aspect of physics that sometimes people outside the field may not be aware of. It’s not as if the material world is given and then you just go and poke around and find things. Like Faraday and Maxwell, sometimes you have to formulate what it is that the world is composed of before you can study what it does.
NICOLA COURTRIGHT

PROFESSOR OF THE HISTORY OF ART

RESEARCH/SCHOLARLY INTERESTS: I publish on art and architecture in the 16th and 17th centuries in Italy, France and the Netherlands.

WHY THIS RESEARCH MATTERS: Often the way we look at art is saddled with prejudices about aesthetics alone, and I’m impatient with that....My research always tries to overturn the usual way of looking at the art I care about, to give my readers fresh eyes.

FAVORITE ARTWORK AT AMHERST’S MEAD ART MUSEUM: Naum Gabo’s modernist sculpture of 1965–66 (Vertical Construction No. 2 [The Waterfall]), because of its remarkably delicate fusion of the ineffable (a web of lines twisting almost invisibly in space) with the physical (machine-like wires surrounding a metal cut-out interior). I’ve spent hours with students looking at this work and I never get tired of thinking about it.

I KNOW I’VE MADE A DIFFERENCE FOR MY STUDENTS WHEN: They go abroad and write me that they saw the art we talked about in class and it was even more fabulous in person than they expected.

HOBBY THAT WOULD MOST SURPRISE MY STUDENTS: Gardening, I suppose, because they probably don’t think of me as a person who likes to kneel reflectively in the dirt. But if they are observant when they come to my house (as many do, since I invite them over all the time), they can see how I like to order nature with my own hands, not just talk about how artists do it.

BEST THING ABOUT BEING AT AMHERST: Teaching and talking to my students about everything under the sun.
THE FIRST-YEAR SEMINAR
The First-Year Seminar is the only course required of all new students. It introduces you to the Amherst way of learning, discussing and writing papers. But even here you have more than 25 courses to choose from, a number of them team-taught by professors in different disciplines. The courses change every year, depending on the interests of the faculty. Recent offerings include:

- Thought Experiments in the Development of Physics
- Secrets and Lies
- The Value of Nature
- Genes, Genomes and Society
- Gender and Science
- The Unseen Universe
- Friendship
- Mind and Brain
- Africa: Power and Representation
- Evolution and Intellectual Revolution

STUDYING AT AMHERST
Amherst offers the bachelor of arts degree in 37 fields of study in the arts, sciences, social sciences and humanities — plus the possibility of creating your own interdisciplinary major. About 35 percent of Amherst students double major. (For a list of majors and descriptions, see page 26.)

If you’re interested in biology, chemistry, geology, neuroscience or physics, Amherst can be an ideal place to study the sciences. Classes are small, which means more time with professors. With no competition from graduate students, you have opportunities to use sophisticated lab equipment (such as the 400 MHz nuclear magnetic resonance spectrometer, the ion chromatograph or laser systems for atomic and molecular spectroscopy) and to assist faculty with research projects. Many science students spend summers at Amherst, working with a professor on research that may become a senior thesis.

THE CREATIVE WRITING CENTER
Learning to write well requires more than writing courses. That’s the thought behind Amherst’s Creative Writing Center. The interdisciplinary center’s faculty members—who come from a range of departments, from English to Spanish to Theater and Dance—believe that the best writing education happens not only through writing courses, but also through reading and learning in other disciplines. So while Amherst doesn’t have a major in creative writing, the center offers writing courses, workshops, readings, discussions and class visits with practicing writers and editors. Many of Amherst’s departments also offer the opportunity for a creative writing honors project. To find out more about the Creative Writing Center, go to www.amherst.edu/academiclife/departments/cwc.

The Creative Writing Center offers:

- Writing courses and workshops
- Readings and discussions with visiting writers
- Class visits by practicing writers and editors
- Opportunities for creative writing honors projects

Overall, about 50 percent of Amherst students write theses during their senior year; over 60 percent of students majoring in the natural/physical sciences complete a thesis. The thesis offers the opportunity to do advanced work in the form of a major paper, scientific research or an artistic creation such as a dance or musical piece. Here are a few representative thesis titles:

- Art: “A True Brazilian: The Glorification of Candido Portinari and National Identity” (Silvia Sabino)
- Biology: “Obtaining Catalytic Antibodies Using Phage Display” (May Chien)
- Economics: “The Use of Inflation Targeting in Latin American Countries” (Jonathan Edwards)
- English: “Talking Funny: Comedy and Communication in Kingsley Amis’s Prose” (Benjamin Wieder)
- Geology: “Acicular Calcite Texture: Aragonite Pseudomorphs on Syros Island, Greece” (Jessica Driscoll)
- History: “Development and Assimilation: The History of Immigrant Muslims in St. Louis” (Faraz Ahmad)
- Interdisciplinary: “Markets of Morality, Vulnerability and Social Justice: The Allocation of HIV/AIDS Prevention and Treatment Resources” (Kyle Legleiter)
- Physics: “Initial Conditions in Bohmian Mechanics” (Michael Reed)
- Psychology: “The Effects of Gender and Retention Interval on Autobiographical Memory Narratives” (Katie Bukrinsky)
- Russian: “Plato, Tolstoy and the Truth: Tolstoy’s Literary Adaptations of Plato’s Theories of ‘Memories,’ ‘Death’ and ‘Love’” (Ethan Alexander-Davey)
- Theater and Dance: “The Journey of a Family: The Creation and Production of TORN” (Ann MacRae)
Professor Daniel Barbezat begins class sitting sedately behind his desk, starting into a routine review for Monday’s midterm. But soon he’s up out of his chair, he’s hopping down the step, he’s walking the room. Sleeves rolled up, long hair pulled back in a ponytail, he can’t contain his enthusiasm over the distinctions among different types of colonial-era trade. His excitement is contagious. Students nod with understanding. They offer their own points. They ask questions. They laugh at his jokes. It’s this easy rapport with students that helped win Professor Barbezat the outstanding teaching prize from the Economic History Association. He reminds students that on the upcoming exam, he’s less interested in having them spout specific data from the journal articles they’ve read (there’s no textbook in this class), and more interested in seeing how they make connections between topics they’ve discussed. “I want the exam to be like a cool obstacle course,” he says.
“I received a grant from Amherst that allowed me to travel anywhere in the world for the purpose of writing. I went down to Grenada this summer and spent two weeks recording the oral history of my mother’s family’s immigration from India in the 19th century.”

SARAH BASS | JUNIOR | ENGLISH

For students studying science, mathematics, economics or psychology, the Moss Quantitative Center offers a comfortable place to study, along with tutoring and review sessions. In addition to professional staff, the peer tutors are well prepared to provide valuable help: they attend class lectures just so they can be familiar with how the professor presents the material.

Because ideas are only as good as the way they’re communicated, courses throughout the curriculum emphasize oral and written skills. For feedback on a first draft of a paper, head to the Writing Center, where some of the best writers on campus and a staff of professional writing counselors can offer suggestions on how to improve it. Your professors, too, will offer constructive criticism, which will sometimes run as long as the paper itself.

STUDY-ABROAD AND OFF-CAMPUS EXPERIENCES

Beyond the Amherst area, you have the opportunity to study at a variety of institutions, from the National Theater Institute and the Mystic Seaport Program in Connecticut to Amherst’s own Folger Shakespeare Library in Washington, D.C., a premier research, educational and cultural center, which holds the world’s largest collection of the Bard’s printed works. Through the Twelve College Exchange program, Amherst students can undertake residential study at Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley and Wheaton Colleges and Wesleyan University. There’s also a five-year dual degree program, leading to both a bachelor of arts degree from Amherst and a bachelor of engineering degree from Dartmouth’s Thayer School of Engineering.

Outside of the United States, Amherst students can choose from more than 240 study-abroad programs. About 40 percent of students, typically juniors, spend a semester or year living and learning in countries including Senegal, Argentina, India, New Zealand, England, Spain, France and Egypt, in addition to Japan, where Amherst has a special relationship with Doshisha University, founded in 1875 by an Amherst graduate.

FIVE COLLEGE CONSORTIUM

Amherst students can make their academic—and social—experience as big or as small as they want. Within 10 miles of Amherst are four other institutions of higher learning: Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts at Amherst. That makes for fertile intellectual ground. The Five Colleges have an open agreement that allows students to choose from among the 5,000 courses at the other institutions—without paying additional tuition. More than half of Amherst students use this opportunity, taking an average of two classes at the other campuses during their four years. Five College students also come to Amherst, enriching class discussions with their perspectives.

As a Five College student you can take advantage of libraries on all the campuses (with a remarkable total of more than 8 million volumes and 3.7 million other items), as well as eight museums (including the National Yiddish Book Center, several art museums and the Eric Carle Museum of Picture Book Art), a high-caliber radio telescope and other unique academic resources. A free bus system makes travel among the five institutions easy.

By combining resources and strengths, the Five Colleges are able to offer other unusual opportunities to undergraduates (you can take intensive Ki-Swahili or Hindi, video production or volcanology, for instance). Two joint academic departments, Astronomy and Dance, offer more breadth and depth than any one of the colleges could independently, and the Dance department is one of the largest in the nation. Fourteen certificate programs are also available, including African Studies; Architectural Studies; Asian/Pacific/American Studies; Buddhist Studies; Culture, Health and Science; Ethnomusicology; International Relations; Latin American, Caribbean and Latino Studies; Logic; Middle Eastern Studies; Native American Indian Studies; Queer and Sexuality Studies; Russian, East European and Eurasian Studies; and Sustainability Studies. For more information on the consortium, go to www.fivecolleges.edu.
AREAS OF STUDY

www.amherst.edu/academiclife/departments

AMERICAN STUDIES
11 faculty members (1 shared with Art and the History of Art, 3 with History, 2 with Sociology, 3 with English, 1 with Black Studies and 1 Five College joint appointment in Asian/Pacific/ American Studies)

FACULTY INTERESTS INCLUDE: Consequences of travel for American artists; representation of Native Americans in mid-19th century; history of censorship; history and material culture of 17th- and 18th-century New England; immigration; race/gender and Latino issues in urban sociology; the reciprocal influences of culture and the environment.

DISTINCTIVE FEATURES: Amherst was among the first colleges in the country to establish a program in American Studies. Introductory courses are taught by faculty from five different departments. Majors are required to examine some aspect of American society or culture in a senior essay.

ANTHROPOLOGY AND SOCIOLOGY
8 faculty members (4 anthropologists, 4 sociologists)

FACULTY INTERESTS INCLUDE: Symbolism; ritual; inequality; globalization; food systems; medical-psychiatric anthropology; culture and mental illness; religion and healing; theories of subjectivity; Islam; family; Latino/s studies; environmental sociology; social change; social organization; social stratification; political sociology; social psychology; collective behavior; identity; mass media and information technology; race and ethnicity; Melanesia; Cameroon; West Africa; Southern Africa; Middle East; Turkey; Latin America; South Asia.

DISTINCTIVE FEATURES: Our anthropologists are involved in field research in Africa, India, the Middle East and Oceania, working on projects about gender, the political economy of food, the cultures of capitalism, transnationalism, youth cultures and public health. Our sociologists are involved in projects about the social construction of nature, the workings of social class, the causes and consequences of philanthropy, the politics of drug use and drug control, right-wing movements in America, social construction of identity, racial and ethnic politics in America, and the politics of immigration.

ARCHITECTURAL STUDIES
6 faculty members (5 associated with other departments, including History of Art, American Studies, European Studies, French, German and History; 1 Five College appointment in Architecture and Design), plus two contributing faculty from Asian Languages and Civilizations.

