Olin College
Registration Booklet
Spring 2003

Volume 1, Number 2

Spring 2003 Registration Information

What do I register for?
The first year, second semester at Olin College is composed of a Cohort Course Block (CCB), a free elective, and an Arts, Humanities and Social Sciences (AHS) course. The AHS and/or elective may be taken at Olin, Babson, Wellesley, or possibly Brandeis.

[One exception: Students in Music Performance, Music Composition or Responsive Drawing and Visual Thinking this fall must take the six credit Arts, Humanities, Soc Sci Foundation with Rhetoric (affectionately named the "double wide") at Babson and cannot take an elective.]

Cross-Registration
Students interested in cross-registration should use the following guidelines to find a course to meet their AHS or elective "slot." Keep in mind the time constraints of the cohorts and any other Olin course you may be interested in taking. The process for cross-registration during this developmental phase is going to be time consuming in getting information back and forth from Olin to the other school. As a result, there will be opportunities after registration to finalize any and all details. In other words, don't panic. Every effort will be made to accommodate your learning objectives for the spring semester.

Note: When looking for a course at a BBOW school, it is important to check for course pre-requisites and the enrollment. Under most circumstances, if the course if full, you will not be able to register for the course. Enrollment is generally found under course "tally" or listed with the course section information.

Babson College: You can find their offerings on a secure site at https://vidio.babson.edu. You can access the site with the following username and password:

username: newtonaccount
password: falltime

Choose "course listing" from the menu options on the left *ViDi-O* menu and then follow the prompts from that point. It is best to sort by course title and course number. If you find a course you are interested in, complete a cross-registration form (found in Olin Community → Documents → Academic Forms on Blackboard) and send it to linda.canavan@olin.edu . Linda will work with Babson to facilitate the registration.

Brandeis University: There as been significant progress with Brandeis in developing a cross-registration agreement and process. Cross-registration opportunities *may* be in place for Spring 2003, but probably not during our registration period. What does this mean? You are free to investigate opportunities at Bradeis via their web site (http://www.brandeis.edu/registrar/schu031pcrs.htm) or from the copies of the offerings that are in the lounges in the Residence Hall. In the event that Olin and Brandeis finalize the agreements, I will let you know as soon as possible and you will have an opportunity to make changes to your registration.

Wellesley College: We have an agreement with Wellesley College. You can find their offerings at http://www.wellesley.edu/Registrar/spr03sched.html. Students interested in pursuing a course at Wellesley should complete a registration form (found in Olin Community → Documents → Academic Forms on Blackboard) and send it to linda.canavan@olin.edu . Linda will facilitate the registration for Olin students.

When Do I Register?
Registration for Olin courses and submission of cross-registration requests is Wednesday, November 20th and Thursday, November 21st. There will be two rounds of on-line registration. The first round will have access to the Web Registration site https://starsrv1.olin.edu on Wednesday night from 6:00pm to midnight. The second round will have the same access on Thursday night. Students will be notified of their group prior to November 20, 2002. Any/all problems from the first round will be resolved before the second round begins. Additionally, there will be an add/drop period prior to the holiday break to make any additional changes to your schedule due to cross-registration issues or other factors. (Note: The add/drop period will be open to eligible students only. An eligible student is one that has all learning plan entries submitted to their adviser and up to date.)

How do I Register?

1. Log into the Web Registration system (from inside the Olin network) at https://starsrv1.olin.edu . From outside the Olin network use https://sis.olin.edu .
2. Click the "For Students" Button on the bottom to enter the secure connection.
3. Enter your Username and your Password. (This information was distributed at Orientation. If you misplaced this information, contact Linda Canavan).
4. Select the 

button from the list on the left. You may have to change the "Current Options Setting" to Spring 2003 if it was previously set to Fall 2002.
5. Enter the Course Number and the Section of your choice and click Add. (Refer to Course Listing for the registration numbers and sections.)
6. Confirmation Messages appear above the yellow bar. If you make a mistake, you can drop the confirmed course and add another. If you are not successful with an add, just try another course and/or section.
7. Repeat this process until you have registered for your cohort and any Olin AHS and/or elective.
8. When you are completely finished registering for Spring 2003, close the web browser.

