



**The *Senior Guide* is designed to provide seniors with useful information regarding the Senior Project, the Senior Salon Series, graduation requirements and Commencement, ordering transcripts, applying for fellowships and to graduate school, and planning a career.**

This guide was created by the Offices of the Dean of the College and Student Affairs.

Special thanks to Helene Tieger, college archivist, for the cover photograph.

Questions, concerns, and suggestions may be directed to the Dean of Students Office at 845-758-7454 or [doso@bard.edu](mailto:doso@bard.edu).

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## GREETINGS FROM THE DEAN OF THE COLLEGE

Dear Members of the Class of 2008:

I want to underscore the sense of excitement and seriousness of purpose that this, the final year of your undergraduate education, will provide. I know that, as you begin work on your Senior Projects, you will challenge yourself creatively, intellectually, and socially and will engage thoughtfully with faculty and peers in and out of the classroom.

I am happy to introduce the third issue of the *Senior Guide*, a resource for planning your senior year at Bard. This handbook, the product of a collaboration among the offices of the Dean of the College, Dean of Students, Career Development, and Alumni/ae Affairs, brings together such necessary information as how to format and present your Senior Project, how to order transcripts, and apply for fellowships and jobs, and how best to prepare for Commencement and add your name to the illustrious list of Bard alumni/ae.

The Watson Fellowship and Fulbright Scholarship application seasons have begun. The Watson is an unusual opportunity, offering graduating seniors \$25,000 for a year of travel to pursue an independent nonacademic project. The Fulbright Scholarship is supported by the U.S. government and offers students academic research opportunities in a foreign country. Bard students have excelled in winning these prestigious awards, and we wish this year's applicants the best of luck. Other postgraduate opportunities can be found in the *Fellowship & Scholarship Guide* available through the Career Development Office or on its website at: <http://inside.bard.edu/career/scholarships>.

A note to second-semester seniors: if you haven't had your Senior Project midway review, you should schedule it very soon. For help in the final preparation of the project, you can consult the guide to the procedures for formatting and submitting your project located on the Dean of the College website at <http://inside.bard.edu/doc/students>. Helpful research materials and guidelines are available on the Stevenson Library's "Services for Seniors" page at <http://www.bard.edu/library/info/news/seniors.htm>. The website for the Academic Resources Center—<http://inside.bard.edu/academicresources>—offers helpful grammar and bibliographic guides. The 2007–08 *Student Handbook* is, as always, a fine reference for the various aspects of student life, including college policies, calendars, and directories. You can find the 2007–08 *Student Handbook* online at: <http://inside.bard.edu/doso>.

I look forward to the honor of presenting you to President Botstein at Commencement, when you receive your degree. Welcome to your senior year!

Yours truly,

Michèle D. Dominy

Vice President and Dean of the College  
Professor of Anthropology

## LIFE AFTER BARD

—from the Bard–St. Stephen’s Alumni/ae Association

Dear Members of the Class of 2008:

During your senior year, you will join a community of scholars and artists who have shared the singular experience of preparing and completing a Senior Project at Bard College. As daunting as it may seem during your senior year, your project will be an enormous accomplishment, one placing you in the proud company of generations of Bardiens.

You will see your way through to the end of your project and find that there is “Life After Bard,” a life in which you will join the ranks of thousands of Bard alumni/ae in the Bard–St. Stephen’s Alumni/ae Association. They live in all 50 states and abroad. They are accomplished writers, musicians, filmmakers, visual artists, scientists, doctors, teachers, social workers, lawyers, economists, and more.

Within this network of people, there is no fear of losing the connections that you have made at Bard. The Alumni/ae Association includes all graduates of the College as well as former students who maintain a commitment to the institution even if they chose to pursue other options prior to completing their degree. In keeping with our mission to help you maintain your relationship with the College and other alumni/ae, and to promote active alumni/ae support to help the College flourish, the Alumni/ae Association sponsors the following:

- Social events in communities with a concentration of Bard alumni/ae such as New York, Los Angeles, San Francisco, and Washington, D.C. (Last year there was even an event in Bangladesh!)
- Career networking opportunities through the same [www.collegecentral.com/bard](http://www.collegecentral.com/bard) website available for students.
- Opportunities to stay connected through the *Bardian*, the College’s magazine and its Class Notes section; the alumni/ae website [www.bard.edu/alumni](http://www.bard.edu/alumni), which features information about alumni/ae events and programs; and the alumni/ae e-newsletter. (Please inform the Office of Alumni/ae Affairs of your postal and e-mail addresses so that you can receive this information.)

This is only a part of what you have to look forward to after your graduation. In the meantime, we dedicate ourselves to working with our colleagues to create the resources that can best help you to prepare for this next phase in your life. For all kinds of relevant information about life after Bard, consult this handbook and the Senior Year Experience website at <http://insidebard.edu/doso/senioryear>.

Enjoy your senior year!

Jessica Kemm '74

Director of Alumni/ae Affairs

## GRADUATION REQUIREMENTS

—*from the Office of the Registrar*

*Requirements for the Bard College bachelor of arts degree are:*

1. A minimum of 124 credits; at least 64 of which must be taken at Bard.
2. A minimum of 40 credits **outside the division of major**.
3. Every student must take two semesters of First-Year Seminar. Transfer students may be exempt.
4. Every student must be promoted to the Upper College by completing Moderation.
5. Every student must complete an acceptable Senior Project.
6. **Distribution requirements:** one course from each of the appropriate distribution areas detailed below.

