



1989

Colby College Catalogue 1989 - 1990

Colby College

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Colby College Catalogue



1989-1990

Colby College Catalogue

SEPTEMBER 1989-1990

Waterville, Maine

2 INQUIRIES

Inquiries to the College should be directed as follows:

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A booklet, *Colby Perspective*, with illustrative material, has been prepared for prospective students and may be obtained from the dean of admissions.

Colby College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Colby College is a private, coeducational liberal arts college that admits students and makes personnel decisions on the basis of the individual's qualifications to contribute to Colby's educational objectives and institutional needs. The principle of not discriminating on the basis of race, color, sex, sexual orientation, religion, age, parental or marital status, national or ethnic origin, political beliefs, or disability unrelated to job or course of study requirements is consistent with the mission of a liberal arts college and the law. Colby is an affirmative action/equal opportunity employer and operates in accordance with federal and state laws regarding nondiscrimination.

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, academic schedule, fees, deposits, or any other matters in this catalogue.

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Colby

Chartered in 1813, Colby is an independent non-sectarian college of liberal arts for men and women. It is the twelfth oldest college of its kind in the country and the fifth oldest college in New England. In 1871 Colby became the first previously all-male college to become coeducational. Colby has a faculty of about 172 full-time and part-time members and an undergraduate body of approximately 1,690 students who earn the bachelor of arts degree.

Colby is committed to the belief that the best preparation for life, and especially for the professions that require specialized study, is a broad acquaintance with human knowledge rather than narrowly concentrated training in limited areas. The College accepts the Socratic principle that "an unexamined life is not worth living," and endeavors to nurture the excitement that accompanies the discovery of ideas and values as they are inherited from the past, as they are perceived in the present, and as they may be developed in the future.

The Colby experience is designed to free each student to find and fulfill his or her unique potential. In the process, it is hoped that students will become: more tolerant of diversity and more compassionate toward others; capable of distinguishing fact from opinion; intellectually curious and aesthetically aware; adept at synthesis as well as analysis; broadly educated with depth in some areas; proficient in writing and speaking English; understanding a foreign language and cultures; able to create and enjoy opportunities for lifelong learning; willing to assume leadership roles as students and citizens; prepared to respond flexibly and successfully to the changing demands of the world of work; useful to society and happy with themselves.

Education is a continual process, carried on outside the classroom as well as within. Close faculty and student relationships, based upon genuine interest in and concern for others, are basic to college life and help to personalize and humanize the educational experiences. To that end the College stands for diversity, without which we become parochial; for tolerance of various lifestyles and beliefs, without which we become mean-spirited; and for the protection of every individual against discrimination. In the classroom and outside, there is freedom to study, to think, and to learn in an environment that insists upon the free and open exchange of ideas and views.

Presidents

1818-1833	JEREMIAH CHAPLIN
1833-1836	RUFUS BABCOCK
1836-1839	ROBERT EVERETT PATTISON
1841-1843	ELIPHAZ FAY
1843-1853	DAVID NEWTON SHELDON
1854-1857	ROBERT EVERETT PATTISON
1857-1873	JAMES TIFT CHAMPLIN
1873-1882	HENRY EPHRAIM ROBINS
1882-1889	GEORGE DANA BOARDMAN PEPPER
1889-1892	ALBION WOODBURY SMALL
1892-1895	BENIAH LONGLEY WHITMAN
1896-1901	NATHANIEL BUTLER, JR.

1901-1908	CHARLES LINCOLN WHITE
1908-1927	ARTHUR JEREMIAH ROBERTS
1929-1942	FRANKLIN WINSLOW JOHNSON
1942-1960	JULIUS SEELYE BIXLER
1960-1979	ROBERT EDWARD LEE STRIDER II
1979-	WILLIAM R. COTTER

Accreditation and Memberships Accredited by New England Association of Schools and Colleges and American Chemical Society. Member of The College Board, College Scholarship Service, Association of American Colleges, American Council on Education, National Association of Independent Colleges and Universities, New England Board of Higher Education, Associated Colleges of New England, Council for the Advancement and Support of Education, American Library Association, New England Library Network, Center for African and Afro-American Studies, New England Regional Conference of the National Council for Black Studies, American Institute of Indian Studies, and American Studies Association. Corporate member of American Association of University Women; chapter of American Association of University Professors; New England Small College Athletic Conference. Colby chapter of Phi Beta Kappa founded in 1895.

The Commons Plan

In January 1984 the trustees approved a complete reorganization of residential life on the campus. In the fall of 1984, Colby created four distinct small communities or "commons," each with its own dining facility and governing unit.

The Commons Plan offers a number of advantages to students. Housing of all kinds throughout the campus is available on an equal basis to all students, and students play a greater role in the control and governance of the public spaces within the commons, including the dining halls. Out-of-class faculty-student interaction is enhanced and opportunities for the development and expression of individual student leadership come from involvement with the governing bodies and from organizing intellectual and social activities within the commons.

Students may reside within the same residence hall and commons for more than one year, so that friendships can more easily be formed and sustained throughout the college years and afterward.

A new student center serves as a focus for the Commons Plan and as a forum for campus-wide social and cultural activities.

Lovejoy Commons is named for Elijah Parish Lovejoy, a graduate of the Class of 1826, who became America's first martyr for the free press when he was killed by a pro-slavery mob in Alton, Illinois, in 1837. Lovejoy Commons includes Dana Hall and the residence halls of the Hillside Complex and The Heights.

Chaplin Commons, named for Jeremiah Chaplin, Colby's founder and first president who served from 1818 to 1833, is comprised of Averill Hall, West Quad, and Grossman, Treworgy, Pierce, and Perkins-Wilson residence halls.

Johnson Commons is named for Franklin Winslow Johnson, Colby's fifteenth president (1929-42), who inspired the College's move to the Mayflower Hill campus. This commons includes Johnson Hall, East Quad, and the residence halls of Piper, Drummond, and Goddard-Hodgkins.

Mary Low Commons is named in honor of Colby's first woman graduate from the Class of 1875. Included in this commons are the residence halls of Foss, Woodman, Coburn, and Mary Low.

Campus Life

Art The Bixler Art and Music Center is the focal point for the College's art program. Continuous exhibitions of works selected from the permanent collection, as well as original and traveling shows, are to be seen in the Jetté Galleries of the Colby Museum of Art. The permanent collection features American and European painting, sculpture, and graphic art. Special collections are the American Heritage Collection and the American Painters of the Impressionist Period Collection of Edith Kemper Jetté and Ellerton Marcel Jetté, the Helen Warren and Willard Howe Cummings Collection of American Art, the John Marin Collection, the Adelaide Pearson Collection, the Bernat Collection of Oriental Ceramics and Bronzes, the Langenbach-Pepper Collection of Watercolors by Charles Hovey Pepper, the Weiss Collection of Jack Levine Graphics, and the William J. Pollock Collection of American Indian Rugs and Jewelry (Navajo and Zuni).

The Friends of Art at Colby, organized in 1959, make substantial contributions to the overall art program throughout the year. A newly formed advisory council for the museum will meet twice a year in New York to consider matters of museum policy and to generate ideas for exhibitions, for continuing the growth of the permanent collection, for enhancing the national recognition of the museum, and for developing cooperative programs among academic museums.

The Archives of Maine Art, located at the Bixler Center, is a repository of information and documents about artists in Maine from the eighteenth century to the present.

In addition to the studio courses in the regular curriculum, workshops are maintained for extracurricular activities in ceramics and photography.

The Bixler Center also contains painting and sculpture studios and gallery space for exhibitions in the Museum of Art.

Intercollegiate Athletics Athletics for men include varsity teams in football, soccer, basketball, hockey, skiing, lacrosse, golf, baseball, tennis, cross-country, indoor and outdoor track, swimming, and squash. There are reserve varsity teams for men in soccer, basketball, hockey, and lacrosse. Rugby is a club sport for men and women; water polo is a club sport for men. Crew, woodsmen, bicycling, and sailing are also coed club teams.

Varsity teams for women include field hockey, tennis, cross-country, soccer, swimming, ice hockey, basketball, skiing, squash, softball, lacrosse, and indoor and outdoor track. Women's reserve varsity teams compete in field hockey and lacrosse. Volleyball is a club sport for women.

The rules that govern intercollegiate sports are those adopted by the athletic conferences in which Colby holds membership. Colby is a member of the New England Small College Athletic Conference, which also includes Amherst, Bates, Bowdoin, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The College is also a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference, and the Maine Association of Intercollegiate Athletics for Women.

Intramurals Programs in intramurals are on a coeducational basis; each student is free to engage in the activities of his or her choice. Competition is organized in touch football, soccer, basketball, ice hockey, volleyball, frisbee,

table tennis, skiing, track, squash, swimming, softball, tennis, cross-country, marathon run, and basketball free-throw. Teams are divided into independent divisions, with a point system determining winners of each divisional trophy. Participation by all members of the College community is encouraged.

Lectures Throughout the year, outstanding scholars, musicians, and artists visit the campus. The Winthrop H. Smith Visiting Scholars Program invites a speaker for two days to lecture, talk in classes, and meet with students and faculty. Through a grant from IBM in 1983, the opportunity is provided to the mathematics, physics, chemistry, and administrative science departments, on a rotating basis, to present a lecture of related interest annually. The Clara M. Southworth Lecture examines subjects in environmental design. The Samuel and Esther Lipman Lectureship is devoted to Jewish studies and contemporary Jewish thought. The annual lecture by the Grossman Professor of Economics delves into current economic issues of significance. The Christian A. Johnson Lectures bring to Colby distinguished economists each year. The Lovejoy Convocation annually honors a member of the newspaper profession "who has contributed to the nation's journalistic achievement." The Kingsley H. Birge Memorial Lecture, established in 1982, seeks to bring to Colby distinguished persons to speak on the human experience, human potential, or humane treatment of human beings. The Spencer Family Fund provides for an annual or biennial lecture on world unity. The Matchette Lecture offers a distinguished speaker in philosophy. The Guy P. Gannett Lectures focus on general subject areas not covered by other established lectures at the College. In addition to these established lectures, speakers are invited to the campus by the Friends of Art at Colby, student organizations, academic departments, and learned societies.

Music Musical activities converge in the Bixler Art and Music Center, which contains rehearsal and practice rooms as well as the 400-seat Given Auditorium and an electronic music center, equipped for the production of computer-generated sound and other forms of electronic music. Facilities for musical theater and opera are provided in the Performing Arts Center of Runnals Union, while Lorimer Chapel serves as a concert hall for large-scale choral and orchestral concerts. The Gould Music Shell, placed in a natural bowl on the northeast corner of the campus, is available for outdoor concerts.

Students are invited to participate (with or without academic credit) in the Colby Symphony Orchestra, the Colby College Chorale, Band, Jazz Band, and Collegium Musicum (Early Music Group), all under faculty and staff direction.

In addition to numerous concerts by department ensembles each year, concerts by visiting artists of international stature are presented by the music department and by the Student Association. Members of the Portland String Quartet, who hold appointments as artists-in-residence at Colby, also give concerts each semester and offer courses in chamber music for general students as well as workshops for advanced string players.

Performing Arts Colby offers an interdisciplinary major in performing arts, enriched with courses offered by the departments of art, classics, English, modern languages, and music. In addition, Colby offers a minor and provides courses for non-majors and opportunities for practical experience in all the areas of theatrical production, dance, and music.

The Strider Theater, the Dunn Dance Studio, a small cellar-theater, art studios, and many spaces for musical performance serve as laboratories for the arts and as performance centers. The Strider Theater has a flexible stage, shop, makeup rooms, and rehearsal space. Light and sound booths over the balcony command a full view of the stage.

Radio Colby WMHB-FM is a student-operated station with a Class A noncommercial license from the Federal Communications Commission. From studios in Roberts Union, the station broadcasts throughout the day and evening 365 days a year.

Religion The College supports and encourages an ecumenical ministry on the campus. There are Catholic, Jewish, and Protestant chaplains.

Student Organizations More than 70 student organizations are chartered by the College. Academic societies are Phi Beta Kappa, Sigma Delta Pi (Spanish), Sigma Pi Sigma (physics), Delta Phi Alpha (German), Pi Sigma Alpha (government), Omicron Delta Upsilon (economics), and Psi Chi (psychology). Student publications include the weekly newspaper, *The Colby Echo*; the yearbook, *The Oracle; Pequod*, devoted to art, literature, and photography; and *The Review*, a journal of student essays, fiction, and art.

Service organizations are Better Alcohol Responsibility (B.A.R.), Bi-sexual, Gay and Lesbian Society, Colby Emergency Response, Colby Friends (Big Brother, Big Sister), and the Colby Volunteer Center.

Other groups include Amnesty International, Bike Club, Chemistry Club, Coalition for Political Action, Coffeehouse Association, Colby Dancers, Colby Democrats, Colby Eight, Colbyettes, Colby Handbell Ringers, Colby Model United Nations, Colby Outdoor Orientation Trips (COOT), Debate Team, East Asian Cultural Society, Environmental Council, French Club, Geology Club, German Club, International Club, Investment Club, Istari (fantasy literature), Lorimer Chapel Choir, Men's and Women's Rugby, Off-Broadway Revue, Off-Campus Society, Outing Club, Photography Club, Pottery Club, Powder and Wig, Republican Club, Rowing Club, Sailing Club, Senior Arts Exhibition, Ski Club, Spanish Club, Stu-A Films, Student Affiliates of the American Chemical Society, Student Alumni Association, Student Arts Committee, Student Organization for Black and Hispanic Unity (SOBHU), Table Tennis Club, Tuxedo Junction, Volleyball, Water Polo, WMHB, Women's Group, and Woodsmen's Teams.

Religious organizations are B'nai B'rith Hillel, Interdenominational Chapel Steering Committee, Colby Christian Fellowship, and the Newman Club.

There are other clubs and societies described under appropriate catalogue headings. In addition, each class acts as an organization, with elected officers, as do the Commons Councils. Organizations and most activities, including film, lecture, and concert series, are funded through the Student Association. Also, students are appointed by the Student Association to serve on College committees.

The Library

The libraries have installed automated catalog and loan systems. Online access to the College's large bibliographic data base is available from terminals throughout the library. Computerized access to indexes of files of journals, newspapers, and government documents is available through several CD-ROM workstations.

The library furnishes printed and audiovisual material for assigned and recreational reading, reference, research, and independent study. The main building is open from early morning until late at night during the academic year, and mornings and afternoons each weekday in summer. Study areas and a computer room with eight terminals are open 24 hours a day. Miller Library houses the humanities and social science collections, College archives, and special collections.

An open-stack system allows browsing through the collection of more than 500,000 volumes. The library has over 2,000 current periodicals, with strong retrospective runs, and daily newspapers from this country and abroad. Miller Library is a selective depository for United States government documents. In addition, on file are specialized types of material such as microfilms of newspapers, periodicals, and documents, recordings, films, and videotapes. The library is a member of the New England Library Network.

There are two branch libraries. The Bixler Center has the Ambrose Coghill Cramer Room for the library of fine arts and music and has a newly equipped listening facility for 8,500 sound recordings. The science collections are housed in the Allyn-Smith Science Library in the Keyes Building.

Special collections of first editions and manuscripts in Miller Library have achieved international recognition. The Edwin Arlington Robinson Memorial Room, named for the famous Pulitzer Prize-winning Maine poet, contains his books, manuscripts, letters, and memorabilia. The Thomas Hardy Collection is one of the most extensive in the country. Other authors represented in the Robinson Room include A. E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather, John Masefield, William Dean Howells, and Thomas Mann.

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with numerous inscribed copies, manuscripts, and holograph letters of William Butler Yeats, Sean O'Casey, James Joyce, George Bernard Shaw, and many others. The Healy Collection has 6,000 primary and critical sources representing the Irish Literary Renaissance, 1880-1940.

The Alfred King Chapman Room houses the College archives, which hold over 4,000 manuscript files pertaining to Colby graduates, faculty, and staff dating from 1813 to the present. Also included is an extensive collection of books by Colby graduates and faculty.

Audiovisual Center The audiovisual center in the Miller Library provides media services for the College community. In addition to offering the traditional equipment delivery and loan services, the center also produces educational materials and provides instruction in many media-related areas. Audiovisual maintains a full complement of equipment, from overhead projectors to portable video recorders.

Career Services

Colby's commitment to the liberal arts embraces the firm belief that the breadth and quality of a Colby education should be extended to include an equally broad choice of meaningful and rewarding career opportunities. Located in Roberts Union, the Office of Career Services strives to acquaint students with career options, offers insight into various professions, and assists in preparation for the actual career search. Students, parents, and alumni are invited to visit the office to discuss career concerns, offer suggestions, and avail themselves of the facilities.

The staff works with academic advisers and other members of the faculty and staff to assist undergraduates in the selection of courses and experiential options that best meet each student's individual interests and needs. Students considering careers in medicine, dentistry, law, and business are advised to meet with a member of the professional-preparation committees for each of these areas as early as possible in the freshman year.

The computer room and the career library, which includes extensive information on job-search techniques, current employment openings for permanent and summer positions, internships, and graduate-degree programs, are open weekdays, including evenings, and Sunday afternoons.

Students are encouraged to make an appointment to encounter SIGI PLUS (System of Interactive Guidance), a computer program that provides interest testing and value determination as well as information about hundreds of professions. Workshops and individual counseling on career exploration, résumé writing, and interviewing techniques can be as helpful to the underclassman seeking a summer job or January internship as to the senior seeking a permanent career opening. In addition, a lifetime reference file may be opened at any time, and a newsletter is distributed throughout the campus on a regular basis, listing current activities and programs as well as career-related opportunities.

Specific programs for seniors include a recruitment program, which brings representatives from graduate and professional schools to the campus in the fall and from corporations and government-service organizations in the spring. Consortium programs with other institutions allow for the opportunity to interview with a variety of additional firms and organizations at single locations in Bangor, Portland, Boston, and New York City. Information and applications for the Graduate Record Examinations, Graduate Management Admission Test, Law School Admission Test, National Teachers Examination, and the Foreign Service Examination can be obtained by seniors in the office, and all but the last two are administered at Colby at least once each year.

With the generous support of Colby graduates and parents of current students, a broad network of persons in various professions and widespread geographical locations has been established to assist students and alumni in career exploration. Parents and alumni have agreed to conduct informational interviews, be hosts for on-site visits, sponsor internships for January and the summer, and provide housing for interns and job seekers in their areas. Information on these opportunities can be obtained from the alumni liaison in the Office of Career Services.

Admission

Colby College admits students as candidates for the degree of bachelor of arts. Admission is highly selective, and evaluation is based on data concerning academic achievement and ability, as well as qualities of intellectual promise, interest and excitement in learning, character, and maturity.

The College actively seeks applicants who have special qualities or talents to contribute to the Colby community, as well as those who represent diverse geographical, racial, religious, and economic backgrounds. Such candidates are expected to be within acceptable ranges of academic ability and preparation.

The quality of a candidate's preparation is judged by the academic record, the recommendations of school administrators and teachers, and results of tests administered by The College Board or by the American College Testing Program.

To ensure a common educational base, a minimum of 16 academic preparatory units is strongly recommended, including four in English, at least three in a single foreign language, three in college preparatory mathematics, two in history or social studies, two in laboratory science, and two in other college preparatory electives.

Colby College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status, in order to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Application Schedule

November 15: Deadline for filing applications for fall option early decision admission and financial aid. Notification: December 15.

December 1: Deadline for filing applications for midyear transfer admission.

January 1: Deadline for filing applications for winter option early decision admission and financial aid. Notification: February 1.

January 15: Deadline for filing applications for regular admission and financial aid.

March 15: Deadline for filing transfer applications and financial aid requests.

Mid-April: Notification of action by admissions committee and of financial aid awards to regular freshman applicants.

May 1: Accepted regular applicants confirm intention to attend Colby by payment of \$200 advance tuition deposit.

May 15: Notification of acceptance and financial aid awards to transfer applicants.

Interviews Interviews, though not required, are recommended and are available on campus from May 1 to January 15. Appointments may be scheduled between 8:45 a.m. and 3:45 p.m. on weekdays, and on most Saturday mornings in the fall.

Interviews with alumni can be arranged for students who are unable to visit the campus and who would like additional personal contact and information about the College.

Campus Visits A visit to Colby is encouraged. Guides are normally available at the Admissions Office on weekdays, and tours may be arranged on many

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Saturday mornings. A list of motels near the campus is available from the Admissions Office.

High school seniors who wish to spend a night on campus may do so through the Colby Host Program. The program operates five days a week (Sunday through Thursday) throughout the academic year, with the exception of examination and vacation periods. Requests for accommodations through the Host Program should be directed to the Admissions Office at least two weeks prior to the visits. Accommodations are limited to one night.

For those driving, Colby is located near exit 33 of I-95. Waterville also may be reached by bus or air.

Tests Colby requires either The College Board Scholastic Aptitude Test (SAT) and three achievement tests—one of which must be English Composition, with or without essay—or the ACT tests. A foreign language achievement test is recommended for students seeking to fulfill our language requirement by scoring 60 or better. All required tests must be taken no later than January of the senior year. Early decision candidates must take these tests earlier in their senior year or in their junior year. Applicants must request that test results be sent to Colby directly from the appropriate testing agency. Students taking The College Board tests should contact The College Board ATP, P.O. Box 592, Princeton, New Jersey 08540 (or P.O. Box 1025, Berkeley, California 94701, for those living in Montana, Wyoming, Colorado, New Mexico, or points farther west). Students taking ACT tests should make requests to P.O. Box 414, Iowa City, Iowa 52243.

Advanced Standing Colby participates in the Advanced Placement Program of The College Board, providing academic credit for students qualified for advanced standing. Those interested take The College Board advanced placement tests and have the results submitted to Colby for evaluation. Students scoring four or five typically receive placement and credit from the College. Scores of three and below are evaluated by the appropriate academic department.

Early Admission A small number of students are admitted without completing the senior year of secondary school. This is done only with the recommendation of the secondary school. Considerations of academic and personal maturity are important to the candidate and to the College in earlier-than-usual admission.

Transfer Students and Veterans First consideration in admission is for freshmen, but some transfer students are accepted each year. Admission by transfer is open to those with strong academic and personal records from accredited colleges or universities. Transfer application forms may be obtained from the Admissions Office.

Credits from accredited institutions are generally accepted for courses comparable to ones offered at Colby in which grades of C or better are received. No more than 60 transferable credit hours may be applied toward a Colby degree.

Veterans may request advanced standing consideration for completion of service schools or USAFI courses in advance of matriculation. Credit is not granted for military service or College Level Educational Program tests.

Health Certificate Before matriculation, each student must present a Colby College health certificate, which includes a physical examination to be completed and signed by the home physician. Maine State law mandates tetanus, diphtheria (Td) immunization within 10 years, and measles and rubella immunization after 1969 and the first birthday for all entrants to post-secondary educational institutions.

In addition, Colby College requires proof of polio and mumps immunization, and a tuberculin test within the last six months. Pre-September activities and preregistration cannot be guaranteed unless all required forms are received **three** weeks prior to registration.

Nonmatriculated Students Application to enroll as a nonmatriculated student must be made to the dean of admissions, who has the responsibility for the admission of all students. Registration in individual courses requires the approval of the course instructor, and may be limited; matriculated students have priority in admission to courses with limited enrollments.

All persons seeking to take courses for credit must present evidence that they are qualified to pursue the intended courses, and must pay the established fee. A limited number of gifted Waterville area secondary students may be recommended by their schools to take a course for a nominal administrative charge. Adults from the immediate Waterville area who are not degree candidates may qualify to take courses at one half the usual fee or may audit courses at no charge.

Persons wishing to enroll as auditing students must also apply to the dean of admissions, and are referred to the section "Auditing Courses" elsewhere in this catalogue.

International Students Colby has traditionally encouraged the enrollment of students from other countries and is actively engaged in programs of international cooperation and exchange.

Applicants to Colby must be able to understand and be understood in English. Oral and writing skills are essential for successful work at Colby. Colby requires the Scholastic Aptitude Test (SAT) and three achievement tests (if the tests are offered in a student's home country). In addition, applicants whose native language is not English and who have attended a school in which the medium of instruction is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements may be made to take these examinations in various centers throughout the world by writing to The College Board ATP, P.O. Box 6155, Princeton, New Jersey 08541-6155, U.S.A. To ensure that the results are sent promptly to Colby, please use the Colby College Examination Code No. 3280. United States embassies and consular offices can provide pertinent information about these examinations. These offices often have booklets describing the tests, and even have practice tests for your use.

Financial aid for international students is available in limited amounts. Applicants for financial aid should complete the Foreign Student's Financial Aid Application and Declaration Form, which, upon request, is sent with Colby admissions materials. All applications are due in the Admissions Office, with supporting documents, by January 15.

Colby has, in the Dean of Students Office, an associate dean who is responsible for intercultural activities and who serves as a special adviser to international students.

Orientation

From the time of admission until they arrive on campus, new students are invited to make use of a "hot line" to the College to get answers to any questions they may have. An on-campus orientation program for freshmen and other students is held just before the beginning of each new semester. The program includes an introduction to the intellectual and social life of the College, meetings with faculty and staff advisers, and placement examinations. Prior to the orientation, freshmen may participate in COOT (Colby Outdoor Orientation Trips), conducted by upperclassmen, faculty, and staff members.

Placement in Mathematics A mathematics placement test will be given during the orientation period and scores will be made available prior to registration. The test must be taken by all students who intend to take Mathematics 119, 121, 122, or 123, and will cover material from high school courses typically entitled "Algebra II" and "Precalculus." The purpose of the test is to discover those students who would be well-advised to take (or re-take) precalculus before attempting calculus [it should be noted that precalculus is a non-credit course offered only in January]. Final decision on placement rests with the chairman of the Mathematics Department.

Freshmen who intend to register for a "no prerequisite course" (Mathematics 111, 112, 117, or 118) need not take the placement test.

Freshmen who intend to register for Mathematics 231 or 253 should consult with their advisers and with the Mathematics Department chairman. They need not take the placement test.

Placement in Foreign Languages The College language requirement for 1989-90 is met at entrance by a score of 60 or more on The College Board language achievement test.

Students wishing to continue the study of a foreign language at Colby are encouraged to take The College Board achievement test in that language. The results are used to place the student at the appropriate level. If a student has not taken The College Board test and wishes to continue studying a language, he or she will be placed on the basis of a placement exam given during freshman week. Students whose College Board scores are more than a year old at the time of registration are also required to take the Colby placement exam.