FACULTY INTERESTS INCLUDE: Material culture and domestic architecture; social, cultural and historical forces affecting the transformation of architectural styles; representation of architectural space; digital design; effects of architecture on the living environment; private and public memorials; architectural representation of the urban imagination.

DISTINCTIVE FEATURES: The newest of Amherst’s interdisciplinary majors, the Five College Architectural Studies program firmly places the study of architecture in the liberal arts by encompassing the history, theory, philosophy, design, and science of the built environment. The major draws on resources and faculty from a range of disciplines across the colleges, which include art history, cultural studies, history, literature, economics, urban studies, visual and media arts, gender studies, physics, sociology, and environmental studies. With the guidance of their Amherst FCAS advisor, Amherst students create an individualized course of study that may include, among others, sustainable design, urban planning, and architectural history, theory, and criticism.

ART AND THE HISTORY OF ART
10 faculty members

FACULTY INTERESTS INCLUDE: Painting; sculpture; printmaking; photography; medieval art; the Renaissance; Dutch and Flemish painting; the 18th century; modern art; American art; African art and Japanese art.

DISTINCTIVE FEATURES: Students are introduced to major documents, historical periods and artists in Art 1 and to the studio issues of pictorial and sculptural construction in Art 2. Advanced courses emphasize the belief that the study of art history and the making of art are inseparable endeavors. Facilities include a fine arts library, a comprehensive collection in the Mead Art Museum, large, well-equipped studios and the Eli Marsh Gallery for student exhibitions. Seminars on specialized topics, visiting artists, visiting lecturers and trips to major exhibitions enrich the opportunities for students.

ASIAN LANGUAGES AND CIVILIZATIONS
9 faculty members (3 shared with History, 1 with Anthropology and Sociology, 1 with Music; 1 with Art and the History of Art), 4 lecturers and 3 affiliated faculty

FACULTY INTERESTS INCLUDE: West Asian history; West Asian anthropology with a special focus on Turkey; Islam; South Asian anthropology; South Asian ethnomusicology; South Asian religion with a special focus on Buddhism; pre-modern and modern Chinese history; late imperial and modern Chinese literature and Chinese cultural studies; early-modern and modern Japanese history; early modern and modern Japanese literature; Japanese art history with a special focus on Buddhist and contemporary art; Japanese linguistics; Japanese language; Chinese language.

DISTINCTIVE FEATURES: Amherst sponsors the Associated Kyoto Program, a two-semester study abroad program at Doshisha University in Kyoto, Japan. At Amherst, there are multimedia classrooms for language teaching, drill rooms for language practice and a reading room. The department hosts a language table. Arabic is also offered through the Five College Middle Eastern Studies Certificate Program.

ASTRONOMY
1 faculty member at Amherst; 23 in the Five College Astronomy Department

FACULTY INTERESTS INCLUDE: Amherst Professor George Greenstein is a theoretical astrophysicist who has done research on cosmology and neutron star structure. He is the author of three books on science for the layperson and one textbook. He is currently designing software for teaching astronomy online.

DISTINCTIVE FEATURES: The Five College Astronomy Department allows students the benefits of a first-
CAROLINE GOUTTE
PROFESSOR OF BIOLOGY

I TEACH AT AMHERST BECAUSE: I spent 10 years training at top-notch scientific institutes, but I am truly a liberal arts person at heart—I love art and dance, and spent much of my childhood in France and Japan. This small and diverse campus allows me to keep those interests alive while still pursuing my scientific interests.

RESEARCH INTERESTS: Molecular mechanisms of cell communication. My primary research approach is genetics, and I use the nematode Caenorhabditis elegans as a model system.

WHY THIS RESEARCH MATTERS: Our development and daily life are dependent upon the ability of our cells to interact with one another. When proper communication is impeded, disaster can strike. For example, one of the genes I study causes early-onset Alzheimer’s disease if it is defective.

I KNOW I’VE MADE A DIFFERENCE FOR MY STUDENTS WHEN: They can see the big picture and they begin to ask questions that are in fact the topics of current research projects around the world.

BEST THING ABOUT BEING AT AMHERST: The students. They are interesting people—not one of my science students could ever be described exclusively as a “science nerd.”
WILLIAM TAUBMAN
BERTRAND SNELL PROFESSOR OF POLITICAL SCIENCE

RESEARCH/SCHOLARLY INTERESTS: My specialty is Russian politics, but thanks to Amherst’s emphasis on interdisciplinary studies, I’ve expanded my range. For example, I love the colloquium I teach with psychology professor Amy Demorest, on Personality and Political Leadership.


WHY THIS RESEARCH MATTERS: Khrushchev is a classic case of a leader whose character had a decisive effect on his time and ours, but the approach I used to understanding his story can be applied to other leaders in other countries, including our own.

FAVORITE SPOT IN RUSSIA: Red Square in Moscow, because when I stand in that vast cobblestoned space, I’m present at the place where so much of what I’ve studied, taught and written about occurred.

I GET READY TO TEACH A CLASS BY: Doing the same reading I’ve assigned to my students, and by trying to figure out how best to present the material clearly and make it come alive. Since most of my classes are small enough to allow conversation, I don’t prepare lectures, but rather a series of questions that I hope to help the students answer in the course of discussion.
rate liberal arts education in a small college and association with a research department of international stature.

**BIOCHEMISTRY AND BIOPHYSICS (BCBP)**
10 faculty members and 1 visiting faculty (all are associated with other departments, including Biology, Chemistry and Physics)

**FACULTY INTERESTS INCLUDE:** dynamics and mechanics of protein function; enzymology; kinetics and thermodynamics of protein folding; organization, asymmetry, and fusion of cell membranes; transport; genetic, biochemical, and chemical analysis of cell–signaling pathways; cell–cell communication and specialization in development; nucleic–acid biochemistry; synthetic organic and bioorganic chemistry.

**DISTINCTIVE FEATURES:** One of Amherst’s interdisciplinary majors, BCBP integrates the principles of chemistry, physics, and mathematics to explain and explore biological phenomena. Following completion of a common set of six introductory courses, students choose either the biophysical track, focusing on computational and physical approaches to studying biological problems, or the biochemical track, emphasizing the tools and principles of molecular biology and biological chemistry.

**BIOLOGY**
11 faculty members (2 shared with Neuroscience)

**FACULTY INTERESTS INCLUDE:** Social and reproductive behavior and physiology; plant sexual systems and evolution; sexual dimorphism and pollination biology; evolutionary genomics and disease biology; cellular neurobiology and visual physiology; mutation and antibody diversification; genetic analysis of cell–signaling mechanisms; fertilization; cell-specific gene expression; plasma membrane lipid bilayer function.

**DISTINCTIVE FEATURES:** Lab equipment in the McGuire Life Sciences Building includes a confocal microscope, compound microscopes equipped with epifluorescence and microinjection equipment, a flow cytometer, ultracentrifuge, scintillation counter, spectrophotometers, high–performance liquid chromatographs, tissue culture facilities, two greenhouses, animal care facilities, walk-in environmental rooms and a student computer room. A wildlife sanctuary is adjacent to the campus.

**BLACK STUDIES**
9 faculty members (2 shared with English, 2 with History, 1 with American Studies, 1 with Art and the History of Art, 1 with Religion, 1 with Anthropology and Sociology, and 1 with the Mellon Fellow Program)

**FACULTY INTERESTS INCLUDE:** Nigerian art and culture; nineteenth–century African–American history; Caribbean and African literature and culture; women in Africa and the African diaspora; African–American religious history; African and African–American Education; African political economy; West African chiefdoms and the post–colonial state.

**DISTINCTIVE FEATURES:** Courses encompass Africa, the United States, Brazil, the Black Atlantic, and the Caribbean and Black Diasporas. Majors are encouraged to participate in field work such as course–related work in local communities, research and participation in communities elsewhere in the United States, or study and work abroad (e.g., in sub–Saharan Africa or the Caribbean).

**CHEMISTRY**
8 faculty members

**FACULTY INTERESTS INCLUDE:** Synthesis of enzyme inhibitors; synthesis of inorganic–organic hybrid materials; molecular recognition in biological systems, creation of artificial enzymes, and design of novel organic “molecular imprints”; atmospheric chemistry of volatile organic compounds; fluorescence spectroscopic analysis of protein–protein and protein–nucleic acid interactions; microwave spectroscopic investigation of molecular binding; infrared spectroscopic characterization of the geometries and energetics of weakly bound molecular complexes; single molecule fluorescence microscopy of dynamic processes in proteins and other folding polymers.

**DISTINCTIVE FEATURES:** Lab equipment includes 400 MHz Fourier transform nuclear magnetic resonance spectrometer; computer–controlled fluorescence, microwave, far–infrared, infrared, ultraviolet and visible spectroscopy; X-ray diffractometer; mass spectrometers; computer graphics and molecular modeling; fully computer–interfaced teaching laboratory; thermogravimetric analysis; single molecule fluorescence microscope.

**CLASSICS**
4 faculty members and 1 visitor

**FACULTY INTERESTS INCLUDE:** Greek and Roman epic, historiography, and lyric poetry; Greek tragedy; Hellenistic literature; Greek and Roman history; Greek archaeology; Greek and Roman religion; comparative literature.

**DISTINCTIVE FEATURES:** The curriculum offers a wide range of courses in the languages and literatures, history, archaeology, social practices and religions of ancient Greece and Rome. The major program emphasizes mastery of the ancient languages and provides a broad perspective of life in the ancient Mediterranean.

**COMPUTER SCIENCE**
4 faculty members

**FACULTY INTERESTS INCLUDE:** algorithm analysis; experimental methodology; theoretical computer science; computational complexity; artificial intelligence; natural language processing; memory management; operating systems.

**DISTINCTIVE FEATURES:** Facilities include a specialized library and newly–renovated computer labs featuring a 24–hour lab for majors, a lab for introductory courses and a circuit design lab. Majors may work with faculty on summer or in–semester research, which sometimes lead to theses and publications. An Association for Computing Machinery student chapter sponsors events.

**ECONOMICS**
10 faculty members

**FACULTY INTERESTS INCLUDE:** Economic history of the U.S. and Europe; economic development and economic growth; game theory; law and economics; health economics; environmental economics; labor
On a late June afternoon, Jackie Watson checks the yeast cells she’s growing for her senior honors research involving the estrogen receptor. Nearby, labmate Jean Santos is reading up on biochemistry for his thesis on alpha crystallin proteins in the eye. “What’s cool,” Santos says, “is that this work may have applications for treating cataracts.” Raysa Cabrejo, a rising sophomore and a recipient of a fellowship from the Dean of the Faculty’s office to conduct research during the summer, is getting acquainted with the lab’s equipment, which includes a custom-built single molecule spectrometer. The group’s elder is Jørgen Walker Peterson, who just graduated with a double major in chemistry and music. He’s received a prestigious postbaccalaureate award to expand his thesis work on the interactions of a second signaling molecule, calmodulin, with the estrogen receptor. The common element—so to speak—linking these students is Patricia O’Hara, a widely published professor of chemistry who also teaches in Amherst’s interdisciplinary program in biochemistry and biophysics and serves as dean of new students. Her research focuses on fluorescence spectroscopy of macromolecules; another specialty, as hundreds of Amherst alumni can attest, is mentoring a new generation of scientists in the O’Hara lab. “In research, we work as partners challenging and pushing each other to create new knowledge,” says O’Hara. “It’s a privilege to bear witness to the transformation of a student into a colleague.”
economics; economics of education; microeconomic theory; macroeconomic theory; economics of the public sector; monetary economics; open–economy macroeconomics; international trade; economics of institutions; finance and econometrics.