### *Distribution Requirements*

#### **FOR STUDENTS ENTERING FALL 2004 OR LATER**

Courses are assigned to distributional areas by intellectual focus and methodology, not by divisional location or program. The faculty designates the area into which a course falls on the basis of its content. There are nine areas plus the “Rethinking Difference” requirement.

**A. Each student will be required to take one course in each of the nine categories listed below.** No more than two requirements may be fulfilled within a single disciplinary program. Nonnative speakers of English are exempt from the Foreign Language, Literature, and Culture requirement.

**Analysis of Arts** A course in the analysis of nonverbal art.

**Foreign Language, Literature, and Culture** A course focused on language acquisition or the analysis of literature or culture via an engagement with a language other than English.

**History** A course focused on historical analysis.

**Humanities** A course focused on the analysis of primary texts in philosophy, religion, or social thought.

## GRADUATION REQUIREMENTS

**Laboratory Science** A laboratory course in the physical or life sciences.

**Literature in English** A course focused on the literary analysis and explication of texts in English, either in the original or in translation.

**Mathematics and Computing** A course in mathematics, computing, statistics, or logic; all courses require passing the quantitative (Q) test as a prerequisite.

**Practicing Arts** A studio course in the visual or performing arts, or creative writing.

**Social Science** A course in the empirical social sciences other than history.

**B. All students must fulfill a “Rethinking Difference” requirement.**

The requirement may be satisfied by any course that is focused on the study of difference in the context of larger social dynamics. The course may address, but is not limited to addressing, differences of race, religion, ethnicity, class, gender, or sexuality. It may consider, but is not limited to considering, the contexts of globalization, nationalism, and social justice. A single course may simultaneously fulfill both the “Rethinking Difference” requirement and one of the distribution requirements under A above.

### FOR STUDENTS ENTERING PRIOR TO FALL 2004

Courses are assigned to distributional areas by intellectual focus and methodology, not by divisional location or program. The faculty designates the area into which a course falls on the basis of its content. There are seven areas plus the quantitative (Q) requirement. A course may be designated as being in two areas (but not more than two), and it may at the same time be a Q course.

Students are required to take one course from each of the distribution areas listed below and a Q course, making a total of eight courses over the four years. If a course is designated as being in two areas, students must select one requirement to be fulfilled. However, a course from any area that is also designated as a Q course may satisfy two requirements—one area requirement, and the Q requirement.

## GRADUATION REQUIREMENTS

**A. Philosophical, Aesthetic, and Interpretive Discourses** A course in philosophy, aesthetics, art history and theory, literary theory and hermeneutics, religion courses with a philosophical emphasis, political thought, economic theory, or the history and philosophy of science.

**B. Literary Texts and Linguistics** A course in literature, theory of language and linguistics, psychology, or an anthropology course on language.

**C. Social and Historical Disciplines** A course in history, sociology, anthropology, politics, social psychology, religion courses with a sociohistorical emphasis, literature courses with historical focus, or art or music courses with a historical focus.

**D. Foreign Language and Culture** A course in a foreign language or a course in a social, literary, or artistic discipline that focuses on a specific (non-English speaking) culture.

**E. Natural Sciences, Empirical Social Sciences, or Mathematics** A science division course or a social science course with a quantitative or empirical research focus or a course in computer science.

**F. Practicing Arts** A course in a studio art, dance, theater, filmmaking, musical performance, photography studios, or creative writing.

**G. Laboratory Science or Computationally Based Courses** A laboratory course in the physical or life sciences or a computational course.

**Q. The Quantitative Requirement** This requirement may be met by a course in one of the above distribution areas.

For more information, contact the Registrar's Office at x7458 or [registrar@bard.edu](mailto:registrar@bard.edu).

## WRITING THE SENIOR PROJECT

—from the Bard Academic Resources Center

### *Before You Begin*

You must have fulfilled 92 credit hours before you register for a Senior Project. It's also a good idea to have fulfilled all your distribution requirements and completed any incomplete courses.

Set up a regular weekly or biweekly meeting time with your Senior Project adviser. Think about when you'll want to plan your midway review and which professors you'd like to ask to be on your board.

Work with the research librarians at Stevenson Library to find out what materials our library has, what materials you can find at other libraries, and which materials can be ordered through interlibrary loan.

Ask your adviser to recommend a particular handbook or style manual for your citations and bibliography. For example, the social sciences use the APA citation style, and literature uses the *MLA Handbook*. Ask now, so as to save time later. A bibliography of some of the handbooks recommended by the faculty and available at the College library is included at the end of this chapter.

### *Preparing to Write*

The following is adapted from “Elements of the Academic Essay” by Gordon Harvey, Harvard University.

**1. START BY FORMULATING YOUR THESIS.** Not to be confused with a topic, which represents only the subject area of an essay, a good thesis must be arguable, that is, you must be able to advance your thesis and explain and refute counter arguments. What distinguishes a good thesis from a fact that is clearly demonstrable in the text, or an observation (an interpretation so obvious that no intelligent reader would challenge it), is its “arguability.” Although writers often wish to delay announcement of the thesis, good academic writing generally states the thesis explicitly on the first page, then returns to a more nuanced and complex form of it later in the text.

**2. OUTLINE THE PROBLEM OR QUESTION THAT UNDERLIES YOUR PROJECT.** That is, explain the intellectual context in which your thesis matters. In academic essays, the problem usually arises from a current misunderstanding of an important issue. The author of an essay promises to clarify something that would otherwise remain obscured or mistaken. Establishing the problem or question is the primary role of an essay's first few paragraphs. If it doesn't promise to illuminate, deepen, or solve a problem, an essay risks irrelevance.