Students who have had two or more years of language study may enroll in the first-semester course of that language only if the Department of Modern Foreign Languages determines, on the basis of The College Board test or Colby's placement test, that their preparation is not adequate for a more advanced level.

Placement for students who have scored 60 or above on The College Board language achievement test is done by consultation with the department.

Student Fees

Annual Basic Charges 1989-90

	<i>Sem. I</i>	<i>Sem. II</i>	<i>Total</i>
Tuition	\$6,735	\$6,735	\$13,470
Board	1,180	1,180	2,360
Room	1,250	1,250	2,500
General Fee	325	325	650
	<u>\$9,490</u>	<u>\$9,490</u>	<u>\$18,980</u>

Calendar of Payments 1989-90

	<i>On Campus</i>	<i>Off Campus</i>
<i>Upon Acceptance for Admission:</i> Admission deposit—new students only.	\$200	\$200
<i>April 1:</i> Attendance deposit for first semester—returning students only.	\$200	\$200
<i>August 1:</i> One half of annual basic charges, less admission or attendance deposit.	\$9,290	\$6,860
<i>November 1:</i> Attendance deposit for second semester—returning students only.	\$200	\$200
<i>January 1:</i> One half of annual basic charges, less admission or attendance deposit.	\$9,290	\$6,860

Deposits

Admission Deposit for All New Students: A nonrefundable deposit of \$200 is due on or before the date of confirmation of intention to attend. This deposit is credited against the charges for the student's initial semester of enrollment and will be forfeited if the student does not enroll.

Attendance Deposits: Returning students are required to pay a \$200 attendance deposit prior to each semester. The first semester deposit is due April 1 and is nonrefundable after July 1. The second semester deposit is due November 1 and is immediately nonrefundable. The attendance deposit is credited against the charges for the respective semester. For a student who does not enroll, the deposit will be held as a credit for one year, after which it will be forfeited. A student who does not pay an attendance deposit by the due date will not be permitted to select housing or preregister for courses for the coming semester. The admission deposit satisfies this requirement for new students.

Basic Charges

Tuition: All matriculating students are required to enroll for at least nine credit hours each semester at the basic tuition rate of \$6,735 per semester. Exceptions are made by the dean of admissions in the case of non-traditional students and by the dean of students in certain cases of regular students with extenuating circumstances which prohibit them from carrying a normal course load. In these exceptional cases, students may be charged on a credit hour basis at the rate of \$520 per credit hour.

With permission of the dean of students, seniors needing fewer than nine hours in their final semester may take only that number of credit hours necessary to meet their graduation requirement. In such cases, however, the full basic tuition of \$6,735 per semester will be charged.

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Board: The College offers a single board plan of 21 meals per week, required of all students living on campus, and is also available to off-campus students. Off-campus students may also purchase five lunches a week on a semester basis.

Room: Students are expected to occupy College housing facilities to the full extent of their availability. Other arrangements may be made only with specific approval of the dean of students. Residence hall reservations are made through the Office of the Dean of Students.

General Fee: The general fee is charged to all matriculating students except those in the non-residential degree program. Included in the general fee is an allocation for the Student Association and funding of College health services. There are no additional fees for staff services in the student health center or for the student health-insurance plan that the College provides as part of its health-services package to all students who pay the general fee.

Miscellaneous Charges

Applied Music: A student receiving musical instruction under the applied-music program is charged a fee of \$126 for a one-credit course and \$210 for a two-credit course. Music majors will be exempt from this charge.

Off-campus Study: Except for the programs below, students spending a semester in an approved Colby program away from the campus will be charged a \$500 off-campus-study fee (takes effect in 1990-91).

January Program: A January Program that requires extensive travel, special materials, or highly specialized outside instruction carries a fee calculated to reflect the costs of the individual program. Such fees are published annually in the January Program brochure.

Colby in Caen/Colby in Salamanca: In lieu of the regular charges for tuition, room, board, and general fee, annual fees of \$13,000 are charged for these programs. Because of the nature of these programs, separate deadlines and deposits apply. Details are available in the Colby in Caen and Colby in Salamanca brochures.

Colby in Cork: In lieu of the regular charges for tuition, room, board, and general fee, an annual fee of \$14,000 is charged for this program. Information on deadlines, deposits, and other program details is available in the Colby in Cork brochure.

Cuernavaca/Dijon/Lübeck/London Semesters: For students participating in one of these programs, the regular basic charges of \$9,490 per semester apply. Further information is available from the Admissions Office.

Fines: Fines are charged to a student's account for: failure to register automobiles, parking violations, late return of library books, checks returned as uncollectible, and for disciplinary actions.

Damage to or Loss of College Property: Liability for damage or loss of College property located within individual residence hall rooms lies with the resident(s) of the room. When damage or loss of College property occurs in residence hall common areas (e.g., lounges, hallways, lobbies, bathrooms), Residential Life will make every effort to identify the individuals responsible and to bill them. In cases where Residential Life determines that responsibility lies with the residents of a specific section of a residence hall, those students will be billed. When the individuals responsible for damage or loss of College property cannot be identified, the cost of repair or replacement is accumulated by the residence hall. At the end of each semester, Residential Life, in cooperation with the Physical Plant Department, determines the cost of all unidentified damage and loss of

College property and bills the residents of each residence hall on a pro rata basis. Any conflicts regarding assignment of responsibility may be directed to the Judicial Board.

Payment of Bills Bills for basic charges are normally mailed two to four weeks before they are due. Each student receives a statement of account at registration. Additional statements are furnished monthly, reflecting adjustments and miscellaneous charges.

Before students are permitted to register, accounts must be paid or satisfactory arrangements made with the Business Office. Deferments are not granted for pending loans or scholarships. It is the student's responsibility to ensure that these matters are resolved prior to registration or to pay the bill in full and then seek a refund when the loan or scholarship is finally disbursed. Payments are applied against charges in the order in which the charges appear on the student's account.

Late Payment Fees A late payment fee of 1.5% of an unpaid balance of \$500 or more will be assessed at the first of each month for as long as such a balance remains unpaid. A balance must be 30 days old to be assessed a fee. Assessment dates for September and February will coincide with registration dates rather than the first of those months. In order to avoid late payment assessments, please allow ample time for mail delivery to Colby's Boston bank.

Loan and Payment Plans The College makes available a number of loan and pay-ment plans. Those interested in such plans may contact the Financial Aid Office.

Refunds In cases of voluntary withdrawal during the period for which a student has been billed, a student may be eligible for a refund of basic charges as follows:

First two weeks of classes	80%
Third and fourth weeks of classes	60%
Fifth week of classes.....	40%
Sixth week of classes	20%
Thereafter	0%

A pro rata refund of the basic charges will be made for a student who withdraws upon advice from the College physician. This refund policy applies to the regular academic program on campus and the Cuernavaca, Dijon, Lübeck, and London semesters.

Students who withdraw voluntarily or upon the advice of a physician from the Caen, Cork, or Salamanca programs may be eligible for refunds of the program fees as follows:

First two weeks of the program.....	75%
Third through sixth week of the program.....	50%
Seventh through fourteenth week of the program.....	25%
Thereafter	0%

When a student is required to withdraw because of unsatisfactory conduct including academic dishonesty, no refund will be made. A refund will not be made until the withdrawal/leave process established by the dean of students is completed.

A refund of basic charges or program fees will be made to the source of payment in the following order of priority: (1) to federally funded scholarship and

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loan programs in accordance with the refund regulations pertinent to those programs, (2) to need-based Colby scholarship and student loan programs, (3) to outside scholarship programs, (4) to the student and/or parents.

A refund of raw food costs for the period of the January Program is made to a student who has completed the first semester with a board contract and who does not live or eat on campus during the January Program. A request for this refund must be made in the Business Office by the end of the first semester. The refund will be credited to the student's account at the beginning of the second semester. No other refunds are made for students who elect not to do an on-campus January Program.

Financial Aid

Colby offers financial aid to admitted students who demonstrate need. In order to ensure equal access and opportunity for students from all economic backgrounds, Colby awards over seven million dollars annually in grants, loans, and campus employment to approximately 615 students, or 35 percent of the enrollment. The average aid package in 1988-89 was approximately \$11,300. These awards include the full range of federal and state financial aid programs, including Pell Grants, Supplemental Grants (SEOG), Perkins Loans (formerly National Direct Student Loans), College Work-Study, and Stafford Loans (formerly Guaranteed Student Loans).

As a member institution of the College Scholarship Service (CSS), Colby requires all aid applicants to submit the Financial Aid Form (FAF) to the CSS, Princeton, New Jersey, before February 1. On the basis of this form, parents' and students' tax returns, and the Colby aid application, the College determines need within the context of Colby policy and federal regulations.

Early decision applicants for financial aid must file both an institutional application and the Early Version of the FAF before November 15 for Round 1 Early Decision candidates and before January 1 for Round 2 Early Decision candidates.

To provide flexibility, Colby also offers its own parent loan program and accepts two outside payment plans. Colby parent loans (PLP) of up to \$15,000 are available at a fixed interest rate of 10.75 percent.

Students who seek more detailed information may write for the pamphlets "Financial Aid and Financing Options at Colby College" and "Paying for a Colby Education" or contact the director of financial aid.

As stated more fully in the section on "Academic Procedures" in this catalogue, the Committee on Academic Standing reviews the records of all students at the end of each semester to determine if each is maintaining satisfactory academic progress. Decisions of this committee determine eligibility for financial aid as defined by federal regulations.

Committee decisions of dismissal may be appealed. When students have been readmitted after academic dismissal, federal Title IV assistance (to a maximum of ten semesters) will be awarded on a funds-available basis according to Colby's published funding priorities for financial aid. All standards are in accordance with AACRAO and NASFAA guidelines for self-regulation with respect to satisfactory progress.

General Regulations

All students are responsible for knowledge of the regulations in the *Student Handbook* and in the annual catalogue. The handbook covers academic, administrative, and social regulations.

The College reserves the right to dismiss any student whose presence its officers believe to be detrimental to its general welfare.

Although authority regarding discipline is the ultimate responsibility of the dean of students, most cases requiring discipline of students are turned over by the dean to a judicial board comprised of students and faculty. The regulations of the board and the rights of students appearing before the board are described in the *Student Handbook*.

Attendance Although students are expected to attend classes regularly, each student is permitted two absences from each course in any given semester. Work missed by such absence is the student's responsibility. If the instructor deems it necessary, persistent student absence from class will be reported to the dean of students, and dismissal from the course without credit may result.

Behavior The administrative officers of the College have a responsibility for maintaining and encouraging an atmosphere on campus consonant with the College's function as a community of students and teachers.

The trustees have delegated to various sectors of the College, including the Student Association and the commons, extensive autonomy in the conduct of student affairs. Students retain the right to organize their own personal lives and behavior within the standards agreed upon by the College community, so long as they do not interfere with the rights of others or with the educational process.

Colby is committed to maintaining a community in which persons of all ethnic groups, religious affiliations, and nationalities are welcome. The College will not tolerate racism, harassment, including sexual harassment, or intimidation of any kind; any student found guilty of such actions or of interfering with these goals will be subject to civil prosecution as well as suspension or expulsion from Colby.

Effective Commencement 1984, the College withdrew its recognition and support of its social fraternities and sororities and the trustees mandated that no rushing, pledging, or initiating of new members of fraternities or sororities would be permitted after January 1984. Students who pledge, or who invite pledging in, or who perpetuate any fraternity or sorority will be subject to disciplinary action that could include suspension or expulsion.

The College has always encouraged responsibility in the use of alcoholic beverages. Moreover, federal and state laws concerning alcohol and drugs must be observed. State of Maine laws forbid possession of alcohol by underaged persons. Abuse of drugs or alcohol that leads to disruptive behavior may result in dismissal. Students found guilty of misconduct off campus are subject to Colby sanctions as well as civil law prosecution.

Health Policy Professionals in the Colby College Health Services treat students on the same basis as community physicians treat the patients under their care.

The College feels that the best interests of students are served by having full

medical counseling and treatment from professionals thoroughly informed about personal medical history.

The College respects the rights of these professionals to use their judgment in meeting the health needs of students.

Upon recommendation of the College physician, the College reserves the right to require a student to withdraw for medical reasons. If, in the doctor's opinion, a student becomes unable to carry on normal student functions, or when his presence is or may become a hazard to himself or others, withdrawal will be required. Following any medical withdrawal, a recommendation from the student's physician to the College physician is required before the student is readmitted to the College.

The officers, faculty, and medical staff of the College reserve the right to refuse to divulge information regarding a student's psychological or psychiatric condition or matters of an intimate nature without the student's authorization.

Housing and Student Living Students are housed in four Residential Commons, accommodating between 300-500 students each. Individual residence hall sizes range from 30 to 200 students per building. All class years are housed in each building.

Except for some area students who may live at home with the permission of the College, all freshmen are required to live in College housing as assigned by the Dean of Students Office. Resident students are required to subscribe to the on-campus board plan. The College has charge of the maintenance and security of its buildings. A limited number of upperclass students are permitted to live off campus, with permission from the dean of students.

Student Records Colby complies with the Family Educational Rights and Privacy Act of 1974, which establishes the right of students to inspect and review their education records and provides guidelines for the correction of inaccurate or misleading data. Complete guidelines used by the College for compliance with the act are printed in the *Student Handbook* and may be obtained at the Dean of Students Office.

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The Colby Plan

In the spring of 1989, the faculty adopted a series of precepts, endorsing basic educational principles already well established at Colby, as the latest step in ongoing curriculum reform at the College. These precepts reflect the College's sense of the principal elements of a liberal education and serve as a guide for making reflective course choices and for measuring educational growth. In keeping with a commitment to lifelong learning, it is expected that they also will provide a broad framework for education beyond college.

The precepts, which the College believes are at the heart of a liberal arts education, are:

- to develop one's capability for critical thinking, to learn to articulate ideas both orally and in writing, to develop a capacity for independent work, and to exercise the imagination through direct, disciplined involvement in the creative process;
- to become knowledgeable about American culture and the current and historical interrelationships among peoples and nations;
- to become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own;
- to learn how people different from oneself have contributed to the richness and diversity of society, how prejudice limits such personal and cultural enrichment, and how each individual can confront intolerance;
- to understand and reflect searchingly upon one's own values and the values of others;
- to become familiar with the art and literature of a wide range of cultures and historical periods;
- to explore in some detail one or more scientific disciplines, including experimental methods, and to examine the interconnections between developments in science and technology and the quality of human life;
- to study the ways in which natural and social phenomena can be portrayed in quantitative terms and to understand the effects and limits of the use of quantitative data in forming policies and making decisions;
- to study one discipline in depth, to gain an understanding of that discipline's methodologies and modes of thought, areas of application, and relationship to other areas of knowledge;
- to explore the relationships between academic work and one's responsibility to contribute to the world beyond the campus.

Students are urged to embark on a course of lifelong learning by pursuing these objectives in their coursework and through educational and cultural events, campus organizations, and service to others, both on campus and in the broader community.

Academic Requirements

Graduation Requirements To qualify for the degree of bachelor of arts, a candidate must meet specific requirements in residence, quantity, quality, distribution, major, and January Program. Only those seniors who have met all graduation requirements are eligible to participate in the commencement exercises. The following statements define the graduation requirements.

Residence Requirements Candidates for the degree must earn in residence at least 60 credit hours. They must be resident students at Colby for at least four semesters, including the senior year. A resident student is defined as a full-time student taking at least 12 credit hours and paying tuition charges at the semester rate.

Credits earned at another institution while concurrently registered at Colby may not be applied toward graduation requirements.

Quantity Requirements A minimum of 120 semester credit hours. For students entering Colby in September 1986 and later: A minimum of 120 credit hours earned in at least eight semesters of full-time college-level study.

Credit Requirements Among the 120 credit hours required for graduation, up to 15 may be earned in courses taken on a pass/fail basis, and up to 15 may be field experience credits.

Quality Requirements A 2.0 cumulative grade point average.

For each credit hour, a mark of:

A earns four points.

B earns three points.

C earns two points.

D earns one point.

Each *plus* mark earned is:

.3 quality point per credit hour added.

Each *minus* mark is:

.3 quality point per credit hour deducted.

Distribution Requirements

No part of any requirement can be satisfied with pass/fail or field experience credits.

All-College Requirements

English Composition: English 115.

Freshman Seminar: For first-year students entering in 1987 and 1988, a freshman seminar is required.

Foreign Language (modern or ancient): This requirement may be met in one of three ways:

(1) By attaining before entrance a score of 60 in a College Board foreign language achievement test.

(2) By successfully completing Colby's intensive language program in Cuernavaca, Mexico; Dijon, France; or Lübeck, West Germany. Open to freshmen, the programs in Cuernavaca and Dijon are offered in the fall semester, the Lübeck Program in the spring semester.

(3) By successfully completing a sequence of modern or classical language

courses terminating with a course numbered above 126 in a modern language, or Greek 131 or Latin 131. Students will be placed in the sequence according to ability. (Students who entered Colby prior to September 1986 are subject to requirements in effect at the time of entrance.)

Transfer students who have studied a foreign language not taught at Colby may fulfill the requirement by presenting evidence of having completed at an accredited institution the intermediate level of that language.

For foreign students whose native language is not English, knowledge of that language will be recognized as fulfilling the requirement. Confirmation from the chair of the Department of Modern Foreign Languages must be filed with the Office of the Registrar. In certain cases, testing by the department may be required.

Physical Education: One year (four seasons) of physical education is required.

Division Requirements

A minimum of six credit hours in each of the divisions of humanities, social sciences, and natural sciences. Three of the credit hours in the natural sciences must involve laboratory experience in appropriate courses in astronomy, biology, chemistry, geology, or physics. Interdisciplinary courses, except for specific courses listed below, do not satisfy division requirements. No division requirements may be met by field experience or courses taken pass/fail.

Division of Humanities (Chair, PROFESSOR EDWIN J. KENNEY):

American Studies 271, 274

Art

Classics (except Ancient History)

English (except 111, 112, and 115; 152 may be applied as a humanity for freshmen entering Colby in September 1986 and later)

Greek

Latin

Modern Foreign Languages (above the intermediate level)

Music

Performing Arts

Philosophy 372

Religion (all courses except 118)

Division of Social Sciences (Chair, PROFESSOR THOMAS R. W. LONGSTAFF):

Administrative Science

Ancient History

Anthropology

East Asian Studies 151, 152

Economics

Education

Government

History

Philosophy (all courses except 372)

Psychology

Religion 118

Sociology

Division of Natural Sciences (Chair, PROFESSOR F. RUSSELL COLE):

Astronomy

Atmospheric Sciences (non-laboratory)

Biology

Chemistry

Computer Science (non-laboratory)

Geology

Mathematics (non-laboratory)

Physics

Quantitative Analysis (non-laboratory)

Major Requirement Each student must satisfy requirements of a major. Near the end of the first year, students are asked to make a declaration of intent regarding a major, either by electing a specific major or by filing an "Undeclared" statement. A major may be chosen in a single subject, in one of a number of designated combinations, or in an individually designed independent major. Students are encouraged to reexamine their choices of major during the sophomore year and are required to elect a major prior to electing courses for their junior year. The respective academic departments and programs specify the courses constituting a major; requirements are detailed in the section "Courses of Study."

With the consent of the departments or programs concerned, a student may change majors. Forms for officially effecting such change can be obtained from the Registrar's Office. A student may change majors at the end of the junior year if the equivalent of at least 12 credit hours, with a 2.0 average, has been earned in the new major. If, in the senior year, the average in courses completed toward the major falls below 2.0, the major requirement is not fulfilled, and the degree cannot be awarded.

Any student whose major average falls below 2.0 has lost the right to continue with that major. A student who has lost the major may, with the written consent of the department or program concerned, be accepted or retained for one semester as a probationary major. Juniors and seniors may not continue at the College without good standing in a major. Each department or program designates the courses to be calculated toward retaining the major.

Majors Offered Students may elect majors in the following disciplines:

Administrative Science	Geology-Chemistry
Administrative Science-Quantitative Methods	Geophysics
American Studies	German
Art	Government
Biology	History
Chemistry	Mathematics
Classics	Music
Classics-English	Performing Arts
Classics-Philosophy	Philosophy
East Asian Studies	Philosophy-Mathematics
Economics	Philosophy-Religion
Economics-Mathematics	Physics
English	Psychology
French	Religion
Geology	Russian and Soviet Studies
Geology-Biology	Sociology
	Spanish

Options Specific options are available within above majors as follows:

Art: Studio Art	Chemistry: Environmental Science
Biology: Environmental Science	Geology: Environmental Science
Chemistry: Biochemistry	Mathematics: Computer Science

Minors In addition to a major, students may also elect a minor. Currently offered by the College are the following minors:

Administrative Science	Education
African-American Studies	Geology
Anthropology	Japanese
Applied Mathematics/ Quantitative Analysis	Mathematics
Chemistry	Performing Arts
Classical Civilization	Physics
Creative Writing	Public Policy
Economics	Science and Technology Studies
	Women's Studies

Major/Minor Limits A student may declare up to two majors and one minor or one major and two minors. All declarations must be properly approved and filed with the Registrar's Office. Requirements for majors, minors, and options are outlined in the section "Courses of Study."

Independent Majors A student may design an independent major by a detailed written proposal, prepared with the support of an adviser who agrees to assume responsibility for the program throughout its course. Normally there will be at least one other adviser who will help to shape and direct the program. The program must include integrated course work representing from one quarter to one third of the total credit hours required for graduation and an independent study in the senior year. Implementation requires the written approval of the independent major board, a subcommittee of the Independent Study Committee. An annual report is required from each independent major and adviser, which will include any minor changes in the program; substantial changes, or a change of adviser, must be referred to the board. Inquiries about independent majors should be directed to the chair, Professor Dianne Sadoff.

January Program Requirement The January Program, introduced in 1961-62, grew from a desire to extend to students a greater measure of academic responsibility. January is a period during which topics may be pursued single-mindedly, free from the competing demands of an orthodox curriculum. Selected courses, designated with "j," are offered during January; a student may elect one course in lieu of independent study. January courses are offered for two or three credit hours.

Because the January Program assures most students considerable flexibility in use of their time, it permits them to participate more fully in extracurricular activities in athletics, drama, music, and other fields. While students are encouraged to attend the lectures, seminars, concerts, and art exhibitions scheduled by the College, they are expected to spend 30 to 40 hours a week on their January Program topics.

To be eligible for graduation, each student must complete three January Programs if in residence for four or more first semesters, or two if in residence for three or fewer first semesters. First-year students are required to take January courses offered by the College and are given preference in 100-level programs. Upperclass students have the option of courses, independent study, or field experience.

January Program options are:

(1) *Courses Offered for Credit.* Some are created specifically for January; others, originally designed to be offered during semesters, may be modified for January.

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Such courses are graded in the same manner as semester courses, except that nongraded January courses will be marked *credit* or *fail*.

(2) *Independent Study*. This involves an academic project under the direct supervision of a Colby faculty member. Projects ordinarily involve the preparation of an extensive paper or other suitable indication of the student's independent research or artistic efforts. Two options exist for electing January independent study: (a) for course credit that can be applied toward graduation requirements, to be graded as in (1) above; and (b) for January Program credit only, to be graded *honors*, *pass*, or *fail*.

(3) *Field Experience and/or Internships*. These projects, open to upperclass students, are usually carried out away from the campus. Though students doing such projects do not work under the direct supervision of a faculty member, their programs require a faculty sponsor. Credits earned through field experience or internship are nongraded and may be applied toward the graduation requirements. Field experience and internships may be elected for January Program credit only, to be graded *honors*, *pass*, or *fail*.

(4) *Noncredit Courses*. These courses fulfill the January Program requirement, but students do not earn course credit that can be applied toward the credit hours required for graduation. These courses may be offered by experts in fields not included in the regular curriculum, and will be graded *honors*, *pass*, or *fail*.

Other than the grades indicated above, marks of *Abs* (absent from final examination) or *Inc* (work otherwise incomplete) may be given only in cases where the student has made an acceptable arrangement with the instructor. Grades of *Abs* and *Inc* must be made up within limits set by the instructor and not later than the second day following spring recess.

A full description of January courses is issued in October and students elect for January at that time. Changes in pre-registration may be filed subsequently; however, students failing to register by the third day of the January Program will be considered to have failed the program for that year, with the failure to be noted on official transcripts. A student choosing not to do a January Program in any year must signify this decision on the registration form. Except under unusual circumstances, no more than one January Program may be taken each year. January Program options in field experience and internships must also be approved in advance by the field experience coordinator. Appropriate deadlines for the pass/fail option in January are established each year.

Exemption by Examination When appropriate, either all-college or division requirements, as well as certain requirements for the major, may be absolved by examination without course enrollment, at the discretion of the department concerned. Regularly enrolled underclass students may earn credit by examination in 100- or 200-level courses to a maximum of 12 hours. Departmental examinations or external examinations approved by the department may be used, with credit given for the equivalent of at least C- level work. The cost of each examination is borne by the student.

Transferred Credits Courses taken at other institutions, in which grades of C or higher have been earned, may be credited toward the Colby degree under the conditions and circumstances listed below. In addition to the conditions listed below, restrictions detailed in the section "Graduation Requirements" (q.v.) should be read with care.

(1) When students are admitted by transfer, their records are tentatively

evaluated by the registrar to determine the transferable equivalent in Colby courses. These courses are credited subject to confirmation through satisfactory progress at Colby.

(2) College-level courses taken on college campuses by students prior to matriculation as first-year students are evaluated on the same basis as courses presented by new transfer students.

(3) Credits to be transferred toward a Colby degree by matriculated students, including students dismissed for academic reasons by the committee on standing, must be approved in advance by the appropriate College authority. Courses to be transferred may not be taken on a pass/fail basis. Forms on which to seek approval can be obtained from the following:

- (a) For foreign study: coordinator of foreign study.
- (b) For domestic exchange: associate dean of faculty.
- (c) For all other courses: registrar.

(4) No student may receive transfer credit for more than 14 credit hours taken in summer school for the purpose of making up deficiencies incurred at Colby.

Requirement for Returning Students A student returning to college after an absence must meet any new requirements for graduation if fewer than 61 Colby credit hours had been earned prior to the absence. If more than 60 credits had been earned, the student may elect to meet either the new requirements or those in effect at the time of initial enrollment.

