A Concentration is a negotiated course of study that allows you to chart a path of inquiry based on your intellectual interests. All concentrations at Hampshire are individualized in the sense that they express the student’s personal curiosity and intellectual passions. It generally spans your second and third year at Hampshire. Your concentration includes the body of knowledge and skills you wish to master at an advanced level and that lay the foundation for your Division III independent project in your fourth year. The substance of the concentration is expressed in terms of disciplinary and interdisciplinary fields of scholarship and research. Some concentrations focus on one field of study while others combine traditional or emergent disciplines in very integrated ways. In addition, all concentrations allow you to bring out-of-classroom experiences into your studies.

You generally draft your Division II contract or plan early in your second year. Although there is a great deal of flexibility in how you frame your concentration, it is essential that you describe your concentration in terms of the questions that drive your study, your goals for your own learning, and a coherent articulation of the areas of study that you are integrating into your plan. It is vital that you discuss these ideas with your committee who will likely suggest some new ways to think about your work and suggest courses, internships, and other learning opportunities for you. In all concentrations you not only work to meet your own goals, but you must meet two college requirements: 1) that you engage with multiple cultural perspectives and 2) that you complete at least forty hours of community engaged learning. These are both done in ways appropriate to the your concentration and should be discussed with your committee.

The Contract
The contract is a living document, which will ultimately describe your Concentration. The contract itself scaffolds your thinking by asking you to articulate your questions, areas of interest, goals, and work plan. These will change as you gain knowledge, skills, and experience. That said, your draft contract should still push you to think about these things as carefully as you can, knowing you will be able to revise it frequently. In fact, it is good practice to re-read your contract every semester, meet with your committee or chair to discuss changes in your thinking as a result of your work that semester, and revise the contract as negotiated. The Division II contract also requires that you think about the ways you might meet the Multiple Cultural Perspectives and Community Engagement requirements. We will describe each in turn below.

Description of the Division II
This description will include the following parts:

1. Overview: Write about the fundamental questions or issues that help you frame your studies. What are the basic knowledges, theories, and other methodological and analytical tools that you want to master? At this point, how do you see your areas of study fitting together?

2. Goals: What do you want to know, understand, and be able to do by the end of your concentration? Consider not only the field specific knowledge you want to gain, but also such skills as research methods, time management, collaborative skills, information literacy, leadership skills, presentation skills, inquiry skills, language study, etc. Of course, as you move through Division II, it is expected that you will continue to make progress on the cumulative skills you began to address in Division I (writing and research, independent project work, quantitative skills, and multiple cultural
perspectives). In addition, consider the ways that you are challenging yourself—what would the appropriate next challenge be?

The better you are able to articulate these things, the easier it will be for your committee to guide you to the appropriate courses and other evaluated experiences that will help you meet your goals.

3. Your Plan – Coursework and other Evaluated Learning Activities
   a. Division II represents the equivalent of four semesters’ worth of work, or approximately 16 and no fewer than 12 courses or course-equivalent learning activities. These may include independent studies and projects, courses, reading programs, internships, and other forms of field study away from the campus. Not every course in your Division II need map directly onto the core of your Concentration, but your Concentration must be sufficiently robust to meet the agreement of your committee.
   b. The Concentration should not be a random assortment of loosely related activities but a structured program of study. Learning activities included in your concentration should build from work at foundational levels to advanced work.
   c. It is desirable to achieve both depth and breadth in your concentration; conceptual depth typically comes through advanced course work and independent study. You should also work in more distantly related areas that interest you; breadth allows you to engage with other perspectives and with the wider world and to put your specific interests in context.
   d. In Division II, you should develop the skills that you will need for a Division III project. Thus, as part of the concentration you should not only take courses in different methodologies, but also undertake independent project work (within or outside courses) as a means of ensuring your readiness for Division III.

The Multiple Cultural Perspectives Requirement
The guidelines for fulfilling the MCPR are clearly laid out in the Hampshire College Student Handbook (https://handbook.hampshire.edu/)

The Community Engagement and Learning Requirement
The guidelines for fulfilling the CEL-2 are clearly laid out in the Hampshire College Student Handbook (https://handbook.hampshire.edu/)

The Portfolio
You demonstrate your work to your Division II committee through a portfolio. You ought to be building the portfolio by compiling your work as you go along (though at the end you will be more selective). Bring your portfolio with you to your Division II committee meetings to show your chair and/or committee how your work is shaping up. It is possible to create an electronic portfolio instead of a traditional paper portfolio. In an ePortfolio, you curate your work in a way that improves your ability to reflect on your work and set your path. Visit https://moodle.hampshire.edu/course/view.php?id=4351 for instructions.

Since your portfolio is your means for showing your committee what you have learned and what meaning you are making from putting the things together that you have selected, be creative in what you put into the portfolio to demonstrate your learning in- and out-of-class. Think about how to organize the work to bring the different parts together.