**3. EVIDENCE.** A useful device at this stage of the writing is to give each chapter a title in the form of a question. Each of these questions will be a chapter or chapter-section. If you have too many questions, chapter sections are useful. If your guiding question has four subordinate questions, and each of those subordinate questions has three subordinate questions, then you have four chapters, each of which would have three sections. If you still have too many questions, your project may be too broad. Work with your Senior Project adviser to refine it.

Your research on your topic will produce evidence that has been overlooked or previously undiscovered that may serve to prove your thesis. Frequently, however, academic writers re-examine evidence that others have looked at before, in which case the evidence is more likely to suggest or persuade readers that the writer's approach is a fruitful one. Since a good thesis must be arguable, academic writers are especially obligated to consider counterevidence, to grapple directly with facts, patterns, or passages that resist or complicate the essay's main argument. Writers must orient readers to the sources of the evidence, which must be cited.

**4. RESEARCH (AGAIN).** You've done some research already in order to define your topic and formulate questions. Now you want to go back to your research materials again, this time searching for answers to the questions you have identified. The idea here is to gather material that will allow you to address your questions, to consider different answers to them, to defend one answer and reject others, etc. Keep careful notes and bibliographic citations. Make certain that your photocopies are complete and clean, that your bibliographic information is complete, and that you note page numbers for quotes. You don't want to waste time and energy

going back and finding sources you've found once already, and you don't want to confuse your authors' words and ideas with each other's or with your own.

### *Now That You're Ready to Start Writing*

**5. INTRODUCTION.** Your introduction—which you may want to write after you've drafted your chapters—literally introduces your thesis to the reader. It should be long enough to give the reader some context for your argument and include summaries of the argument outlined in each chapter and how each chapter relates to the thesis.

**6. CHAPTERS.** Each chapter should be able to stand alone as a short(er) paper on the question that guides that chapter. Since a thesis must be arguable, no evidence in a good academic argument can speak for itself—all of it must be processed by the writer. Typical strategies of analysis are to highlight significant details of the evidence and to name patterns that might otherwise be undetected. When working with written evidence, it's good to observe the rule of two: the writer should supply at least two words of analysis for every word of a citation, and usually more.

Analysis generally refers directly to the evidence, while reflection builds upon analysis to support larger claims. Other strategies that indicate reflection are: consideration of a counterargument, definitions or refinements of terms and assumptions, and qualification of previous claims. Reflection is important throughout an essay, but should be especially rich and full in between sections of the argument and in the essay's conclusion.

You might think of each chapter as a mini-project. (When you're feeling overwhelmed by the idea of writing a complete project, remember this—if your outline calls for four chapters, you're essentially writing four essays.) That said, be sure to remind the reader at the beginning of each chapter how it connects to what came in the chapter before, that is, how it connects to the guiding question. This will help ensure that the reader follows the overall argument of the project from the beginning to end. Be sure to employ transitions in your writing: connect one paragraph to another, one section to another, and one chapter to another.

College essays are frequently organized either by repetition (where each paragraph develops evidence of the same proposition: “X is clearly present”) or by chronology (where evidence appears in the essay in the same order that it appears in the text): both of these patterns are inadequate. Sections of a good argument proceed in a logical way, but also develop the implications of a thesis more deeply as the essay progresses. The reader should understand how each new section extends the argument that’s come before and prepares the reader for the argument that’s still to come. Reflective sentences at moments of transition often guide this review/preview, and complex essays frequently include one to two reflective sentences in their introductions or at moments of transition between paragraphs and chapters.

**7. CONCLUSION.** The conclusion shouldn’t simply restate the argument (though it does that, too), nor should it recapitulate the introduction. Rather, the conclusion should remind the reader of what you were trying to do in the project and how each of the chapters constructed your argument. A conclusion should also register caveats, exceptions, and other relevant points that qualify the project’s accomplishments.

### *Now That You’re Done Writing*

**8. REVISE AND PROOFREAD.** You’ve put a lot of time into this project, and while you want to be done with it and hand it in, you want the finished project to reflect all the energy and care you have invested. Don’t turn in a paper that hasn’t been carefully vetted for argumentative, compositional, and mechanical and grammatical errors. (Failing to proofread might lead your board to ask you to go back and revise it *after* you’ve handed it in. Nothing feels worse than walking out of your board knowing that you’re still not done.) *Go over the paper three times.* The first time, check for grammatical and mechanical errors, including spelling mistakes (computerized spellcheckers are unreliable). The second time, check to see if your sentences are as clear as they should be and excise clichés, slang, and vague phrases or jargon. Finally, ask yourself if you’ve said everything you want to say. Are your arguments well formed? Have you communicated clearly the role of each chapter in the overall project? Don’t be afraid to change what you have written: move things around, delete things, add things, and revise wherever you see an opportunity for improvement. (Don’t forget, however, to recheck grammar, spelling, and especially transitions.)

## WRITING THE SENIOR PROJECT

Good proofreading takes time and involves revision. A few tips: (i) give yourself as much time as possible between writing and proofreading; the longer you wait, the better job you will do; (ii) have a friend (roommate, tutor, etc.) proofread the paper for you; (iii) read the paper aloud.

### *Questions?*

For more information, contact the Bard Academic Resources Center at x7812 or [barc@bard.edu](mailto:barc@bard.edu). Visit the website at: <http://inside.bard.edu/academicresources>.