Student's Responsibility Each student must be aware constantly of progress in meeting requirements for graduation. If there is any question about an individual record, consult the Registrar's Office. Each student must also be aware of deadlines set within each academic year that pertain to academic actions; these are distributed at each registration as "Critical Dates."

Academic Honesty Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. For the first offense, the instructor may dismiss the offender from the course with a mark of *F* and will report the case to the department chair and the dean of students, who may impose other or additional penalties including suspension or expulsion. This report becomes part of the student's confidential file and is destroyed upon graduation. A second offense automatically leads to suspension or expulsion. Students may not withdraw passing from a course in which they have been found guilty of academic dishonesty. A student is entitled to appeal charges of academic dishonesty to the Appeals Board. The decision of the board shall be final and binding unless overruled by the president of the College who has final authority and responsibility.

Without the explicit, written approval of the instructors involved, registration for two or more courses scheduled to meet concurrently is a form of academic dishonesty.

Academic Honors

The degree of bachelor of arts with honors is awarded in three grades: *summa cum laude* to those who obtain a 3.75 grade point average; *magna cum laude* to those with a 3.50 grade point average; *cum laude* to those with a 3.25 grade point average.

A second category of honors, entitled *distinction in the major*, is awarded to a student on the specific recommendation of the department. To be eligible, the student must have at least an average of 3.25 in the major. The department recommends *distinction in the major* only for those very few students who, in the opinion of the department, merit special recognition.

Honors programs are offered in American studies, chemistry, economics, French, government, history, philosophy and religion, physics, and psychology. Students accepted into these programs and successfully completing the work of the honors program and of the major earn the status of graduating with "Honors in [major]."

In American colleges, it is generally considered that the highest honor an undergraduate can receive is election to Phi Beta Kappa. This society, founded in 1776, restricts its chapters to leading colleges and universities, and maintains high scholastic standards. The Beta Chapter of Maine was organized at Colby in 1895.

Each spring, the College recognizes student achievement with the announcement of various honors and awards. Among those recognized are: members of Phi Beta Kappa; Senior Scholars for the ensuing year; and recipients of Phi Beta Kappa certificates, awarded to members of the three lower classes for distinction in scholarship.

Academic excellence is also recognized at a convocation each fall for the Julius Seelye Bixler and Charles A. Dana scholars. Bixler Scholars are the top-ranking students as determined by the cumulative academic record at the end of the preceding year. Dana Scholars are selected on the basis of a strong academic performance and potential leadership.

The Dean's List, recognizing high academic standing, and announced at the conclusion of each semester, includes the name of every student whose average of all marks in the previous semester has been at least 3.2 for upperclassmen (3.0 for first-year students) in a minimum of 12 credits, exclusive of pass/fail credits. A student with any mark of incomplete is not eligible for Dean's List.

Academic Programs

Senior Scholars This honors program permits a limited number of seniors to devote six credit hours per semester to a project approved by the Senior Scholars Committee and pursued under the guidance of a faculty member. A final report is judged by three faculty readers and, upon successful completion, the senior scholar's report is deposited in the College library. Senior scholars are cited in the commencement exercises. Application must be made during the student's junior year. Inquiries should be directed to the chair, Professor Dianne Sadoff.

Interdisciplinary Studies Interdisciplinary studies are governed by the Interdisciplinary Studies Council, composed of the directors of the various programs (chair, Associate Professor Jane Hunter). Majors, minors, and course clusters are offered.

An interdisciplinary studies program that offers a major has put together a highly structured, integrated curriculum involving courses from two or more departments together with those that might be offered by the program itself. Majors are offered in American Studies, East Asian Studies, Performing Arts, and Russian and Soviet Studies.

Minors involve a coherent program of interdisciplinary studies, including a final integrating experience. Minors are currently offered in African-American Studies, Applied Mathematics/Quantitative Analysis, Classical Civilization, Creative Writing, Education, Japanese, Performing Arts, Public Policy, Science and Technology Studies, and Women's Studies.

Course clusters are four or more courses, in two or more departments, that share a perspective or subject matter but for which no formal synthesizing experience is provided. A course cluster is offered in Legal Studies.

Foreign-Language Semesters Abroad Colby offers an opportunity for students to satisfy the College's language requirement (and earn a semester's credit) by living abroad and studying the language intensively. Fall semester programs are open to entering first-year students. Three programs are offered:

Colby in Cuernavaca: This program provides the opportunity for students to learn Spanish at the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico. Students reside with families, attend intensive language courses, and have a full schedule of excursions to enrich their knowledge of Mexican life and culture. The program is under the supervision of the resident director, Assistant Professor Javier Gonzalez of the Department of Modern Foreign Languages, and is offered in the fall semester.

Colby in Dijon: This program offers students the opportunity to study French language and culture in Dijon, France, in the International Center for French Studies, a branch of the Université de Bourgogne. Cultural activities and excursions are included. Students live with French families. The program, supervised by the resident director, Visiting Instructor Elizabeth Bowen of the Department of Modern Foreign Languages, is open to students who have completed the equivalent of one full year of French at Colby or who have a minimum of three years of high school French with emphasis on oral skills. The program is offered in the fall semester.

Colby in Lübeck: This program provides for a semester of intense study of the German language at the Trave Gymnasium in Lübeck, West Germany. Students

live with German families and also have the opportunity to study German culture and traditions. Students who have completed one semester of German or who have a minimum of three years of high school German may apply. Visiting Assistant Professor Reinhard Andress is resident director. The program is offered in the spring semester.

Additional information on these foreign-language semesters may be obtained from the Admissions Office (for entering first-year students) or the Department of Modern Foreign Languages. Grades for these programs appear on students' transcripts as Colby credits.

Colby Junior Year Abroad Programs While courses needed for most liberal arts majors are offered at the College, many students are attracted by the opportunity to study abroad for a comparative examination of their major field or a different perspective on their studies. Such programs are generally undertaken during part or all of the junior year. Colby offers junior-year abroad programs in France, Spain, and Ireland.

Colby in Caen: This program, with the participation of Washington University in St. Louis, offers students the challenge of academic work within the French university system and the experience of total immersion in French life and culture. It is held at the Université de Caen in France after a six-week orientation in Paris. Courses are selected from a core program supplemented by special class sessions and courses offered in any division of the university. The program is designed to provide an intensive language and cultural experience. All meetings and courses are conducted in French. Participants live with families or in Université de Caen dormitories and are expected to speak only French while in France. Associate Professor Arthur Greenspan of the Department of Modern Foreign Languages is resident director of this program.

Colby in Salamanca: This program, with the participation of Washington University in St. Louis, offers an integrated academic and cultural experience for students with a good command of the Spanish language. After a four-week orientation period, students may enroll in any university course but are encouraged to follow a core curriculum of courses in art, history, and literature. Participants may live with families or at the Universidad de Salamanca. Professor David Simon of the Art Department is resident director.

Colby in Cork: This is a junior-year-abroad program for students from all liberal arts disciplines, offering an integrated academic and cultural experience in Ireland. Students may enroll in any university course but are encouraged to concentrate on classes in the two upper levels. Participants live off campus but are expected to participate in university extracurricular activities as well as special day and weekend tours. Professor Peter Harris of the Department of English is resident director.

In all three of these junior-year-abroad programs grades are assigned by the resident director in consultation with the faculty of each university and in accordance with the Colby grading system. Further information may be obtained from the directors or from the Department of Modern Foreign Languages.

Other Colby Abroad Programs Responding to the increasing student interest in diversity of educational programs, the College offers, often as a member of a special consortium, several programs abroad.

Colby in London: This program, offered each semester, provides students an opportunity to study professional theater with a performing arts core of required

courses, a range of electives, and a variety of theatrical productions to participate in or to attend. The program is designed to accommodate both beginning and more advanced students and is also open to entering first-year students. Patrick Brancaccio, professor of English and performing arts, is resident director. Information is available from the Performing Arts Program or the Office of Admissions.

Associated Kyoto Program: This is a Junior Year Abroad program associated with Doshisha University in the ancient capital of Kyoto, Japan. Colby is one of twelve liberal arts colleges that jointly oversee the program. In Japan, the program is directed by a senior Japanologist drawn from one of the member institutions. Study of the Japanese language is required. In addition to a seminar taught by the director, students may study Japanese culture, history, literature, economics, politics, and religion. Students live with a Japanese "home-stay" family for the first semester and are encouraged to participate in university cultural and/or athletic activities. All credits are transferable to Colby. Information is available from the director of the East Asian Studies Program.

Chinese Language Studies Away: Students with a minimum of two years of college-level Chinese may participate in the year-long Colby exchange with Peoples' University in Peking. Colby is also a member of the New York-New England Consortium for Chinese Language Studies. This consortium sponsors another language program in Peking, for students at all levels and for one or two semesters, at the Beijing Foreign Languages Normal College. In addition to these two programs, East Asian majors and non-majors alike avail themselves of extremely worthwhile opportunities on Taiwan, in other parts of China and Southeast Asia, and at intensive summer programs stateside. More information about all of these programs is available from the East Asian Studies Program.

Study in the USSR: As a member of the American Collegiate Consortium for East-West Educational Exchange, Colby has the opportunity each year to place two qualified students in Soviet universities or institutes. Information is available from the Russian and Soviet Studies Program.

Other Junior-Year-Abroad Programs For programs other than Colby-sponsored, the College requires that students attend a recognized foreign university and be fully integrated into that university's program of study. Proposals to study abroad must be approved by the students' major departments and by the Foreign Study Council. This approval must be obtained before the period of study abroad if credit is to be transferred. Students should be aware of application deadlines. The coordinator of foreign study will provide students with lists of approved programs and refer them to faculty members who are area advisers. Students on financial aid continue to receive that aid if the Committee on Foreign Study approves their programs; for other financial possibilities, students should consult the director of financial aid. Particular areas of study include:

Study in the British Isles: The College has more or less formal arrangements with most British universities, among them the universities of Edinburgh, Glasgow, and St. Andrews in Scotland, and in England the universities of Bristol, Essex, Kent, Reading, Sussex, Warwick, and York, as well as the University College, King's College, Queen Mary College, and the London School of Economics, all part of the University of London.

Study on the Continent of Europe: In those countries where Colby does not have a program of study, students normally attend through programs conducted

by other American universities. Wesleyan and Syracuse University are among those that have programs in Austria, Germany, and Italy. Programs are also available at Leningrad State University and the Pushkin Institute in Moscow. Information is available from the coordinator of foreign study.

Study in Canada: Some students attend the University of Toronto, McGill University, and other Canadian universities through an exchange program administered by the University of Maine. Details are available from the coordinator of foreign study.

Study in Africa: Colby has an exchange program with the University of Malawi, and other programs are being organized. Study in English-speaking African countries is open to all juniors, regardless of major. Details are available from the coordinator of foreign study.

Domestic Exchange Colby participates in student exchange programs with Fisk University in Tennessee, Howard University in Washington, D.C., and Pitzer, Pomona, Scripps, and Claremont McKenna colleges in California. Ordinarily, exchanges are arranged for a single semester of the junior year. Each student pays tuition, board, and room charges at the home institution; travel is at the student's expense. Students may obtain information about exchange programs from the associate dean of faculty.

A course exchange program is in effect with Bates, Bowdoin, and Thomas colleges. Students may obtain information from the registrar.

Other Domestic Programs Several programs available to Colby students are sponsored by the College or by other United States institutions. The appropriate approval forms must be filed prior to enrollment in off-campus programs.

Colby in Washington: This semester program is designed to provide an academically rigorous and pedagogically diversified intellectual and cultural experience for Colby students. It is directed in cooperation with The Washington Center, with direct oversight by a Colby faculty member. Students with a variety of majors take advantage of the program, which is open to a maximum of 15 students from the junior and sophomore classes. Information is available from the Government Department.

West Indies Laboratory College Association: Through this association, qualified students are provided opportunities for a semester of study in marine science or environmental science at the West Indies Laboratory in St. Croix, U.S. Virgin Islands. Lectures and extensive field work, supplemented by laboratory work, are the nucleus of the program at the West Indies Laboratory. The program provides unique opportunities for students to explore the tropical marine environment and to investigate environmental problems. Information can be obtained from the Department of Biology.

Williams College-Mystic Seaport Program in American Maritime Studies: Colby is one of several institutions participating in this one-semester program offering courses in American maritime history and literature, marine policy, oceanography, and marine ecology. Twelve days are spent at sea on a sailing vessel. In addition to formal course work, students develop maritime skills (e.g., celestial navigation, boat building, small-boat handling) under professional instruction. The program is accredited through Williams College. Information is available from the Office of Career Services.

Sea Semester: A limited number of students earn transferable credit through participation in this program of academic instruction and practical experience

focusing on the oceanic environment. The program consists of both shore and sea components and is sponsored by the Sea Education Association in cooperation with Boston University. Information is available through the Office of Career Services.

Washington Semester Programs: An opportunity is available for a limited number of Colby sophomores and juniors to participate in the various Washington Semester Programs organized by the American University in Washington, D.C. Students can obtain first-hand knowledge of the national government as it deals with the crucial problems of foreign policy, economic policy, criminal justice, and urban affairs. Information is available through the Office of Career Services.

Engineering Programs: Colby College has coordinated programs with Dartmouth College, the University of Rochester, and Case-Western Reserve University as an alternative to graduate work in engineering. Both a bachelor of arts and a bachelor of science in engineering can be earned upon successful completion of three years at Colby and two years in engineering at one of the above institutions. Students graduating in this program are exempt from Colby's senior year in residence requirement, but all other graduation requirements must be met. Information is available through the Department of Physics.

Field Experience/Internships: Qualified students may earn academic credit by undertaking off-campus field experiences or internships as participants in approved programs or by obtaining faculty sponsorship of an individual project or course of study. Refer to the section "Field Experience" under "Courses of Study." Information on a wide variety of field experience opportunities and application forms for field experience and internships are available in the Office of Career Services. Students planning to participate in field experience must be aware of deadlines for filing applications.

Professional Preparation Many Colby graduates go on to study for advanced degrees in specialized areas of concentration; specific committees of the College are available for professional preparation advice in the following areas:

Law and Government Service: The Committee on Professional Preparation for Law and Government Service advises students preparing for careers in these areas. Prelaw students may major in any field, but they will profit from early consultation with committee members on the courses that provide the strongest possible liberal arts background for the study of law.

Medicine and Dentistry: Medical schools do not require a particular major but do require high academic standing and the inclusion of biology, chemistry, physics, mathematics, and English in the student's college program. Some medical and dental schools admit applicants after three years, and sometimes after only two years, of college work; however, the leading schools prefer students with a college degree, and have specific requirements in biology, chemistry, physics, and English. The Health Professions Preparation Committee provides formal advising and other support from the freshman through the senior year.

Theology: Members of the Department of Philosophy and Religion, in cooperation with the College chaplains, serve as advisers to students who plan to enter seminaries.

Computer Resources Computers are recognized at Colby as valuable tools for scholars in all disciplines. They are used extensively by faculty members and students in a wide range of applications, and the College is committed to making

appropriate computing resources available. In the majority of courses, faculty use computers in some way and most students will encounter course assignments that require the use of computers, in addition to student writing assignments most often done on computers.

Apple Macintosh computers, adopted by the College as its microcomputer standard in 1985, are available in the MacLab (Lovejoy 400), along with a substantial software library. Additional Macs are located in the Natural Sciences Computing Lab (Mudd 415) and the Student Center Computer Room. Specialized computing facilities dedicated to particular departments or courses are located in Biology, Chemistry, Physics, and Psychology. Macs are also available for sale at a significant discount through the Bookstore to full-time students, faculty, and staff.

Central (time-sharing) computing systems include a VAX 8200 for academic use and a MicroVAX 3600 running the library automation system, including catalog information. An account is set up automatically for each student on the academic VAX—passwords may be obtained at Computer Services. Available software on this Ultrix system (DEC's version of UNIX) includes statistical and graphical analysis software (SPSS-X, BMDP, RS/1, S, and TSP), word processing utilities (nroff, troff, tbl, eqn, and TeX), and programming languages (Pascal, C, Fortran, APL, Logo, and others). These computers can be accessed from most Macs in the clusters and terminals in the Natural Sciences Computing Lab and Miller Library 16.

Assistance can be obtained from the student consultants in the MacLab and the staff of Computer Services. Workshops are scheduled throughout the year to introduce the computer systems and provide advanced information on specific topics. A newsletter is published monthly to inform users of workshop schedules, provide helpful tips, and discuss policy issues.

The Computer Committee, made up of faculty, staff, and students, acts in an advisory capacity to Computer Services. All meetings are open and those interested in computing issues are encouraged to attend and participate in discussions.

Special Programs Recognizing the fact that diverse interests exist in every community, and that even the most professionally trained individuals have a need to continue their education, Colby maintains an Office of Special Programs with a full-time director, Associate Professor Robert H. Kany.

Each summer, approximately 6,000 individuals from throughout the nation and other countries are on campus for courses, conferences, seminars, and institutes in areas of medicine, public and professional services, and youth camps.

The major focus of the summer program is continuing medical education (CME); indeed, Colby is the only undergraduate college in the country approved by the Accreditation Council for Continuing Medical Education to sponsor CME for physicians. There are about 15 CME offerings each year in a variety of specialty and family-practice programs attended by health-care professionals.

A coordinating council of Colby administrators and physicians from Waterville's Mid-Maine Medical Center advises and helps to manage this educational component.

Approximately 125 doctors enroll each summer in the nine-week Lancaster Course in Ophthalmology, and three- to five-day seminars are held in Anesthesiology, Diabetes, Emergency Medicine, Family Practice, Forensic Medicine, Gastroenterology, Allergy-Immunology, Obstetrics-Gynecology,

Ophthalmology, Otolaryngology, Pediatrics, Surgery, and Urology. The Maine Orthopaedic Review is a two-week course. In addition to CME accreditation, for courses designed for primary-care physicians, American Academy of Family Practice credit is generally available.

Public and professional service programs include the Estate Planning and Tax Institute, Advanced Audiology, Church Music Institute, Great Books, and Piano Institute. The Portland String Quartet is in residence for two weeks. Youth camps for cheerleading, field hockey, soccer, football, basketball, running, etc., are available.

During the academic year, the office arranges such annual conferences as the Colby Institute for Management. Noncredit courses for which the continuing education unit may be earned are also structured and evaluated through Special Programs. In addition, the use of Colby's facilities for conferences is coordinated through the Office of Special Programs throughout the year.

Information may be obtained by writing to the director.

Academic Procedures

Student's Program The student at Colby normally takes from 12 to 18 credit hours in each semester, and one offering during the January term.

Each first-year student has a faculty adviser to assist in planning the academic program. A new faculty adviser is assigned when the student has selected a major. Approval of the faculty adviser(s) is required for all procedures affecting a student's academic program.

Prospective students frequently ask what subjects they will study—especially in the first year. It would be misleading to present any specific pattern of courses for either of the first two years. The programs of individual students may vary widely because there is considerable latitude within the requirements. To prepare students for their lives in an increasingly complex society, students are encouraged to learn quantitative skills, to learn to write well, and to take courses that expose them to cultures other than their own.

To assure distribution among the divisions, first-year students must include English composition, a foreign language (unless exempted by examination), and courses to meet requirements in the humanities, social sciences, and natural sciences. Students are advised to complete all distribution requirements by the end of their sophomore year. Students are encouraged to elect subject areas that are new to them and are advised to avoid overconcentration in any department or division.

Students preparing for a scientific career or the study of medicine will begin electing scientific subjects at once. Many major departments in both the natural and social sciences recommend mathematics in the first year. The student and assigned adviser should discuss a prospective program, noting carefully the recommendations and requirements in areas of major study. The initial selection of a major is by no means final; students are encouraged to explore alternatives throughout their sophomore year.

Academic Standing A student's class standing is determined by the number of credit hours passed.

Freshman standing: fewer than 24 credit hours.

Sophomore standing: 24 to 53 credit hours.

Junior standing: 54 to 83 credit hours.

Senior standing: 84 or more credit hours.

Class standing is not automatically changed to a higher level upon the posting of additional credits; students who believe themselves eligible for a change of class year should consult the registrar.

Registration Registration each semester takes place on a date specified in the College calendar.

In exceptional circumstances specified in advance in writing by the dean of students, a student will be permitted to register later than the seventh class day of each semester.

It is important that students understand the distinction between payment of fees and registration. Prior to registration, each student must complete payment of fees as specified by the treasurer, who is not authorized to defer such payment.

Election of Courses Each semester, with the approval of their advisers, students elect programs of study for the following semester; these elections, with approved revisions, are confirmed during the registration period at the beginning of each semester. A student's academic program must have the adviser's approval and be properly filed with the registrar before credit will be granted for any course taken. Until the eighth class day of the semester, and with the adviser's approval, voluntary changes in a student's program may be made. Any such changes must be filed with the Registrar's Office on the appropriate (add/drop) form.

Changes of section within a course must be approved by the department or course chair, and are subject to the same deadlines as changes of course. Ordinarily, a course cannot be repeated for additional credit nor may a student register for two courses scheduled to meet concurrently.

No student may register for more than 18 credit hours in any semester unless one of the following stipulations is satisfied: (1) at least a 3.00 overall grade point average in two or more Colby semesters, (2) at least a 3.25 grade point average during the previous two semesters (cumulative), or (3) special permission from the faculty adviser(s) and the dean of students.

Marks A student may obtain marks from instructors, but the only official college record is that maintained in the Registrar's Office. Grade reports are issued to the student at the end of each term; the College does not normally furnish parents with reports.

In regularly graded courses: Marks are ordinarily posted as *A, B, C, D*, and *F*, with + or - appended to grades *A* through *D*. A mark below *D-* means failure.

In nongraded courses: During the semester, *Cr* indicates credit is earned; *NC* is recorded if credit is not earned. During January, *Cr* indicates credit for program; *F* is recorded if no credit is earned.

Abs signifies absent from final exam.

Inc signifies incomplete: a course not finished for some reason besides failure to take the final exam. A mark of *Inc* is valid only if appropriate arrangements have been made by the student with the instructor by the last class day of the semester.

Grades of *Abs* or *Inc* must be made up within limits set up by the instructor but not later than January 15 for the first semester or July 1 for the second semester. After these dates, any remaining mark of *Abs* or *Inc* will be changed to *F* unless the student has applied for, and circumstances warrant, an extension by the dean of students. For the completion of work without penalty, extensions are considered for exceptional circumstances only.

Marks of *W* and *WF* indicate withdrawal from a course and represent the student's standing at the time of withdrawal. *WF* indicates that the student was failing. *W* indicates either passing or no basis for judgment. These marks are excluded from computation of all averages. Withdrawal is permitted through the final class day of the term.

F indicates failure or abandoning a course without permission.

Academic Review The Committee on Academic Standing reviews all current student records at the end of each semester to determine that all enrolled students are making satisfactory progress toward the degree. Students who earn fewer than 12 credits or less than a 2.0 grade point average in any semester, exclusive of the January Program, are subject to being placed on probation or

dismissed from the College by the committee. Only when there are compelling extenuating circumstances (e.g., illness, unusual personal problems) is it advisable for a student to carry fewer than 12 credits; such a reduced program must be approved by the dean of students.

A student who is on probation must earn 12 credits and a C (2.0) average in the subsequent semester. The January term will be considered as part of the full year's performance in evaluations made by the committee at the end of the second semester.

Students who have been dismissed may, after one year, apply to the committee for reinstatement; during the required interview the student must be prepared to demonstrate an improved commitment to scholarship. A second dismissal is final.

Pass/Fail Students may elect a limited number of courses on a pass/fail basis; these cannot include distribution requirements. Most departments specify that major courses must be taken on a conventionally graded basis.

Forms for declaring pass/fail options can be obtained at the Registrar's Office. The form must be completed and returned by the end of the change of course period in the term in which the course is taken. A pass/fail election may be voluntarily revoked by a deadline established for each term. Letter grades submitted by instructors will be converted to *P* (for grades *A* through *D-*) or *NP* before being posted on permanent records. The Registrar's Office cannot release more specific information on the quality of the *P*, even upon request of the student who earned it.

Beginning in 1990-91, for courses in which a student elects not to receive a letter grade, the current pass/fail grading option will be replaced with a satisfactory/unsatisfactory alternative. If a student elects the *S/U* option, a grade of *C-* or higher is satisfactory and will be reported as a grade of *S* on the student's grade record; any grade below *C-* is unsatisfactory and will be recorded as a *U* on the grade record.

Auditing Courses Adults who are not matriculated Colby students may register to audit courses at the College. Application to audit must be made with the dean of admissions; if approval is granted, forms for registering to audit specific courses must be obtained from the Registrar's Office. Permission to audit will be withheld if the class is already too large and if auditing applications for it are numerous.

Members of the College staff and their spouses, with prior approval of the offices of Admissions and Personnel, may audit courses.

A matriculated Colby student may register to audit courses by obtaining written consent of the instructor and adviser. No auditing fee is charged; no credit is earned, and the audit is not recorded on the student's permanent record.

An auditor is not permitted to submit papers or perform any other function for which course credit is usually given. For this reason, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and criticism. Under no circumstances can academic credit be given an auditor, nor can an audited course later be converted into an accredited course merely by paying the regular course fee. The decision whether the course is to be audited or taken for credit must be made at entry.

Hour Exams and Quizzes Hour exams will be scheduled with at least one week's notice. Short quizzes may be given without notice.

Semester Exams Six days are set aside at the close of each semester for exams in all courses. The Registrar's Office schedules the time and place of semester exams in all courses except those that are specifically exempted by the appropriate department chairman.

An excused absence for a semester exam is granted if:

- (1) The instructor gives permission because of illness or grave emergency.
- (2) The registrar has been notified of a valid conflict *on the appropriate form*, e.g., three exams on one day, four in consecutive order, or two courses with the same exam number (the last must be resolved at the time of registration).

A student with three exams scheduled in one day or four exams in sequence may choose the exam to be postponed.

A postponed exam may be taken on the designated make-up day or at another time *subsequent to the scheduled exam* agreeable to both the student and the instructor. There is no make-up for failed exams.

The mark for the exam may constitute up to half of the total course mark.

Warnings Throughout the semester, at the discretion of the professor, warnings are sent to students. A *major* warning means that a student's average is below passing; a *minor* warning means that a student's average is barely passing. Warnings may also be sent for excessive absence or late or incomplete assignments.