(There will be an add/drop period prior to your holiday departure to assist with any changes that may be needed to facilitate BBOW cross-registrations.)

What About Co-Curriculars?
Registration and descriptions for Co-Curriculars will be addressed during the add/drop period in January. If a student has a particular interest in a co-curricular that they would like to see offered, they are encouraged to seek out a "faculty/staff" sponsor before the end of the Fall Semester.

What About Passionate Pursuits?
If you are interested in doing a Passionate Pursuit, consult the Student Handbook for FAQ's. In order to get non-degree credit for your Passionate Pursuit, you must submit a credit proposal to at least one faculty member and get approval from your adviser. You can pick up a credit approval form from the Office of Student Life. In order to be listed as semester work, the Registrar must receive an approved credit proposal for a Passionate Pursuit no later than mid-semester. Remember that the maximum amount of non-degree credit you can receive in a semester is three (3).

Engineering Curriculum: Year One, Semester Two

Cohort Overview

Students will register for the entire cohort based on their interest in one of three "flavors." The cohort consists of three courses, each of which is graded individually at the end of the semester. The student schedule will reflect the times that the disciplinary subjects are offered and the nine hours of scheduled project time.

The two disciplinary topics for the second semester of the freshmen year are Math and Physics.

> Mathematical Foundations in Engineering II: Linear Algebra and Vector Calculus
> This course provides the mathematical infrastructure for the cohorts in the topics related to linear algebra and vector calculus. Topics in linear algebra include, but are not limited to, matrices, determinants, systems of linear equations, vector spaces, linear transformations, eigenvalues, eigenvectors, and their application in science and engineering. Topics in the vector calculus portion include, but are not limited to, curvature, partial derivatives, multiple integrals, line integrals, and Green's divergence and Stokes's theorems, and their application in science and engineering.
>
> Physical Foundations in Engineering II
> The physics component of the cohort course provides a thorough introduction to Electricity and Magnetism as well as establishes the basics of physical and geometrical optics. In addition to the basics, we will address the vast variety of interesting applications pertaining to the knowledge you gain this semester. For example, we may discuss electrophoresis, heart monitors, brain wave function, CT (computerized tomography) imaging, magnetostatic bacteria, microwave cooking, LCDs, lightning, corona discharge, St. Elmo's fire, pacemakers, electric shock treatment, electrocardiograms, metal detectors, musical instruments, magnetic levitation, electric motors, radios, TV, car coils, superconductivity, aurora borealis, rainbows, radio telescopes, interferometers, particle accelerators, mass spectrometers, red sunsets, blue skies, radar speed guns, and much, much more. Our goal is to share with you the excitement of discovering the material universe at its most basic levels and to equip you with the basic knowledge and analytical skills necessary to become a scientist or an engineer.

In addition to the disciplinary topics, the cohort "flavors" are defined by the projects below:

Cohort Flavors

> The Next Big Thing
> Professors Mike Moody, Mark Somerville, Brian Storey
>
> Want to retire before you're thirty? Think you've got an idea for a killer product? If you're interested in making your first million (as well as making a significant contribution to your professors' retirement funds), join us in NBT, where we'll be learning linear algebra, vector calculus, electromagnetism, and circuit design in the context of basic wireless technology.
>
> For the first half of the semester, we'll work together on a set of small, well-defined projects and laboratory experiments that illustrate some of the key mathematical and physical ideas about transmitting energy without wires. At the culmination of this discovery phase we will build a pre-designed microwave transmitter and receiver.
>
> In the later part of course we will take a design-based approach and create original products that use wireless transmission. We will create working laboratory prototypes to demonstrate the technology and final design mock-ups that demonstrate consumer use. We will also perform an opportunity assessment to justify that your final product has market potential.