DISTINCTIVE FEATURES: A dedicated computer lab for majors and thesis writers offers a range of economic databases and software. A large network of Amherst alumni work at leading financial firms, businesses, non–profit organizations, research institutes, and academic institutions. There are opportunities to conduct research with faculty members and funding for summer fellowships at research institutions such as the Brookings Institution and the Federal Reserve Board. The department does not offer business courses, although many majors pursue business careers.

ENGLISH
18 faculty members (1 shared with Russian, 2 with Black Studies, 2 with American Studies, 1 with Women’s and Gender Studies) and 4 visitors

FACULTY INTERESTS INCLUDE: Old English; Chaucer; Renaissance poetry and poetics; Renaissance drama and theatrical practices; 18th–century fiction and satire; Romantic poetry; Realism and Modernism; contemporary British fiction and poetry; postcolonial literature; Caribbean literature; modern African literature; 19th– and 20th–century American literature; ethnic American literature; African–American literature; American Indian literature; modern and contemporary poetry; comparative literature; sports history; gender studies; childhood studies; feminist studies; queer studies; film; literary theory; cultural history; the writing of poetry; and the writing of fiction and nonfiction.

DISTINCTIVE FEATURES: The college’s ownership of the Emily Dickinson Museum in Amherst and the Folger Shakespeare Library in Washington, D.C., provides students with unusual opportunities for independent research. For more on creative writing, see Creative Writing Center (page 23).

ENVIRONMENTAL STUDIES
21 faculty members (each associated with a traditional department: Geology, Biology, Chemistry, Physics, Sociology, Mathematics, Philosophy, Economics, History, Law, Jurisprudence and Social Thought, and Psychology).

FACULTY INTERESTS INCLUDE: the evolution of plants; the influence of environmental change on the reproductive success of birds and fishes; the co–evolution of plants and pollinators; water quality and ecological dynamics; analysis of some of the earliest of life forms in the geological record; atmospheric chemistry and global climate change; mathematical models of environmental dynamics; the economics of resource use; the politics of environmental policy; environmental ethics; the history of the interaction between culture and environment.

DISTINCTIVE FEATURES: One of Amherst’s many interdisciplinary majors, environmental studies is the only major that spans the entire curriculum. Students in environmental studies are expected to be as engaged in the sciences germane to understanding the environment as they are in the philosophical and social policy underpinnings of environmental thinking. We encourage our majors to take advantage of a growing number of summer and interterm opportunities to engage in field research, environmental education, or work with environmental NGOs.

EUROPEAN STUDIES
Advisory committee of 32 faculty members (all shared with other departments: History, Art and the History of Art, English, Religion, Political Science, French, Spanish, Russian, Classics, Economics, German)

FACULTY INTERESTS INCLUDE: A wide variety of disciplines and approaches to the study of European cultures.

DISTINCTIVE FEATURES: The program stresses the interrelatedness of the liberal arts. Majors are required to spend at least one semester in Europe, typically during the junior year, and to write a senior thesis.

FILM AND MEDIA STUDIES
Approximately 20 faculty members (each associated with a traditional department: American Studies, Art and the History of Art, Asian Languages and Civilizations, English, German, History, Law, Jurisprudence and Social Thought, Music, Russian, Sociology, Spanish, Women’s and Gender Studies)

FACULTY INTERESTS INCLUDE: cinesthesia; digital cultures; feminist approaches to media; film and authorship (including Pedro Almodovar, Claire Denis, Alfred Hitchcock, Ida Lupino, Wong Kar–Wai); film and the law; genre study (including romantic comedy, melodrama); history of censorship; national and global cinemas (Chinese, German, Indian, Japanese, Spanish, France); narrative video production; photography; popular culture; race and cultural studies; sociological and historical approaches to media representations; television studies; theories and histories of sound production; video and performance.

DISTINCTIVE FEATURES: The Film and Media Studies Program situates the study and practice of the moving image in its aesthetic, technical, and socio–cultural dimensions within a wider history of media. The program integrates formal, historical and theoretical analysis with various forms of creative and production experience in its required core courses. In courses in critical studies and production, we explore the practice of constructing moving images through considerations of narrative, non–narrative and experimental structures, camera motion, editing techniques, music and sound design, mise–en–scène, and digital technologies. The dual emphasis on study and practice allows the historical, theoretical, compositional and aesthetic issues to illuminate each other and thus to allow students to engage with both the depth and breadth of media production and analysis.

FRENCH
7 faculty members

FACULTY INTERESTS INCLUDE: In addition to the introductory and intermediate language sequence, the department offers courses in all the major periods and genres of French literature and civilization, as
well as Francophone literature of the Caribbean, film and theory. All members of the department are active, publishing scholars.

**DISTINCTIVE FEATURES:** In majors and enrollments, Amherst has one of the most successful undergraduate programs in French language, literature and culture in the country. Eighty percent of majors study abroad in a Francophone country. Amherst has two post-graduate exchange programs in France and each year has three French teaching assistants.

### GEOLOGY

5 faculty members

**FACULTY INTERESTS INCLUDE:** Metamorphic phase equilibria; argon and U/Pb/Th geochronology; rock deformation; development and evolution of mountain belts and subduction zones; electron beam microscopy of rocks and minerals; organic and trace element geochemistry of fresh and hypersaline ground water; geomicrobiology; digital paleobiology; paleoecology of early metazoan and microbial communities.

**DISTINCTIVE FEATURES:** The department occupies a new, state-of-the-art Earth Sciences and Museum of Natural History building where samples, maps, publications, computers, microscopes and cutting-edge analytical instruments are fully integrated and where lectures, labs and research are unified. The department covers solid-earth and environmental subdisciplines, and engages in fieldwork across North America and abroad.

### GERMAN

3 faculty members, 1 senior lecturer, and 2 teaching assistants

**FACULTY INTERESTS INCLUDE:** Interdisciplinary cultural studies (history, political science, film, visual arts, architecture, new media, music, theater, popular culture, etc.); medieval through contemporary literature and culture; narrative theory; women’s studies; utopias in literature; exile studies; dance theater; performance studies; intellectual history; German-Jewish issues; Weimar culture; post-War Germany, East and West; unified Germany; multiculturalism.

**DISTINCTIVE FEATURES:** Students can choose a German literature or German studies track. They can live in (and take advantage of) the German theme residential house and attend weekly lunch tables, coffee breaks, a film series, lectures, recitals, concerts and field trips. There is a generously subsidized exchange program with Göttingen University. All courses use interactive teaching technologies and an extensive audio-visual collection (videos, DVDs and CDs).

### HISTORY

17 faculty members (4 shared with American Studies, 3 with Asian Languages and Civilizations, 2 with Women’s and Gender Studies, 2 with Black Studies)

**FACULTY INTERESTS INCLUDE:** African-American history; free speech and censorship in U.S. history; urban history; history of education; the French Revolution, European expansion and empire in the nineteenth-century; Russian history; medieval Europe; gender and sexuality in Early Modern England and Europe; legal history; the European Enlightenment, 1680-1780; Nazism and 20th-century Europe; Mexico and Latin America; pre-modern and modern Chinese history; pre-modern and modern Japanese history; the history of the Arab Middle East; Israel, Iran, Turkey and Central Asia; South Africa; Caribbean history; the American West and Southwest; science, medicine and technology; comparative colonial policy; early American history; Native American cultures; the antebellum South; the history of women in the U.S.; the history of Islam; environmental history; indigenous politics; the Black Atlantic; Brazil; comparative slavery; public history; American visual culture; nation and state formation.

**DISTINCTIVE FEATURES:** The libraries and archives of the Five College Consortium include a variety of special collections. Financial support for students writing honors theses is available from the G. Forest Gillett Fund. Informal thesis writing seminars are held throughout the year. The department’s lounge offers a quiet place to study, hold get-togethers and have meetings.

### LAW, JURISPRUDENCE AND SOCIAL THOUGHT (LJST)

5 faculty members and 1 long-term visitor

**FACULTY INTERESTS INCLUDE:** Philosophy of law; American legal institutions; jurisprudence and society; legal and cultural history; legal geography; global legality; international humanitarian law; trials; cultural and psychoanalytic approaches to law; law and social identity.

**DISTINCTIVE FEATURES:** The department places the study of law within the context of a liberal arts education, offering courses that treat law as a historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

### MATHEMATICS

8 faculty members

**FACULTY INTERESTS INCLUDE:** Infinite abelian groups; topological groups; arithmetic geometry; number theory; dynamical systems; game theory; mathematical modeling; algebraic geometry; history and philosophy of mathematics; statistics (nonparametric statistics, covariance estimation); logic; and probability.

**DISTINCTIVE FEATURES:** The department offers a broad curriculum in pure and applied mathematics and statistics. Majors occasionally work with faculty on summer research projects, which sometimes lead to journal publications. The Mathematical Association of America student chapter sponsors many events, and there is a weekly informal lunch for math students and faculty.

### MUSIC

4 full-time and 3 part-time faculty members

**FACULTY INTERESTS INCLUDE:** Music composition; 20th-century music; music of Bartók, Beethoven,
ALLEN HART ’82
PROFESSOR OF PSYCHOLOGY

I CAME BACK TO TEACH AT AMHERST BECAUSE: The balance between research and teaching is valued here. Amherst faculty are doing the same quality of research as professors at any university or college in the country, but there’s a better balance between excellence in teaching and excellence in research.

WHY I TEACH: It’s the immediacy of it. Your teaching can change with the research. You can teach the same course every year, but the content changes because of new discoveries and new articles to talk about. So it’s very exciting.

I GET READY TO TEACH A CLASS BY: Putting on a Miles Davis CD.

RESEARCH INTERESTS: I have two lines of research I’ve focused on the last several years. One deals with psychology and the law. I also deal with issues related to race. My colleagues and I looked at neurological activity involved with the processing of racial information and found that a part of the brain is more active for a longer period of time when exposed to individuals from a different racial group.

ADVICE FOR FIRST-YEAR STUDENTS: Don’t retreat. What I love about first-year students, especially during Orientation, is that they’re willing to take risks, to say “Hi, what’s your name?” If there were a way to harness and maintain that risk-taking, they would be more open to new people and new experiences.
MARGARET HUNT
WINKLEY PROFESSOR OF HISTORY AND POLITICAL ECONOMY AND PROFESSOR OF WOMEN’S AND GENDER STUDIES

RESEARCH/SCHOLARLY INTERESTS: I’m currently working on two books. One is a general history of women in 18th-century Europe. I’m also partway through a book on gender and the British Navy during the period of the military revolution (roughly the late 17th and early 18th centuries). My other big current scholarly interest is women and the law.

WHY THIS RESEARCH MATTERS: I like research that overturns misconceptions about women’s agency (or lack of it) in the past. The topic of European women in the 18th century matters because too many textbooks still tend to portray women in “olden times” as having been so beaten down that they were barely human. I try to tell a much more nuanced story.

HOW MY TEACHING INTERSECTS WITH MY SCHOLARSHIP: I often bring to class early modern manuscript sources that I’ve gathered from the college archives. Students have trouble reading the old handwriting, but they seem to like them.

TIME PERIOD I’D MOST LIKE TO VISIT: I would like to spend some time in late 17th-century London, probably in the eastern parishes like Wapping, where sailors and their families lived.