Withdrawal, Leave of Absence Students who leave Colby while a semester is in progress are required to withdraw formally, as are students who leave at the end of a semester with no definite plans for return. Students who withdraw are not permitted to return without special approval. Students who withdraw for medical reasons must have the permission of the College physician in order to apply for readmission. Eligibility for initial or continued financial assistance from the College will be subject to review and action by the Financial Aid Committee.

Students who leave to participate in College-approved student programs elsewhere or who leave at the end of a semester for a specified period may take a leave of absence and are not required to obtain special permission in order to return. Those who do poorly in study programs elsewhere are, however, subject to review and action by the Committee on Academic Standing.

Such withdrawals or leaves must be officially accomplished by filing the appropriate form, which must be obtained from and signed by the dean of students. The proper exit procedure, which includes the surrendering of the student's identification card and residence hall and post office keys, must be followed to be eligible for any refunds that may be due (see "Refunds"). A student who leaves without official notification is not eligible for refunds, which are calculated from the date on the approved notice.

Transcripts Students and alumni may have official transcripts mailed to other institutions, prospective employers, or other designated recipients only by requesting them in writing; a transcript request form is available at the Registrar's Office. The fee for this service is \$1 per transcript after the first. Only courses taken at Colby are listed.

Courses of Study

Key to Symbols and Methods of Course Designation

Each course is known by a title, subject, and number: e.g., *American Art* is Art 271.

The *first digit* indicates the class or classes eligible to take the course:

000: noncredit January programs; first-year students have priority unless otherwise noted.

100: open to first-year students.

200: ordinarily open to sophomores and classes above.

300: ordinarily open only to juniors and seniors.

400: ordinarily restricted to seniors.

An odd number as the *second digit*: an independent semester course.

An even number as the *second digit*: either of a pair of closely related semester courses *not* usually taken out of sequence, the first of which is prerequisite to the second.

An odd number as the *third digit*: course is given in the first semester.

An even number as the *third digit*: course is given in the second semester.

d with a course number: course is given each semester.

d with a 1 or 2: course is given out of semester sequence.

j: January program offering in current year.

[]: course not offered in 1989-90.

†: course will *probably* be offered in 1990-91.

*: course will *probably not* be offered in 1990-91.

Time and place of classes: a schedule of hours and rooms for courses listed in this catalogue is available at the Registrar's Office at registration periods.

Courses listed are subject to withdrawal at the discretion of the College administration.

Credit hours are per semester unless otherwise noted. Courses listing variable credit are offered primarily for the smaller number of credits. Students can earn augmented credit in these courses by completing such extra work as the instructor may specify. Subject to stricter deadlines as may be specified by the instructor, credit can be increased in a variable-credit course until midsemester or decreased until the last day of the semester. Refer to "Critical Dates" for the appropriate semester or January term.

Administrative Science

Chair, ASSOCIATE PROFESSOR LEONARD REICH

Professor Yvonne Knight; Associate Professors Reich and Randy Nelson; Assistant Professor Amy Boyd¹; Visiting Assistant Professor William Lee²; Visiting Instructor Elizabeth Tipper³

The programs in administrative science are devoted to the study of organizations

in American society. In today's climate of intense competition and social activism, it is important to approach organizational problems wisely, with ethical responsibility, historical perspective, and imagination. Students wishing to explore the history, philosophy, and practice of management in a variety of organizational settings may choose one of three programs of study:

(1) The administrative science major includes (a) a set of core courses designed to explore the functions of organizations in society and (b) sets of related courses from which students may choose electives that give the major a specific focus. Both the core courses and the electives draw on the resources of other departments and divisions, recognizing the interdisciplinary aspects of organizational studies and the diversity of student interests.

(2) The administrative science/quantitative methods major emphasizes mathematical modeling and decision-making skills.

(3) The minor in administrative science consists of the core courses for the major. It is intended to supplement other majors at Colby.

Requirements for the Major in Administrative Science

Administrative Science 221, 311, 493; either Administrative Science 336 or Philosophy 211; Economics 133, 134; Mathematics 231, or 241 and 242, or 381 and 382; Psychology 279; Sociology 131, and one course from Sociology 275, 277, 292, 332, 394; three courses, all chosen from one of the following groups:

Group 1: Economics 223, 224, 277, 278, 331, 332, 338.

Group 2: History 124 and two additional courses from the following: Administrative Science 251; Economics 258, 274; History 353.

Group 3: Administrative Science 231, 272, 298, 333, 334, 353, 354.

Other courses may be substituted to satisfy group requirements upon petition to the department chair.

No administrative science course may be taken pass/fail. No other course used to satisfy major requirements may be taken pass/fail. The point scale for retention of the major applies to all courses used to satisfy major requirements.

Requirements for the Major in Administrative Science/Quantitative Methods

Administrative Science 221, 311, 391, 493; either Administrative Science 336 or Philosophy 211; Computer Science 125; Economics 133, 134; Mathematics 121, 122, 118 or 253, and one of the following: 231, or 241 and 242, or 381 and 382; Psychology 279; three semester courses selected from the following: Administrative Science 222, 271, 351, 353, 372, Economics 223, 393. Administrative Science 391 must be elected concurrently with one of the three electives in the last group.

No administrative science course may be taken pass/fail. No other course used to satisfy major requirements may be taken pass/fail. The point scale for retention of the major applies to all courses used to satisfy major requirements.

Requirements for the Minor in Administrative Science

Administrative Science 221, 311, 336; Economics 133, 134; Mathematics 231, or 241 and 242, or 381 and 382; Psychology 279.

Successful completion of the minor requires a 2.0 average for all requirements above. None of the required courses may be taken pass/fail.

Attention is called to the interdisciplinary minor in quantitative analysis/applied mathematics.

¹On leave second semester.

²Part-time second semester only.

³Part-time first semester only.

221d Financial Accounting The underlying theory and analytical aspects of the measurement, recording, and reporting of a firm's financial information to external users. Emphasis is on the conceptual and communication aspects of the financial accounting model in modern society—its relationship to law, economics, and social policy. *Four credit hours.* MRS. KNIGHT

222 Management Accounting The principles of measuring, recording, and reporting the accounting information needed by management in planning, coordinating, and controlling an organization's activities. The construction and uses of full cost, differential, and responsibility accounting data will be discussed, with attention to behavioral implications and performance evaluation. *Prerequisite:* Administrative Science 221. *Four credit hours.* MRS. KNIGHT

[231] Technology, Corporate Strategy, and Competition An examination of the interactions between scientific progress, technological opportunities, competitive pressures, corporate strategy, and public policy towards science and technology. Consideration is given to social and organizational influences on corporate research, development, and innovation. *Prerequisite:* Economics 133. *Three or four credit hours.*

251 Technology and Society in America An examination of the processes by which rapid technological developments took place in America, including the country's transformation from an agricultural- to an industrial-based economy during the nineteenth century; the stimuli and constraints on inventors, engineers, entrepreneurs, and corporations; the hesitant and often ineffective attempts by government to control technology; and the impact that evolving technology and industry have had on the lives of the nation's people. *Prerequisite:* History 124. *Three or four credit hours.* MR. REICH

271 Decision Analysis An examination of prescriptive and descriptive approaches to decision making. The prescriptive portion is centered on analyses of decisions via trees and matrices. The descriptive portion examines cognitive decision biases and creative problem solving, along with ethical, group, and organizational decision making. *Prerequisite:* A previous course in statistics or permission of the instructor. *Three or four credit hours.* MS. BOYD

272d1 The Computer and Decision Making An introduction to the uses of computers, especially in administrative and work-place situations. It is not a programming course but rather one where students gain an understanding of the ways computers can be used to improve efficiency and aid decision making in business, industry, government, and other organizations. In addition to computer system design and general programming techniques, the course examines philosophical and social issues such as artificial intelligence and the impact of computers on the work place. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. TIPPER

279d Organizational Behavior Listed as Psychology 279d (q.v.). *Prerequisite:* Psychology 111. *Four credit hours.* MS. HOOPES

298 Engineers and Engineering What engineers do; how they do it; its effects on industry and society. The course will survey important historic engineers and

projects, engineers' roles in shaping the modern world, the development of engineering art and science. Students will learn techniques of engineering problem solving and design. *Prerequisite:* One semester of college math. *Three or four credit hours.* MR. REICH

311d2 Finance Theory and analysis of how firms judge investments and financial alternatives. The capital markets and the influence of risk are considered. *Three or four credit hours.* MR. NELSON

333 Marketing and Society Development of the broad concept of marketing as a pervasive organizational function. Emphasis is on the processes by which organizations make product, service, and social marketing decisions, and on the societal consequences of those decisions. *Three or four credit hours.* MRS. KNIGHT

[334] Administration of Public and Social Service Organizations An introduction to the theories and methodologies utilized in the administration of public and social service organizations: federal, state, and local government units, health care and educational institutions. Emphasis placed on the management tools and skills that best enable the organization to perform its function efficiently and effectively in an environment of constantly changing social and economic values. *Prerequisite:* Administrative Science 221. *Four credit hours.*

336 Business, Ethics, and Technology This course deals with relationships between the private sector and the changing American political economy. Issues include: business/professional ethics; obligations of organizations to workers, stockholders, and communities; the impact of technology on corporate practices and government regulation; and the influence of business on personal values and public policies. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MR. REICH

353 Managerial Economics An examination of how economic theories may be used to aid in decision making in both the private and public sectors. Topics include demand and elasticity, production and cost theory, pricing policies, and cost-benefit analysis. Students who have earned credit for Economics 223 may not take this course for credit. *Prerequisite:* Administrative Science 221 and Economics 133, 134. *Three or four credit hours.* MR. NELSON

354 Law in American Society The course is designed to provide an understanding of the law and its application to individuals, groups, and organizations. The origin and purpose of law, legal research, contracts, criminal law, torts, and administrative law; emphasis on class participation through discussions, debate, and mock trials. *Four credit hours.* MR. LEE

[372] Operations Research A survey course in the application of scientific methods to the study of organizational operations via quantitative models. *Prerequisite:* A previous course in statistics and linear algebra or permission of the instructor. *Three or four credit hours.*

391d Analytical Research Paper An analytical research paper to be written in conjunction with and while currently enrolled in one of the electives chosen for

the administrative science/quantitative methods or administrative science major. Required of all administrative science/quantitative methods majors. *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

491, 492 Independent Study Individual projects devoted to organizational issues in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

493d Senior Seminar Specific topics will change yearly and will be announced in advance. *Prerequisite:* Senior standing as an administrative science or administrative science/quantitative methods major. *Four credit hours.* FACULTY

African-American Studies

Director, ASSOCIATE PROFESSOR CHERYL TOWNSEND GILKES

ADVISORY COMMITTEE: Professors Charles Bassett (*American Studies and English*), Roger Bowen (*Government and East Asian Studies*), Patrick Brancaccio (*English and Performing Arts*), Cedric Bryant (*English*), William Cotter (*Government*), Henry Gemery (*Economics*), Gilkes (*Sociology and African-American Studies*), Beverly Hawk (*Government*), Paul Machlin (*Music*), Phyllis Mannocchi (*English*), Robert Reuman (*Philosophy*), Jonas Rosenthal (*Sociology*), John Sweney (*English*), James Webb (*History*), and Robert Weisbrot (*History*); also Edward Blackwell (*Associate Dean of Students*), Frances Parker (*Associate Director, Library*), Darryl Scott (*Assistant Dean of Admissions*), and two student representatives

The African-American Studies Program is an interdisciplinary program of courses organized to provide an overview and introduction to the experiences of African-Americans in the United States and to connect those experiences to the literatures, histories, and cultures of Africa and of Latin America and the Caribbean. Core courses in the program expose students to classical and contemporary writings, to issues of public policy, to critical debates in history and social science, and to main currents of historical and contemporary cultural expression. Students may elect a minor built upon courses in anthropology, history, literature, economics, government, music, religion, and sociology. The program exposes students to the history and culture of Africans and people of African descent throughout the Americas. However, the primary focus of the program is on the experience of African-Americans in the United States.

Requirements for the Minor in African-American Studies

Seven courses with at least two courses at the 300 or 400 levels. Courses chosen should include American Studies 276 or its equivalent, at least one course focusing on Africa, two courses on the African-American experience, either a seminar or an independent study, and should include at least one course in history, one in social science (anthropology, economics, government, psychology, religion, or sociology) and one in literature.

Interested students are also encouraged to consider an independent major in African-American studies.

Courses Offered in African-American Studies

American Studies: 276 African-American Culture in America.

Anthropology: 112 Cultural Anthropology; 217 Cross-Cultural Race Relations; 314 Seminar in Underdevelopment, Change, and Cultural Survival.

Economics: 293 Economic Development in the Third World.

English: 355 African-American Literature; 493 Senior Seminar, African-American Literature.

Government: 277 African Politics; 319 Law and Social Change: Women and Minorities; 418 Culture, Technology, and Development in Africa.

History: 123, 124 Survey of United States History; 153 Western Africa and the Atlantic World; 154 Eastern and Southern Africa and the Indian Ocean World; 233, 234 Comparative World History; 277 African-American History: From Slavery to Freedom; 319 Economic Change in Twentieth-Century Africa; 432 Seminar in African-American History.

Music: 133 American Music; 231 Jazz.

Sociology: 231 Contemporary Social Issues; 252 Race, Ethnicity, and Society; 355 African-American Women and Social Change; 356 African-American Religious Experience.

491, 492 Independent Study Individual study of special problems in African-American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite*: Permission of the instructor and of the program director. *One to four credit hours.* FACULTY

American Studies

Director, PROFESSOR CHARLES BASSETT

ADVISORY COMMITTEE: Professors Bassett (*English*), Pamela Blake (*Government*), Patrick Brancaccio (*English*), Debra Campbell (*Religion*), Fraser Cocks (*Special Collections*), Anthony Corrado (*Government*), Henry Gemery (*Economics*), Cheryl Gilkes (*African-American Studies and Sociology*), Natalie Harris (*English*), Peter Harris (*English*), Robin Haynes (*American Studies and Art*), Linda Hoopes (*Psychology*), Yeager Hudson (*Philosophy*), Jane Hunter (*History*), Thomas Longstaff (*Religion*), David Lubin (*American Studies and Art*), Paul Machlin (*Music*), Sandy Maisel (*Government*), Phyllis Mannocchi (*English*), Richard Moss (*History*), Harold Raymond (*History*), Leonard Reich (*Administrative Science*), Phyllis Rogers (*American Studies and Anthropology*), John Sweeney (*English*), Robert Weisbrot (*History*), and five students majoring in American Studies.

A student majoring in American studies at Colby is taught—in single courses and through a combination of courses—the subject matter of America's past and present, with special effort devoted to the integration and knowledge of more than one academic discipline. Built around a core of courses in American history and American literature, the American Studies Program strives for genuinely interdisciplinary insights into the complexities of American thought and culture.

Requirements for the Major in American Studies

American Studies 271* and 493; English 251* and 252*; History 123* and 124*; two additional English courses in American literature; two additional courses in American history; and four additional courses other than American history or American literature (see lists below) with some interdisciplinary focus on American culture—coordinated with the approval of the major adviser according to chronology, theme, or method—to bring the total to a minimum of 14 courses.

(Note: courses marked with * are expected to be completed before the junior year.)

Students majoring in American studies may apply during their junior year for admission to the honors program. On successful completion of the work of the honors program and of the major, their graduation from the College will be noted as being "With Honors in American Studies."

The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major may be taken pass/fail. No more than five courses taken abroad may be counted toward the major.

Courses most commonly taken in recent years in fulfillment of requirements for the major in American studies include:

Administrative Science: 354 Law in American Society.

American Studies: 274 The Female Experience in America.

Art: 271 American Art; 278 American Visual Arts.

Economics: 231 Environmental and Natural Resource Economics; 274 American Economic History.

Education: 336 The American School.

English: 351 American Renaissance I; 352 American Renaissance II; 353 The Realistic Imagination; 354 The American Short Story; 355 African-American Literature; 356 Modern American Fiction; 357 Modern American Poetry; 493 Seminar in American Literature.

Government: 273 The American Congress; 356 Parties and the Electoral Process.

History: 215 America and Asia; 257 History of Women in America; 277 African-American History; 353 American Culture and Society 1865-1975; 372 The Civil War; 393 American Cultural History 1600-1865; 415, 416 Seminars in American History.

Music: 133 American Music.

Philosophy: 252 American Philosophy.

Psychology: 253 Social Psychology.

Religion: 217 Religion in America.

Sociology: 211 Short Courses in American Sociology; 252 Race, Ethnicity, and Society; 276 Women and Men in Society.

Additional courses which may be taken in fulfillment of requirements for the major in American studies include:

Administrative Science: 251 Technology and Society in America; 336 Business, Technology, and Ethics.

American Studies: -97, -98 Selected Topics (except at the 100 level); 273 Introduction to American Material Culture; 276 Black Culture in America; 491, 492 Independent Study.

Anthropology: 211 Indigenous Peoples and Cultures of North America.

Art: 277 American Visual Arts; 353 Contemporary Art, 1914 to the Present; 491, 492 Independent Study.

Economics: 312 Topics in Law and Economics; 491, 492 Independent Study.

Education: 294 Women in Professions.

English: 358 Contemporary American Poetry; 397 Faulkner; 491, 492 Independent Study.

Government: 275 The Committee System in the United States Congress; 276 The American Presidency; 312 Directions in Feminist Theory; 313 American Constitutional Law I; 314 American Constitutional Law II; 316 American Political Thought; 317 The Policymaking Process; 457 Seminar on the Foreign Policy of the United States.

History: 217 The Kennedy Administration; 312 The Atlantic Revolutions; 354 American Intellectual History, 1865-1917; 376 America: 1607-1783; 377 The Coming of the Civil War; 378 United States History 1783-1860; 432 Seminar in African-American History; 491, 492 Independent Study.

Music: 231 Jazz.

Philosophy: 491, 492 Independent Study.

Psychology: 491, 492 Independent Study.

Religion: 257 Women in American Religion; 491, 492 Independent Study.

Sociology: 231 Contemporary Social Issues; 233 Criminology; 292 Social Change; 318 Contemporary Theory; 334 Social Deviance; 355 African-American Women and Social Change; 356 African-American Religious Experience; 491, 492 Independent Study.

Science and Technology Studies: 271 Science in America.

[256] Business Cycles in United States History Listed as Economics 258 (q.v.). *Prerequisite:* Economics 134 or permission of the instructor. *Three credit hours.*

271d Introduction to American Studies An interdisciplinary examination of an era or theme in American thought and culture. Social, political, racial, artistic, musical, economic, and cultural aspects of American life will be explored in lecture and discussion. *Four credit hours.* MS. ROGERS AND INSTRUCTOR

[273j] Introduction to American Material Culture Seeks insight into the everyday lives of Americans at different times and places, with a focus on New England. Assumptions about the past will be formulated and tested by visual and historiographic scrutiny of household artifacts, vernacular architecture, common landscape, etc. A field trip and research project are required. *Three credit hours.*

274 The Female Experience in America An introductory course focusing on major issues in twentieth-century American women's lives and on the issues in our own lives as women and men in contemporary American society: women's lives through the life cycle; women and creativity; women, race, and class; the new psychology of women; families old and new; women, religion, and spirituality; men in feminism; and methods and goals of social change. Concentration on our own life experiences and autobiographical fiction and theory by Alice Walker, Zora Neale Hurston, Gloria Naylor, Susan Kenney, and Carolyn Chute, among others. The class will participate in the production of media documentaries based on issues raised in the reading and discussions. Enrollment limited. *Four credit hours.* MS. MANNOCCHI

276 African-American Culture in America An interdisciplinary examination of black cultural expression from the slave era to the present, including folk tales, blues, gospel music, work songs, jazz, sermons, dance, literature, and social institutions, tracing the stages of development of a distinctive black culture in America, its relationship to the historical, social, and political realities of African-Americans, and its role in the cultural formation of the United States. *Three credit hours.* MS. GILKES

277, [278] American Visual Arts Listed as Art 277, 278 (q.v.). *Three credit hours.*

353 American Studies Theory and Methods This course is a critical survey of the systems of thought and the methodological approaches which have structured our approach to the study of American culture. Utilizing texts which range from the classics to the cutting edge, the course will examine the progress of American Studies from a limited to a multi-disciplinary perspective. *Three credit hours.* MS. ROGERS

491, 492 Independent Study Individual study of special problems in American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.* FACULTY

493d Seminar in American Studies An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topic will change each semester. Topics in 1989-90 include; "The American West," "The American Indian in American Literature: From Captivity Narratives to Science Fiction," and "The Automobile in American Culture." *Prerequisite:* Senior standing as American studies major. *Three credit hours.* MR. BASSETT, MS. ROGERS, AND MS. HAYNES

Ancient History

In the Department of Classics.

151 Introduction to Greek Civilization A survey of Greek culture from Homer to Plato, with special attention to the artistic developments that culminated in the Periclean age of Athens. *Three or four credit hours.* MRS. KOONCE

[154] Roman History The origins of Empire; history and archaeology of Roman hegemony in the Mediterranean world and its consequences for both Rome and the provinces. *Three or four credit hours.*

177 Topics in Ancient History: Women in Antiquity Women's roles and status in pre-Classical and Classical antiquity, based on literary, historical, and archaeological evidence; gender definition and modes of adaptation in the ancient world. *Two or three credit hours.* MS. BLASINGHAM

178 Topics in Ancient History: Ancient Technology Technologies practiced in the Bronze Age and Classical Mediterranean world: ancient theories, tools, methods, and procedures for the man-made environment. *Two or three credit hours.* MS. BLASINGHAM

[252] Prehistoric Greece Issues and problems in the art and archaeology of Minoan Greece; the rise of the palaces; interconnections in the Bronze Age world; archaeology as cultural history. *Three or four credit hours.*

†[352] Athens in the Fifth Century The forces that shaped Athenian democracy and the cultural and political life distinctive of Periclean Athens. *Three or four credit hours.*

†[353] Greece in the Fourth Century The history of Greece from the death of Socrates to the rule of Alexander, drawing largely upon contemporary sources. *Prerequisite:* Permission of the instructor. *Three or four credit hours.*

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

Anthropology

In the Department of Sociology and Anthropology.

Director, ASSISTANT PROFESSOR SUZANNE FALGOUT

Assistant Professors Falgout, Phyllis Rogers, and David Nugent

Requirements for the Minor in Anthropology

At least 21 hours in Anthropology, including 112; either 113 or 118 or 134; one cultural area course from 119j, 211, 232, 233, or 235; one topical course from 214, 217j, 236, 251, 252, or 316; one seminar in method or theory at the 300 level; and five additional hours in anthropology.

112d Cultural Anthropology An intensive introduction to the study of different societies and cultures in the world, using a cross-cultural perspective on human behavior. Explores the diversity of human cultures from hunter-gatherers to industrialized city dwellers. Considers the implications of economic, social, political, symbolic, and religious systems for the lives of men and women. Topics include enculturation and transmitting values; group coherence and continuity; impact of material, technological, and social change; effects and culture contact. By emphasizing non-Western cultures, the course critically explores our accepted notions about human nature, society, and ideologies. *Four credit hours.*

MR. NUGENT AND MS. FALGOUT

113 Nature of Language Language is the principal means by which humans communicate. The course explores the nature of language, the unique biological characteristics of humans that make language possible, and the significance of language for human culture. Anthropological techniques to analyze languages around the world will be applied to the study of students' own speech community. *Three credit hours.*

MS. FALGOUT

115j Visual Anthropology via Film The course will explore the ways in which still photography shapes our understanding of the world's people and cultures. Instruction is designed to broaden the student's visual literacy, making the student use visual imagery as a source of cultural information. Discussions concerning objectivity, ethics, and ethnographic accuracy, in addition to readings, photographs and photography. Enrollment limited. *Three credit hours.*

MS. ROGERS

[118] Archaeology Listed as Religion 118 (q.v.). *Three credit hours.*

[119j] Pacific Explorations: January in Polynesia and Micronesia Following orientation lectures on the South Pacific, students study and travel in the Polynesian islands of Hawaii and the Micronesian islands of Pohnpei, Yap,

and Guam. Enrollment limited. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.*

[134] Human Origins Introduction to the physical and prehistoric development of humankind, including primate and human evolution, "race" and racism, behavioral evolution, the Darwinian revolution, and modern evolutionary theory. *Four credit hours.*

174 Philosophical Anthropology: The Philosophy of Human Nature Listed as Philosophy 174 (q.v.). *Four credit hours.* MR. HUDSON

211d2 Indigenous Peoples and Cultures of North America An ethnographic survey of the sociocultural systems developed by indigenous Americans north of Mexico. Examines relationships between ecological factors, subsistence practices, social organizations, and belief systems, along with contemporary issues of change, contact, and cultural survival. *Prerequisite:* An introductory course in anthropology, sociology, American studies, history, or government, or permission of the instructor. *Three or four credit hours.* MS. ROGERS

[214] Religion, Magic, and Witchcraft An investigation of religion, religious behavior and practices, worldview, and the supernatural is made using anthropological theories, perspectives, and analyses. Rites of transition, death and afterlife, ritual, religious leaders, traditional curing, religious movements, revitalization, cults, witchcraft, magic, and especially *shamanism* are examined cross-culturally. *Prerequisite:* Anthropology 112. *Three credit hours.*

217j Race and Ethnicity: Cross-cultural Perspectives An introduction to the main theories that attempt to explain race and ethnicity, including the notion that both are social and not biological entities. An examination of case studies from around the New World which reflect the ways that different socio-economic, political, and historical structuring contexts encourage varying forms of racial and ethnic identification. Application of the principles derived from this study to understanding racial and ethnic interaction and tensions in the contemporary United States. *Prerequisite:* Either Anthropology 112 or Sociology 131 or permission of the instructor. *Three credit hours.* MR. NUGENT

232d1 South Pacific Islands Culture Investigates both the fantasy and the reality of the exotic cultures of the South Pacific. Explores the original formation and peopling of the islands; the different social, political, economic, and religious systems that developed; and the history of foreign contact and culture change. *Three credit hours.* MS. FALGOUT

[233] Anthropology of a Region A sociocultural analysis of a selected geographic area. *Three credit hours.*

235 Latin American Culture and Society An examination of the culture and political economy of rural Latin American societies, assessing the extent to which a historical approach which focuses on systems of values and institutions promoting social integration best explains these societies. *Prerequisite:* Anthropology 112. *Four credit hours.* MR. NUGENT

[236] Human Emotions Consideration of the biological basis, socialization, social management, and cultural conception of emotions, and an examination of the expression of emotions in the context of recent Western intellectual history as well as in cross-cultural perspective. Enrollment limited. *Prerequisite:* Three credit hours in anthropology, or permission of the instructor. *Three credit hours.*

[251] The Modern World: Anthropological Perspectives The modern world and American culture are analyzed using the perspectives and methodologies of anthropology. Contemporary problems and major global issues are explored. The questions of "modernization" and "progress" as either solutions to or causes of world crises are critically examined. Topics include population; famine and food production; energy; world economic system; feminism; agism, sexism, and racism; technological impact; gay liberation; terrorism and revolution; the rise of religious cults; the sexual revolution; drugs and rock music. *Three credit hours.*

252 Hunger, Poverty and Population: The Anthropology of Development Examining theoretical approaches to problems of development in addition to anthropological studies of different forms of non-Western economies in an attempt to understand why the majority of aid and development programs provided by industrialized nations toward solving the problems of the Third World poverty have failed. The course will focus on evaluating the consequences of the kind of development advocated by different approaches to development and assessing the potential contribution of anthropological knowledge to help solve recurrent problems in development analysis. Enrollment limited. *Prerequisite:* Anthropology 112. *Four credit hours.* MR. NUGENT

311d2 Psychological Anthropology Explores the role culture plays in shaping the world view, personality, and emotions of individuals. Examines cultural diversity in a wide range of human expressions, such as art, folklore, ritual, notions of self and other, altered states of consciousness, and mental disorders. *Three credit hours.* MS. FALGOUT

313d2 Investigating Cultural Diversity Anthropologists are renowned for their research with exotic peoples in their natural settings. This course investigates the development of fieldwork as a means to investigate cultural diversity, both abroad and at home; it explores the goals and ethics of anthropological research; the nature of the fieldwork experience; the interaction with informants and the production of knowledge, and how we "write culture." It will reflect upon how the search for "other" also helps us to understand "self." Students will apply fieldwork concepts and methods to their own study of American culture. Enrollment limited. *Prerequisite:* Three credit hours of anthropology or permission of the instructor. *Three credit hours.* MS. FALGOUT

316 Peasant Society and Rural Rebellion Peasantries around the globe have played and continue to play a crucial role in forming the modern world as we know it (i.e., in France, Russia, China, Mexico, Vietnam, Cuba, Nicaragua, and Algeria). This course investigates the central features of peasant life and alternative explanations to understand the organization, behaviors, and beliefs of peasant societies in different parts of the world: Latin America and East Africa. Historical and comparative approaches will be used. Enrollment limited. *Prerequisite:* Anthropology 112. *Four credit hours.* MR. NUGENT

[397] Symbolic Anthropology Culture is a system of symbols and meanings shared by a group of people. An exploration of the processes of the construction and communication of meaning through symbols, using anthropological approaches to analyzing symbols, including structuralism, semiotics, interpretive anthropology, and cultural analysis. *Three credit hours.*

491, 492 Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

Applied Mathematics

Director, ASSISTANT PROFESSOR AMY BOYD

ADVISORY COMMITTEE: *Professors Boyd (Administrative Science and Mathematics), Homer Hayslett (Mathematics), Randy Nelson (Economics and Administrative Science), Leonard Reich (Administrative Science), Dale Skrien (Mathematics), and John Sweney (English)*

A minor in applied mathematics/quantitative methods is offered. For further information, refer to the section on "Quantitative Analysis."