Things That Go Bang—Explorations in Electromagnetic Power and Energy
Professors Steve Holt, Gill Pratt, Sarah Spence

The TTGB cohort project will build electromagnetic devices that demonstrate the storage, conversion, and transport of electromagnetic energy. To keep things lively, we will emphasize high power devices and those devices that accumulate energy slowly and release it quickly. Such devices include rail guns, electromagnetic levitation devices, electromagnetic induction heaters, high voltage generators, metal deformers, motors, sound generators, etc. In addition to switched and resonant lumped element circuits, we will also explore the use of wave devices (like transmission lines).

As with all cohorts, an Entrepreneurship Opportunity Assessment activity will also occur. We will attempt to integrate this activity into our project by exploring the market and development costs for some of our devices.

We will be highly integrating the mathematics and physics subjects with our project. Vector calculus, for example, will not only be used to explain the physics of fields and waves, but also to understand algorithms that optimize the selection of circuit component values.

As with all cohorts, we will also participate in a circuits practicum, which will probably be taught by Diana Dabby and Gill Pratt. This will teach an introduction to the art of electronics and lab equipment

RoboScout
Professors Jill Crisman, Burt Tilley, Yevgeniya Zastavker

Are you curious about C programs that control "intelligent behavior" in robotics? Ever wonder about how ultrasonic transducers or cameras can be used in robot navigation? Then this is the project for you. Some of the algorithms that robotics researcher's have developed use the math and physics that you will be learning this semester. In addition, many of the components of robots, like motors and electronic circuits, are based on the physics that you will be learning. In this project, we will learn about robot components and implement, in C, algorithms to make RoboScout, a robot that is controlled from the web to wander around the 3rd floor of the Academic Center, and look for interesting things. The cohort faculty is working hard to sequence the presentation of the material and trade-off class hours to have a more integrated approach to the subjects in this cohort. In addition to the stated objectives of the cohort, this project will have a large hands-on emphasis on structured programming in C.

AHS Options

Arts, Humanities and Social Sciences (AHS) Overview

See Appendix I for Olin AHS requirements

History of Technology in America
Professor Rob Martello

Aaaaah yes, technology and American history. This course wholeheartedly intends to exploit America's rich collection of narratives and themes, including new looks at classic gems such as the road from colony to revolution to republic, the "peculiar institution" of slavery, the evolution of political parties, wars and peaces, the turbulence of the 1960s, and the indescribable horror known as disco. We will explore these and other topics via the lens of technological systems. In other words, our readings and discussions will examine the two-way relationship between technological systems and their social, political, economic, and environmental context, using case studies from all periods of American history. Class work will include weekly readings and reflections upon those readings, several films, a heaping dose of discussion, several short writing assignments and presentations, and a creative group project. Students will have the opportunity to select from different specialization topics such as sci-fi, communication technologies, technology and public policy, and the history of the doorstop.

Arts, Humanities, and Social Sciences Foundation with Rhetoric (Double Wide)
Professor Kathleen Kelly

This course is 6 credits and will meet your foundation AHS requirement if you did not take an AHS in the first semester. The description is forthcoming.

Seeing and Hearing: Communicating with Photographs, Video and Sound
Professor: Helen Donis-Keller

Seeing and hearing is about the communication of ideas developed by research, reflection, and evolving thought using, as a vehicle for expression, contemporary media tools. Students will receive a hands-on introduction to audio recording and editing, digital photography and printing, and video recording and editing. Science and engineering content will be integrated in order to provide a reasonably comprehensive understanding of the devices we use to gather sound and images, and in order to understand more fully the properties of seeing and hearing. A major goal is to enlarge our awareness of the environment we inhabit and to respond to the perceived environment by producing original visual and sonic artwork. Students will complete projects, which include self-portraiture, documentary, and the construction and recording of sound-producing devices. Our process will be to share work through discussion sessions as we follow projects from their initial stages to completion and final presentation. Additional context for Seeing and Hearing will be provided by selected readings, visits by guest lecturers, additional faculty and staff participation, and by viewing work of other professional practitioners. This course does not require prior experience with image/sound gathering or editing.