BEST THING ABOUT BEING AT AMHERST: The Five Colleges. It’s amazing to have so many wonderful colleagues spread across five institutions.
Bach, Mozart, Janáček; opera; music and religion; anthropology of music; music, human rights, and cultural rights; music in post-socialist Europe and Eurasia; world music; electronic music; music of the classical and romantic eras; musical performance.

**DISTINCTIVE FEATURES:** The department is musical performance-oriented with a symphony orchestra, various chamber music groups, concert choir, women’s chorus, men’s glee club, jazz ensemble, madrigal singers, world music performances, and participation in the Five College Early Music Program and Five College world music ensembles, as well as opera performances. A number of courses combine musical performance with academic study.

**NEUROSCIENCE**

6 faculty members (all are associated with other departments, including Biology, Psychology and Chemistry)

**FACULTY INTERESTS INCLUDE:** Neural mechanisms of feeding behavior; control of aggression and other social behavior in fish and birds; molecular and cellular basis of plasticity in the visual system; control of neural excitability; psychobiology of early development and aging; history of psychiatry; animal models of schizophrenia.

**DISTINCTIVE FEATURES:** Established in 1973, the program was the first undergraduate neuroscience program in the country and features modern research and teaching facilities. Students are strongly involved in research. The program is rigorous, but offers flexibility for students to choose electives emphasizing molecular, cellular, pharmacological, physiological or behavioral approaches to the study of the brain.

**DISTINCTIVE FEATURES:** The department has a very active speaker series. In 2006, it inaugurated “The Amherst Lecture in Philosophy,” a prestigious lecture series associated with a new on-line journal, www.amherstlecture.org. The department also organized and maintains www.askphilosophers.org, a website that allows anyone to ask philosophical questions and have them answered by dozens of professional philosophers from around the world.

**PHYSICS**

7 faculty members

**FACULTY INTERESTS INCLUDE:** Bose–Einstein condensates (BEC); experimental condensed matter physics; low-temperature physics; single-molecule nanomagnets; atomic and molecular spectroscopy; fundamental symmetries; lasers; precision measurements; chaos and non-linear dynamics; foundations of quantum mechanics; optics; particle physics and high energy theory.

**DISTINCTIVE FEATURES:** Equipment includes an apparatus for the production of BEC, a physical properties measurement system for investigating materials down to 1.8 K, a variety of lasers and vacuum systems, high sensitivity optical magnetometers, and a down-conversion apparatus for the study of quantum optical effects.

**POLITICAL SCIENCE**

10 faculty members (2 shared with Women’s and Gender Studies, 1 with Law, Jurisprudence, and Social Thought) plus 1 Five College professor and 2 Karl Lowenstein (research) Fellows

**FACULTY INTERESTS INCLUDE:** U.S. Constitutional law; politics, religious nationalism and social movements in Asia; Asian and Asian-American women; feminism and gender movements in the United States and abroad; American political thought and culture; contemporary political theory; U.S. foreign policy; international relations and international law; globalization; Soviet and post-Soviet politics and foreign policy; comparative European politics; capital punishment in law, politics, and culture; Latin American politics; democracy and development.

**DISTINCTIVE FEATURES:** Faculty includes scholars of national and international distinction who range in political outlook, from post-Marxism to liberalism to conservatism. One won the Pulitzer Prize for his biography of Nikita Khrushchev; another recently delivered a lecture to the Supreme Court; a third has won a Fulbright Fellowship and a Ford Foundation Grant; a fourth is a journal editor. Many have served as consultants to government and non-governmental organizations.

**PSYCHOLOGY**

9 faculty members (1 shared with Women’s and Gender Studies) and 2 visitors

**FACULTY INTERESTS INCLUDE:** Emotion; personality; environmental psychology; identity; social identity; social class; social psychology of race; attitudes and stereotypes; lifespan development; gender issues; cross-cultural psychology; social psychology; health psychology; close relationships; history of psychiatry; autobiographical memory; melody identification; feeding; gustatory neurophysiology; obesity; pharmacological animal models of schizophrenia.

**DISTINCTIVE FEATURES:** The department asks its majors to study and link many areas of psychology, ranging from the social to the physiological. The McGuire Life Sciences Building houses state-of-the-art facilities, including a new behavioral research lab. Students and faculty often collaborate on projects leading to joint publication in professional journals.

**RELIGION**

6 faculty members (1 associated with Black Studies, 2 with Asian Languages and Civilizations, 1 with European Studies)

**FACULTY INTERESTS INCLUDE:** Religious ethics; Christian thought in the modern West; Christian scriptures and Christianity in late Antiquity; American and African-American religious history; Hebrew scriptures and classical Judaism; South Asian Buddhism; Islamic studies; religious art; women and religion; early and oral literature.

**DISTINCTIVE FEATURES:** Students have opportunities to study both specific religious traditions and the general nature of religion. Covering cultures of the
East and West, ancient and modern, the department approaches its subject from the perspectives of history, the social sciences, textual studies, theology and philosophy.

**Russian**
7 faculty members (1 shared with English, 1 senior lecturer, 1 emerita) and 1 part-time visitor

**Faculty Interests Include:** Modern Russian literature; Russian poetry; literary theory; Russian women writers; Soviet and Russian film, literature and visual arts; Russian cultural studies; novel epics and national narratives; comparative Russian and American literature and culture.

**Distinctive Features:** The Amherst Center for Russian Culture houses more than 20,000 books, periodicals, manuscripts and works of art. Scholars from Russia and elsewhere use the archives and give lectures on campus. Most majors spend a semester in Russia. The Russian House is a residential option, and there is a weekly Russian table and Russian tea. The campus receives Russian TV on the broadband network. A number of Amherst graduates teach Russian literature and history in major universities and colleges or work actively as journalists, diplomats, and international entrepreneurs.

**Sociology**
See Anthropology and Sociology.

**Spanish**
3 full-time faculty members, 2 senior lecturers, 1 lecturer, and 3 teaching assistants

**Faculty Interests Include:** Writing of fiction; translation of Spanish literature; writing of essays; modern Latin American literature; Latino literature of North America; Caribbean literature and culture; Spanish literature of the Golden Age; Spanglish; Jewish–Hispanic relations; Latino music.

**Distinctive Features:** The Amherst Center for Russian Culture houses more than 20,000 books, periodicals, manuscripts and works of art. Scholars from Russia and elsewhere use the archives and give lectures on campus. Most majors spend a semester in Russia. The Russian House is a residential option, and there is a weekly Russian table and Russian tea. The campus receives Russian TV on the broadband network. A number of Amherst graduates teach Russian literature and history in major universities and colleges or work actively as journalists, diplomats, and international entrepreneurs.

**Theater and Dance**
5 faculty members and 4 technical staff members at Amherst and 16 faculty members in the Five College Dance Department

**Faculty Interests Include:** Acting and directing; contemporary dance techniques; choreography; playwriting; dramaturgy; theatrical set and costume design and theory; dramatic literature; videography; performance art; mime; lighting design; technical direction. Faculty are working artists with ongoing professional careers in addition to their teaching.

**Women’s and Gender Studies**
7 faculty members (1 shared with Psychology, 2 with History, 2 with Political Science, 1 with English, 1 with Classics)

**Faculty Interests Include:** Acquisition of gender; women and the law; representations of sexual violence; gender and sexuality in ancient Greek and modern literature; transnational women’s activism; race, class, and gender formation in early modern Europe and the Middle East; American women’s history.

**Distinctive Features:** Women’s studies research and course offerings in the Five College Consortium are among the broadest in the world. Along with core requirements, students design their own interdisciplinary course of study. Many also take part in internships in local social-change organizations.
“In my native Liberia, I saw children spend long days under the blazing African sun trying to sell goods so their families could survive. So I started Youth Action International in my first year at Amherst with five people, fighting for children’s rights. Now there are 40 members at Amherst and chapters across the U.S. and in other countries.”

KIMMIE WEEKS | SENIOR | POLITICS AND HISTORY DOUBLE MAJOR
LIVING at AMHERST

{ facts

STUDENTS: 1,800
STATES REPRESENTED: 48 plus D.C., P.R., V.I.
COUNTRIES REPRESENTED: 55
MALE/FEMALE DISTRIBUTION: 51% / 49%
ETHNICITY/RACE/BACKGROUND:
  AFRICAN-AMERICAN, BLACK: 11%
  ASIAN-AMERICAN: 12%
  BI- OR MULTI-RACIAL: 6%
  CAUCASIC, WHITE: 40%
  INTERNATIONAL (NON-U.S. CITIZENS): 10%
  LATINA/O: 12%
  DID NOT IDENTIFY: 9%
STUDENT ORGANIZATIONS: 140+
INTERCOLLEGIATE SPORTS: 27
INTRAMURAL AND CLUB SPORTS: 20
STUDENTS WHO LIVE ON CAMPUS: 99%
Campus Culture

Amherst students work hard. They participate broadly and intensely. They embrace their intellectual life with determination, and then direct that same energy and dedication to the rest of their lives — whether that means editing a political journal, playing in a band, tutoring kids — or all of the above.

They lead and take part in more than 140 student groups — and start new ones to reflect their wide-ranging interests. They participate in 27 varsity sports and 20 club and intramural sports. They volunteer with schools, hospitals and non-profit organizations. They sing and play and compose music like students at no other small liberal arts college — nearly half the student body does something music-related during their four years.
A WEEK IN THE LIFE OF AMHERST

HOW EVENTS STACKED UP DURING ONE WEEK IN OCTOBER:

• 9 lectures: Nobel Prize winner discusses economic policy, former commissioner of the U.S. Food and Drug Administration talks about tobacco and health policy, Argentinian artist reflects on her work, Pulitzer-Prize winning history scholar talks about war, legal scholar talks about constitutional norms, editor of the Weekly Standard and dean of Harvard’s Kennedy School of Government explore “America in the World,” Latin American author speaks about Pablo Neruda and Octavio Paz, executive director of the Log Cabin Republicans talks about inclusion in the Republican Party, panel of religious experts discusses Catholic life on campus

• 1 reading: Writers lê thi diem thúy and May-lee Chai read from their works

• 2 art exhibits: “The Pain of War” with media images addressing the suffering of war, and “East Asian Art” with Japanese woodblock prints

• 1 political debate: Between College Republicans and College Democrats

• 4 film screenings: A French film, an Academy Award nominee for best documentary, a Japanese live-action film and a lesbian coming-of-age movie

• 4 concerts: Vocal concert with the Concert Choir, Women’s Chorus, Men’s Glee Club and Madrigal Singers; Amherst Orchestra presents two concerts with works by Gershwin, Tchaikovsky and Britten; Five College Early Music Program presents Halloween Concert

• 1 theatrical production: Senior project, Books and Water

INTERESTING, INVOLVED STUDENTS

Who are these students who do so much? Categorizing them is impossible. Amherst’s 1,800 students come from inner cities, suburbs and small towns all over the country and from more than 50 countries around the world. They’ve graduated from public schools and private academies; they’ve been home-schooled. They represent a broad mix of races, ethnicities, religions, economic backgrounds, political persuasions, sexual orientations, tastes and sensibilities. In ways big and small, their varied experiences and backgrounds enrich discussion, broaden learning and make life at Amherst more interesting.