Art

Chair, ASSOCIATE PROFESSOR ABBOTT MEADER

Professors Harriett Matthews and David Simon¹; Associate Professors Meader, Gina Werfel, Sonia Simon^{1, 2}, David Lubin¹, and Michael Marlais; Visiting Assistant Professors Scott Reed², Sarah Cohen, and Robin Haynes; Visiting Instructor Lisa Reilly; Ziskind Lecturer Kenneth Ganza

The Colby Art Department includes practicing artists, art historians, and a museum director. With special studios for design, drawing, printmaking, and sculpture, as well as a museum, the department features a curriculum that allows students not only to explore the intrinsic nature of materials and techniques but also to develop their own expressive abilities. Art history offerings are designed with the recognition that the artistic products of any period are related to the social, political, and cultural concerns of that period. Students at Colby are able to approach art from both a practical and historical perspective, and thus are better able to understand the total experience of art.

Requirements for the Major in Art

Art 111, 112, 131, and one course in each of the following three groups:

- (1) Art 311, 313, 314
- (2) Art 331, 332, 334, 335
- (3) Art 351, 352, 353

and three additional art courses, which may be art history or studio courses in any proportion.

The point scale for retention of the major applies to courses taken in the department. No requirement for the major may be taken pass/fail.

Students planning to continue the study of art or art history in graduate school should confer with their advisers to be sure that they have planned a substantial and adequate course of study. Art history graduate programs generally require proficiency in at least one foreign language.

Attention is called to the interdisciplinary major in American studies.

Requirements for the Concentration in Studio Art

For students who are fulfilling the major in art, the studio concentration is offered to provide a broadly founded studio sequence that will assist in the development of skills and strengthen portfolios for any anticipated graduate studio work. Additional requirements are: Art 221 and 222, or its equivalent, and at least four courses in either sculpture, painting, or printmaking.

¹On leave full year.

²Part-time.

111, 112 Survey of Western Art A survey of the history of painting, sculpture, and architecture. First semester: Egyptian pyramids through Gothic cathedrals. Second semester: Renaissance Italy through contemporary America. *Four credit hours.* MR. MARLAIS AND OTHERS

113j Photography Nongraded. *Two credit hours.* STAFF

114j Pottery Nongraded. *Two credit hours.* STAFF

115j Advanced Photography Nongraded. *Two credit hours.* STAFF

131d Foundations in Studio Art An introduction to the major materials and media of studio art through projects involving design, drawing, and painting. A range of aesthetic possibilities is presented, and the student is encouraged to explore a variety of approaches. No prior experience is required. Out-of-class work is essential. In very unusual cases, this course may be waived as a prerequisite for Art 221, 232, 234, or 241, by the submission of a portfolio to the department in advance of registration. *Three credit hours.* MR. MEADER, MS. WERFEL, MR. REED, AND MR. THURSTON

221d Drawing I Fundamentals of drawing and use of graphic materials. Concern for drawing as a means of developing visual and perceptual awareness. Out-of-class work is essential. *Prerequisite:* Art 131. *Three credit hours.* MS. MATTHEWS AND INSTRUCTOR

222 Drawing II Continuation of Art 221 with special concern for drawing the figure. Out-of-class work is essential. *Prerequisite:* Art 221. *Three credit hours.* MS. MATTHEWS

[232] Design Exploration of design elements, focusing on aspects of composition and color, as well as basic principles. Out-of-class work is essential. *Prerequisite:* Art 131. *Three credit hours.*

234d, 234j Printmaking I Introduction to methods of generating images from printing surfaces. Concentration on relief printmaking. Out-of-class work is essential. *Prerequisite:* Art 131. *Three credit hours.* MR. REED

235d2 Printmaking II Further exploration of the materials, techniques, and ideas developed in Printmaking I. Out-of-class work is essential. *Prerequisite:* Art 234. *Three credit hours.* MR. REED

241 Painting I Oil technique, painting from still life, figure, and landscape. Issues of abstraction will also be addressed. Out-of-class work is essential. *Prerequisite:* Art 131. *Three credit hours.* MS. WERFEL

242 Painting II Further exploration of the materials, techniques, and ideas developed in Painting I. Out-of-class work is essential. *Prerequisite:* Art 241. *Three credit hours.* MS. WERFEL

261 Sculpture I An introduction to form and ideas through the use of quick media. Out-of-class work is essential. *Prerequisite:* Art 131 or permission of the instructor. *Three credit hours.* MS. MATTHEWS

262 Sculpture II Further exploration of the materials, techniques, and ideas developed in Sculpture I, stressing more traditional materials. Out-of-class work is essential. *Prerequisite:* Art 261. *Three credit hours.* MS. MATTHEWS

271d2 American Art Architecture, sculpture, and painting from colonial times to the twentieth century. Lectures and problems make use of the original material in the Colby collections. *Three credit hours.* INSTRUCTOR

273 The Arts of China A historical introduction to the major art forms of China—ceramics, bronze, sculpture, painting, and architecture—from their beginnings in the Neolithic to the end of the traditional period, c. A.D. 1750. Formerly listed as Art 297A. *Three credit hours.* MR. GANZA

274d1 The Arts of Japan A historical introduction to the major media of Japanese art—ceramics, sculpture, architecture, and painting. Formerly listed as Art 297B. *Three credit hours.* MR. GANZA

[275] Classics of the Sound Cinema Selected masterpieces of world cinema (1930-1960). Particular emphasis on developing skills for viewing films as a form of visual art. Enrollment limited. *Three credit hours.*

277 American Visual Arts I American art and culture from the colonial period, concentrating on the seventeenth, eighteenth, and nineteenth centuries, in terms of changing aesthetic standards as well as social and historical developments. Areas of study include the fine arts, folk art, material culture, and mass media. Cross-listed as American Studies 277. Not open to students who have taken Art 271. *Three credit hours.* MS. HAYNES

[278] American Visual Arts II A continuation of Art 277, concentrating on the twentieth century. Cross-listed as American Studies 278. *Three credit hours.*

297j The Art of Medieval Britain This January program in England will focus on the religious architecture of Romanesque and Gothic England through a series of field trips to sites throughout the country. Buildings to be studied include Canterbury Cathedral, Westminster Abbey, Ely Cathedral, and others. Manuscripts, stained glass, sculpture, and other art forms will be studied in conjunction with the buildings examined and through visits to major collections such as the Victoria and Albert Museum, the British Museum, and the National Gallery of London. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. REILLY

298 Northern Baroque Art This course will examine the major trends in painting in the Netherlands during the seventeenth century, concentrating on individual artists such as Rembrandt, Rubens, and Vermeer, and to the relationship between painting and the cultural environment of seventeenth-century Holland and Flanders. Enrollment limited. *Prerequisite:* Art 112. *Three credit hours.* MS. COHEN

[311] Art of Ancient Greece and Rome Architecture, sculpture, and painting from the development of the Minoan civilization through the fall of Rome. *Prerequisite:* Art 111 or permission of the instructor. *Three or four credit hours.*

[313] Art of the Early Middle Ages Painting, sculpture, and architecture from A.D. 315 to A.D. 1000, from the Christianization of Rome through the development of Byzantine civilization in the East and through the Ottonian Empire in the West. *Prerequisite:* Art 111. *Three or four credit hours.*

314d1 Art of the High Middle Ages Romanesque and Gothic painting, sculpture, and architecture in western Europe, from the reemergence of monumental stone sculpture through the exuberance of the Gothic cathedral. Influences of monastery, pilgrimage, and court on art from A.D. 1000 to 1400. *Prerequisite:* Art 111. *Three or four credit hours.* MS. REILLY

331 Art of the Renaissance in Northern Europe The art of France, Germany, and the Lowlands in the fifteenth and sixteenth centuries, with emphasis on the major painters from Van Eyck to Brueghel. *Prerequisite:* Art 111 or 112, or permission of the instructor. *Three or four credit hours.* MS. COHEN

[332] Art of the Renaissance in Italy The art of the fifteenth and sixteenth centuries in Italy, with emphasis on the major architects, sculptors, and painters. *Prerequisite:* Art 111, 112, or permission of the instructor. *Three or four credit hours.*

[334] Baroque Art of Italy and France Painting, sculpture, and architecture of the seventeenth century. Relationships to Spain will also be explored. *Prerequisite:* Art 112, or permission of the instructor. *Three or four credit hours.*

[335] Mannerism and Baroque Art in Italy Painting, sculpture, and architecture from the late works of Michelangelo in the sixteenth century through the domes of Guarini in the late seventeenth century. *Prerequisite:* Art 112. *Three or four credit hours.*

341 Painting III Further exploration of the materials, techniques, and ideas developed in Painting II. Out-of-class work is essential. *Prerequisite:* Art 242. *Three credit hours.* MS. WERFEL

342 Painting IV Further exploration of the materials, techniques, and ideas developed in Painting III. Out-of-class work is essential. *Prerequisite:* Art 341. *Three credit hours.* MS. WERFEL

351 European Art, 1780-1880 Emphasis on European art of the neoclassic, romantic, realist, and impressionist movements. *Prerequisite:* Art 112. *Three or four credit hours.* MR. MARLAIS

352 Modern Art, 1880-1914 History of avant-garde movements from post-impressionism through German expressionism. *Prerequisite:* Art 112. *Three or four credit hours.* MR. MARLAIS

[353] Contemporary Art, 1914 to the Present History of art from dada and surrealism to our own time. Emphasis on issues of art criticism as well as on current practices. *Prerequisite:* Art 112. *Three or four credit hours.*

361 Sculpture III Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 262. *Three credit hours.* MS. MATTHEWS

362 Sculpture IV Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 361. *Three credit hours.* MS. MATTHEWS

[374] Women and Film A close study of films by and/or about women, their role in society, and issues of gender. Various nationalities and genres of film will be studied, as well as supplemental writings by mainstream and feminist film historians. Enrollment limited. *Prerequisite:* Art 275. *Three credit hours.*

376 Chinese Painting An introduction to the history and problems of Chinese painting. Formerly listed as Art 398A. *Prerequisite:* Art 273 (297A) or permission of the instructor. *Three or four credit hours.* MR. GANZA

397 Approaches to Eighteenth-Century Art A critical investigation of the different ways in which scholars have interpreted the complex and varied art of the eighteenth century in France. Using the art itself as a basis for examination, students will compare and assess the interpretive methods employed in past and current writings. Enrollment limited. *Prerequisite:* Art 398B in Spring 1989 or permission of the instructor. *Three credit hours.* MS. COHEN

441 Painting V Further exploration of materials, techniques, and ideas developed in Painting IV. Out-of-class work is essential. *Prerequisite:* Art 342. *Three credit hours.* MS. WERFEL

442 Painting VI Further exploration of materials, techniques, and ideas developed in Painting V. Out-of-class work is essential. *Prerequisite:* Art 441. *Three credit hours.* MS. WERFEL

461 Sculpture V Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 362. *Three credit hours.* MS. MATTHEWS

462 Sculpture VI Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 461. *Three credit hours.* MS. MATTHEWS

491, 492 Independent Study Individual study of special problems in the practice, history, or theory of the visual arts. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

493d2 Seminar in Art History Art and architecture of the High Middle Ages will be explored in depth with emphasis on the social context in which these works were created as well as the pattern of stylistic development. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. REILLY

Astronomy

In the Department of Physics and Astronomy.

151 Stars and Stellar Systems An introductory survey of modern solar, stellar, galactic, and extragalactic astronomy for students of both science and non-science backgrounds. Basic astronomical concepts and recent discoveries will be treated from an astrophysical point of view. Lecture only. *Three credit hours.* MR. CAMPBELL

151L Stars and Stellar Systems Laboratory Theory and use of telescopes, and astronomical measurements. Students must be available Monday through Thursday evenings for telescope observing as weather permits. Enrollment limited. *Prerequisite:* Concurrent enrollment in Astronomy 151 and permission of the instructor. *One credit hour.* MR. CAMPBELL

152 Historical and Planetary Astronomy A descriptive study of the history of astronomy and of our planetary system. The history of astronomy from ancient times primarily concerns the planets. Modern planetary astronomy is treated as an observational science with emphasis on the discoveries of recent interplanetary space probes. Does not satisfy the laboratory science distribution requirement. *Three or four credit hours.* MR. CAMPBELL

Atmospheric Science

In the Department of Physics and Astronomy.

113 Atmospheric Sciences An introduction to the study of the earth's atmosphere. Topics include the atmosphere's origin, composition, structure, and general circulation; weather systems, radiative properties, chemical processes, and climate. Special topics include history of meteorological research, acid rain, nuclear winter, and the greenhouse effect. Does not satisfy the laboratory science distribution requirement. *Three or four credit hours.* MR. FLEMING

Biology

Chair, PROFESSOR ARTHUR CHAMPLIN

Professors Miriam Bennett, Champlin, and David Firmage¹; Associate Professors Bruce Fowles, Russell Cole, Jay Labov, and Frank Fekete; Assistant Professors Raymond Phillips², Paul Greenwood, and Maureen Whalen; Research Associate

Richard Moe; Teaching Associates Elizabeth Champlin, Timothy Christensen, and Lindsay Colby; Animal Care Technician Austin Segel

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern biology: genetics, anatomy, physiology, development, cell biology, molecular biology, evolution, behavior, ecology, and environmental biology. To provide a broad and comprehensive investigation of the biological sciences, the departmental curriculum emphasizes the study of the biology of plants, animals, and microorganisms. Graduates enroll in graduate programs in biology and in medical schools, dental schools, and veterinary colleges. Others are employed as research assistants or as teachers at the secondary level. Special facilities include the Perkins Arboretum, the Colby-Marston Bog, a laboratory equipped with both scanning and transmission electron microscopes, a laboratory microcomputer cluster, an isotope laboratory, a greenhouse, and animal rooms.

For all major programs offered by the department, the point scale for retention of the major applies to all courses required for the major and all elected biology courses. No requirement for the major may be taken pass/fail.

Requirements for the Basic Major in Biology

In biology, 33 hours, including 121, 122, 271, 272, 393, 394 (substitutions may be made with departmental approval); Chemistry 141, 142; Mathematics 119 or 121 or 123, or equivalent, and one additional mathematics course numbered 112 or higher. The comprehensive examination in the major is to be taken in the senior year.

Biology 121, 122, 271, and 272 constitute a core program and are normally prerequisite to all higher-numbered biology courses. With permission of the department, a student may arrange to take Biology 271 or 272 and higher-numbered biology courses concurrently.

The inclusion of geology is advised for majors preparing for teaching or for work in the field aspects of biology. Students interested in teaching, private and public, are urged to read the education section of the catalogue and to contact a member of the Education Department. Students preparing for dental, medical, or veterinary schools must take Chemistry 241, 242, and Physics 121, 122; students preparing for graduate study in the biological sciences should also elect these courses. Requirements for the Ph.D. in areas of biological science may include a reading knowledge of modern foreign languages.

Colby is a member of the West Indies Laboratory College Association. Through this association, qualified students are provided opportunities for a semester of study in marine science or environmental science at the West Indies Laboratory in St. Croix, U.S. Virgin Islands.

Students are encouraged to take courses at approved summer laboratories; with prior approval, such courses may be credited toward the major requirement.

The **Environmental Science Concentration** is designed to provide students with a background to work in the environmental field or to continue on to graduate study in environmental science or in one of the other biological disciplines. In recent years, graduates have enrolled in graduate programs in ecology, marine biology, natural resource management, public policy, and environmental health. Others are employed by federal and state agencies, private and public organizations, and consulting firms. The requirements are: in biology, 33 hours, including 121, 122, 271, 272, 352 (with laboratory), 393, 394, 493; Chemistry 141, 142; Economics 133, 231; Mathematics 112 (or 241), 119 (or 121 or 123); two courses selected from Geology 141, 142, 172, and Chemistry 217, 241, 242.

The comprehensive examination in biology is to be taken in the senior year.

Students are encouraged to take at least one field-oriented course such as Biology 354, 358, Sea Semester, or other similar approved programs.

¹On leave first semester.

²Part-time.

[112j] Heredity and Evolution An introduction to the concepts of heredity and evolution. Lecture only. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Credit may not be obtained for both Biology 112j and 122. Enrollment limited. *Two credit hours.*

[114j] Popular Issues in Biology An examination of current, popular problems in the biological sciences, including evolution, animal experimentation, genetic engineering, and others. Discussions and lectures will be based on recent popular literature and on the scientific viewpoint of such issues. Cannot be counted toward the biology major. Does not satisfy the laboratory science distribution requirement. Enrollment limited. *Two credit hours.*

121, 122 Introduction to Biology First semester: the biology of selected organisms. Second semester: the biology of reproduction, inheritance, and development. Examples are drawn from a variety of organisms. Lectures presented by several members of the biology faculty in their areas of specialization. Lecture and laboratory. *Four credit hours.* FACULTY

[132] Aspects of Human Physiology An examination of the functions and structure of the human organism. Topics include the basics of biological chemistry and physics, the physiology of metabolism, integration of information via nerves and hormones, circulation, mechanisms of breathing and gas exchange, reproduction, excretion, manipulation of the external and internal environment by muscles, and nutrition. History and methodology of human physiology as a science are examined throughout the course. Cannot be counted toward the biology major. *Prerequisite:* Biology 121. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.*

***133j Impact of Microorganisms on Man** An exploration of the microbial world. Discussions and lectures will be based on the roles microorganisms play in disease, the food industry, ecology, energy generation, and biotechnology. Cannot be counted toward the biology major. Does not satisfy the laboratory science distribution requirement. *Two credit hours.* MR. FEKETE

[136] Horticulture Basic principles in the areas of plant structure and function will be covered and related to plant cultivation. Practical application of these principles will be discussed in areas such as lighting, propagation, pruning, and floriculture. One field trip will be taken. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Credit may not be obtained for both Biology 136 and 138. Enrollment limited. *Three credit hours.*

***138 Plant Biology** An introduction to the principles of biology as illustrated by plants, with emphasis on structure, activities, and reproduction of green plants. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Credit may not be obtained for both Biology 136 and 138. Enrollment limited. *Three credit hours.* MR. FOWLES

[152] Plant Science An introduction to the principles of biology as illustrated by plants. The course will emphasize expanding areas of biotechnology. Practical applications in areas such as propagation (including tissue cultures), pruning, hormonal control of development, lighting, and floriculture will be included in both lectures and laboratory exercises. May be used to satisfy the laboratory science requirement. Cannot be counted toward the biology major. Enrollment limited. *Four credit hours.*

156 Invertebrate Zoology The morphology, functional anatomy, physiology, and classification of the invertebrates. Lecture and laboratory. Formerly listed as Biology 316. *Prerequisite:* Biology 121 or permission of the instructor. *Four credit hours.* MISS BENNETT

†[219] Environmental Science Basic concepts in ecology are examined in detail at the population, community, and ecosystem levels. The relevance of these concepts to current environmental problems is stressed. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. *Three credit hours.*

258j Ecological Field Study Intensive study in a south temperate or tropical area during the spring recess or the January term. Students must cover expenses. Limited scholarship funds are available. Formerly listed as Biology 358j. Nongraded. *Prerequisite:* Permission of the instructors. *Three credit hours.* FACULTY

271 Introduction to Ecology; Introduction to Evolution Part I: introduction to ecological principles—structure and function of ecosystems, patterns of distribution, energy flow, nutrient cycling, and population dynamics. Field trips are taken to sites representative of local terrestrial, fresh-water, and marine ecosystems. Part II: introduction to the scope, significance, and mechanisms of evolution. Lecture and laboratory. *Prerequisite:* Biology 121, 122, or equivalent. *Four credit hours.* MR. FIRMAGE, MR. COLE, AND MR. FOWLES

272 Cell Biology An introduction to the study of cellular and molecular biology: an examination of the structure and function of nuclear and cytoplasmic components, with emphasis on experimental findings. Instruction in basic histological and cytochemical techniques is included, in addition to studies of selected cellular properties. Lecture and laboratory. *Prerequisite:* Biology 121, 122, 271, or equivalent and Chemistry 141, 142 (may be taken concurrently), or permission of the instructor. *Four credit hours.* MR. CHAMPLIN, MR. FEKETE, AND MR. GREENWOOD

311 Taxonomy of Flowering Plants An introduction to the study of variation, evolution, and classification of flowering plants, and the techniques used by systematists in establishing relationships among plants. Identification of

specimens that characterize the major families of flowering plants represented in the local flora is stressed. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. PHILLIPS

[312] Vertebrate Zoology A study of the vertebrates with emphasis on functional anatomy, natural history, and evolutionary relationships. The adaptive strategies of vertebrates to interactions with their environment are considered. Species common to New England are emphasized. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.*

314 Plant Physiology The essential mechanisms of plant functions. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. FOWLES

315 Animal Cells, Tissues, and Organs Comparative studies of the organization of cells into tissues and organs in animals. Vertebrate systems are covered in detail; some invertebrate animals are also considered. Emphasis is on the relationship between cellular morphology and tissue and organ function. Laboratories emphasize the microanatomy of mammalian tissues and tissue culture techniques. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. GREENWOOD

318 Microbiology The biology of bacteria, viruses, and microscopic eukaryotic organisms. The aims of the course are to develop general knowledge in this area and to give practical experience in techniques. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. FEKETE

319 Biology of the Lower Plants Comparative studies of the morphology, development, physiology, and significance of algae, fungi, bryophytes, and ferns. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. FOWLES

332 Developmental Biology A study of development, with emphasis on the experimental findings that have led to present ideas of the morphological and chemical processes underlying the development and growth of organisms. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.* MR. CHAMPLIN

†[337] The Reproductive Biology of Flowering Plants A study of the flowering process in various plant groups and the mechanisms of pollination they employ. Seed production and dispersal as well as vegetational propagation strategies will be considered. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours.*

352 Ecological Theory An examination of the theoretical aspects of population and community ecology, emphasizing population regulation, demography, trophic relationships, community structure and organization, and succession. Coevolutionary interactions between plants and animals are considered. Relevance of ecological theory to the solution of environmental

problems is discussed. Lecture and discussion. Augmented credit based on the addition of laboratory work. *Prerequisite:* Biology 271 and 272, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. FIRMAGE AND MR. COLE

***354 Marine Biology** A study of marine organisms and their environment with emphasis on coastal systems. Laboratory exercises will familiarize students with marine organisms, their environment, and the quantitative methods used to study them. Occasional weekend field trips to the coast. Lecture, laboratory, and discussion. *Prerequisite:* Biology 271 and 272, or permission of the instructor. *Four credit hours*. MR. FIRMAGE AND MR. COLE

371 Genetics The mechanisms of inheritance, with emphasis on experimental findings. The physical and chemical bases for the behavior of genes in individuals and populations are examined. *Prerequisite:* Biology 271 and 272, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. CHAMPLIN

372 Cellular Dynamics Investigations of major active and passive processes of eukaryotic cells. Emphasis is on various aspects of thermodynamics and cellular energetics, including the dynamics of respiration and photosynthesis, transport mechanisms, motility, cellular communication, and second-messenger systems. Laboratory exercises investigate many of the processes discussed in lecture. Lecture and laboratory. *Prerequisite:* Biology 271 and 272 or permission of the instructor. *Four credit hours*. MR. GREENWOOD

373 Animal Behavior An examination of animal behavior from a biological perspective. Topics include the control, development, function, and evolution of behavior. *Prerequisite:* Biology 271 and 272, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. LABOV

374 Topics in Neurobiology Lectures, discussions, and readings on the functional organization of nervous systems, and on how nervous information is received, coded, stored, and transmitted by living organisms. Augmented credit of one hour based on the addition of laboratory work. *Prerequisite:* Biology 271 and 272, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. LABOV

375 Problems in Comparative Animal Physiology Studies of the manners in which selected invertebrates and vertebrates cope with their functional problems. Both ecological and evolutionary correlations are stressed. Lecture only. Augmented credit of one hour based on the addition of an independent laboratory. *Prerequisite:* Biology 271 and 272, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MISS BENNETT

379 Electron Microscopy Principles and practice of transmission and scanning electron microscopy, including electron optics, imaging, and x-ray microanalysis. The routine operation of both the TEM and SEM are presented and practiced, as are the principles and techniques of sample preparation from

living materials. The interpretation and evaluation of electron photomicrographs are emphasized. Students have an opportunity to develop further their techniques and expertise in the area of greatest interest to them. Enrollment limited. Lecture and laboratory. *Prerequisite:* Biology 121, 122, Chemistry 141, 142, standing as a junior or senior major in one of the natural sciences, and permission of the instructor. *Four credit hours.* MR. CHAMPLIN

393, 394 Biology Seminar Discussion of contemporary topics in biology. Choice of several topics. *Prerequisite:* Junior or senior standing as a biology or geology-biology major. *One credit hour.* FACULTY

473d2 Topics in Molecular Biology Studies of the molecular biology of eukaryotic organisms emphasizing the genetics, biochemistry, and physiology of plants. Lectures, discussions, readings, and laboratory exercises will address the organization and function of the genome, functions of chloroplasts and mitochondria, development and differentiation, stress responses, and genetic engineering. Lecture and laboratory. *Prerequisite:* Biology 271 and 272, Chemistry 242 and 242 (may be taken concurrently), or permission of the instructor. *Four credit hours.* MS. WHALEN

491, 492 Independent Study *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

493 Problems in Environmental Science Causes of and solutions to selected environmental problems are studied through lectures, discussions, and guest presentations. Group projects are conducted to teach methods used by private firms and governmental agencies to investigate environmental problems. Enrollment limited. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. COLE AND MR. FEKETE

Chemistry

Chair, ASSOCIATE PROFESSOR THOMAS SHATTUCK

Professor Wayne Smith¹; Associate Professor Shattuck; Assistant Professors R. Daniel Libby, Carol Libby, and David Bourgaize; Visiting Assistant Professors Christopher Janzen and Whitney King; Teaching Associate Jean McIntyre

Students in the Chemistry Department are provided a firm foundation in the fundamental principles of the discipline. The student major has access to a wide range of instruments for course work and research projects under supervision of a faculty that includes teaching specialists in biochemistry, organic, physical, inorganic, and analytical chemistry. Many students go on to graduate school in chemistry or biochemistry or to careers in medicine, dentistry, health-related fields, and industrial research. Other career choices in recent years have included patent law, chemical engineering, environmental studies, computer sciences, and molecular biology.