Electives

Introduction to Interactive Programming: The Design of Software Systems
Professor Lynn Andrea Stein

This course is an introduction to computer programming. It will be taught in the Java programming language, and will teach the language (i.e., no prior programming experience is assumed), but it is not about the language. Students with no prior background AND students with background comparable to the CS AP should both find this course interesting and worthwhile.

The theme of this course is interactive programming. Most computation these days is not algorithmic question-answering in desktop boxes (as typically taught in introductory computer science). Instead, this course will focus on a model of computation as a set of simultaneous ongoing entities embedded in and interacting with a dynamic environment: computation as interaction; computation as it occurs in spreadsheets and video games, web applications and robots.

A major component of the class will be a weekly three hour in-class laboratory. (Time TBD, sometime between 12 and 6 on Monday afternoons....) Much of this laboratory will be spent in collaborative work on program development, with an emphasis on student-student interaction and student-student teaching, facilitated and enriched by the course staff. In addition, design and implementation work will be supplemented with observational laboratory assignments, inviting students to consider not only how to build a program, but how to anticipate its behavior and how to modify that behavior.

Musical Design and Aesthetics
Professor: Diana Dabby

This elective provides a forum for students to articulate and bring to fruition a creative musical project involving aspects of theory, composition, and performance. It also addresses more scholarly/theoretical issues that will prepare students for entry into music curricula at neighboring colleges. The seminar will feature periodic exhibitions and performances of work, culminating in an event that helps initiate the Olin concert series in the spring.

(Note: Additional scheduling for this course will be determined once enrollment is confirmed.)

Environment and Health
Professors: Hillary Berbeco, Joanne Pratt

Do you enjoy investigating, discussing, and forming educated opinions on controversial issues such as alternative energy sources, the human genome project, the latest fad diet, nuclear waste disposal, stem cell research, or identification of new disease-causing genes? In this class, we will delve into the technical, ethical, political, historical and societal dimensions of topics ranging from the quality of the air we breathe to how we feel. After working through one case study as a group, each student will select one topic to research in detail and present to the class at multiple stages during the semester. All participants will develop an understanding of all topics addressed in the class through preparing and hearing updates on the current news in these areas, readings, class discussions, presentations by students, faculty and visitors, and field trips. Students will learn how to critically evaluate and use information in newspapers, scientific journals, web sites and databases. Participating students will also contribute to the identification of foundational concepts in biology and chemistry for future pieces of the Olin curriculum. Students will be evaluated on the evolution of their research and critical thinking skills, their regular contributions to class discussion, their ability to ask probing questions, their mastery of the common content, and their oral and written communication skills. Interested students are encouraged to contact Joanne or Hillary before registering.

Appendix I

Olin AHS Requirements
An introductory primer

Introduction (Containing a path to heroism)

Hey, do you want some information about choosing an AHS course?

Oddly enough, many students have discovered a tiny bit of ambiguity in the statement "Please register for a spring AHS course." Even though most of us know that "**AHS**" stands for "**Arts, Humanities, and Social Sciences**," how does one choose from the blizzard of offerings at Olin, Babson, and Wellesley? Do all of them count?

It so happens that Olin students can take nearly any course in an AHS discipline in the spring semester. Yes, even foreign languages. However, you should plan your spring course in a way that helps you meet all AHS requirements in future semesters. This is a great time to prepare a rough strategy for your AHS experience and fit your spring activities into a heroic learning plan.

And by the way, we haven't forgotten competencies. Broad interdisciplinary competencies such as communication, contextual thinking (which includes ethics and identity/perspective), and creativity and design will be a part of the grading discussion, coming soon to theaters near you. These competencies will play a major role in your AHS experience

Feel free to contact Rob Martello with any questions about this document.