### *Bard College Library Bibliography of Writing Handbooks and Style Manuals*

**Ref. BF 76.7 .A43 1994** American Psychological Association. *Publication Manual of the American Psychological Association*. Washington, D.C., American Psychological Association, 1994.

**Ref. Z253 .U69 1993** *Chicago Manual of Style*, 14th edition. Chicago: University of Chicago Press, 1993.

**Ref. T11 S386 1994** Council of Biology Editors. *Scientific Style and Format: The CBE Style Manual*. New York: Cambridge University Press, 1994.

**Ref. T 11 D33 1998** Day, Robert A. *How to Write and Publish a Scientific Paper*, 5th edition. Westport: Greenwood Publishing Group, 1998.

**Ref. LB 2369 .G53** Modern Language Association. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association, 1995.

**Ref. PN 147 G444** Modern Language Association. *MLA Style Manual and Guide to Scholarly Publishing*. New York: Modern Language Association, 1998.

**Ref. PE 1408 .S772 2000** Strunk, William S., and White, E. B. *The Elements of Style*. Boston: Allyn & Bacon, 2000.

**Ref. LB 2369 .T8 1996** Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 1996.

## WRITING THE SENIOR PROJECT

### *Online Resources:*

- Bard Academic Resources Center: [inside.bard.edu/academicresources](http://inside.bard.edu/academicresources)
- Bard libraries: [www.bard.edu/library/index.htm](http://www.bard.edu/library/index.htm)
- Bard Senior Year Experience: [inside.bard.edu/doso/senioryear](http://inside.bard.edu/doso/senioryear)
- Dean of the College website: [inside.bard.edu/doc/students](http://inside.bard.edu/doc/students)

### *Citations and Bibliographic Guides*

- NoodleBib: Generate, edit, and publish an MLA works cited list or APA references list that complies with the rules of the current *MLA Handbook* and *APA Publication Manual*. To use NoodleBib, you must first create a personal folder. Click on the New User link and follow the instructions.

<http://www.noodletools.com/login.php?>

- APA Guide to Citations  
[www.unc.edu/depts/wcweb/handouts/apa.html](http://www.unc.edu/depts/wcweb/handouts/apa.html)
- MLA Guide to Citations  
[www.unc.edu/depts/wcweb/handouts/mla.html](http://www.unc.edu/depts/wcweb/handouts/mla.html)
- “Columbia Online Style: MLA-Style Citations of Electronic Sources,” Walker, Janice R. Vers. 1.2, Rev. Nov. 1997. (5 June 1998).  
[www.columbia.edu/cu/cup/cgos/idx\\_basic.html](http://www.columbia.edu/cu/cup/cgos/idx_basic.html)
- Academic Honesty Self-Test and Guides to Citation Styles  
[leeds.bates.edu/cbb](http://leeds.bates.edu/cbb)

### *Online Research:*

- **The Internet Public Library’s E-Resources**  
An exhaustive list of links to online reference works  
[www.ipl.org/div/subject/browse/refoo.oo.oo](http://www.ipl.org/div/subject/browse/refoo.oo.oo)
- **Stevenson Library’s Encyclopedias and Dictionaries**  
[www.bard.edu/library/other/reference/dictionaries.htm](http://www.bard.edu/library/other/reference/dictionaries.htm)
- **Online!**  
A reference guide to using internet sources  
[www.bedfordstmartins.com/online](http://www.bedfordstmartins.com/online)

## WRITING THE SENIOR PROJECT

- **International Public Library**

Links to newspapers worldwide

[www.ipl.org/div/news](http://www.ipl.org/div/news)

### *Grammar Help*

- *The American Heritage Book of English Usage*  
[www.bartleby.com/64](http://www.bartleby.com/64)
- Diana Hacker's Book Companions Extensive Electronic Writing/Grammar Exercises  
[www.dianahacker.com/student.html](http://www.dianahacker.com/student.html)

### *Writing Academic Papers*

- Electronic writing assistance, including sections on the various stages, types and style/grammar of writing  
[thuban.ac.hmc.edu/www\\_common/writing/centweb/centstu.html](http://thuban.ac.hmc.edu/www_common/writing/centweb/centstu.html)
- *Writing Better: A Handbook for Amherst Students*  
[www.amherst.edu/~writing/writingbetter](http://www.amherst.edu/~writing/writingbetter)
- Harvard University's *Twenty Tips for Senior Thesis Writers*
- Harvard University's *Worksheets for Senior Thesis Writers*

### *Rules of Thumb for Proper Citation:*

- Talk with your Senior Project adviser about preferred citation format.
- Consult bibliography and footnote sections of periodicals in your discipline.
- Be consistent, whichever citation format you choose.

### *Questions?*

Need more information? Contact Bard Academic Resources Center, x7812, <http://inside.bard.edu/academicresources>.

## SENIOR PROJECT PREPARATION AND PRESENTATION

—*from the Office of the Dean of the College*

This information is meant to help you prepare and submit your Senior Project.

As you decide upon your topic, consult the holdings and reference sources of the library's collection, including the interlibrary loan system, *Connect NY*. The reference librarians can direct you to printed and electronic materials in your subject area. Librarian Betsy Cawley offers reference workshops to teach students how to use the library's extensive databases, abstracts, and indexes, as well as how to evaluate, access, and cite internet sources. Researching your project should begin as soon as possible. If most of your research will involve material not in the Bard collection, you should request a letter of introduction from the Stevenson Library to research at other libraries.