The department offers several programs: (1) the chemistry major, (2) the chemistry-ACS major (accredited by the American Chemical Society), (3) the chemistry-biochemistry major, (4) the chemistry-public policy minor, (5) the chemistry-environmental sciences concentration, and (6) the chemistry minor.

Of these majors, the ACS major is focused most sharply toward graduate work in chemistry. It should be noted that chemistry majors who intend to apply for admission to medical, dental, or veterinary schools must take a biology course with laboratory. For maximum flexibility, students are encouraged to take Chemistry 141 and 142 in their freshman year. All prospective majors should meet with the chairman as early as possible to plan their full chemistry programs.

Attention is called to the minor in applied mathematics as well as the interdepartmental geology-chemistry major.

Students interested in teaching, private and public, are urged to read the education section of the catalogue and to contact a member of the Education Department.

Requirements for the Major in Chemistry

Chemistry 141, 142, 241, 242, 331, 341, 342, 493; Mathematics 121, 122 or 123, 124; Physics 121, 122 or 132, 231.

Requirements for the Major in Chemistry-ACS

All courses required for the basic major, plus Chemistry 332, 411, 413, and six additional credit hours of 400-level courses. Substitution of upper-level courses from other departments in the science division is often possible.

Requirements for the Major in Chemistry-Biochemistry

Chemistry 141, 142, 241, 242, 341, 367, 368, 371, 493; Mathematics 121, 122 or 123, 124; Physics 121, 122; Biology 121, 122, 272, and either Chemistry 378 or one additional biology course numbered 200 or higher.

Requirements for the Concentration in Chemistry-Environmental Sciences

All courses required for the chemistry major; Chemistry 217, 483, 484; Economics 133, 134, 231; Biology 121, 122 or Geology 141, 142.

Additional Requirements for All Majors in Chemistry Department

Each major must complete a chemistry-related independent study project equivalent to two (or preferably three) credit hours. Normally this requirement is satisfied through a January Program or summer research project and forms the basis of the seminar presentation. In certain cases, January Program courses may be substituted.

The point scale for retention of the major applies to all required courses and all elected chemistry courses. No requirement for the major may be taken pass/fail.

Seminars are held on Tuesday evenings; chemistry majors are expected to attend, and seniors are required to participate.

Majors in chemistry who have completed the required junior-level courses for the major may elect an honors research project with approval of a faculty sponsor in the department. On successful completion of the work of the honors research program and of the major, their graduation from the College will be noted as being "With Honors in Chemistry." Attention is also called to the Senior Scholars program.

Requirements for the Minor in Public Policy

Chemistry 141, 142, 241, 242, 331, 341, 342; Economics 133; Government 111, 317; Mathematics 121, 122 (or 123, 124); Physics 121, 122; Public Policy 493; two courses selected from Economics 231, Government 273, 275, 392, or Economics 223 and 312, or Economics 223 and 332; an internship in the junior year.

Requirements for the Minor in Chemistry

Chemistry 141, 142, 241, and three courses selected from the following: Chemistry 217, 242, 331, 332, 341, 342, 367, 368, 371, 378, 411, 431, 432, or 434. The minimal number of optional credit hours is ten; the maximum is 15. Students are strongly

advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

¹On leave full year.

112d1 Chemistry for Citizens Basic chemical principles and their application to topics of current concern, such as environmental problems, energy, nuclear reactions, recycling, health, and consumerism. Intended as a course for nonscience majors. Students with prior credit for Chemistry 141 may not receive credit for Chemistry 112. Laboratory portion is optional. *Three credit hours.* MR. JANZEN

112Ld1 Laboratory: Chemistry for Citizens Chemistry 112 and 112L may be used to satisfy the laboratory science distribution requirement. Enrollment limited. *Prerequisite:* Concurrent enrollment in Chemistry 112 and permission of the instructor. *One credit hour.* MR. JANZEN

113j Biochemistry of Exercise Elementary theories of atomic and molecular structure are introduced and used in exploring the metabolic mechanisms of energy storage, utilization, and transfer involved in aerobic and anerobic exercise. Effects of nutrition and extent of training on strength, endurance, speed, and weight control are discussed. The course is designed for (although not limited to) nonscience majors and may be used to satisfy the non-laboratory science distribution requirement. *Lecture. Two credit hours.* MR. LIBBY

[117j] Chemistry of Nutrition Covering current nutritional guidelines and practices from a biochemical point of view, the course considers the chemical differences among fats, carbohydrates, proteins, minerals, and other required nutrients as well as their roles in providing energy and building blocks for a healthy body. Students will have an opportunity to evaluate their own nutritional practices and learn about other relevant topics such as the role of diet in disease, food additives, eating disorders, and dieting. This is a non-laboratory course intended primarily for non-science majors. *Three credit hours.*

118 Biotechnology Various aspects of biotechnology are explored, including the science behind this field; practical applications are considered, as well as the future impact of biotechnology. Intended as a course for nonscience majors, it is not appropriate for students majoring in chemistry or biology. Enrollment in laboratory is limited. *Lecture only: three credit hours.* *Lecture and laboratory (satisfies the laboratory science distribution requirement): four credit hours.* MR. BOURGAIZE

141, 142 General Chemistry and Elementary Analysis Fundamental principles, with examples selected from inorganic chemistry; stoichiometry; atomic theory; chemical bonding; thermochemistry; gases, liquids, and solids; solutions; chemical equilibria; electrochemistry; chemistry of certain important elements; radioactivity. *Lecture, discussion, and laboratory.* The first-semester laboratory is concerned with synthesis and gravimetric analysis, the second with volumetric analysis and qualitative analysis. *Four credit hours.* FACULTY

217d2 Environmental Chemistry Application of chemical principles to such topics as fates and toxicity of heavy metals and organic pollutants in soils and natural water systems, corrosion, complexation, and analytical techniques. *Prerequisite:* Chemistry 142. *Three credit hours.* MR. KING

72 CHEMISTRY

[231j] Gas Chromatography/Mass Spectrometry The principles of operation and modern analytical practices, including chromatographic theory, mass spectrometric instrumentation, and the interpretation of mass spectra. Laboratory exercises in column preparation, flow rate effects on resolution, quantitative methods of analysis, optimization strategies, computer data manipulations, head space analysis, and amino acid analysis. Lecture and laboratory. Enrollment limited to 12. *Prerequisite:* Chemistry 241. *Two credit hours.*

241, 242 Organic Chemistry Theories encountered in Chemistry 141, 142 are used as the basis for a detailed mechanistic study of the relationships among structure, reactivity, and synthesis of organic compounds. Lecture, discussion, and laboratory. The laboratory explores the use of separation techniques, synthesis, and spectral techniques in organic chemistry. *Prerequisite:* Chemistry 142. *Five credit hours.* CHEMISTRY 241: MS. LIBBY; CHEMISTRY 242: MR. LIBBY

331 Chemical Methods of Analysis A study of fundamentals of analytical chemistry. Lectures are devoted to principles underlying chemical analysis; acid/base, redox, and complex equilibria; and quantitative treatment of data. *Prerequisite:* Chemistry 142. *Four credit hours.* MR. KING

332 Instrumental Methods of Analysis Instruction in instrumental methods, including modern electroanalytical methods, absorption spectroscopy, fluorescence, nuclear magnetic and mass spectrometry, and chromatography. *Prerequisite:* Chemistry 331, 342 (may be taken concurrently). *Four credit hours.* MR. KING

341, 342 Physical Chemistry The laws and theories of chemical reactivity and the physical properties of matter. Emphasis is placed on chemical equilibrium, molecular bonding, and the rates of chemical reactions. Major topics in 341: thermodynamics, solutions, and reaction kinetics; in 342: quantum mechanics, spectroscopy, and statistical mechanics. *Prerequisite:* Chemistry 142, Physics 122 or 231 and Mathematics 122 or 124. *Five credit hours.* MR. SHATTUCK

367 Biomolecules Introduction to the structure, function, control, and cellular organization of each of the broad categories of biomolecules: proteins, nucleic acids, carbohydrates, and lipids. Formerly listed as Chemistry 467. *Prerequisite:* Chemistry 242. *Three credit hours.* MR. BOURGAIZE

368 Metabolism and Bioenergetics The course covers the generation and storage of metabolic energy, the synthesis of precursors to biological macromolecules, and control of these processes. Formerly listed as Chemistry 468. *Prerequisite:* Chemistry 367. *Three credit hours.* MS. LIBBY

371 Biochemical Laboratory Techniques A laboratory course to provide experience isolating and characterizing biomolecules. The emphasis is on proteins, but lipids, membranes, and carbohydrates are also covered. *Prerequisite:* Chemistry 367. *Three credit hours.* MS. LIBBY AND MR. BOURGAIZE

378 Nucleic Acids Structure and synthesis of DNA and RNA are considered, as well as protein synthesis, mechanisms of gene expression, and recombinant DNA techniques. Lecture and laboratory. *Prerequisite:* Chemistry 242. *Four credit hours.* MR. BOURGAIZE

411 Inorganic Chemistry Current models and concepts in inorganic chemistry, with emphasis on both structural and reaction aspects. Topics include bonding and structure, periodic properties, acid-base theories, nonaqueous solvents, applications of thermodynamics, coordination compounds, and selected areas of descriptive chemistry of current interest. Lecture and discussion. *Prerequisite:* Chemistry 342. *Four credit hours.* MR. JANZEN

413 Integrated Laboratory Studies Synthesis and characterization of organic, inorganic, and organo-metallic compounds. *Corequisite:* Concurrent enrollment in either Chemistry 411 or 431. *One credit hour.* MR. LIBBY AND MR. JANZEN

431d2 Physical Organic Chemistry Qualitative molecular orbital theory is used to study the effects of orbital symmetry on the course of pericyclic reactions. Physical methods for determining organic reaction mechanisms are also explored. Lecture. *Prerequisite:* Chemistry 242, 342 (may be taken concurrently). *Three credit hours.* MR. LIBBY

432d1 Advanced Organic Chemistry The logic and methods of organic synthesis are explored. The elementary organic reactions studied in Chemistry 241, 242 are augmented and used in the synthesis of biologically and chemically important molecules. The logic of designing synthetic pathways is stressed. Lecture. *Prerequisite:* Chemistry 242 or equivalent. *Three credit hours.* MR. LIBBY

434 Advanced Physical Chemistry Use of principles of symmetry and group theory as an aid in understanding chemical bonding and interpreting molecular spectroscopy. Reaction mechanisms of transition-metal complexes and organo-metallics. *Prerequisite:* Chemistry 411. *Three credit hours.* MR. JANZEN

483, 484 Special Topics in Environmental Chemistry Primarily a laboratory course with emphasis on independent studies of environmentally related topics. A paper and oral presentation are required. *Prerequisite:* Chemistry 217 and permission of the department. *One to three credit hours.* FACULTY

491, 492 Independent Study Laboratory work of a research nature may be arranged with the instructor. Three to nine hours per week. *One to three credit hours.* FACULTY

493d Seminar Discussion of topics of current interest in all areas of the chemical literature. *Prerequisite:* Permission of the instructor. *One credit hour.* FACULTY

Chinese

In the Department of Modern Foreign Languages. All courses in Chinese are part of the East Asian Studies Program.

125, 126 Elementary Chinese Introduction to spoken and written Mandarin Chinese, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Five credit hours.* MR. KEENAN

127, 128 Intermediate Chinese A continuation of Chinese 126, with greater emphasis on written Chinese. *Prerequisite:* Chinese 126. *Four credit hours.* MR. KEENAN

252 Introduction to Chinese Literature in Translation A survey of Chinese literature in translation from ancient times to the present, covering poetry, plays, novels, and/or prose. *Three or four credit hours.* MR. KEENAN

321, 322 Advanced Chinese Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 128 or permission of the instructor. *Three or four credit hours.* INSTRUCTOR

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

Classics

Additional courses offered by the Classics Department are listed separately under "Ancient History," "Greek," and "Latin."

Acting Chairman, PROFESSOR DOROTHY KOONCE

Professors Peter Westervelt¹, Koonce, and Peyton Helm; Visiting Assistant Professor Henry Walker; Taylor Lecturer Ann Blasingham

Students in classics may concentrate in either Greek or Latin literature and civilization or in a combination of both. A wide variety of courses in both fields is provided through the Taylor Lectureship in Classics, which brings a different specialist each year to teach in his or her chosen area of interest. There is also the opportunity to study for a year in Greece or Rome in programs especially designed for American students, as well as occasion for experience in field archaeology through arrangement with other institutions.

Requirements for the Major in Classics

Two courses numbered 200 or higher in Greek or Latin. Six additional courses selected from at least two of the following categories: two or more courses numbered 300 or higher in the ancient language elected above; two or more courses in ancient history; two or more courses numbered 200 or higher in the other ancient language; two or more courses elected from Classics 177, 178, 232, 234, Art 311, Philosophy 331, or the equivalent.

The point scale for retention of the major applies to all courses in the department. No requirement for the major may be taken pass/fail.

Requirements for the Major in Classics-English

In classics: either three years of Latin in courses numbered 200 or higher or three years of Greek.

In English: six semester courses approved by the departments.

Requirements for the Major in Classics-Philosophy

In classics: either three years of Latin in courses numbered 200 or higher or three years of Greek, subject to departmental approval.

In philosophy: 152; 111 or 211; 331, 332; 491 or 492.

The point scale for retention of each of the above majors applies to all courses

that may be credited toward the major. No requirement for the major may be taken pass/fail.

The minor in Classical Civilization is presented for students with an interest in Greek and Roman culture who do not wish to pursue the study of the ancient languages. Students in this program are strongly urged to take advantage of the opportunity to study abroad in Greece or in Italy.

Requirements for the Minor in Classical Civilization

Classics 133 or Ancient History 151; Classics 491 or 492; five additional courses, including at least one at the 300 level, selected from the following: Classics 177, 178, 232, 234, Ancient History 154, 177, 178, 252, 352, 353, Art 311, or Philosophy 331.

The following are courses in classical literature in translation. These courses require no knowledge of Latin or Greek. Attention is called also to courses in ancient history.

¹On leave full year.

133 Greek Myth and Literature An introduction to Greek mythology with readings that concentrate on a few selected myths which will be studied in detail. Readings will include Homer's *Odyssey* and tragedies that illustrate the development of these myths. *Three or four credit hours.* MR. WALKER

[177, 178] Topics in Classics The offerings vary depending upon the particular field of the Taylor Lecturer. May be repeated for credit. *Two or three credit hours.*

232 Greek Tragedy The development of tragedy as a dramatic form and its relationship to the contemporary changes in Athenian democracy. Readings will include major plays of Aeschylus, Sophocles, and Euripides. *Three or four credit hours.* MR. WALKER

†[234] The Heroic Ideal in Early Greek Poetry Particular emphasis on Homer's *Iliad* and the odes of Pindar, with some attention to modifications of the heroic ideal that appear in Attic tragedy. *Three or four credit hours.*

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

Computer Science

In the Department of Mathematics. A concentration in computer science is offered for students majoring in mathematics. See "Mathematics."

Associate Professor Dale Skrien; Visiting Assistant Professor Bruce Frech

115d Introduction to Computer Science I An introduction to computer science focused on problem solving and programming using the PASCAL language. Algorithm development, control structures, and data structures and their implementation in PASCAL. Formerly listed as Computer Science 125d. *Four credit hours.* MR. FRECH

132 Computer Organization and Assembly Language Introduction to computer organization (memory, processors, input/output, virtual machines) and assembly language (data representation, machine instructions, system calls). *Prerequisite:* Computer Science 125 or permission of the instructor. *Three or four credit hours.* MR. FRECH

231 Data Structures and Algorithms An introduction to the primary data structures and the algorithms that operate on them. Data structures to be studied include arrays, graphs, trees, stacks, and queues. The algorithms include searching, sorting, insertion, deletion, and traversal. *Prerequisite:* Computer Science 125. *Three or four credit hours.* MR. FRECH

378 Introduction to the Theory of Computation Listed as Mathematics 378 (q.v.). *Three credit hours.* MR. DEVLIN

491, 492 Independent Study Independent study in an area of computer science of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

Creative Writing

Director, PROFESSOR IRA SADOFF

ADVISORY COMMITTEE: *Professors James Boylan (English), Robert Farnsworth (English), Peter Harris (English), Susan Kenney (English), Laura Mullen (English), and Sadoff (English), Mary Louise Bartonsenski (Intern, Writing Center)*

A minor in creative writing may be elected by students majoring in any department of the College. The minor is designed to enhance existing major programs, to add structure and a sense of purpose to those students already committed to creative writing, and to encourage the consideration of serious graduate writing programs.

Requirements for the Minor in Creative Writing

The minor consists of at least one introductory, one intermediate, and one advanced writing course, plus either an independent study (in which the student will write and revise a portfolio of poems or stories) or the repetition of the advanced writing course incorporating the portfolio requirement. The portfolio, like an honors thesis, is to be read and approved by two creative writing teachers.

Students will take three allied courses in the English Department (in consultation with the student's adviser); these courses will be useful to the student's development as a writer. For example, a fiction-writing student might take the Short Story, the Modern American Novel, or Contemporary Fiction; a poetry-writing student might elect The Romantics, the Seventeenth Century, Modern American Poetry, or Contemporary American Poetry.

No requirement for the minor may be taken pass/fail.

East Asian Studies

Director, ASSOCIATE PROFESSOR LEE FEIGON

ADVISORY COMMITTEE: *Professors Roger Bowen (Government), Feigon (History),*

Kenneth Ganza (Art and East Asian Studies), David Keenan (Chinese), Tamae Prindle (Japanese), Nikky Singh (Religion),

The East Asian studies major contributes a new dimension to the traditional liberal arts curriculum by exposing the student to rich cultures outside the scope of Western civilization. Study abroad during the junior year is strongly encouraged; see "Junior Year Abroad" for information about the Associated Kyoto Program, the CIEE Program in the People's Republic of China, the Colby program in Beijing, and Colby's exchange agreement with Kansai University of Foreign Studies in Japan. Other foreign study possibilities include Hong Kong and Taiwan.

Requirements for the Major in East Asian Studies

A minimum of two years of training in Chinese or Japanese language and twenty-one additional credit hours to include East Asian Studies 151, 152, one course in Chinese or Japanese literature, at least one seminar or independent study devoted to East Asia, and any other course dealing with East Asian Studies from the departments of art, government, history, literature, philosophy, or religion.

The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major may be taken pass/fail.

Courses in East Asian Studies Approved for the Major

Chinese: 125, 126 Elementary Chinese; 127, 128 Intermediate Chinese; 252 Introduction to Chinese Literature in Translation; 321, 322 Advanced Chinese; 491, 492 Independent Study.

East Asian Studies: 151, 152 Self, State, and Society in East Asia; 231, 232 Literatures of China and Japan in Translation; 271 Japanese Women through Films and Literature; 458 Seminar in Modern Chinese History; 491, 492 Independent Study.

Government: 237 Political Development in Modern Japan; 253 Comparative Communism; 271 War and Revolution in Vietnam; 358 Contemporary Japanese Politics; 477 Seminar in East Asian Politics.

History: 215 America and Asia: Attitudes and Relationships; 216 The Chinese Revolution; 317 The Introduction of Marxism into China; 318 The People's Republic of China.

Japanese: 125, 126 Elementary Japanese; 127, 128 Intermediate Japanese; 321, 322 Advanced Japanese; 421, 422 Fourth-Year Japanese; 491, 492 Independent Study.

Philosophy: 255, 256 Indian Thought; 391, 392 Philosophy Seminar (when appropriate).

Religion: 117 A Passage to India: India and the Western Imagination; 211 Religions of India; 212 Religions of China and Japan; 213 Contemporary Asian Ideas and Values; 218 Buddhist Literature in Asia; 391, 392 Religion Seminar (when appropriate).

151, 152 Self, State, and Society in East Asia An introduction to the society and culture of East Asia, focusing on the elite and popular culture of the region as personified by the great historical personalities of China and Japan. Topics in the history, philosophy, religion, language, literature, and government of the area will be discussed. *Four credit hours.* MR. FEIGON AND MR. GANZA

[231, 232] Literatures of China and Japan in Translation A critical examination of the literatures of China and Japan through the study of myth, fiction, drama, poetry, and essays in translation. In the first semester the course will focus on seminal masterpieces in both popular and classical traditions,

seeking to discern what is unique and what is shared in both contexts. The second semester will continue with works from later periods, weighing the burden of the past on the writers of more recent times. *Four credit hours.*

271 Japanese Women Through Films and Literature While the visual medium portrays Japanese women in the context of Japanese culture, short stories and other novels will examine them from a literary perspective. The period covered by this course extends from the Heian period (794-1192) to contemporary Japan. Western feminist essays will also be incorporated to stimulate discussion. Knowledge of Japanese language is not required. *Four credit hours.* MS.PRINDLE

458 Seminar in Modern Chinese History An examination of the recent Chinese reform movement in the light of the Marxist-Leninist tradition of the People's Republic of China. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR.FEIGON

491, 492 Independent Study Individual study of special problems in East Asian civilization, offered in the departments that participate in the program. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.* FACULTY

Economics

Chair, PROFESSOR JAN HOGENDORN

Professors Hogendorn, Henry Gemery¹, James Meehan, Tom Tietenberg, and Clifford Reid; Associate Professor Randy Nelson; Assistant Professors David Findlay, Patrice Franko-Jones, and John Santos¹; Visiting Assistant Professor Michael Martin; Instructors Michael Donihue and Saranna Robinson

In addition to dealing with the study of business behavior, consumers, inflation, and unemployment, economic tools find increasing use in other social sciences, with the skills of the economist central to studies of sex, race discrimination, energy, technology, government behavior, environment, the population explosion, crime, and other issues of public and private life. The Economics Department provides a wide selection of courses with which to help analyze problems arising in these areas. The major provides the undergraduate with a good background for employment and graduate work in numerous fields, including, in particular, economics, business, law, government, and education.

Attention is called to the interdisciplinary concentrations in quantitative analysis and in public policy, to the honors program (see description under Economics 493), and to related courses such as History 319.

Requirements for the Major in Economics

Economics 133, 134, 223*, 224*, 391; Mathematics 119 or 121; either Mathematics 231 or the two-course sequence 381, 382; one of the senior seminars numbered Economics 431, 472, 493, or Public Policy 493; three additional courses (totaling at least nine credit hours) in economics, of which two must be numbered 300 or above (at least one of the 300-level courses must be taken at Colby). The comprehensive examination administered during the senior year must be passed. Administrative Science 311 may be used to satisfy the non-300-level elective requirement. Potential majors are strongly encouraged to take

Economics 133 and 134 in their freshman year. (*Note: *To continue in the major, students must receive a grade of C- or better in Economics 223 and 224.*)

Students who wish to be recommended for graduate work in economics are urged to elect Economics 336, 393, and 431.

Seniors may be invited by the department to prepare a thesis in the second term, successful completion and defense of which will result in the degree being awarded "With Honors in Economics."

The point scale for retention of the major applies only to courses in economics and to Mathematics 231, except that Administrative Science 311 will be counted if substituted for a course in advanced economics in fulfilling the major requirement. No requirement for the major may be taken pass/fail.

Requirements for the Major in Economics-Mathematics

Economics 133, 134, 223, 224, 336, 393, 472; one additional elective economics course numbered 300 or above; Mathematics 124 or 212, 253, 381, 382; two additional elective mathematics courses numbered 300 or above. The comprehensive examination administered during the senior year must be passed. Students considering graduate work should also elect Mathematics 311, 372, and/or 433.