Two Key Disclaimers (Containing the word "Indefatigable")

This document is an introduction to Olin's philosophy on the wonderful world of AHS. As an introduction it should be read with two important caveats:

1. This is subject to change. The AHS committee is an indefatigable group of visionaries and romantics who seek to make the world (or at least Olin) more creative and provocative and fun. The committee plans to continually revisit and improve these guidelines. In addition, these requirements will change to reflect YOUR input.

2. Olin believes in putting the spirit above the letter of the law. The primary and fundamental objective of Olin's AHS program is to provide students with a world-class education that fulfills their personal and professional objectives. If you have a different way to approach the breadth or depth or other AHS requirements, ask your adviser immediately! Olin can and will work with you!

AHS Disciplines (Containing the first known usage of "Olinology")

At Olin, we might begin with the following general breakdown of disciplinary categories:

The Arts: "Creating texts" (broadest definition of "text")

- Art (drawing, painting, sculpture, etc.)
- Music
- Theater
- Photography
- Creative Writing

The Humanities: "Studying texts"

- History?
- Philosophy
- Literature
- Language studies
- Poetry

The Social Sciences: "Exploring creators and contexts of creation" (Study of individuals and societies)

- History?
- Psychology
- Sociology
- Anthropology
- Economics
- Political science
- Cognitive science

Is this list complete? It will never be complete, so long as humanity continues to give voice to its creative instincts. (In less lofty terms, the list might be incomplete because we might have forgotten something.) Hopefully this gives you a general idea of what we mean by A, H, and S.

Is this list the final word? No. Many would argue with the placement of disciplines into these categories. And some of the above disciplines might fall into more than one category – for example, history, anthropology, poetry, creative writing, and Olinology.

Let's say this one more time: this list is an illustrative outline, not a restriction or decree.

AHS Requirements (Containing nothing even remotely clever)

Olin students must take a total of eight AHS courses over a four-year period. This section explains the five components of the AHS requirements that guide how students might select these courses. Olin students will usually take one AHS course each semester,[1] and must take at least one AHS course each year.

Note about free electives: Free electives are spaces (or "slots") on your course registration list and not disciplinary categories. If you use a free elective "slot" to take a course in an AHS discipline you can definitely use it to fulfill any of these requirements!

1. Foundation requirement

All Olin students must take one designated "foundation" course in their first year, ideally in their first semester. Foundation courses should accomplish several goals:

- Introductory writing instruction, with a large writing component
- Extensive readings and analysis of readings
- Class discussion and (possibly) presentation components
- Cover multiple AHS disciplines and draw connections between them
- *Possible future requirement: Integrate technical and AHS topics*

2. Breadth requirement

All Olin students must sample at least three separate AHS disciplines, thereby achieving a "breadth" of coverage of AHS topics.

- "Breadth" means "please explore different areas." Each student needs to determine how their different breadth courses offer exposure to a range of ideas and thinking styles and skills and content areas. This is how one becomes a well-rounded Renaissance engineer.
- Ideal breadth coverage includes one course offering from the arts, one from the humanities, and one from the social sciences.
- The foundation and capstone courses **do not** count towards this requirement.
- One course **can** count towards both the breadth and the depth requirements.

3. Depth requirement

All Olin students must take a sequence of at least three courses in a single AHS field.

- Students must concentrate in an area of intellectual inquiry. This does not include purely skill-based fields.
- The definition of "single AHS field" is flexible, encompassing options such as "Chinese history," "The history of Chinese science and technology," or "The historical and sociological study of China."
- The three courses must build upon each other in some way, enabling advanced study in a field. Three introductory courses do not offer depth.
- The foundation and capstone courses **do not** count towards this requirement.
- One course **can** count towards both the breadth and the depth requirements.

[1] With the exception of one of the sophomore semesters (zero AHS) and one of the senior semesters (two AHS).

4. **Capstone requirement**

All Olin students must complete an "AHS capstone" activity in their fourth year.

