

# UNDERGRADUATE ADVISING QUESTIONNAIRE

Your Name: \_\_\_\_\_ Your Major: \_\_\_\_\_

Your email address: \_\_\_\_\_

Please complete both pages of this questionnaire and return it by email **BEFORE** July 31 to:

**Davey Harrison** – [david.harrison@necmusic.edu](mailto:david.harrison@necmusic.edu)

Composition, Contemporary Improvisation, Jazz, Piano, and Voice

**Laura Messina** – [laura.messina@necmusic.edu](mailto:laura.messina@necmusic.edu)

Brass, Percussion, Strings (including Harp and Guitar), and Woodwinds

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## 1. General Advising Questions:

Your responses to these questions will help us prepare for your arrival at NEC in August.

1. Whether you are an official “transfer student” or not, have you ever taken any college courses for credit?     yes     no

2. If yes, have you had the college or university where you took the courses send an official transcript to NEC?     yes     no

3. Did you take any AP or CLEP tests for college credit?     yes     no

4. If yes, did you have your test scores sent to NEC?     yes     no

5. What, if anything, would you like your Academic Advisor to know about you and/or your academic needs before you arrive for the Fall 2018 semester? Is there anything we can do to help ease your transition to NEC?

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## 2. Liberal Arts Seminar Preference:

NEC’s Liberal Arts department requires a Liberal Arts Seminar for first-year students. This course, offered in the fall semester, explores a single topic through major texts and discussion to encourage active learning and participation. Since NEC pre-registers first-year students, we ask that you indicate your choice of three seminars (using the numbers 1, 2, and 3 next to the description to indicate your order of preference). We hope to honor but cannot guarantee your first choice since section sizes are limited and other scheduling factors may come into play. We will offer priority based on the order in which we receive your response.

**Please note that non-native English speakers who have scored below 88 on the TOEFL will not register for a Liberal Arts Seminar in the first semester.**

**See second page for Liberal Arts Seminar course descriptions.**

**Liberal Arts Seminars, Fall 2018:  
Rank 1, 2, and 3 in order of preference.**

***Consumption and Waste in America*** with Jill Gatlin

This seminar examines habits of consuming and discarding at the individual, community, corporate, and national levels to think about the concept of “culture.” We may be accustomed to thinking of “culture” as the opposite of “trash”—yet nearly everything we consume becomes or produces waste. Looking at fiction, essays, poetry, visual art, advertisements, architecture, and waste itself, we will question how throwaways, garbage, and waste—labels for not only what we throw in the trashcan but also groups of people, art, or even landscapes—define culture. In addition to short written responses, students will develop a unique argument regarding an object or phenomenon of “waste” of their choosing, using skills of detailed observation, close analysis, and interpretive questioning.

***Diversity and Difference*** with Jill Gatlin

“Diversity” has become a buzzword for universities, communities, artists, businesses, and politicians, but what does it really mean? This seminar explores diversity and human difference as subjects of both celebration and controversy, through the study of personal experiences and observations as well as literary, popular, and scholarly writings. We will examine how we—as individuals, community members, and citizens of different nations—experience and define human difference and diversity on a daily basis. Looking at how race, ethnicity, class, gender, sexuality, age, religion, (dis)ability, and other differences shape people’s lives, we’ll consider both destructive and constructive uses of the idea of difference.

***Family Dramas*** with Patrick Keppel

This seminar explores the tension between the individual and the family by examining plays and films in which this tension is the central focus. The impulse toward creating a coherent, even impenetrable, family unit is by necessity strong, yet in practice that unit is relentlessly challenged from within by problems of hierarchy, power, individuality, and communication, and challenged from without by past family patterns, social obligations, or financial pressures. Drama and film are useful art forms to study these family conflicts because of the way they provide a provocative glimpse behind the walls that hide such tensions from the world. Seminar participants will also examine the complex concept of the family from the point of view of contemporary Family Systems Theory.

***Repairing the Environment*** with Matthew Duveneck

Solutions to environmental problems raise scientific, economic, and ethical questions about whether and how humans should interact with their environment. Through readings, reflection, and discussion, and through the use of several case studies, we will explore the merits of both mitigation and adaptation strategies to problems arising due to climate change, wildlife-human conflicts, wetland degradation, air pollution, and invasive species. For example, we’ll discuss mitigation strategies to reduce the magnitude of climate change itself, such as recovery of methane from landfills, but we’ll also explore adaptation techniques that focus on limiting the impacts of climate change, such as using alternative crops suited for a changing climate. Although mitigating a problem may theoretically provide the best solution, the process is often expensive and rarely ameliorates an environmental problem completely. Students in this seminar will gain an appreciation for the complexity and challenges of the decisions we make that affect the natural world.

***Faith and Reason*** with Jacob Vance

How does belief relate to but differ from rational knowledge? This seminar examines how central Western thinkers from Late Antiquity to the Enlightenment have conceived of the relation between reason and faith, and how they attempted to either harmonize rational philosophy with theology or separate them. By studying the ways in which different thinkers at different moments in Western history have understood the role of rational investigation in searching for the truths of faith, students will develop a rich understanding of Western philosophical and theological writings. They will learn to analyze, discuss, and write about religious and philosophical texts from different historical periods in light of the tension between reason and faith. Readings may include excerpts from: Saint Augustine, Saint Anselm, Aquinas, Descartes, Pascal, Locke, Hume, and Rousseau.

***Boston and NEC: The Cultural Life of an American City*** with James Klein

This past year, New England Conservatory has marked the 150th anniversary of its founding, and this seminar will take advantage of that to consider not only the Conservatory’s, but also the city of Boston’s past history, their present circumstances, and their future prospects. For almost four hundred years, Boston has been at the heart of America’s cultural life: its educational resources and economic vitality, its commitment to the arts, and its unique politics have made it one of the nation’s—and the world’s—great cities. Over the course of its own history, the Conservatory has made itself a part of that life, so we will examine the interplay of small school and great city as a way of better understanding the rich tradition of Boston: the transformation of land and people, of society and politics, but most of all in the cultural institutions and ideals that have so shaped our own contemporary environment. We will explore the Conservatory and the city of Boston through critical readings, discussion, guest lectures, and site visits, in hopes of better understanding the urban world in which we work and live.

***Idea of Rights*** with James Klein

The question of rights, the topic to be used to explore these skills in this seminar, is one of the most important political and personal issues today. But to understand our rights, we need to consider not only what rights are—and who has them—but also their origins, character, and purpose. Students in this seminar will read, analyze, and discuss historical documents defining rights, contemporary essays proposing (or recognizing) new rights, and legal evaluations of what rights we do (and do not) have.