The point scale for retention of the economics-mathematics major applies to all courses offered toward the major. No requirement for the major may be taken pass/fail.

Requirements for the Minor in Economics

Economics 133, 134, 233, 234, and two elective courses in economics totaling at least six credit hours of which at least three credit hours must be at the 300 level or higher.

¹On leave full year.

133d Principles of Microeconomics Principles of microeconomics and their applications to price determination, industrial structure, poverty and discrimination, and public policy. *Four credit hours.* FACULTY

134d Principles of Macroeconomics Principles of macroeconomics and their applications: national product and income accounting, monetary and fiscal policy, inflation, unemployment, and growth. Students should take Economics 133d before 134d. *Four credit hours.* FACULTY

[217], 218 Seminars: Economic Analysis and Policy The methods of economic analysis studied in Economics 133, 134 will be applied to various matters of current economic policy. The 1989-1990 seminar is "Current Issues in Macroeconomics," an examination of important current issues, their probable effects, and policy options proposed to address these issues. Topics include the U.S. budget and trade deficits, the "Group of Seven" and recent attempts to stabilize exchange rates, the independence of the Federal Reserve System, discretionary stabilization policies vs. macroeconomic policy based on rules, and real business cycle theory. *Prerequisite:* Economics 133 and/or 134 depending on offering. *Three or four credit hours.* MS. ROBINSON

223d Microeconomic Theory The theory of the pricing, distribution, and allocation of resources in a market economy. Emphasis will be placed on the various meanings of economic efficiency. *Prerequisite:* Economics 133, 134. *Four credit hours.* MR. MEEHAN AND MR. REID

224d Macroeconomic Theory Analysis of the theories of national income determination, the factors affecting employment, and the price level. Emphasis is placed on the choice of fiscal and monetary policies and current issues in the conduct of stabilization policy. *Prerequisite:* Economics 223. *Four credit hours.* MR. FINDLAY AND MR. DONIHUE

231 Environmental and Natural Resource Economics An introductory survey course using economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate the policy responses to them. Topics covered include air and water pollution, toxic substances, the allocation of exhaustible mineral resources, and the inevitability and desirability of limiting economic growth. *Prerequisite:* Economics 133. *Three or four credit hours.* MR. TIETENBERG

†[254j] Women in the Labor Market An examination of the past, present, and future economic status of women. Topics include the implications of changing economic and social roles of women for the division of labor in the family; the allocation of time of husband and wife between the household and the labor market; the impact of rising female labor force participation on marriage, childbearing, and divorce; and economic explanations of sex differences in earnings and occupation, including the role of labor market discrimination in observed sex differences in market outcomes. *Prerequisite:* Economics 133. *Two credit hours.*

[258] Business Cycles in United States History A focus on three major periods of depression in United States history: the 1830-1840s, the 1870-1890s, and the 1930s. The objectives are to analyze the causes of the recurring depressions and to examine the effects of depressions on the structure of the economy, on government policies, and on the literature of the period. *Prerequisite:* Economics 134, or permission of the instructor. Cross-listed as American Studies 256. *Three credit hours.*

†[272] European Economic History The framework of economic analysis applied to European historical patterns and trends. Aspects of industrialization, capital accumulation, technological change, trade and migration, and effects of entrepreneurial and governmental decisions. *Prerequisite:* Economics 133, 134. *Three credit hours.*

†[274] American Economic History The framework of economic analysis applied to American historical patterns and trends. Aspects of industrialization, capital accumulation, technological change, trade and migration, and effects of entrepreneurial and governmental decisions. *Prerequisite:* Economics 133, 134. *Three or four credit hours.*

275 Comparative Economic Systems Examination of the structure and performance of planned and market economies, with emphasis on the former. Specific economies studied include those of Russia, China, Cuba, Japan, and Western Europe. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MR. MARTIN

276j Marxian Economics The Marxian theory of capitalist economics. Marxian theory applied to analyze current economic problems, including

recessions and unemployment, inflation, income distribution, etc., and an assessment of government efforts to solve these problems. A comparison will be undertaken of the Marxian theory and the orthodox theories of micro- and macroeconomics. *Prerequisite:* Economics 133, 134. *Three credit hours.* MR. MARTIN

277 International Finance The analysis of international monetary relations. Topics include foreign exchange markets, capital flows, the balance of payments, adjustment to balance of payments disequilibrium, international monetary organizations, and monetary reform. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MS. FRANKO-JONES

278d International Trade The analysis of international trade. Topics include theories of international trade, the gains from trade, the impact upon factor incomes, commercial policy, commodity agreements and cartels, and international trade organizations. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MR. HOGENDORN

293d2 Economic Development The developing areas and their prospects for economic betterment. Analysis of the techniques involved and the problems to be encountered in the growth process. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MS. FRANKO-JONES

312 Topics in Law and Economics A seminar examining the common law and the legal system from the point of view of economic theory. The focus is on the effect of the legal system on allocation of resources, both as a substitute for and a complement to the market system. Specific topics to be examined include: the definition and allocation of property rights, the assignment of liability for accidents and defective products, and the role of damage remedies for breach of contract. Research paper required; may be done for fourth credit or as Economics 391. Enrollment limited. *Prerequisite:* Economics 223. *Three or four credit hours.* MR. TIETENBERG

331 Industrial Organization and Antitrust Economics An examination of the structure, conduct, and performance of American industries to determine if the market process efficiently allocates resources to meet consumer demand. An economic analysis of the antitrust laws and an evaluation of their performances. Reference will be made to specific industries and cases. *Prerequisite:* Economics 223. *Three or four credit hours.* MR. MEEHAN

332 Regulated Industries An examination of specific regulated markets and the rationale for regulation in each. The economic effects of regulation on price, cost of production, and quality of product or service will be explored. The success of regulation will be evaluated relative to the market outcome that would be expected in the absence of regulation. Research paper required; may be done for fourth credit or as Economics 391. *Prerequisite:* Economics 223. *Three or four credit hours.* MR. MEEHAN

336 Mathematics for Economics Designed specifically to provide students with the fundamental mathematical tools necessary to prepare them for graduate work in economics or business administration, and for professional

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careers in the public or private sector. Topics include the development of portions of consumer and producer theory, the study of static and dynamic models, linear programming techniques, matrix algebra, and the consideration of general equilibrium analysis. Cross-listed as Mathematics 336. *Prerequisite:* Economics 223 and 224 and Mathematics 124 or 212. *Three credit hours.* MR. DONIHUE

338d1 Money, Banking, and Monetary Policy An examination of the monetary theory, the banking system, and the monetary policy of the United States. Topics include the organization and operation of the banking firm; an analysis of the changing environment and regulations of the banking industry; the determination and role of interest rates; the structure, role, and independence of the Federal Reserve System; and the implementation and evaluation of monetary policies. A ten-page research paper or Economics 391 required. *Prerequisite:* Economics 224 (a statistics course is strongly advised). *Three or four credit hours.* MR. FINDLAY

351 Public Finance Economics of the public sector. Topics include trends in and theories of government spending, externalities, voting mechanisms, social security, welfare programs, tax structure, and tax reform. *Prerequisite:* Economics 223. *Three or four credit hours.* MR. REID

†[355] Labor Market Economics Wage determination and allocation of human resources in union and nonunion labor markets. Theories of labor supply, labor demand, and human capital investment; related public policy issues, such as minimum wage laws, income maintenance, and discrimination. The operation of labor markets in the macroeconomy, with particular emphasis on the role of implicit and explicit labor contracts in explaining aggregate wage stickiness, inflation, and unemployment. *Prerequisite:* Economics 233, 234. *Three or four credit hours.*

373 Open-Economy Macroeconomics An examination of price level and income determination in an open economy, the choice of exchange rate regime and its impacts on macroeconomic stability, the problems of designing and implementing monetary and fiscal policy in an open economy, and the debate over the desirability of international coordination of macroeconomic policies. Emphasis will be on application of theoretical concepts to analyze recent historical and current events. *Prerequisite:* Economics 224. *Four credit hours.* MS. ROBINSON

391d Analytical Research Paper in Economics An analytical, not descriptive, research paper in economics, to be coordinated with an elective economics course numbered above 250 in which the student is concurrently, or has previously been, enrolled. Required of all economics majors. *Prerequisite:* Permission of the instructor. *Two credit hours.* FACULTY

393d Econometrics Introduction to applied econometrics. Parameter estimation, inference, and hypothesis testing. Problems of designing econometric models. Research paper required; may be done for fourth credit or as Economics 391. *Prerequisite:* Economics 223 or 224, Mathematics 231 or 382. *Three or four credit hours.* MR. REID AND MS. ROBINSON

[431] History of Economic Thought An examination and appraisal of the development of economic theory. Major writing from the mercantilist period through the Keynesian period is included. Extensive use of source material. Enrollment limited. *Prerequisite:* Economics 223, 224, and senior standing. *Three or four credit hours.*

[472] Senior Seminar in Mathematical Economics An independent project on a topic of the student's choice, including critical reading of topical articles, and focusing on the preparation and mathematical analysis of a pertinent economic model. *Prerequisite:* Economics 336 and senior standing as an economics or economics-mathematics major. *Three credit hours.*

483, 484 Independent Honors Project The culminating study for the year-long honors project for senior majors in economics and economics-mathematics; the completed research to be presented in both written and oral format. *Prerequisite:* Permission of the department. *Three credit hours.* FACULTY

491, 492 Independent Study Independent study devoted to a topic chosen by the student with the approval of the department. *Prerequisite:* Senior standing as economics major. *One to four credit hours.* FACULTY

493d Senior Seminar A seminar addressed to topics in public policy analysis, interdisciplinary issues, or research. Topics considered will change each semester; a complete description will be published before registration. Enrollment limited. *Prerequisite:* Senior standing as economics major. *Four credit hours.* FACULTY

Education

Chair, PROFESSOR YEAGER HUDSON

Associate Professor Marilyn Mavrinac¹; Visiting Assistant Professor Paul St. Amand

Education is an interdisciplinary minor open to sophomores, juniors, and seniors. It provides all students with an opportunity to study education in general and schools in particular, seeking to inform and illuminate them on the large issues about education in society.

The Education Program offers students an opportunity to qualify for careers and jobs in public and private schools, colleges, and universities. The College maintains that the best preparation for teaching is a strong background in the liberal arts, intensive study in the major, and appropriate teacher-education courses and practica. The Education Program also provides students with preparation needed to qualify for and succeed in graduate schools of education.

The interdisciplinary minor in education allows students to pursue studies in their fields of interest and simultaneously (1) to qualify fully for public and private secondary-school teaching and a teaching certificate in English, social studies, science, mathematics, Latin, American studies, and modern foreign languages or (2) to begin preparation for teacher certification in early childhood, special subjects, elementary, and special education.

Colby's teacher-education program is approved by the State of Maine under the standards of the Interstate Certification Project. The Maine secondary-school teaching certificate is honored in many other states. Candidates for the Maine

secondary-school teacher certificate must take National Teacher Examinations in communication skills, general knowledge, and professional knowledge. To receive an institutional recommendation for the teacher certificate, candidates must have demonstrated serious commitment to teacher preparation, above-average academic performance in courses, and above-average teaching performance in the practica. No requirement for the certificate may be taken pass/fail.

Practica

Early and continuous practical experience with learners is a major strength of Colby's education program. Career benefits include the development of a network of professional contacts, the opportunity to test career plans, and the accumulation of references valuable for later employment search.

Practica are the laboratory component in the education sequence and are available at several levels: elementary, middle, and junior high school. Students who plan to teach in public and private schools should elect the education minor and confer with members of the Education Department as soon as possible. Career guidance and counseling services are also available at the Education Department offices.

Required Program of Studies for the Secondary-School Teacher Certificate (grades 7-12)

Education 231, 433, and 435; one of the following: Education 251, 253, 254, 351, 353, or 354; Philosophy 333; Psychology 111 and 258. In addition, English 411 is required for students majoring in English, and Modern Foreign Languages 411 is required for students majoring in a modern foreign language.

¹Part-time.

[213d] School and Society What is the role of the school in society? Using a case study method, the course examines the interaction between schools and their social contexts. *Three credit hours.*

231d The Craft of Teaching What knowledge is of most importance? How should such knowledge be organized and taught? How is student achievement measured and evaluated? The general principles of curriculum planning and instruction, including the use of media and materials. Emphasis is on the scientific basis of the art of teaching. Each student will design a curriculum unit in a commonly taught elementary or secondary school subject. Directed participant-observer exercises in the area elementary and/or secondary schools. *Four credit hours.* INSTRUCTOR

251j Practicum in Elementary School Five full days per week to be served as an assistant teacher in an elementary school, helping children to learn and working with cooperating teacher(s) and support personnel. Each student will maintain a journal, prepare sample lesson plans, and write critical evaluations of the reading. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. MAVRINAC

253, 254 Practicum in Elementary School Five hours weekly to be served as an assistant teacher in a local elementary school; written exercises and evaluations of the reading. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. MAVRINAC

[294] Women in Professions Historical analysis of American women's move into higher education and professions with French and English comparisons. Changing opportunities and norms will be discussed through common readings and individual projects and interviews. *Two or three credit hours.*

336 History of Education: American Schools Stages of expansion in schools and colleges since the 1840's, with attention to literacy goals and the training of adolescent elites. Power relations among populists, bureaucrats, and reformers are examined in essays and team reports. The course investigates regional, race/ethnicity, and gender differences. *Four credit hours.* MS. MAVRINAC

351j Practicum in Middle and Junior High School Five full days per week to be served as an associate teacher in a junior high school, helping adolescents to learn and working with cooperating teacher(s) and support personnel. Each student will maintain a journal, prepare sample lesson plans, and write critical evaluations of the reading. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. MAVRINAC

353, 354 Practicum in Middle and Junior High School Five hours weekly to be served as an associate teacher in a local junior high school; written exercises and evaluations of the reading. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. MAVRINAC

433 Student Teaching Practicum Five hours weekly to be served as a student teacher in a local secondary school, working under the direct supervision of a cooperating teacher. Emphasis is on curriculum planning and instruction. Nongraded. *Prerequisite:* Education 231 and permission of the academic department and the instructor; a 3.0 (or better) grade point average is expected in the major which must be a commonly taught secondary school subject. Concurrent enrollment in Education 497 is required. *Four credit hours.* INSTRUCTOR

435j Student Teaching: Practicum Five full days per week to be served as a student teacher in a secondary school, helping adolescents to learn and working with cooperating teacher(s) and support personnel. The student teacher is expected to assume full responsibility for teaching three classes daily, including planning and presenting unit and daily lesson plans, and testing and evaluating student performance. Nongraded. *Prerequisite:* Education 231, 433, and permission of the academic department and the instructor. *Three credit hours.* FACULTY

491, 492 Independent Study Independent study of advanced topics and areas of individual interest. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

497 Student Teaching Seminar A focused teaching methodology seminar designed to accompany student teaching practicum. Deals with practical issues such as lesson plan preparation, communication and discipline in the classroom, special class projects, and student evaluation. Analysis of teaching through a daily journal and readings. Nongraded. *Corequisite:* Enrollment in Education 433. *Two credit hours.* INSTRUCTOR

English

Chair, PROFESSOR JOHN SWENEY

Professors Mark Benbow, Douglas Archibald, Colin MacKay, Eileen Curran, Patrick Brancaccio¹, Charles Bassett², Howard Koonce, John Mizner, Edwin Kenney, Sweney, Susan Kenney³, Ira Sadoff³, Dianne Sadoff³, and Peter Harris⁴; Associate Professors Phyllis Mannocchi, Patricia Onion³, Jean Sanborn², Robert Gillespie³, and Natalie Harris⁵; Visiting Associate Professor Liam O'Murchu; Assistant Professors Linda Tatelbaum³, Cedric Bryant, and Joylynn Wing; Visiting Assistant Professors Robert Farnsworth⁵, James Boylan, Laura Mullen, and Karen Oakes; Visiting Instructor David Mills³

The English Department offers literature courses in all the periods, genres, and major authors, as well as seminars in particular topics and broad literary and historical issues. There is a creative writing program in both fiction and poetry at the introductory, intermediate, and advanced levels. The department also sponsors special-topic courses and supervises about 50 independent-study projects each year. Committed to interdisciplinary studies, the department encourages team-taught courses with colleagues in chemistry, government, history, philosophy, sociology, and other departments. English is one of the most useful preprofessional majors for those who want to attend graduate schools of law, medicine, and business, as well as for those seeking jobs in commerce, industry, and government. Some majors become college or school teachers; some go into related work, such as journalism, library science, or publishing. Students interested in teaching, private and public, are urged to read the education section of the catalogue and contact a member of the Education Department.

Requirements for the Major in English and American Literature

English 221, 222, 251, and eight courses numbered 300 or higher. English 252 may count as one of the eight. At least four of these must be courses in which the major focus is upon British literature written before 1900 and at least two must be courses in which the major focus is upon British literature written after 1900 or upon American literature. English 411 does not count toward the major. English 152 is strongly recommended.

The point scale for retention of the major applies to all English courses that may be used to fulfill major requirements. No requirement for the major may be taken pass/fail.

Students planning to continue the study of English in graduate school should confer with their advisers to be sure that they have planned a substantial and adequate curriculum. They should be proficient in at least one foreign language. Most universities require two languages, and some require a classical language as well. Work in classical or foreign literature, history, philosophy, art, music, and some of the social sciences reinforces preparation in the major and enhances one's chances of success in graduate study.

The department encourages interdepartmental and interdisciplinary studies, and supports programs in American studies, African-American studies, women's studies, and performing arts.

Attention is called to the concentration in creative writing described under the specific heading.

¹Resident director, Colby in London Program.

²On leave second semester.

³Part-time.

⁴Resident director, Colby in Cork Program.

⁵On leave full year.

111, 112 Writing Laboratory Individual or small-group tutorial for students with basic language and/or writing difficulties, whether foreign students or native speakers of English. May be taken before English 115 for three credits or concurrently with English 115 for one credit. Nongraded. *One or three credit hours.* MS. SANBORN

115d, 115j English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading will vary from section to section, but all sections will discuss student writing. Required for freshmen unless exempted. *Four credit hours (three credit hours in January).* FACULTY

152d, 152j Introduction to Literature Poetry, prose, and drama from different times and cultures. Topics and texts will vary from section to section, but all sections will emphasize close reading, detailed analysis of imaginative literature, and careful critical writing. *Prerequisite:* English 115 or exemption. *Four credit hours (three credit hours in January).* FACULTY

214 Tutoring Writing The class will discuss readings on the process of writing and methods of tutoring. Theory will be combined with practice in peer review of student papers, mock tutorials, and actual supervised tutorials. Students completing the course will have the opportunity to apply for work-study positions in the Writing Center. Enrollment limited. Nongraded. *Prerequisite:* Sign up with instructor in Writing Center. *One or two credit hours.* INSTRUCTOR

[216] Expository Writing Workshops Workshops for students wishing to improve their ability to write on topics studied in other courses. Student papers will be presented for workshop criticism so that they may be revised. Focus on problems of stylistic consistency and force. May be repeated for additional credit. *Prerequisite:* English 115. *Four credit hours.*

217d Creative Writing: Poetry Introduction to the writing of poetry, with emphasis on student manuscripts. Enrollment limited. *Prerequisite:* English 115. *Three credit hours.* MS. MULLEN

218d Creative Writing: Fiction Introduction to the writing of fiction, with emphasis on student manuscripts. Enrollment limited. *Prerequisite:* English 115. *Three credit hours.* MR. BOYLAN AND MS. MULLEN

221d, 222d Major British Writers An introduction to British literature, with emphasis on detailed analysis and comparative readings, and some attention to the various methods of inquiry and attempts at understanding. 221: *Beowulf* through Milton. 222: Dryden to the beginnings of the modern movement. *Three credit hours.* FACULTY

251d Major American Writers I An introduction to American literature—the Puritans to the Civil War—with emphasis on detailed analysis and

comparative readings, and some attention to the various methods of inquiry and attempts at understanding. *Three credit hours.* FACULTY

252d Major American Writers II An introduction to American literature—the Civil War to the modern period—with emphasis on detailed analysis and comparative readings, and some attention to the various methods of inquiry and attempts at understanding. *Three credit hours.* FACULTY

297 Introduction to Irish Studies An analysis of Irish culture by a visiting professor from University College, Cork. *Three or four credit hours.* MR. O'MURCHU

312 Literary Criticism A study of contemporary theories of interpreting literature, including New Criticism, structuralism and semiotics, psychoanalysis, Marxism, reader response, and poststructuralism. How readers interpret literature, what values are assumed, and what operations are subconsciously applied to texts. The central literary text used is Conrad's *Heart of Darkness*. *Four credit hours.* MS. SADOFF

317d Intermediate Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. *Prerequisite:* English 217 or 218 or permission of the instructor. *Four credit hours.* MS. MULLEN

318d Intermediate Fiction Workshop Practice in the writing of short stories, with major emphasis on student manuscripts. *Prerequisite:* English 217 or 218 or permission of the instructor. *Four credit hours.* MR. BOYLAN

331 The Middle Ages The development of western European literature in the context of medieval intellectual and cultural history. Major English and continental works from such genres as epic, romance, allegory, and lyric will be studied from a comparative point of view. *Three credit hours.* MS. MANNOCCHI

[334] Restoration Literature The prose, poetry, and drama of 1660-1700, with special emphasis on the works of John Dryden. *Three or four credit hours.*

335d2 The Romantic Period I: The Major Poets An examination of the concerns of the age, emphasizing close readings of the text, treatises, documents, and letters of the major poets: Blake, Wordsworth, Coleridge, Shelley, and Keats. *Three credit hours.* MR. MIZNER

[336] The Romantic Period II: The Romantic Hero Novels of different periods and literatures, in all of which the central characters reveal "romantic" ways of thinking, acting, and feeling: Goethe's *Sufferings of Young Werther*, Lermontov's *A Hero of Our Time*, Flaubert's *Madame Bovary*, Conrad's *Lord Jim*, Mann's *Death in Venice*, Fitzgerald's *The Great Gatsby*, and Hemingway's *The Sun Also Rises*. *Three credit hours.*

337d2 Modern British Literature The origins, nature, and achievements of the modern movement in England and Ireland. Major authors will include Hardy, Eliot, Yeats, Joyce, and Heaney. *Three credit hours.* MR. ARCHIBALD

339 Modern British Fiction Representative British novels of the twentieth century by such writers as Conrad, Ford, Lawrence, Woolf, Forster, Waugh, Greene, and Lessing. *Three credit hours.* MR. KENNEY

351d2 The American Renaissance I The major works of Poe, Hawthorne, and Melville. *Four credit hours.* MR. SWENEY

[352] The American Renaissance II A close reading of the major works of Emerson, Thoreau, and Whitman, with particular emphasis on the transcendentalists' search for heightened consciousness and the connections between poetic and scientific truth. *Four credit hours.*

[353] The Realistic Imagination Major works by Twain, Howells, James, Crane and others in the context of American traditions of the novel, and critical theories of the art and purpose of fiction. *Three credit hours.*

[354] The American Short Story A history-analysis of the genre that many critics consider the most consistently successful in American literature—the short story. Distinguished writers of short narratives will be studied, from Washington Irving to Ann Beattie, with particular emphasis on such masters as Poe, Hawthorne, James, Hemingway, Wright, and O'Connor. *Three credit hours.*

355 African-American Literature Particular attention to the much neglected contributions of African-American women writers such as Jessie Fauset, Nella Larson, and Zora Neale Hurston. The aim of the course, more broadly, is a critical understanding of the ways African-American writers in the nineteenth and twentieth centuries have artistically responded to problems inherent in American democracy concerning race, identity, marginality, gender, and class. The interpretive methods which will inform readings by James Baldwin, Toni Morrison, Paul Lawrence Dunbar, and Chester Himes, include formalism, historicism, feminist criticism, and myth criticism. *Four credit hours.* MR. BRYANT

356d1 Modern American Fiction Major works of American fiction since 1920—by Faulkner, Hemingway, Fitzgerald, Dos Passos, Steinbeck, Mailer, Nabokov, Bellow, and others—will be analyzed, emphasizing the pattern of experience of the protagonist in conflict with the modern world. In 1989, enrollment is limited to senior English and American studies majors. *Three credit hours.* MR. BASSETT

[357] Modern American Poetry Works of major twentieth-century American poets, including Robert Frost, T. S. Eliot, Ezra Pound, William Carlos Williams, Wallace Stevens, Marianne Moore, and Hart Crane. *Three credit hours.*

358j Contemporary American Poetry A study of some of the major poets since 1960. An examination of texts and contexts (historical, social, psychological, metaphysical, and formal) of the poetry, with a close look at the aesthetics of the various schools of poetry (the neo-surrealists, the neo-formalists, the political poets, the New York School poets, the meditative and narrative poets). Readings will include Bishop, Lowell, Rich, Glück, O'Hara, Wright, and Simic. *Three credit hours.* MR. SADOFF

359d2 Modern American Drama An analysis of representative plays of twentieth-century American theater, including works of O'Neill, Hellman, Miller, Williams, Shepard, Henley, and Shange. Of special concern are the notions of the American family and the American dream as represented by these playwrights in various theatrical styles. Emphasis on aspects of performance as well as of text. *Three credit hours.* MS. WING

[371] The Age of Pope and Swift Selected works by Defoe, Pope, Swift, Gay, Fielding, and other major writers of the first half of the eighteenth century. *Three or four credit hours.*

[372] From Johnson through Blake Selected works by Johnson, Goldsmith, Gray, Radcliffe, Austen, and Blake, read in the context of the shift from neo-classical to romantic structure and thought. *Three credit hours.*

[373] The Development of Dramatic Art I An examination of plays in the Western world from Greece through the early Renaissance together with a study of how they were produced. *Three or four credit hours.*

374d1 The Development of Dramatic Art II A sequel to English 373 from the neoclassic through the modern periods. *Three or four credit hours.* MR. KOONCE

375d2 Studies in Pre-Modern Drama Topics in this course will vary. Such topics as Roman comedy, Elizabethan revenge tragedy, Renaissance comedy of manners, and romantic drama, as well as other genres and/or individuals, will be studied in the context of production problems as well as literary content. May be repeated for additional credit. *Three or four credit hours.* MR. KOONCE