Through their interests and involvement, students shape campus life. They start student organizations, plan events and organize conferences for other college students around the country. Student senators, not college administrators, determine how a quarter-million dollars is distributed among the student groups. Students sit on most campus committees and take part in searches for faculty members and administrators.
MUSIC

Even though no one uses it anymore, Amherst’s old nickname, “The Singing College,” still applies today. There are six a cappella groups, plus Concert Choir, Women’s Chorus and Glee Club. Students who aren’t singing find other ways to make music—close to half the student body is involved in music-related groups. With more than 70 student members (and no hired professional musicians), Amherst’s orchestra is the only one of its size among liberal arts colleges. Other musical groups perform chamber music, jazz, Javanese gamelan music and South Indian music. Even professors get into the swing of things with occasional jam sessions in downtown Amherst. Arms Music Center on campus has 17 practice rooms, an electronic music studio and a 500-seat recital hall that hosts performances by student and visiting artists throughout the year.

A FULL CALENDAR OF EVENTS

The lectures, readings and film screenings alone cover every discipline and every day of the week. It’s not unusual to have two, three, even four lectures or readings to choose from in one day. And when you include the events open to all students on the Five College campuses, a typical day might include 12 lectures, five theatrical productions, three concerts, two films and six art exhibits. (To see what’s going on this week, see the Five College calendar at www.fivecolleges.edu/events.)
STUDENTS CAN PURSUE JUST ABOUT ANY INTEREST THROUGH THE CAMPUS GROUPS LISTED HERE AND THROUGH GROUPS AT THE FOUR OTHER COLLEGES IN THE AREA. BECAUSE THERE’S ABOUT ONE GROUP FOR EVERY 15 STUDENTS AT AMHERST, LEADERSHIP OPPORTUNITIES ARE PLENTIFUL.

Student Groups

ATHLETIC, SOCIAL, RECREATIONAL
Amherst College Anime Club
Amherst College Mountain Bike Team
Amherst College Outing Club
Amherst College Quiz Bowl Team
Amherst Breakdance Crew
Amherst Equestrian Team & Riding Club
Amherst Film Collective
Argentine Tango Club
Badminton Team
Bonsai Botany Club
Chess Club
Crew (men’s and women’s)
Cricket Club
Culinary Club
Fencing Club
Fun Police
Mindfulness & Meditation Club
Mixed Martial Arts Organization
Ping Pong Club
Quidditch
Rugby (men’s and women’s)
Sailing Team
Ski Team
Swing and Ballroom Dance Club
Ultimate (men’s and women’s)
WAMH 89.3 FM (student radio station—listen in at wamh.amherst.edu)
Water Polo (men’s and women’s)

CULTURAL AND RELIGIOUS
African and Caribbean Students Union
Affirmations: African-American Worship Series
Amherst Christian Fellowship
Amherst College Hillel
Amherst College Newman Club
Amherst Multifaith Council
Amherst Koinonia Church
Asian Culture House
Asian Pacific American Coalition
Asian Students Association
Black Students Union
Chinese Awareness Organization
Drew House (African-American culture house)
French House
German House
Gospel Choir
International Students Association
Italian Club
Japan Club
Korean Students Association
La Casa (Latina/o culture house)
La Causa (Latina/o organization)
Muslim Students Association
Russian House
South Asian Student Association
### PUBLICATIONS
- The Amherst Element (science publication)
- The Amherst Student (student newspaper)
- Clef Notes (music publication)
- Frame (visual arts publication)
- The Indicator: Amherst’s Journal of Social and Political Thought
- The Olio (yearbook)
- Prism Magazine (features magazine)
- Res Publica (undergraduate law journal)
- Thoughts of Amherst (student academic work)

### FINE AND PERFORMING ARTS
- Amherst Dance
- Bluestockings (a cappella)
- Concert Choir
- Dancing and Stepping at Amherst College (DASAC)
- DQ (a cappella)
- Glee Club
- Gospel Choir
- Jazz Ensemble
- Madrigal Singers
- Marsh Arts House
- Mr. Gad’s House of Improv
- Orchestra and Chamber Music
- Route 9 (a cappella)
- Sabrinas (a cappella)
- Terras Irradian (Christian a cappella)
- Women’s Chorus
- The Zumbyes (a cappella)

The *a cappella* Zumbyes go back 50 years, while groups such as the Amherst Breakdance Crew formed in the past year. It’s all up to the students.

### POLITICS, GENDER ISSUES, ADVOCACY, SUPPORT AND SERVICE
- A Better Chance Tutoring
- AC Emergency Medical Services
- ACLU@AC
- Active Minds (mental health awareness)
- Amherst College Democrats
- Amherst College Men’s Project (gender issues)
- Amherst College Republicans
- Amherst Feminist Alliance
- Amnesty International
- Amherst Political Union
- Association of Amherst Students (student government)
- Big Brothers/Big Sisters
- Bill of Rights Society
- Change for Change
- Debate Society
- Educate!
- El Arco Iris Tutoring/Youth Arts Project
- Girls, Inc. (mentoring)
- Global Rights of Women
- Green Amherst Project
- Habitat for Humanity
- Homeless Connect
- MASSPIRG
- Microfinance Club
- Mock Trial Association
- Model United Nations
- Peer Advocates of Sexual Respect
- Peruvian Education Initiative
- Pipeline Project (middle school tutoring)
- Pride Alliance (campus LBGTQA group)
- Pre-Business Group
- Public Health Collaborative
- Random Acts of Kindness
- Reader to Reader
- Student Health Educators
- Students Take Action Now: Darfur
- Taking Action Against Domestic Abuse
- The Roosevelt Institution
- The Women’s Center
- Women in Technology & Science
- Women of Amherst
- Youth Action International
Community Engagement

Adding New Dimensions to Learning

For Amherst students, involvement in the world beyond academics is an essential part of life and learning. Through partnerships with community organizations, the Center for Community Engagement helps ensure that an Amherst education prepares students to combine theory with practice in ways that engage the world around them. Amherst students are exploring the impact of economic change while working at a food bank. They’re studying Emily Dickinson’s poetry while designing an exhibit on her work for a local museum. They’re developing new leadership skills in workshops with elected officials and social entrepreneurs.

In addition to making a difference for others, such efforts add depth and complexity to the way students see the world and themselves. Through community work, they witness a range of life experiences, individual struggles and societal challenges. They bring these insights into their academic work at Amherst and into their lives after college.

From its home in the Keefe Campus Center, the CCE supports a variety of courses and programs that enable students to analyze social issues with professors in the classroom, interact with community leaders in many professional fields and explore future careers in public service with the help of Amherst’s network of alumni.

Amherst professors are collaborating with the CCE to incorporate community-based learning into their courses. Students in Reading, Writing and Teaching spend three hours a week tutoring at a local public high school or Adult Basic Education center. Collaborative Art: Practice and Theory of Working with a Community allows students to collaborate with groups outside the art world to create work that explores the roles of artists, community and audience. As one faculty member put it, “Work in the community makes it possible for theoretical conversations to become both more urgent and more complex.”

“We expect a lot from Amherst students,” says CCE Director Molly Mead. “We ask them to make a real contribution toward meeting a community need, and then we challenge them to analyze that contribution within the context of the classroom.”

For more information about the Center for Community Engagement, visit www.amherst.edu/academiclife/cce

Student Organizations and the Community

Many of Amherst’s student organizations are involved in events or ongoing programs that make a difference. They look to the Center for Community Engagement for ideas and support. A few examples:

- The Green Amherst Project encourages environmentally sustainable policies and habits at Amherst and increases student awareness of and action regarding climate change.
- Through the One Village Program, students travel to Sierra Leone each summer to provide economic development support to communities devastated by the “diamond wars” of the late 1990s. The One Village Program is run by Jeff Hall ’86, who volunteered with the Peace Corps in Sierra Leone after graduating from Amherst.
- Each academic year, nearly 100 students tutor with the Vela Scholars Program, a partnership between Amherst College and the Amherst Public Schools that supports the academic achievement of middle school students. Each summer, the same program allows 10 Amherst students to work for four weeks as assistant teachers, coaching academic skills and leading enrichment programs.
During Orientation, Amherst offers incoming students the chance to take part in a three-day, three-night community engagement trip to Holyoke, an urban community 15 miles from campus. During the day, students might sort food or clothing donations at a community center, provide street outreach support for social justice groups, paint houses or help out at an organic farm that provides produce to food banks. Evenings include workshops with local leaders; visits to community projects; and discussions on topics such as poverty, welfare reform, youth empowerment and public school inequality. One student observed, “The general atmosphere of that first Amherst experience—one charged with forceful honest discussion and an enthusiastic desire to act—has pervaded the rest of my time at Amherst.”
COMMUNITY ENGAGEMENT LEADER PROGRAM

The Community Engagement Leader Program is a unique opportunity for Amherst students to serve as liaisons and leaders of student groups working with local community organizations. Community Engagement Leaders (CELs) share responsibility for all aspects of operations of these student community programs, for on-campus relationships and for ongoing efforts to strengthen the culture of community engagement at the College.

Training and reflection sessions give CELs the background necessary to provide effective leadership. Regular workshops enhance their understanding of the rights, privileges and duties of citizenship in a diverse democracy. These student leaders are forming strong professional relationships with individuals and organizations; they’re bringing the best of Amherst to our community partners and returning to campus with new skills and a greater understanding of the world around them.

CELs also help facilitate campus-wide recognition of the connection between community work and academics.

Through the program, which is typically completed over four semesters, students strengthen their skills in research, delegation, time management, mediation, public speaking and active listening. They form committees that focus on activities such as teambuilding and active citizenship.
COURSES ENGAGING THE COMMUNITY

Among the growing number of Amherst courses with community-based learning components, two—Regulating Citizenship and Historical Perspectives on Criminal Justice and the U.S. Economy—stand out. The courses, taught by professors Kristin Bumiller and Martha Saxton, are part of the Inside-Out Prison Exchange Program, which partners college students (“outside students”) in courses with incarcerated individuals (“inside students”). The classes meet weekly at the nearby Hampshire County Jail and House of Correction. Regulating Citizenship asks a fundamental question: How do we decide whether to include or exclude individuals from the rights and privileges of citizenship? Historical Perspectives on Criminal Justice and the U.S. Economy explores the nation’s history of incarceration and the changing philosophies that have given it direction.

Amherst students in both courses report that the opportunity to engage the lived experience of inside students gives discussions a unique depth and significance for all. “The perspectives of the inside students made real for me not only the penological history,” said one student, “but also theories and ideas I had encountered in other Amherst courses.” Another said, “Our readings took on a whole new meaning and our discussions achieved a depth that I have never encountered.” Professor Bumiller notes that community-based learning is deeply connected to her teaching and research. “The complexities created by the setting,” she says, “enhance both my own and my students’ intellectual engagement.” In the past, every student has completed the course and received Amherst College credit. Upon their release from jail, many of the inside students have put this credit toward degrees at community colleges and state universities.

PUBLIC SERVICE INTERNSHIPS

Breaks between academic semesters offer the opportunity for more intensive community engagement experiences. The Center for Community Engagement’s Citizen Summer Program funds students’ summer work with nonprofits and community organizations from nearby Springfield to Sioux Falls to Sierra Leone. Students can apply their unique talents and Amherst education to benefit people and organizations across the country and the world. In turn, they will learn new skills and gain experience that will serve them in the classroom and beyond.
First and foremost, Amherst is, and always has been, a rigorous liberal arts college. That said, many students here are involved in athletics ranging from karate to kayaking to intramural and varsity team sports. One-third of the student body plays at the intercollegiate level. Amherst has long been a leader in athletics: it’s where the world’s first physical education department was established in 1859.

Amherst’s 27 intercollegiate teams are frequent contenders in post-season play in the NCAA Division III and the New England Small College Athletic Conference (NESCAC). Amherst athletes are regularly named Academic All-America, All-America, All-Star, All-Conference; they’ve earned Division III honors. The legendary Amherst–Williams rivalry is one of the few small college rivalries that’s been featured on ESPN’s website and College GameDay.