The AHS Capstone will hopefully accomplish several goals:

- Explore AHS through a semester-long, student-initiated project
- Integrate different AHS disciplines (at least two)
- Prove mastery of AHS competencies
- Include a "real-world" component (e.g., philanthropy, entrepreneurship, performance, composition, publication…)

Help! This is too much!

Relax. Your eight courses will usually look like this (not necessarily in this order):

1. Foundation
2. Generic AHS course – anything you like
3. Breadth course that can also serve as an introduction to your depth sequence (Breadth 1 and Depth 1)
4. Breadth 2
5. Breadth 3
6. Depth 2
7. Depth 3
8. Capstone

You can also use free elective spaces to take additional AHS subjects that will then count towards these requirements.

What about communications, particularly writing?

The communication requirement is very much a work in progress. Please send your ideas to Christina.shea@olin.edu if you would like to shape this vital part of your education.

The purpose of a communication requirement at Olin College would be to integrate the instruction and practice in writing and speaking throughout the curriculum. The objective would not be to add additional subjects to the curriculum, but simply to identify and develop communication intensive or communication concentration (CC) courses from existing courses in both AHS and the major or specialization: a seamless integration that reflects the college's commitment to the engineer, as both a highly skilled writer and an informed, persuasive speaker.

We are considering requiring students to take two CC subjects within the AHS curriculum and two as part of the student's major concentration or specialization, presumably in the junior and senior year. Thus, students would receive a strong foundation in essay writing, argumentation, and oral presentation and then would move on to concentrate on the specific forms of communication common to their field's professional/academic culture.

A competency diagnostic in expository writing would be administered prior to enrollment in order to direct the student's choice of CC course offering in the freshman year.

Do foreign languages count as an AHS?

Foreign languages are slightly tricky. This policy is under current review and investigation.

Skill-based foreign language courses that focus exclusively upon the development of written or verbal fluency are not an exploration of an area of intellectual inquiry. You can apply a skill-based foreign language to your AHS requirement as the "Generic AHS Course" listed above. (You can also use free electives to take skill-based courses.) It is possible (but not guaranteed) that skill-based foreign language courses will be allowed to satisfy breadth and depth requirements as well.

Language courses that include cultural studies, examination of foreign literature, or other topics of intellectual inquiry can count towards breadth and depth requirements listed above.

Does "Seeing and Hearing" count as an AHS?

Seeing and Hearing is an exciting AHS course that takes an inquisitive intellectual approach to different Arts disciplines. Yes, it counts as an AHS course.

Illustrative Examples of AHS Course Selection

1. **Language loving Lloyd**

Lloyd is a vivacious lover of foreign languages who loves skiing but is allergic to caraway seeds. He completed some French in high school and wishes to add to it. He also wants to take some German, but has absolutely no background in it. Lloyd is willing to use free elective spaces to advance his knowledge of these languages but not all of his free electives. *What can he do?*

Planned Breadth: French, Creative Writing, Introductory Sociology
Planned Depth: "French Language and Literature"

Semester 1 AHS = Foundation course
Semester 2 AHS = Intermediate French (includes cultural study) (DEPTH 1)
Semester 2 free elective = Introductory German

Semester 3 AHS = Intermediate German
Semester 4 free elective = Advanced French (includes cultural and literature study) (DEPTH 2)

Semester 5 is "Study Abroad in France!"
Semester 5 AHS = French Literature (BREADTH 1, DEPTH 3)
Semester 5 free elective = Advanced German
Semester 6 AHS = Creative Writing (BREADTH 2)

Semester 7 AHS = Introductory Sociology (BREADTH 3)
Semester 7 free elective = Computer programming
Semester 8 AHS = History of Technology or another German class or more French

Semester 8 AHS Capstone = Plan and implement a foreign exchange program for a local high school, including a financial analysis, fundraising, visa requirements, preparatory language immersion exercises, cultural instruction, and participation with French institutions.