As you prepare your project, you will need to be familiar with the acceptable forms of thesis writing. Helpful research materials and guidelines are also available on Stevenson Library's "Services for Seniors" page at: <http://www.bard.edu/library/info/news/seniors.htm>, and the website for the Bard Academic Resources Center: <http://inside.bard.edu/academicresources> offers helpful writing and bibliographic guides.

### *Submitting the Senior Project*

On Monday, December 3, 2007 — the day senior projects are due for the Fall semester — come to **the Dean of Studies' office (Ludlow 208)**

OR on Wednesday, April 30, 2008 — the day senior projects are due for the Spring semester — come to **the Stevenson Library second floor reading room** with the following:

- **Four copies** of the Senior Project: **three bound copies** and **one unbound copy**. (See below for more information about bindings). **The three bound copies** are for the faculty on your board. (*These copies can be printed on both sides of the page*, as your board members allow.) We will check them and then give them back to you for delivery to the members of your board. **The library's copy** should be submitted in a 9"x12" manila envelope with your name clearly printed on the outside. The pages should be loose; do not clip them together or bind them in any way.

## SENIOR PROJECT PREPARATION AND PRESENTATION

- **Two extra copies** (for a total of **three**) of the title page of your project (see attached example) for our files and for the commencement program

If you are a member of the Arts Division completing an installation, a film, a composition, or a performance as a senior project, you should bring:

- **Two copies** of a title page (see attached example).
- **A synopsis** (1-2 pages) of the project, that is, an artist's statement outlining what you did and what you were hoping to accomplish.
- **A program or invitation**, if applicable.
- A 9"x12" manila envelope with your name clearly printed on the outside.

### *The Form of the Senior Project*

#### **CONTENTS:**

- Title page
- Dedication/Acknowledgements
- (Preface, if included)
- Table of contents (list of chapters with their page numbers)
- Introduction
- Body of text
- Footnotes (if these do not appear elsewhere)
- Bibliography

#### **FORMAT:**

- Use uniform size paper, 8 x 11 inches.
- Leave a margin of approximately 1 inch on the left and 1 inch on the right, top, and bottom of the page. Double-space the body of the text.
- Ask your professor whether you should follow the MLA, APA, or CMS recommendations for your citations and bibliography.

## SENIOR PROJECT PREPARATION AND PRESENTATION

- Illustrative material such as graphs, maps, and photographs can be integrated into the text or placed in appendices at the end.
- Number pages consecutively, with Arabic numerals; the first numbered page should be the first page of the text proper. The title page, dedication, and table of contents should not be numbered. (These preliminary pages or any others may be designated with roman numerals if desired.)
- Numbers should appear in the upper right hand corner of the pages, or in the middle of the top margin, without periods or hyphens.

The final version of your senior project should be carefully proofread for typographical errors, correct grammar, and proper citation. Rely on *Merriam-Webster's Collegiate Dictionary* and *The MLA Handbook* or *The Chicago Manual of Style*, 14th ed. for all editorial questions.

### **BINDING:**

Three of the four copies that you bring to the dean's office are for the members of your senior project board. These three should be bound in a black binder with built-in fasteners, or they should be professionally bound. (Call the dean of students at x7365 if you have questions about this.) ***These copies can be printed on both sides of the page***, as your board members allow. The library copy of your project should be submitted, as outlined above, unbound, in a 9"x12" manila envelope with your name on the outside of the envelope. The library staff will microfiche and bind this copy. ***This copy must be printed single-sided***. If you photocopy your project, it is better to arrange for its reproduction off-campus (at Staples or Copy Cat for example), to avoid the certain crush at our facilities.

Indonesian Vernacular Architecture:  
Of Home, Body, and the Universe

Senior Project submitted to  
Division of Social Studies  
of Bard College

by

Miya Buxton

Annandale-on-Hudson, New York  
May 2008

## APPLYING TO GRADUATE OR PROFESSIONAL SCHOOL

—*from the Career Development Office*

The graduate application process, including evaluating and selecting appropriate programs, writing personal essays, taking standardized exams, asking professors for recommendation letters, requesting official transcripts, filling out and tracking applications, and applying for financial aid or funding, requires a significant investment of energy and time. Please ask for advice. Speak with your professors about programs you may be interested in and request letters of recommendation early, even if you do not intend to apply to graduate or professional school right away. The Career Development Office will keep these letters on file for you in our Credential File Service, should you need them in the future. Consult the CDO website at <http://inside.bard.edu/career/schools>, for information about the Credential File Service, the GRE, LSAT, and MCAT exams, and more.

The staff and faculty are here to support you, so make use of their time, knowledge, and guidance. The College has several people you may want to consult with:

Jonathan Becker, Associate Dean of the College, Associate Professor of Political Studies, and Dean of International Studies ([jbecker@bard.edu](mailto:jbecker@bard.edu); x7378; Annandale House 110).

Roger Berkowitz, Assistant Professor of Political Studies and Human Rights and Pre-law Adviser ([berkowitz@bard.edu](mailto:berkowitz@bard.edu); x7413; Seymour 102).

Nicole Burman, Graduate School Adviser and Associate Director of Career Development ([burman@bard.edu](mailto:burman@bard.edu); x7189; Campus Center 201).

John Ferguson, Professor of Biology and Health Professions Adviser, ([ferguson@bard.edu](mailto:ferguson@bard.edu); x2333; Reem and Kayden Center 215).

David Shein, Bard Fellowships and Awards Committee Chair, Assistant Dean of the College, and Associate Dean of Student Affairs ([shein@bard.edu](mailto:shein@bard.edu); x7045; Ludlow 105).