There’s a healthy balance here between athletics and academics — and life in general. While coaches from other institutions marvel at the intensity of Amherst athletes, athletes know they won’t lose their competitive edge if they have to miss practice to go to a lab.

Our playing fields and 8,000-square-foot fitness center are highly regarded as the best in the NESCAC. Along with the pool, squash courts, basketball courts and ice rink, there’s an indoor training facility for field sports, tennis and track and field.
ATTACKER, INTERCOLLEGIATE LACROSSE
TRI-CAPTAIN AND FORWARD, INTERCOLLEGIATE SOCCER
CO-CAPTAIN, INTERCOLLEGIATE SQUASH

WHY AMHERST: “I transferred to Amherst because Harvard didn’t feel like the perfect fit. And at Harvard the level of commitment the sports required was too intense for what I was looking for in college. I came to Amherst with open arms. Everything just kind of fell in place here.”

ON SPORTS AT AMHERST: “Everyone understands that this is something we love. It’s not something you have to carry with you at night when you’re doing your homework or into the next morning.”

WHAT IT’S LIKE TO BE A THREE-SPORT ATHLETE: “Most people ask if I’m nuts. Maybe I am, but every time I started a sport, I thought, ‘There’s no way I’ll stop this.’ Most of why I enjoy all this is the people on the team. Basically, it’s a social two hours, working hard, getting in shape, but we have so much fun.”

ATHLETIC HONORS INCLUDE (PARTIAL LIST):
New England Small College Athletic Conference (NESCAC) Player of the Year (soccer and lacrosse), First-Team All-America (soccer and lacrosse), top-ranked women’s squash player at Amherst

ASHLEY HARMELING
SENIOR
NORTH READING, MASSACHUSETTS
ECONOMICS

MEN’S INTERCOLLEGIATE SPORTS
Baseball
Basketball
Cross-Country
Football
Golf
Ice Hockey
Indoor/Outdoor Track
Lacrosse
Soccer
Squash
Swimming/Diving
Tennis

WOMEN’S INTERCOLLEGIATE SPORTS
Basketball
Cross-Country
Field Hockey
Golf
Ice Hockey
Indoor/Outdoor Track
Lacrosse
Soccer
Softball
Squash
Swimming/Diving
Tennis
Volleyball
LIVING IT UP

The residence halls are where you’ll form deep and lasting friendships, learn to live on your own and with others, and be exposed to new ideas and different points of view. All first-year students will live on the Main Quad in new or newly renovated residences that feature nooks for studying, rooms for socializing and spaces for theater, dance, music practice or performance. Upper-class residences include a large number of single rooms. And housing is guaranteed all four years. Ninety-seven percent of Amherst students live on campus.
**EATING WELL**

Valentine Dining Hall is part of what makes the campus so close-knit: everyone eats in the same comfortable, light-filled building with lots of dining areas and niches. You might grab a snack with your professor. Or Amherst’s president might join your group for a political discussion. And the food is pretty good, according to an unscientific survey of students. Favorite dishes include cheesy potato soup, chicken stew, raspberry oatmeal treats, Congo bars, steak and the custom omelet station. You can sample food from all over the world at the annual Taste of Amherst, when local restaurants bring samples of their cuisine to campus for students to try.

**CAMPUS EVENTS**

Life on campus evolves each semester, but some events have become true Amherst traditions. Homecoming in the fall involves most of the campus as well as alumni stretching back half a century. Harlem Renaissance has everyone dress up for an evening of great music, dancing and poetry in a celebration of African-American culture. Casino in February raises funds for charity. And after the long Amherst winter, Spring Weekend offers a chance to celebrate the return of warm weather with a formal dance, cookouts, bands and cotton candy outside the Keefe Campus Center.
Weather

Every season offers a new wardrobe for the campus and different outdoor pursuits to enjoy. Fall is a good time for hiking and biking the many pathways around campus. When the weather cools down and the campus dons a mantle of white, skiing and snowboarding are nearby. If you need to warm up after a campus snowball fight, head to the fireplaces in Keefe Campus Center or in one of the residence halls. In the spring, the rolling lawns are perfect for a barbecue, tossing a Frisbee or sunbathing.
“The campus here is beautiful. Then there’s the Five College consortium, which has more than extra course offerings—with all those other students, it adds even more of a college atmosphere.”

Miya Warner | Junior | History and French Double Major
LOCATION

facts

DISTANCE FROM BOSTON: 90 miles
DISTANCE FROM NEW YORK CITY: 150 miles
CAMPUS SIZE: 1,000 acres
RESIDENCE HALLS: 37
RESIDENCE HALLS WITH WIRELESS NETWORKING: 100%
LIBRARY VOLUMES: 1.4 million+
LIBRARY PERIODICALS: 130,000 print and electronic journal titles
COLLEGES WITHIN A 10-MILE RADIUS: 5 (including Amherst)
COLLEGE STUDENTS WITHIN A 10-MILE RADIUS: 30,000
Amherst isn’t just part of a college town; it’s part of a college region. Within 10 miles of Amherst’s campus are four other colleges (all linked by a free bus system), 30,000 college students and endless things to do. There are artsy theaters, open mic poetry nights, ethnic restaurants, unique stores and live music from the obscure to the mainstream (including big concerts at the 10,500-seat Mullins Center at UMass).
Campus

With its 1,000-acre campus, rolling lawns and picturesque buildings, Amherst has the look of a quintessential New England college campus. Behind the classic brick fronts, though, are sophisticated facilities. Most academic buildings have been renovated in the past five years, and nearly every residence hall has been recently updated or rebuilt. There is wireless access throughout campus (including all residence halls), advanced equipment in the Computer Center, fiber optics in the classrooms, and state-of-the-art labs in the science buildings. With its tight-knit community and well-lit campus, Amherst is a comfortable and safe place to call home.

For Amherst’s safety statistics, see www.amherst.edu/offices/campus_police and click on the Jeanne Clery Disclosure link.
While Amherst’s campus offers plenty of diversions and scenery, students also take advantage of outdoor pursuits nearby, from kayaking the Connecticut River to biking the trail that runs through campus and down to Northampton.

The site of readings, lectures and intellectual discussions, the Babbott Room is located in the Octagon, an eight-sided building that was built in the mid-1800s as an observatory and scientific gallery.
Sitting outside of Johnson Chapel.
Ninety-nine percent of Amherst students live on campus, in residence halls ranging from single rooms to suites.
With a 500-seat performance space, rehearsal areas, more than 17 practice rooms and a music library, the Arms Music Center is a frequent destination for the close to 50 percent of Amherst students who are involved with music on campus.

Whatever the weather, the Main Quad serves as the heart of the Amherst campus—and the setting for snowball fights, study sessions, informal debates and Commencement. All first-year students live on this quad in new or newly renovated residences.
The Robert Frost Library includes more than 1.4 million volumes and nearly 600,000 media materials, along with rare books and the works of poets Robert Frost and Emily Dickinson. Amherst also has specialized libraries for math, music and science.
The renovated Fayerweather Hall includes the latest in painting, drawing, sculpture and printmaking studios. The Eli Marsh Gallery on the first floor exhibits the work of students, faculty and professional artists.
The War Memorial, dedicated to the memory of Amherst students and alumni who lost their lives in the two World Wars, provides a quiet place to reflect and a stunning view of the Holyoke Range.
Varsity, club and intramural athletes make good use of Amherst’s extensive playing fields, along with the hockey rink, pool, gym, dozens of tennis courts and the 8,000-square-foot fitness center.

The Keefe Campus Center is a college hub. Students come here to check for mail, catch up with friends over coffee at Schwemm’s, attend a student organization meeting, play foosball, study, watch a free movie or spread the word about an upcoming event.
Hikers and mountain bikers looking for a challenge find one in the Robert Frost Trail, which runs from the Holyoke Range State Park to Mount Toby Forest in Sunderland, passing through several conservation areas.
The college borders the charming and lively downtown of Amherst, which offers a little of everything: Try the black bean avocado pizza—or one of 45 other types—at Antonio’s. Get a $10 haircut. Pick up organic produce at the farmers’ market. Peruse thousands of titles at the music stores. Hang at the outside tables at Rao’s coffee shop.
“Going into the financial industry, I was concerned that other people were coming from business backgrounds. But most of the people at Goldman Sachs had experience with Amherst students and told me, ‘If you can think, that’s all that matters.’”

Matt Murumba | Senior | Political Science and Psychology Double Major
ALUMNI ATTENDING GRADUATE OR PROFESSIONAL SCHOOL WITHIN 5 YEARS: 80%
ACTIVE ALUMNI: 21,500+
ALUMNI WHO FINANCIALLY SUPPORT AMHERST ANNUALLY: 60%
GRADUATES OFFERED FULBRIGHT FELLOWSHIPS IN THE PAST 5 YEARS: 47
GRADUATES OFFERED NATIONAL SCIENCE FOUNDATION FELLOWSHIPS IN THE PAST 5 YEARS: 29
At Amherst, you can become more of who you want to be. Many recent graduates talk about a new sense of confidence in their own abilities, a realization of how much they have to offer to society and an insatiable curiosity about the world that prompts them to ask compelling questions and discover their own answers. Whether they graduated two years ago or 50 years ago, graduates remember the sustained friendships they made here and the professors who inspired them to take their learning to higher levels and in varied directions.

An Amherst education has a deep and lasting impact because it goes beyond training you for a particular job or career. Instead, Amherst focuses on your growth as a person — intellectually, socially and creatively — along with skills that will serve you in whatever career you choose.
Just as Amherst students bring their unique experiences to campus from the world over, when they graduate they head in hundreds of directions, geographically, professionally and intellectually. They’re teaching English in inner-city Detroit, Prague and Japan. They’re pursuing medical and law degrees and doctorates in fields from biochemistry to jazz studies. They’re running marathons. They’re working in South Africa with children affected by HIV. They’re launching their own biotech companies, law practices, film production companies, cafés and venture capital firms. They’re starting families. They’re singing solos at Carnegie Hall. They’re writing novels and short stories and investigative reports for national magazines.

“Amherst helped me develop a sense of balance and community service. I tried to take those lessons with me to law school. In law school, I tutored eighth-grade girls at an alternative middle school. On my first day, I was shocked to see an old friend from Amherst—it turns out that she was doing Teach for America.”

JULIA LIPEZ ’02
HISTORY AND FRENCH DOUBLE MAJOR
STANFORD LAW SCHOOL ’06
PALO ALTO, CALIFORNIA
“After Amherst I spent 10 months in St. Petersburg on a Fulbright fellowship studying Russian history and working internships at a local newspaper and the American Chamber of Commerce. Then I found a job working for the Middlebury College study-abroad program in Moscow. The wonderful Russian department at Amherst prepared me for two years in which I used Russian professionally and saw a world I never could have imagined.”

“After my senior year at Amherst, I went to London on a Fulbright and got a master’s at the London School of Economics. It was one of the most unforgettable years of my life—an excellent academic experience filled with amazing opportunities—serving as a speechwriter in the House of Lords, working as parliamentary research assistant for the schools minister, traveling all around the UK and Europe and rubbing shoulders with the likes of Margaret Thatcher.”
PLANNING YOUR FUTURE

Graduating seniors are prepared for whatever direction they choose, ready to adapt and thrive in an ever-changing world. While Amherst students aren’t trained for particular careers, their critical thinking and creative skills make them more likely to become, for instance, the visionaries and decision-makers in their chosen fields. Science students find that an Amherst education enables them to make keen observations and test their hypotheses—and effectively communicate their results. For artists and musicians, Amherst’s grounding in the liberal arts makes their work deeper, richer and more meaningful.