In addition, Lloyd might wish to explore languages in his passionate pursuits. For example, he can spend one semester researching French history and conclude the activity by writing a ten-page analysis of his favorite historical topic in both English and French. In his senior year he might research technical French terminology, culminating in the translation of one of his technical papers into French.

2. Penelope, the Political Paragon

Penelope is an athletic vegetarian who wants to someday enter the Guinness book of world records. She hopes to work in public service and is fascinated by political science and American government. Penelope wants to explore this topic in great depth but cannot use any of her free electives for this pursuit (she's using free electives to take technical courses)!

Planned Breadth: Political Science, Art, and Philosophy
Planned Depth: "American Government and Public Service"

Semester 1 AHS = Foundation (History and Society)
Semester 2 AHS = Introduction to Political Science (BREADTH 1, DEPTH 1)

Semester 3 AHS = American Political History (DEPTH 2)

Semester 5 AHS = Political Science: Government and Lawmaking (DEPTH 3)
Semester 6 AHS = Seeing and Hearing (BREADTH 2)

Semester 7 AHS = Western Philosophy (BREADTH 3)
Semester 8 AHS = Public Policy Course (DEPTH 4)

Semester 8 AHS Capstone = Study a hot political issue: the fight over constructing windmills in Massachusetts Bay. Interview participants and experts on both sides of the debate and write a paper explaining their positions. Prepare a proposal explaining your viewpoint and a suggested course of action and present it in written and verbal form to a member of the state legislature.

Appendix II

Spring 2003 Olin College Course Offerings

Reg Course #	Sect #	"Flavor Title"	Course Title	Credits	Faculty	Seats	Meeting Pattern	Location
CCB1001	01	The Next Big Thing	Physical Foundations of Engineering II	3.0	Somerville, M	27	M,W 9:45-11:15am	304
	01		Mathematical Foundations of Engineering II: Linear Algebra & Vector Calculus	3.0	Moody, M		M,W, F 8:30-9:30am	
	01		Foundations of Engineering Project II	4.0	Storey, B		T, R 2:30-5:30p; F 10:00-1:00p	109
CCB1001	02	Things That Go Bang	Physical Foundations of Engineering II	3.0	Holt, S	27	T, R 2:30-4:00p	318
	02		Mathematical Foundations of Engineering II: Linear Algebra & Vector Calculus	3.0	Spence, S		T, R 4:15-5:45p	
	02		Foundations of Engineering Project II	4.0	Pratt, G		M,W,F 10:00-1:00p	306
CCB1001	03	RoboScout	Physical Foundations of Engineering II	3.0	Zastavker, Y	27	T, R 11:30-1:00p	113
	03		Mathematical Foundations of Engineering II: Linear Algebra & Vector Calculus	3.0	Tilley, B		M,W,F 9:00-10:00a	318
	03		Foundations of Engineering Project II	4.0	Crisman, J		M,W,F 10:00-1:00p	326
AHS1120	01		Technology in American History	3.0	Martello, R	40	M, W 3:45-5:15p	304
AHS1105	01		Arts, Humanities, Soc Sci Foundation with Rhetoric (Dbl Wide)	6.0	Kelly, Kathleen	18	T, R 8:15-11:00am	Babson
AHS1130	01		Seeing and Hearing: Communicating with Photographs, Video and Sound	3.0	Donis-Keller, H	16	M, W 1:45-3:45p	313
ELE1050	01		Introduction to Interactive Programming: The Design of Software Systems	4.0	Stein, L	25	T, R 9:45-11:15; Monday pm - To Be Determined	318
ELE1025	01		Musical Design and Aesthetics	3.0	Dabby, D	15	W 2:00-5:00p; other times To Be Determined	305
ELE1090	01		Environment and Health	3.0	Berbeco & Pratt, J	12	T 10:00-1:00p, R 12:00-1:00p	105

Appendix III

Spring 2003 Olin College Schedule Grid