*Consider the Possibilities*

These questions may assist your thinking about graduate and professional school:

- Are you able to articulate your reasons for applying to graduate or professional school?
- Are your scholarly interests already well defined, or are they still fairly broad?
- What kind of research have you conducted so far into graduate programs in your field?
- Have you consulted with Bard faculty in your area of interest?
- Have you defined a set of criteria to evaluate individual programs?
- Have you visited program websites or used *Peterson's Graduate & Professional Programs* guide or another resource to learn about graduate programs in your field?
- Are you familiar with faculty teaching in any of these programs, and do their research interests intersect with your own?
- What do you want to convey about your academic background, interests, and goals in your personal essay?

If you are in the initial phase of thinking about graduate and professional school, and are not yet ready or able to answer the questions above, you may need more information about graduate school expectations generally, about differences between master's and doctoral programs, and about the kinds of professional opportunities that are available with a particular advanced degree or certification. Discuss these concerns, how to research various options, and how to clarify your next steps with Nicole Burman in the Career Development Office or with your professors, who will be happy to point you toward the next step.

*Questions?*

Need more information? Contact: Nicole Burman, Graduate School Adviser and Associate Director, Career Development Office, [burman@bard.edu](mailto:burman@bard.edu), x7189, Campus Center 201.

## ORDERING A TRANSCRIPT

—*from the Office of the Registrar*

Whether you are applying for graduate school or a graduate fellowship, you'll need to arrange for copies of your transcripts to be sent from the Registrar's Office. Please note that transcripts of student records must be requested in person or in writing because the registrar must have a signed release. Accordingly, faxed requests are acceptable, **but e-mailed requests are not.**

If filing a request in person, you can fill out the transcript request in the Registrar's Office, Ludlow 201.

Written requests may be submitted by completing a Transcript Request Form or mailing or faxing a letter to the Registrar's Office.

### **YOUR REQUEST MUST CONTAIN THE FOLLOWING INFORMATION:**

- Full name
- Student ID number
- Telephone number, or e-mail address
- Dates of attendance or year of graduation
- Address(es) to which the transcripts are to be mailed
- Student signature
- Fee per copy payable by check or money order

### **SERVICES AND FEES**

Fee: \$3.00 per copy, payable to Bard College

Processing time: usually within seven days

### **PLEASE NOTE**

Transcripts will not be issued to anyone who has not met their financial obligations to the College. No transcripts will be released except upon the written authorization of the student.

Send to:

Office of the Registrar  
Bard College  
P.O. Box 5000  
Annandale-on-Hudson, NY 12504

## NEXT STEPS: POSTGRADUATION CAREER PLANS

—*from the Career Development Office*

During your last academic year at Bard you will have plenty of time to develop your postgraduation plans if you start this fall and schedule an appointment in the Career Development Office (CDO) with either me, April Kinser, director (kinser@bard.edu; x7177), or Nicole Burman, associate director (burman@bard.edu; x7189), to discuss your career possibilities or graduate/professional school interests. We can help you plan ahead with a timeline to accomplish your goals. You can reduce the stress of your job search by working with us to demystify the process and develop the necessary skills to conduct a successful job search. I invite you to attend one of our Senior Salon Job Search workshops, which will be offered in the spring.

We encourage you to pick up the *Bard Basic Job Guide* or download it at <http://inside.bard.edu/career>. This publication contains sample resumes and important tips for your job search. Try to write a draft of your resume and have it reviewed by us before Thanksgiving. Once written, the resume can be filed away until you are ready to start your job search.

The timetable for starting your job search depends upon the field you want to enter, the type of position you desire, and when you hope to start work. Most of you will find that starting your job search shortly after submitting your Senior Project in April is an appropriate time to look for a job if you are ready to start work in the summer. On average, once an employer advertises a job, it takes at least a few months to fill an entry-level position for a recent college graduate. Keep in mind that government jobs, teaching opportunities in independent schools, and business and financial positions may have application deadlines as early as this fall. Postgraduate paid internships at prestigious organizations are competitive and also have early deadlines. Make sure you are aware of deadlines if you are considering these employment fields.

The job search requires focus, commitment, a positive attitude, an ability to articulate clearly the type of position you want, and the inclination to connect with people and tell them about your career goals. Being able to articulate the type of work you are looking for, including job titles, is enormously helpful in your job search. For example, “I just graduated from Bard College and I am looking for an entry-level position in a nonprofit

## NEXT STEPS: POSTGRADUATION CAREER PLANS

arts organization as an administrative assistant or coordinator of projects or programs.” The clearer you are about what you would like to do, the more likely you are to be successful in getting a job that suits you and sustains your passion and interest. CDO can help you identify and articulate your career goals and coach you through your job search. Networking, although very important to your job search, is only one way to discover job opportunities. Don’t underestimate the effectiveness of applying for jobs posted at websites and in the newspaper classifieds of your future hometown. CDO subscribes to a number of websites that post jobs in specific fields, and you can pick up this list of resources in our office.

*Please utilize CDO’s own two websites:*

*www.collegecentral.com/bard* hosts an online calendar of recruiting and career events, posts jobs specifically for Bard students and alumni/ae, and includes a Mentoring Network—a list of Bard mentors who have volunteered to help you. Please use <http://inside.bard.edu/career> for general career resources, including the annual *Fellowship & Scholarship Guide* and *Bard Basic Job Guide*, which includes sample resumes. Become familiar with the *Vault Online Career Library*, which has more than 3,000 company profiles and 80 *Vault Career Guides*, and offers career advice. You can access the *Vault Library* only with a Bard e-mail account and a password issued via the above website. *Vault* is one of the sites that we subscribe to; you will have access to it now and for one year following graduation.