Maybe you’ll leave Amherst doing exactly what you planned when you arrived. Maybe you’ll be doing something you can’t even fathom now. Amherst encourages you to explore many different areas in and out of the classroom—through a class, a volunteer experience, a semester abroad or anything, really—that could shift your whole life trajectory.

A lot of people at Amherst can help you through the journey, through a change of major or a change of heart. Your advisor, professors and friends will all play a part. So will the Career Center, which offers the personal touch of counselors and peer advisors—plus sophisticated technology and other resources to help you select a graduate school or career direction or find a fellowship, internship or full-time job.

TAKING ADVANTAGE OF CAREER RESOURCES

No matter what direction you take, you can find guidance through the Career Center. Each year, the center organizes more than 200 programs on such topics as résumés and interviews, science careers, law school and medical school applications, working for nonprofits and careers for artists. Throughout the year, alumni take part in career panels encompassing an array of fields, including advertising, publishing, science and health, social justice and teaching.

If you’re interested in pursuing law or medicine or another health profession, advisors will work closely with you to make sure you’re fully prepared. With the experience of a rigorous liberal arts curriculum and strong faculty recommendations, Amherst students go on to top medical, law and graduate programs.

If you’re hoping to teach high school, Amherst offers a secondary school certification program in cooperation with Mount Holyoke College that prepares students to teach right out of college.

Through the college’s recruiting program, more than 600 interviews were conducted on campus last year by a range of organizations such as M & T Bank, Teach for America and Ogilvy & Mather. Amherst also collaborates with other colleges to offer expanded opportunities for networking, interviews and career days.

“The Career Center definitely left a positive mark on my time at Amherst. After working there for four years, I became familiar with all the ins and outs of career exploration. The programs and services provided by the Career Center enhanced my Amherst experience because they really taught me how to make the most of my Amherst education and helped me realize how my education can fit into my larger career and life goals.”

RACHEL HAMALAINEN ’11 | BLACK STUDIES AND WOMEN’S AND GENDER STUDIES MAJOR
“Amherst taught me how to think critically, deconstruct arguments, pick a personal position (rather than regurgitating those advocated in books, articles or assigned reading) and then defend it at a level that I had not done before. I always remember Professor Michèle Barale, who said, ‘I want to hear what you think, not what you read in the assigned books.’”

EDWIN MACHARIA ’01
BIOLOGY MAJOR
DEPUTY COUNTRY DIRECTOR, TANZANIA, CLINTON HIV/AIDS INITIATIVE
DAR ES SALAAM, TANZANIA

“Prospective students ought to know that intellectual life doesn’t stop at the classroom door or even at the edges of the Amherst campus. There are professors, people you meet at the coffee shop, artists, street vendors, bookstore browsers, bird-watchers and rollerbladers who all make up the Amherst community, all with a keen interest in the world and ideas and talking things over.”

CATHERINE ITAYA ’04
ENGLISH AND PHILOSOPHY DOUBLE MAJOR
TEACHER, JAPAN EXCHANGE AND TEACHING PROGRAM ’04–’05
HIROSHIMA, JAPAN

“In my opinion, you should choose a college where, after four years, you are heartbroken to know that your time there is over, but you also know that you are incredibly well prepared to face whatever comes next. For me, that place was Amherst.”

BROOKE DIAMOND ’03
PSYCHOLOGY AND LAW, JURISPRUDENCE AND SOCIAL THOUGHT DOUBLE MAJOR
ANALYST, HEALTHCARE GROUP, GOLDMAN SACHS
LONDON, ENGLAND
FELLOWSHIPS AND INTERNSHIPS

From teaching in New York City public schools to maintaining trails in Montana state parks to working with Refugees International in Washington, D.C., opportunities abound for you to gain experience while making a difference—with Amherst providing financial support.

Through the Civic Engagement Scholars Program around 200 students receive funding of $2,500–$4,000 from Amherst each year to do public service work around the country and the world.

You can also opt for internships, starting as early as your first year, choosing from more than 5,000 opportunities worldwide through the Liberal Arts Career Network, along with the Amherst Select Internship Program (ASIP), offering more than 400 internship opportunities sponsored by alumni, parents and friends of Amherst College.

Amherst offers an unusually large number of fellowships for seniors and recent graduates heading to graduate or professional schools, annually awarding more than 180 fellowships worth $750,000 to support students studying everything from international relations to music to chemistry.

Graduating seniors and recent graduates have competed quite successfully for the nation’s most prestigious fellowships, including Fulbright, Goldwater, Watson and Rhodes. Amherst is consistently among the top Fulbright-producing colleges in New England, with recent scholars studying and working around the world from Kosovo to Korea, Morocco to Macau.

Given the rigor of the Amherst education, the emphasis on writing, the opportunity to do graduate-level thesis work and the strong recommendations written by faculty who know you personally, you will be well prepared for advanced study. Within five years of graduating, about 80 percent of alumni go on to advanced study — and they’re accepted into top programs around the country and the world.

ACCOMPLISHED ALUMNI

With Nobel laureates, Pulitzer Prize winners, astronauts, Tony and Emmy Award winners and best-selling authors among their ranks, Amherst’s more than 21,500 active alumni are accomplished in all kinds of endeavors.

They steer companies and nonprofits. Their research and scholarship influence the body of knowledge in academe, science and medicine. They’re leaders in politics and the Peace Corps, education and business, communications and law. They are accomplished musicians and artists.

Alumni are also remarkably dedicated to Amherst. The proportion of alumni contributing to the college’s annual fund (which supports financial aid, among other things) makes Amherst a national leader in alumni giving among colleges and universities in the country.

Alumni stay connected to Amherst. Thousands return to campus for Homecoming each fall to renew old friendships. Throughout the year, alumni reach out to current students with career advice, internship opportunities and job leads. You can get in touch with alumni through the Amherst Career Network, an online database that sorts alumni by location, profession or major. Amherst also arranges trips so you can visit alumni at their workplaces and their homes, seeing for yourself how Amherst graduates have shaped lives of meaning and fulfillment.
“When I visited Amherst, a neurobiology professor debriefed me on what the class had covered so far and chatted with me after class. I figured if a professor was that generous with his time with a prefrosh, this was the kind of learning environment I wanted.”

JULIA FOX | SOPHOMORE | UNDECLARED
Class of 2016

APPLICANTS: 8,565
PERCENTAGE ADMITTED: 13%
OF THOSE ADMITTED, PERCENTAGE ENROLLED: 42%
MALE/FEMALE: 49%/51%
PERCENTAGE OF CLASS ADMITTED EARLY DECISION: 39%
STUDENTS OF COLOR: 42%
STUDENTS FROM LOW-INCOME FAMILIES: 21%
INTERNATIONAL STUDENTS: 10%
SECONDARY SCHOOLS REPRESENTED: 372

Academic Profile of Admitted Students
SAT REASONING TEST MIDDLE 50%: 2040–2350
ACT COMPOSITE MIDDLE 50%: 31–34

Secondary School Class Rank
TOP TENTH: 83%
TOP QUARTER: 95%

Financial Aid Profile of Admitted Students
FINANCIAL AID APPLICANTS: 71%
FINANCIAL AID APPLICANTS WHO DEMONSTRATED FINANCIAL NEED: 68%
OF THOSE, PERCENTAGE WHO RECEIVED A PACKAGE MEETING THEIR FULL DEMONSTRATED NEED: 100%
PERCENTAGE OF ALL AMHERST STUDENTS RECEIVING FINANCIAL AID FROM ALL SOURCES: 68%
APPLYING TO AMHERST

What do we look for in an Amherst student? We’ve found that the students who thrive here are those who take full advantage of the resources Amherst offers—who fully explore the open curriculum, who interact and engage with professors and other students from a range of backgrounds and perspectives, who contribute in some way to the life of the campus.

In reviewing your application, we consider grades, standardized test scores, essays, recommendations, independent work, the quality of your secondary school program and your achievements outside the classroom. No one aspect will make or break our decision; instead, we look at the sum total of your experiences.

RECOMMENDED PREPARATION

We take great care to review every application thoroughly. Each is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to your:
- secondary school transcript;
- standardized tests (see box for details);
- teacher and counselor recommendations;
- quality of writing as demonstrated in your essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to your academic transcript. The rigor of the courses you’ve taken, the quality of your grades and the consistency with which you’ve worked over four years give us the clearest indication of how well you will do at Amherst. Standardized tests also play an important role in helping us evaluate you in comparison to students taught in very different secondary schools. Recommendations, the quality of your writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

IB, AP AND COLLEGE COURSES

If you have taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of your academic accomplishment and preparation. In addition, some Amherst departments will allow you to forgo introductory-level courses in areas in which you have already completed rigorous work. However, we do not accept such courses for credit or advanced standing.

FIRST-YEAR APPLICANTS

To apply as a first-year student at Amherst, you must submit both the Common Application and Amherst’s Supplement to the Common Application, plus supporting materials.

The Common Application is available online at www.commonapp.org. You must submit the non-refundable $60 application fee or appropriate fee waiver when you submit your application.

HOMESCHOOLED STUDENTS

For information on what to submit with your application, refer to our website at www.amherst.edu/admission.

REGULAR DECISION

More than 90 percent of our applicants choose the Regular Decision option. Your application must be submitted by January 1. Notice of our decision will be sent by early April. If admitted, you must reply to our offer by May 1.

EARLY DECISION

Less than 10 percent of Amherst applicants choose our binding Early Decision (ED) program. As an Early Decision applicant, you agree not to be an ED candidate at any other college. You also agree, if admitted, to withdraw all applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications must be submitted by November 15. Notice of our decision will be sent by December 15.

DEFERRED ADMISSION

An admitted first-year student may, with the permission of the Director of Admission, defer matriculation for a year without reapplying.

STANDARDIZED TESTS

- SAT Reasoning Test plus two SAT subject exams OR
- ACT (Writing Test recommended)

SAT: Amherst Code #3003
ACT: Amherst Code #1774
TRANSFER STUDENTS
You are eligible for transfer admission to Amherst if you have completed at least one year of transferable liberal arts coursework as a full-time student at a college or university. To be competitive, you should have at least a B plus average in your college courses. We do not accept applications from individuals who have already earned a bachelor’s degree.

You should submit the Common Application’s Transfer Application online, along with a non-refundable $60 application fee or appropriate fee waiver. If you are a fall transfer applicant, your application must be submitted by March 1. Our admission decision will be sent late in May. If admitted, you must reply to our offer by early June. If you are a spring transfer applicant, your application must be submitted by November 1. Our admission decision will be sent in late December. If accepted, you will need to respond to our offer promptly. For details and an application, go to www.amherst.edu/admission.

INTERNATIONAL STUDENTS
We welcome applications from international students. Currently, some 12 percent of our students are international—approximately 10 percent are non-U.S. citizens and the others are U.S. dual citizens, U.S. permanent residents or U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world. In addition, Amherst College is one of only a handful of colleges in the U.S. to apply a need-blind admission policy to international applicants.

Regardless of your citizenship or geographic location, you should follow the same first-year or transfer application process that other students follow.

If English is not your first language, and you have not been taught primarily in English for the past four years, you must take the Test of English as a Foreign Language (TOEFL) or a similar English-proficiency exam, such as the Michigan English Language Assessment Battery (MELAB), or the International English Language Testing System (IELTS). This requirement is waived for students who score above 700 on the Critical Reading section of the SAT.

VISITING STUDENTS
A limited number of places are available in the spring semester for full-time visiting students. To be eligible, you must be currently enrolled in college and have completed at least one year of full-time college work. Individuals enrolled as Visiting Students at Amherst as well as Twelve College Exchange students at Amherst are not eligible for transfer to the college. We ask that you submit the Amherst College Visiting Student Application. It must arrive at the Admission Office no later than December 1, and our admission decision will be sent in late December. If accepted, you will need to respond to our offer promptly. For details and a Visiting Student application, go to www.amherst.edu/admission.
FINANCIAL AID

Thinking about how to pay for a college education can be overwhelming. Our generous financial aid program ensures that an Amherst education is affordable to every student we admit. Through a combination of scholarships, grants and job opportunities, Amherst awards financial aid that completely covers the difference between what Amherst costs and what your family can contribute. In 2012–13, nearly 60 percent of the Amherst student body received a total of more than $43 million in scholarships and grants from the college. (To estimate your family contribution, go to www.amherst.edu/offices/financialaid and click on “Financial Aid Calculator.”)

We hope you won’t let any hesitation about costs keep you from applying. Amherst has a need-blind admission policy for both domestic and international applicants. We base our admission decision on your achievements, talents and promise. Whether or not you’ve applied for financial aid does not affect any admission decisions. And all financial aid is based on financial need; Amherst does not award merit or athletic scholarships. Amherst’s aid program has been need-based since the college’s founding in 1821.

A college education is an investment in the future. And for thousands of Amherst graduates, the investment has been a good one. Amherst’s financial aid program is regularly cited in popular magazines and other media as one of the country’s best.

APPLYING FOR FINANCIAL AID

To apply for financial aid from Amherst, submit the following items by the dates indicated:

- CSS/Financial Aid PROFILE. You may complete this form online at collegeboard.com/profile. The Amherst College code for the PROFILE is 3003. Early Decision: November 1 Regular Decision: February 15 Fall Transfer: March 15 Spring Transfer: November 1

If your parents are separated or divorced, your noncustodial parent should file the College Board’s Noncustodial PROFILE (NCP) after you and your custodial parent have filed the CSS/Financial Aid PROFILE. Information about the NCP will be sent to you soon after you file the PROFILE.

- Parents’ and student’s federal income tax returns and wage statements. U.S. citizens and permanent residents must submit signed copies of your and your parents’ federal income tax return(s) and wage statements (W–2 forms) through the College Board’s Institutional Documentation Service (IDOC). If you’ve filed a PROFILE form, in early February you’ll receive information on submitting documents. If you’re applying Early Decision or your income tax forms are not available by March 10, submit copies of the previous year’s tax documents and wage statements directly to Amherst’s Office of Financial Aid. When current documents are available, submit them through IDOC.

Canadian citizens and permanent residents (landed immigrants) must submit signed copies of your and your parents’ federal and provincial income tax returns and wage statements (T–4 forms) directly to Amherst’s Office of Financial Aid. If you’re applying Early Decision or your income tax forms are not available by March 10, submit copies of the previous year’s tax documents and wage statements. When current documents are available, submit them directly to the Financial Aid Office. Early Decision: November 15 Regular Decision: March 10 Fall Transfer: April 10 Spring Transfer: November 1

COST OF ATTENDANCE: 2013–14

When we calculate an aid award, we use a student expense budget that includes both direct charges and out-of-pocket expenses. In 2013–14 the budget includes:

- Comprehensive fee (tuition, room and board): $57,970
- Other student fees (student activities, campus center programs and residential governance): $774
- Health insurance (estimate; may be waived): $1,626
- Books and supplies (estimate): $1,000
- Personal expenses (estimate): $1,800
- Travel (estimate; varies by location): $50–$2,500
- Cost of attendance: $63,220–$65,670

The actual cost to the college per student of a year at Amherst is about $81,000. However, income from our endowment and gifts helps subsidize that amount significantly, even for students who do not receive financial aid.
• Free Application for Federal Student Aid, or FAFSA (for U.S. citizens and permanent residents only). You may complete the FAFSA online at www.fafsa.gov or get a FAFSA form from your secondary school counselor. The Amherst college code for the FAFSA is 002115. The FAFSA should be submitted anytime after January 1.

DETERMINING YOUR FINANCIAL AID PACKAGE
To evaluate the information you submit and determine what you and your family can afford to contribute, we use a need-analysis formula developed by the College Scholarship Service of the College Board. Your family contribution consists of contributions from your parents’ income and assets as well as from your own income (usually from a summer job) and assets. Your family contribution subtracted from the cost of attendance equals your demonstrated need. Amherst then meets your need by giving you a financial aid package that usually includes scholarships and a campus job.

In 2012–13, nearly 60 percent of Amherst students received scholarship aid from the college. An additional 10 percent received outside scholarships. Overall, nearly 70 percent of Amherst students received aid from some source.

EARLY DECISION
If you are an Early Decision applicant and you submit your financial aid application materials on time, you will receive a preliminary financial aid award soon after getting a letter of admission. This award will be confirmed later, after the cost of attendance for the coming year has been set and after we have reviewed new tax returns from you and your parents. If you want to compare financial aid packages from several colleges, you should apply Regular Decision.

INTERNATIONAL APPLICANTS
We offer financial aid to approximately 140 foreign citizens every year. Typically more than 1,000 foreign applicants apply for these financial aid awards, which are based on financial need and range from a few thousand dollars to a full scholarship. International financial aid applicants must submit the CSS/Financial Aid PROFILE online and must send copies of student’s and parents’ most recent tax returns and/or other documentation of income directly to the Financial Aid Office. For more information, go to www.amherst.edu/offices/financialaid.

TRANSFER APPLICANTS
Transfer applicants are treated identically to first-year applicants, with admission decisions made on a need-blind basis and financial need met in full.

STUDYING ABROAD OR AWAY FROM AMHERST
Your financial aid may be used for study abroad programs, as well as for other study away from Amherst, whether through such programs as the Twelve College Exchange or through individual enrollment as a visiting student at another institution.

FOR MORE INFORMATION
Office of Financial Aid
Amherst College
PO Box 5000
Amherst, MA 01002-5000
Phone: (413) 542-2296
Fax: (413) 542-2628
E-mail: finaid@amherst.edu
Web: www.amherst.edu/offices/financialaid

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* Note that, as of the 2008–09 school year, Amherst’s financial aid package includes only grants and work opportunities. Student loans are not a required part of financial aid packages. Students may, however, choose to take a loan to purchase a computer, replace work in an aid award, or make up a shortfall in summer savings.
VISITING CAMPUS

Words and photos can give you a sense of Amherst, but they can’t capture how you might experience the college. That’s why we encourage you to come to Amherst and see for yourself. Although we do not offer personal interviews for prospective students, there are several ways to encounter the Amherst community firsthand. Without making a reservation, you may do any of the following:

- Explore on your own schedule. Our campus is open and easy to navigate, and you can pick up a map and self-guided tour brochure outside of the Admission Office at any time.
- Join an hour-long campus tour given by a student tour guide. Tours depart from the Admission Office. For a schedule, go to www.amherst.edu/admission.
- Attend an hour-long general information session led by an admission dean, or an hour-long financial aid information session led by a financial aid dean at the Admission Office. For a schedule, go to www.amherst.edu/admission.
- Observe an Amherst class. Choose a class from the Online Course Catalog at catalog.amherst.edu. Be sure to contact the professor ahead of time to obtain permission to observe the class. To see when classes are in session, go to www.amherst.edu/aboutamherst/news/calendar/glance.

We also invite admitted students to stay on campus overnight in the spring.

DIRECTIONS TO CAMPUS

Amherst College is approximately two hours west of downtown Boston, two-and-a-half hours from Logan Airport, and three hours north of New York City, depending on traffic and weather conditions.

BY AIR

The nearest airport is Bradley International Airport, which serves both Hartford, Connecticut, and Springfield, Massachusetts. Bradley is 45 minutes from campus; Logan Airport is in Boston. Shuttle transportation from either airport to campus is available through Valley Transporter or Seemo Shuttle. Bus service from Logan Airport to Amherst is offered by Peter Pan Bus Lines. If you’re driving from Bradley, follow the driving directions from North/South (see page 70).

BY BUS

Peter Pan Bus Lines, in partnership with Greyhound, has regular service to Amherst.

BY TRAIN

Amtrak has limited service to Amherst and extensive service to Springfield, Massachusetts, just 30 minutes from campus. If arriving in Springfield, transportation to campus is available through Peter Pan Bus Lines, Valley Transporter or Seemo Shuttle.

Peter Pan Bus Lines:
(800) 343-9999 or www.peterpanbus.com
Valley Transporter:
(800)872-8752 or www.valleytransporter.com
Seemo Shuttle:
(800) 908-2829 or www.seemoshuttle.com

TO REACH THE ADMISSION OFFICE

Follow the driving directions on page 70. When you reach Rte. 116 south (heading away from the Town Common), continue for a few blocks before turning left into the circular driveway in front of the Office of Admission. (Note: The Office of Admission and the Athletic Complex share a very large, semicircular driveway. Both ends of this driveway open onto Rte. 116. This is a one-way driveway; cars should enter at the southern point, near the gym, and exit at the northern point, near the Octagon hill.)

If you are using Mapquest or a GPS, enter 220 South Pleasant Street as the destination address.

PARKING

The Admission Office has a limited number of parking spaces for visitors in front of the Admission Office. If all the visitor spaces are taken, get a parking pass from the Admission receptionist and park in the Orr Hockey Rink lot nearby.

ACCOMMODATIONS

For a list of hotels and other accommodations near campus, go to www.amherst.edu/aboutamherst/visiting/lodging.
BY CAR FROM EAST/WEST  
(RHODE ISLAND, BOSTON, HARVARD, BROWN)  
From Brown take Rt. 146 north/west to I–90 west.
Take I–90 (Mass Turnpike) to Exit 4 (I–91).
Take I–91 north to Exit 19 (Rte. 9).
Follow Rte. 9 east about six miles. When you reach the stoplight at the top of a hill, turn right onto Rte. 116 south and follow directions to the Admission Office on previous page.

BY CAR FROM NORTH/SOUTH  
(NEW YORK, DARTMOUTH, TRINITY, MIDDLEBURY, WESLEYAN, WILLIAMS, YALE)  
From Williams take Rte. 2 east to I–91 south.
From Middlebury take Rte. 7 south to Rte. 103 south to I–91 south.
Take I–91 to Exit 19 from south, or Exit 20 from north. Follow Rte. 9 east about six miles. When you reach the stoplight at the top of a hill, turn right onto Rte. 116 south and follow directions to the Admission Office on previous page.

BY CAR FROM NORTHEAST  
(MAINE, BATES, BOWDOIN, COLBY)  
From Bates take I–495 south to I–95 south.
Take I–95 south to I–495 south.
Take I–495 south to Exit 29B (Rte. 2 west). 
Take Rte. 2 west to Rte. 202 south. 
Take Rte. 202 south to Amherst Rd. in Pelham. Turn right. 
Take Amherst Rd. toward Amherst. (The road changes names to Pelham Rd. and then to Main Street.)  

In downtown Amherst, turn left on South Pleasant Street. Continue for two blocks to the stoplight at the intersection with Rte. 116. Proceed straight through the light (you’ll now be on Rte. 116 south) and follow directions to the Admission Office on previous page.
The Mission of Amherst College

Terras Irradient

“Let them give light to the world.”

1821

Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.

Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.

Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.