We hope you will use CDO to support you in your job search during your senior year. We are available to help you after you graduate, but make the most of your time while you are still on campus. We look forward to working with you and encourage you to schedule an appointment to meet with us soon.

*Questions?*

Need more information? Contact: April Kinser, Director, Career Development Office, [kinser@bard.edu](mailto:kinser@bard.edu), x7177, Campus Center 201.

## COMMENCEMENT 2008

—*from the Office of Special Events*

Mark the date and time! Commencement will be on **Saturday, May 24, 2008, at 2:30 p.m.** in the Commencement Tent on Seth Goldfine Memorial Field.

Details will be posted at [www.bard.edu/commencement](http://www.bard.edu/commencement) as they become available.

Since area accommodations fill quickly, October is not too early to make your family's hotel or bed-and-breakfast reservations. Make them as soon as possible. (Some families and alumni/ae planning to attend the weekend's festivities make their reservations in May of the year before the event.) A list of area hotels, motels, and bed-and-breakfast establishments is available at [www.bard.edu/about/location](http://www.bard.edu/about/location).

Invitations (or announcements) will be available to seniors in March. Around that time both you and your parents will receive information about meals (and their costs) and details about other events during the weekend. These include a concert on Friday evening, May 23, of student compositions performed by the American Symphony Orchestra, and the President's Breakfast and Senior Project Panel on Saturday morning. After Commencement, a reception for the graduating class is followed by a barbeque with music, dancing, and fireworks. The barbeque is a major event for the Bard community, bringing together new graduates and their families with alumni/ae attending reunions, faculty, and staff.

During the spring you will receive information about caps and gowns, baccalaureate, the Senior Dinner, and other events during your Commencement Weekend. Information will also be posted on the Senior Year Experience website, <http://inside.bard.edu/doso/senioryear>. The Commencement speaker is usually announced just a week or so before Commencement.

### *Questions?*

Need more information? Contact [commencement@bard.edu](mailto:commencement@bard.edu) or x7504.

## SENIOR YEAR EXPERIENCE COMMITTEE

### *Mission*

The Senior Year Experience (SYE) Committee supports students during their senior year, both academically and personally, while it facilitates each senior's transition to life after Bard. Designed with the diverse and unique needs of seniors in mind, the Senior Year Experience Committee provides academic, professional, financial, psychological, and practical information and resources for seniors.

The SYE Committee sponsors a website and publishes this senior guide and Senior Salon calendar of events specifically geared toward the needs of the Bard senior. For information pertaining to the contents of the website, consult the section "The Senior Year Experience Website" of this guide or visit <http://inside.bard.edu/doso/senioryear>.

### *Committee Members*

Erin Cannan, *Senior Year Experience Committee Chair,*  
*Dean of Students/Associate Dean of Student Affairs, Chair*

Anthony Chefalo, *Area Coordinator*

Dorothy Crane, *Bard Academic Resources Center*

Jessica Kemm '74, *Director of Alumni/ae Affairs*

April Kinser, *Director of the Career Development Office*

John Pruitt, *Acting Dean of Studies*

Lora Seery, *Area Coordinator*

Brad Whitmore, *Associate Director of the Annual Fund*

You may contact the committee by e-mailing [sye@bard.edu](mailto:sye@bard.edu).

## THE SENIOR YEAR EXPERIENCE WEBSITE

What are your needs for the senior year? This helpful resource provides links that can answer your questions and concerns, from Senior Project to budget management. Visit <http://inside.bard.edu/doso/senioryear> for:

- **Important Dates to Remember**
- **The *Senior Guide*:** A letter from Michèle Dominy, Dean of the College, with a link to the pdf version of the *Senior Guide*.
- **Everything you need to know to prepare for Commencement:** Links to information about caps and gowns, invitations, accommodations for guests, meal tickets, and a detailed schedule of events during Commencement Weekend. Highlights from the 2007 Commencement.
- **Your Guide to Senior Year:** Contains links to the following resources:
  - Graduation Requirements* (just to make sure you've fulfilled them!)
  - Writing the Senior Project* (a helpful step-by-step guide to how to proceed from first draft to final revision)
  - Senior Project Preparation and Presentation* (what it should look like and what to do with it)
  - Campus Resources* (phone numbers for all the lovely and helpful people on campus)
- **Leaving Bard:** It is sad, but imminent. Contains links to:
  - Personal Finances* (some sound advice about money in the real world)
  - Moving to a New City* (some advice on what to consider when moving to a new place)
- **Graduate School, Fellowships, and Job Resources:**
  - Applying to a Graduate or Professional School* (advice from Career Development)
  - Ordering a Transcript* (how-to from the Registrar)
  - Applying for Fellowships or Scholarships* (information about possibilities from Career Development)

## THE SENIOR YEAR EXPERIENCE WEBSITE

—*Next Steps: Postgraduation Career Plans* (more advice, and a timeline from those helpful people at Career Development—you should visit them at Campus Center 201)

- **The Alumni Association:** Staying involved after Bard.
- **Resources:** Helpful links for managing senior year stress.
- **Senior Class Representatives:** A list of your senior class reps.
- **Senior Salon Series:** A schedule for Senior Salon Series, “An event series designed to help you successfully complete your project, graduate, and find a job.” Try to attend at least one during your senior year.

## CAMPUS RESOURCES

### OFFICE OF THE DEAN OF THE COLLEGE

|  |      |
|--|------|
| Michèle Dominy, Vice President/Dean of the College                               | 7421 |
| Mark Halsey, Associate Dean of the College                                       | 2336 |
| Jonathan Becker, Associate Dean of the College/<br>Dean of International Studies | 7378 |
| John Pruitt, Acting Dean of Studies  | 7365 |
| David Shein, Assistant Dean of the College/<br>Associate Dean of Student Affairs | 7045 |
| Akima Briggs, Director of HEOP<br>(Higher Education Opportunity Program)         | 7605 |

### ACADEMIC RESOURCES CENTER

|  |      |
|--|------|
| Jan Rizzuti, Acting Director of Academic Resources/<br>Director of Quantitative Literacy | 7811 |
| Dorothy Crane, Writing Consultant  | 7124 |
| Lucille Larney, Academic Support Specialist  | 6637 |
| Philip Pardi, Director of College Writing  | 7051 |

### CAREER DEVELOPMENT OFFICE

|   |      |
|---|------|
| April Kinser, Director of Career Development            | 7177 |
| Nicole Burman, Associate Director of Career Development | 7189 |

### OFFICE OF INFORMATION SERVICES

|  |      |
|--|------|
| Henderson Computer Resource Center Help Desk                 | 7500 |
| Jeff Katz, Dean of Information Systems/Director of Libraries | 7501 |
| Dave Maswick, Associate Dean of Information Services         | 7495 |

### OFFICE OF THE REGISTRAR

|                                  |              |
|----------------------------------|--------------|
| Peter Gadsby, Registrar          | 7458 or 7457 |
| Diane Smith, Assistant Registrar | 7459         |

## CAMPUS RESOURCES

### OFFICE OF STUDENT AFFAIRS

|   |      |
|---|------|
| Mary Backlund, Vice President for Student Affairs   | 7472 |
| Erin Cannan, Associate Dean of Student Affairs/Dean of Students                                   | 7454 |
| Paul Marienthal, Associate Dean of Student Affairs/<br>Director of Trustee Leader Scholar Program | 7056 |
| Geneva Foster, Assistant Dean of Students/<br>Director of Multicultural Affairs                   | 7092 |
| Bethany Nohlgren, Assistant Dean of Students/<br>Director of First-Year Experience                | 7292 |
| Andrea Conner, Director of Student Activities   | 7098 |
| Marshall Guthrie, Assistant Director of Student Activities  | 7099 |

### OFFICE OF RESIDENCE LIFE

|  |      |
|--|------|
| Michael Ginsburg '00, Director of Residence Life | 7455 |
| Anthony Chefalo, Area Coordinator                | 7699 |
| Jennifer Harris, Area Coordinator                | 7692 |
| Lora Seery, Area Coordinator                     | 7031 |
| Ashley Wildman, Area Coordinator                 | 7686 |

### OFFICE OF DEVELOPMENT AND ALUMNI/AE AFFAIRS

|  |      |
|--|------|
| Jessica Kemm '74, Director of Alumni/ae Affairs      | 7406 |
| Brad Whitmore, Associate Director of the Annual Fund | 7663 |

### SECURITY

|   |      |
|---|------|
| Ken Cooper, Director of Security              | 7461 |
| Matthew Moore, Assistant Director of Security | 7462 |

### ATHLETICS

|   |      |
|---|------|
| Kris Hall, Director of Athletics and Recreation             | 7528 |
| Scott Swere, Associate Director of Athletics and Recreation | 7530 |

## CAMPUS RESOURCES

### CHAPLAINCY

|  |          |
|--|----------|
| Bruce Chilton '71, Chaplain of the College | 7438     |
| Imam Salahuddin Muhammad, Muslim Chaplain  | 7438     |
| Father Paul Murray, Catholic Chaplain      | 7438     |
| Reverend Ginger Grab, Ecumenical Chaplain  | 757-4309 |
| Rabbi Larry Troster, Jewish Chaplain       | 7544     |

### COUNSELING AND STUDENT HEALTH SERVICES

|   |      |
|---|------|
| Beverly Bellinger, C.S.W., Director of Counseling Services                                    | 7433 |
| Nancy Kantor, C.S.W., Staff Counselor   | 7433 |
| Jeff Garrett, M.S.W., Staff Counselor   | 7433 |
| Rebecca Stacy, Director of BRAVE<br>(Bard Response to Rape and Associated Violence Education) | 7557 |
| Marsha Davis, Director of Student Health Services   | 7433 |
| Barbara-Jean Briskey, Associate Director of Student Health Service                            | 7433 |

### STUDENT ACCOUNTS/FINANCIAL AID

|   |      |
|---|------|
| Viki Papadimitriou, Bursar/Student Accounts | 7654 |
| Denise Ackerman, Director of Financial Aid  | 7625 |

### OTHER SUPPORT SERVICES

|   |      |
|---|------|
| Janet Kettler, International Student Adviser  | 7430 |
| Susan Gillespie, Director of Institute for International Liberal Education                    | 7082 |
| Rebecca Stacy, Director of BRAVE<br>(Bard Response to Rape and Associated Violence Education) | 7557 |
| Ed Schmidt, Transportation  | 7007 |

### EMERGENCY SERVICES

|   |                |
|---|----------------|
| Administrator/Counselor-on-call (available 24 hours)            | 7460 or 7777   |
| Bard Emergency Medical Squad                                    | 7777           |
| BRAVE (Bard Response to Rape and Associated Violence Education) | 7777           |
| Sexual Harassment Hotline                                       | 1-888-323-4198 |