376d1 Studies in Modern Drama: The Absurd and Beyond A focus on "Absurdist" techniques as they have evolved in contemporary drama. Beginning with Beckett, Ionesco, and Genet, the works of a wide variety of dramatists, including Pinter, Stoppard, Christopher Durang, Sam Shepard, and Tina Howe, will be considered. Emphasis on aspects of performance as well as of text. Students may elect to participate in a production of one of the plays as a final project. May be repeated for additional credit. *Three or four credit hours.* MS. WING

[377] Victorian Literature I A study of the major novels of nineteenth-century England, exploring such themes as: the relations between the sexes; the Victorian family; gender, sexuality, and the unconscious; politics, culture, and society in relation to the self. Attention to fictional and narrative strategies, relation of narrators to authors and readers, forms of literary production, the nature of character, the history of women. Novels by Austen, Brontë, Dickens, Thackeray, Eliot, and Hardy. *Four credit hours.*

378d1 Victorian Literature II The fiction of Thomas Hardy, concentrating on six major novels and several shorter fictions. *Four credit hours.* MS. CURRAN

383 Shakespeare's Tragedies A close reading of the major tragedies including *Hamlet* and *Lear*, focusing upon the development of Shakespeare's tragic vision. *Three credit hours.* MR. BENBOW

384 Shakespeare's Comedies and Histories A consideration of Shakespeare's development as a dramatist. *Three credit hours.* MR. BENBOW

[391] The Age of Chaucer A brief survey of the popular literature of the late fourteenth century (lyrics, ballads, cycle plays, romances) as background for a study of Chaucer's major works—selected *Canterbury Tales*, the *Book of the Duchess*, the *Parliament of Fowls*, and *Troilus and Criseyde*. *Three credit hours.*

[392] Sidney and Spenser The major works of these two Elizabethan authors, including Sidney's *Astrophel and Stella*, *An Apology for Poetry*, and selections from *The Arcadia*, and Spenser's *Shepherd's Calendar* and selections from *The Faerie Queene*. Readings will also be drawn from the poetry of Petrarca, Ariosto, Wyatt, and Surrey in an attempt to suggest the Renaissance background of Sidney and Spenser. *Three credit hours.*

394d1 Milton The poetry and major prose of John Milton with particular focus on *Paradise Lost* and *Samson Agonistes*. Special attention to Milton's use of traditional forms for expressing radical individualism. *Three credit hours.* MR. KOONCE

397jA Passionate Expression: Love, Sex, and Sexuality in Western Literature A study of the Western tradition in love literature focusing on representative masterworks both from "mainstream" culture and from counter-cultures through the ages; topics begin with the Bible, Greek drama, and medieval lyric and conclude with classic Hollywood versions of love stories and the fiction of contemporary liberation movements. *Three credit hours.* MS. MANNOCCI

397jB Women in American Film: 1942-1959 An study of women in American film during the war and post-war period including "women's films," film noir, melodrama, the Western, and psychoanalytic film. Topics include technical, cinematic, cultural, and historical questions as well as female spectatorship, woman as image, the gaze, and visual and narrative pleasures of the movies. *Three credit hours.* MS. SADOFF

[398j] Native American Writing An examination of selected imaginative writings by Native American writers—Black Elk, Charles Eastman, Scott Momaday, Leslie Marmon Silko, Louise Erdrich, and others—and to the portrayals of Native Americans in the literature of the United States. Particular attention is devoted to the role of myth in Native American writing. *Three credit hours.*

398A African-American Women Writers An analysis of the unique literary contributions of African-American women novelists, poets, and playwrights in the twentieth century. Discussions of artistically diverse writers like Ntozake Shange, Gloria Naylor, Paule Marshall, Zora Neal Hurston, and Toni Morrison will include issues central to their work—magical realism, race, self/sisterhood, feminism and literary production, and flight. Methodologies include Formalist close reading and reader-centered post-structural paradigms for explorations of the close relationship among author, text, and reader. *Four credit hours.* MR. BRYANT

398B Arthur and the Round Table For a thousand years—from before Geoffrey of Monmouth's *History of Kings of Britain* to "Prince Valiant" and "Camelot"—the Western world has been fascinated by, and has recreated for its own purposes, the stories of King Arthur and the knights of the round table. Malory's *Morte d'Arthur* is the core text in this examination of the origin and development of these legends; other versions by such writers as Wace, Layamon, Twain, White, and Stewart are included. *Three or four credit hours.* MR. MACKAY

411 Teaching Writing and Reading Theory and practice in teaching writing, close reading, and grammar, and in methods of class discussion and testing. Open to students in any major, whether or not pursuing the education program. May not be counted toward the major in English. Nongraded. *Three credit hours.* MS. SANBORN

417 Advanced Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. May be repeated once for additional credit. *Prerequisite:* English 317 or 318 or permission of the instructor. *Four credit hours.* MR. SADOFF

418d1 Advanced Fiction Workshop Practice in the writing of short stories and longer fiction, with major emphasis on student manuscripts. May be repeated once for additional credit. *Prerequisite:* English 317 or 318 or permission of the instructor. *Four credit hours.* MR. SADOFF

432 History of the English Language A brief study of the mechanism of speech—primarily to explain the connections between western European Romance and Germanic languages—followed by an examination of the major historical, social, literary, and linguistic reasons for changes in the sound, grammar, spelling, inflection, syntax, and vocabulary of the language from the Anglo-Saxon period to modern American English. *Three or four credit hours.* MR. MACKAY

[436] African Prose Fiction and autobiography dealing with such themes as African traditional culture and the coming of colonialism, the struggle for independence and the problems of development, and the reactions of Africans to the United States. Readings will be restricted to the works of authors writing in English, such as Chinua Achebe, Ezekiel Mphahlele, Peter Abrahams, James Ngugi, Stamlake Samkange, and Bessie Head. *Three credit hours.*

437 The Literature of Existentialism Though emphasizing the novels and plays of Sartre and Camus, this course also includes works by Dostoevsky, Tolstoy, Melville, Conrad, Beckett, Ionesco, Pinter, Abé, and Percy. Students enrolled for four credits will do fewer written assignments if they produce one of the plays studied. *Three or four credit hours.* MR. MIZNER

491, 492 Independent Study Individual projects exploring topics for which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Consent of a project adviser and permission of the chairman. *One to four credit hours.* FACULTY

493, 493j Seminars in British and American Literature Topics for 1989-90 include "Irish Literature," "Jacobean Drama," "Faulkner," "Nineteenth-century

Women Writers in the United States," "Woolf/Cather/Wharton," "The Holocaust," and "American Short Fiction." Descriptions will be published before registration. *Three or four credit hours.* FACULTY

Environmental Science

Directors, Professors F. Russell Cole (Biology), David Firmage (Biology), Harold Pestana (Geology), and Wayne Smith (Chemistry)

Colby offers concentrations in environmental science within the departments of Biology, Chemistry, and Geology. Each concentration is an interdisciplinary program intended to prepare students for entry level positions in firms or government agencies concerned with environmental issues, for graduate study in environmental science and related disciplines, or for a role as an educated citizen in a world increasingly confronted with environmental problems. Students are encouraged to participate in relevant field study or internships as part of a January Program or during the summer to complement their academic work. The three environmental concentrations emphasize the scientific foundation which must underlie environmental planning and decision making, and are supported by state-of-the-art facilities and equipment available to all science students at the College. For further information, refer to the academic program descriptions for the departments of Biology, Chemistry, and Geology.

Field Experience, Internship

-95, -95j, -96 Field Experience or Internship Noncurricular experience with direct, demonstrated relationship to the student's curricular program. Credits earned in field experience or internship may be applied toward requirements for a major only with explicit approval of the chair of the major department or program. Nongraded, credit or no entry. *Prerequisite:* A formal proposal filed with the field experience coordinator prior to beginning of the project. Proposals for January program credit must be submitted by December 1. Proposals for summer credit must be submitted by May 1. *One to three credit hours (zero to three credit hours in January).*

French

In the Department of Modern Foreign Languages. Unless otherwise specified, all courses numbered above 127 are conducted in French. French 135 or permission of the instructor is required for all courses numbered 200 or higher. Courses numbered 500 and above are given in the Colby in Caen program.

Professors Jean Bundy¹, Guy Filosof, and Jonathan Weiss; Associate Professors Charles Ferguson, Arthur Greenspan², and Jane Moss; Assistant Professors Suellen Diaconoff and Adrianna Paliyenko; Visiting Assistant Professor Sylvie Witkin; Instructor Dace Weiss³; Visiting Instructor Elizabeth Bowen⁴

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board achievement test in the language or take the placement test during freshman orientation.

Requirements for the Major in French

(1) For students who begin their study of French at Colby with French 135 or higher: French 221, 222, 231 (normally taken in the sophomore year), and at least six additional courses numbered above 231 (not counting 234). At least two of these must be courses in which the major focus is on French literature written before 1800.

(2) For students who begin their study of French at Colby with French 127, the requirements are the same as above except that French 135 may be substituted for French 221 or 222.

(3) Students who begin their study of French with French 125 and who wish to major in French should consult the chairman of the Department of Modern Foreign Languages before the end of the second semester of their first year.

The following statements also apply:

(1) The point scale for retention of the major is based on all French courses numbered above 127.

(2) No major requirements may be taken pass/fail.

(3) No more than the equivalent of four semester courses of transfer credit may be counted toward the major.

(4) All majors in the department must take at least one course in the major approved by the major adviser each semester until graduation. For students returning from foreign study, these courses must be numbered 300 or higher.

(5) No more than one French literature course given in English may be counted toward the major.

French majors are encouraged to apply for admission to the Colby Junior Year Abroad program in Caen and to be aware of the French component of interdisciplinary programs in performing arts and women's studies.

Senior majors who have taken the senior seminar may, in their final semester, write a senior thesis. Successful completion of the thesis may allow the student to graduate "With Honors in French."

Teacher Certification: Students desiring certification for teaching French should consult the Department of Modern Foreign Languages and the Education Department.

¹On leave full year.

²Resident director, Colby in Caen, full year.

³Part-time.

⁴Resident director, Colby in Dijon, first semester.

†[115j] Practical Phonetics Phonetic analysis and transcription, using the international phonetic alphabet as applicable to French. *Two credit hours.*

125, 126d Elementary French Introduction to the language with emphasis on audio-lingual skills. Presentation of dialogue materials supplemented with visual aids. Use of taped materials in the language laboratory is a regular part of class work. *Four credit hours.* FACULTY

127d Intermediate French I An intermediate course emphasizing reading for direct comprehension, aural and oral skills, grammar, and vocabulary

building. Materials used include literary works by Sartre and Camus, as well as full-length feature films. *Prerequisite:* French 126 or an appropriate score on the College Board French achievement test. *Four credit hours.* FACULTY

128d Intermediate French II A course designed for students who wish to continue their studies in French. Reading of prose, theater, and verse of the modern period with continuing work in improving oral and written skills. Enrollment limited. *Three credit hours.* FACULTY

131d, 131j Conversation and Composition A course designed specifically for students wishing to develop oral skills and acquire an extensive modern vocabulary, with additional practice in writing short weekly compositions. Enrollment limited. *Prerequisite:* A score of 60 on the College Board French achievement test or placement test or French 127 (or 128). *Three credit hours.* FACULTY

135d Introduction to French Literature Introduction to the critical reading of French literature using selected prose, poetry, and theater. Emphasis on reading, discussion, and composition. Formerly listed as French 141. *Prerequisite:* French 128 or appropriate College Board score. *Three credit hours.* FACULTY

221, 222 Survey of French Literature A survey of important works and literary movements in the evolution of French literature from the middle ages to the present. First semester: middle age through the eighteenth century; second semester: nineteenth and twentieth centuries. Enrollment limited. *Prerequisite:* French 135 or placement by the department. FACULTY

231 Advanced Grammar and Composition An advanced language course intended for majors and others wishing to do further work in French. Required of students who seek admission to Colby in Caen. Intensive grammar review and frequent practice in writing French. *Prerequisite:* French 131 or 135. *Four credit hours.* MR. WEISS

232 Introduction to French Culture A course designed for students who have been accepted into the Colby in Caen program but open to other students as well. Major aspects of contemporary French life and culture, with continuing practice in improving oral and written language skills. *Prerequisite:* French 231 or permission of the instructor. *Four credit hours.* MR. WEISS

234 Intensive Spoken French Weekly practice in oral French, designed for participants in the Colby in Caen program. Drill sessions and conversation groups will be conducted by French exchange students and returning seniors under the direction of a faculty member. Nongraded. *Prerequisite:* Acceptance into the Colby in Caen program and concurrent enrollment in French 232. *One credit hour.* INSTRUCTOR

331 Images of Women in French Literature Study of literary pieces in France from the Middle Ages to modern times by both women and men in which the female experience forms the dominant theme, demonstrating how imaginative work can be interpreted as a statement of values relative to women and how it reflects the social conditions that shape self-image and destiny. Class

meetings are conducted in English; non-French majors may write papers and examinations in English. Formerly listed as French 236. *Four credit hours.* MS. DIACONOFF

335 Seventeenth-Century French Theater The classical theater: Corneille, Racine, and Molière. Non-French majors may choose to write papers and examinations in English. *Prerequisite:* A 200-level French course. *Three or four credit hours.* MR. FILOSOF

336 Eighteenth-Century French Literature The novel in the age of ideas. Works by Prévost, Rousseau, Diderot, Laclos, and others. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.* MS. DIACONOFF

†[351] French Canadian Literature before 1968 Analysis of important literary works from Québec, beginning in the nineteenth century, and ending with the Quiet Revolution of the 1960s. Emphasis is on prose, theater, and poetry from 1940 to 1968. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.*

352d1 French Canadian Literature, 1968 to the Present Readings in the literature of Québec from the end of the Quiet Revolution to the present. Topics will include experimental forms of the novel, of theater, and of poetry, the language question, nationalism, and the literature of feminism. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.* MS. MOSS

[353] Francophone Women Authors The female literary tradition through detailed analysis of major French and French Canadian women writers. Topics will include the role of women in society, the autobiographical element in women's novels, feminism, and the gender specificity of *l'écriture féminine*. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.*

†[358] Nineteenth-Century French Literature A study of realism and naturalism through representative works by such writers as Flaubert, Maupassant, and Zola. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.*

374 French Fiction and Film Comparative studies of works of fiction (novels or drama) and the films which these works have inspired. Authors studied might include Proust, Alain-Fournier, Camus, Anne Hebert. Films are in the original French without subtitles. Non-French majors may choose to write papers and examinations in English. *Prerequisite:* French 222 or permission of the instructor. *Four credit hours.* MR. WEISS

†[375] The French Novel of the Twentieth Century A close reading of selected novels from twentieth-century writers such as Vian, Robbe-Grillet, Wiesel, Lagorce, and Rezvani. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.*

†[376] Modern French Drama The theater of the absurd, political theater, recent trends in France, and some current French Canadian theater. Dramatic

texts will be studied along with production techniques. Non-French majors may choose to write papers and examinations in English. *Three or four credit hours.*

412 Advanced Composition An advanced practical course designed to develop and apply—through *thèmes* and *versions*—the grammatical, linguistic, and syntactic skills essential to proper written and oral expression. Enrollment limited. *Prerequisite:* French 231 or permission of the instructor. *Three credit hours.* MR. FILOSOF

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

493d2 Seminar in French Literature Topics may cover an author, a genre, a literary theme, or movement. (Spring, 1990: French poetry from Romanticism to Surrealism.) *Three credit hours.* MS. PALIYENKO

494 Senior Thesis The thesis topic, which may come out of the work in the Senior Seminar, is to be developed with a member of the French staff and approved by the department. It may result in the granting of Honors in French. Enrollment limited. *Prerequisite:* Permission of the instructor and of the department. *Three or four credit hours.* FACULTY

531, 532 Twentieth-Century Literature Selected works by major twentieth-century French authors, including Anouilh, Queneau, St.-Exupéry, and Sartre. Offered in Caen. *Three credit hours.* FACULTY

541, 542 Poetics Analysis of the structure and styles of poetry; second semester is dedicated mainly to twentieth-century poets. Offered in Caen. *Three credit hours.* FACULTY

543, 544 Stylistics Intensive study of advanced French grammar and vocabulary; analysis of various styles of writing, using articles and passages from French literature. *Explications de texte.* Offered in Caen. *Three credit hours.* FACULTY

545, 546 Romanticism and Realism Study of trends in nineteenth-century French literature, through selected works by Rousseau, Balzac, Chateaubriand, and Stendhal. Offered in Caen. *Three credit hours.* FACULTY

Freshman Seminar Program

A program of interdisciplinary seminars for first-year students was first offered as an option to members of the Class of 1990 and required for students in the Class of 1991 and 1992. It is offered as an option for entering first-year students in 1989-90. Each seminar approaches a fundamental topic from the perspective of a number of disciplines and is structured to bring together ideas from different historical periods and very different points of view. The seminars cannot be used to satisfy distribution requirements.

[111] Art and Music: Concepts, Perceptions, Responses An examination of art and music in a variety of contexts, focusing on writing about general concepts and specific works. The purpose of the seminar is to help bring reactions to works of art and music to the surface and to articulate responses to those works. A study of pairs of contemporaneous figures who shared similar critical stances; the critical points of view range from the polemical (Charles Ives and Frank Lloyd Wright) or political (Pablo Picasso and Krystof Penderecki) to popular (Janis Joplin, Stevie Wonder, and Michael Graves) or minimalist (Jennifer Bartlett and Steve Reich); and a study of how art and music may occasionally be used in other media to advance a particular message (comic: the Marx Brothers' "A Night at the Opera," serious: James Baldwin's "Sonny's Blues," or fantastic: Poe's "Fall of the House of Usher"). Other artists and composers include Bach, Chagall, Debussy, Delacroix, Marvin Gaye, Gershwin, Goya, Kandinsky, Manet, Mozart, Stravinsky, and Fats Waller. Enrollment limited. *Four credit hours.*

112 In Search of a Soul The human quest for meaning and dignity has been a persistent theme of the literary and philosophical traditions of many cultures. This cluster will explore a variety of external as well as internal landscapes to track that quest. What can introspection and reflection tell us about our lives and about all life? What struggles must humans undergo to clarify values and to find meaning in their lives? The reading list will range broadly, but there will be heavy emphasis on autobiographies and literature that explore the human spirit through the exploration of the self. Students will be encouraged to contemplate in their own lives the challenges of introspection posed by these readings. Their own quest will be to determine the special opportunity and the special responsibility that abides in their humanity. Readings for this cluster will include such books as: *Job*, Plato's *Apology*, Jung's *Memories, Dreams, and Reflections*, Eric Fromme's *Escape from Freedom*, Malcolm X's *Autobiography*, Elie Wiesel's *Night*, Anne Frank's *Diary*, and Margaret Laurence's *The Diviners*. *Four credit hours.* MR. REUMAN, MS. SANBORN, MR. WEISBROT, AND MR. ARCHIBALD

[113] Conflict and Creativity: East and West A look at the historical, cultural, and political ideas of conflict and creativity, focusing on the differing relationship between the two in East Asia and the West. The course will include works of literature, philosophy, history, and politics from China, Japan, America, and Europe. *Four credit hours.*

[114] Turning Points in Human Understanding An interdisciplinary seminar examining the theory that humanity has only made real progress when people made fundamental "paradigm shifts" or changed the basic values and assumptions that determined their thought and action. The seminar will focus on examples of paradigms and paradigm shifts from the Middle Ages to the present and consider works including literary and scientific classics to the visionary works of today's "new age" theorists. *Four credit hours.*

115 Communication and Technology An exploration of human communication beginning with the phonetic alphabet, and including such milestones as the invention of the printing press, wired communications (telephone and telegraph), and concluding with the "computer age" of communications technology. Through a series of readings, lectures, and

discussions, students will familiarize themselves with several technologies and their impact on human society. Each student will also have direct experience with communications technology. *Four credit hours.* MR. LONGSTAFF, MR. METZ, AND MR. REICH

116 The Fate of Being Human "Great books" become great because they contain great ideas. Inevitably, as well, they stimulate great debates. With a reading list embracing significant works of western literature and philosophy, this cluster seeks to illuminate through the paradoxes of our experience what it means to be human. By examining the themes of the great books—faith, love, anger, deceit, fear, hope—students will be invited to examine their own lives. They will also be required to explore other lives, to determine what endures and what is transitory in human nature, to form criteria for critical assessments of human behavior. The object of this approach is to see literature and philosophy as touchstones of experience, shedding uncommon light on the dilemmas that people face and the resources on which they can call in coping with them. In addition to textual analysis, students will draw parallels among the works of art, literature, and philosophy that define the intellectual contours of an "age" in human history. Readings will include Homer's *Odyssey*, Plato's *The Last Days of Socrates*, Shakespeare's *Hamlet*, Ellison's *The Invisible Man*, Sophocles' *Antigone*, and Dante's *Inferno*. *Four credit hours.* MS. MOSS

117d2 The Environment and Society An interdisciplinary seminar focusing on the human relationship with and impact on the environment. A look at some of the environmental problems which have arisen as a result of the growth of society in various areas of the world. The causes of each problem, methods for investigating the problem, and possible solutions will be investigated from a scientific and a public policy perspective. *Four credit hours.* MR. COLE, MR. FIRMAGE, MR. SHATTUCK, AND MR. TIETENBERG

[118] The United States Constitution: A Living Document A study of the background, writing, adoption, and evolution of the United States Constitution from the perspectives of scholars in American studies, government, history, and philosophy. The seminar centers on the theme that the Constitution can best be understood as a living document that current controversies, e.g., the secrecy of reporters' sources or the rights of minorities, have roots in constitutions which came before our own, the debates in the Constitutional Convention and over ratification, in literature and political and legal history during our nation's first two hundred years. *Four credit hours.*

131 Literature and Politics Works of literature (novels and plays) and films the themes and contents of which are openly or metaphorically political, drawing on authors from Europe, Asia, Africa, and the United States. A preliminary reading list includes novels by E. J. Doctorow, Ralph Ellison, Yukio Mishima, Nadine Gordimer, and Graham Greene; plays by Bertold Brecht, Jean-Paul Sartre, and Albert Camus; films by Lina Wertmüller and Bertrand Tavernier. Enrollment limited. *Four credit hours.* MR. WEISS AND MR. BOWEN

[132] Global Perspectives on Gender, Race, and Class The course explores three themes important to the belief systems of various cultures: nature, love, and power. These themes are traced across cultures and through the

centuries to understand how conceptions of nature, love, and power contribute to the establishment of distinctions/classifications of gender, race, and class, using classic and contemporary texts, films, and works of art. *Four credit hours.*

[134] Science and Society The course will examine, successively, the history and philosophy of science, the ways in which science is done, the differences between science and pseudo-science, and the many points of impact of science on the modern world. Specific modern problems, e.g., acid rain, will be explored, looking at the political and regulatory processes involved in trying to control such a problem. Weekly writing assignments and a major paper are required. *Four credit hours.*

Geology

Chairman, PROFESSOR DONALD ALLEN

Professors Allen and Harold Pestana¹; Visiting Professor E. Donaldson Koons²; Associate Professor Robert Nelson; Assistant Professor William Doll; Teaching Associate Bruce Rueger

If one is interested in our planet—how it developed its present characteristics and what may happen to it in the future, where we came from and what supports us on the planet, our resources and their use—geology is a central area of study. The Geology Department features an unusually fine rock and mineral collection for study, an excellent small-college library, various geophysical instruments, and access to the College's new transmission and scanning electron microscopes. The setting of the College also provides an intriguing area for field study. Students are encouraged to work on independent projects and to develop ways of actively examining and interpreting observational data.

The department offers four major programs and a minor for students with different interests. For each option, at least one independent January program is required to be taken in the major during the junior or senior year. The point scale for retention of the major applies to all courses taken in the major. No requirement may be taken pass/fail.

Requirements for the Basic Major in Geology

Geology 141, 142, 215, 232, 251, 271, 331, 351, 381, 382, 452; at least three hours of 491 or 492; Mathematics 121, 122; Chemistry 141, 142; Physics 121, 122 or 132, 231.

Requirements for the Major in Geology-Biology

In geology: 141, 142, 215, 251, 271, 311 (312), and 372.

In biology: 121, 122, 271, and one other course chosen from 311, 312, 314, 316, 352, 354.

Other courses: Chemistry 141, 142, Mathematics 121 and one course chosen from Mathematics 122, 271, 231.

The point scale for retention of the major applies to all courses in geology and biology.

Requirements for the Major in Geology-Chemistry

In geology: 141, 142, 215, and two courses from 352, 381, or 382.

In chemistry: 141, 142, 331, 341. Chemistry 241, 242, and 332 are also recommended.

A Graduate Record Examination in geology or chemistry must be taken in the senior year.

Students should consult one of the major advisers regarding election of languages and other required courses in the freshman and sophomore years.

Requirements for the Major in Geophysics

In geology: 141, 142, 215, 232, 271, 331, 333 or 336, 311 or 452.

In physics: 121, 122 (or 132, 231), 211, 312.

In mathematics: 121, 122, 253 and 212; or 123, 124 and 253.

Recommended courses include Geology 381 and 382, Physics 411, Chemistry 141 and 142, and Mathematics 311, 312, 332, and 352.

The **Earth Science Option** is offered for students planning to teach in the secondary schools; the requirements are: Geology 141, 142, 215, 251, 292, 311 (or 312), 351, 381; Chemistry 141.

The **Environmental Science Option** is designed to provide students with a core of geology courses supplemented by related courses from other departments. The requirements are: Geology 141, 142, 215, 311, 494; Biology 121, 122, 271; Chemistry 141, 142, 217 (or any of the following: 241, 242, 331, 332); Mathematics 121, 381; Physics 112 or 121 or 132; Economics 133, 134, 231. Other related courses include: Biology 311, 314, 316, 318, 332, 352, 354, 356, 358; Geology 172 (or 176), 232, 333, 351, 354; Mathematics 122, 382; Physics 122 or 231; Economics 293, 294, 314.

The **Bermuda Semester**. Majors may earn 15 credit hours in field study of coral reefs and carbonate environments. Geology 176, 251, 312, 314, and 316 are occasionally offered by Colby faculty using the facilities of the Bermuda Biological Station.

Requirements for a Minor in Geology

A minor in geology is available to students majoring in other disciplines who also desire an understanding of earth science. Minor programs will be tailored to the needs of individual students; course selection should be done only after consultation with the minor adviser. Requirements are Geology 141, 142, and five courses selected from Chemistry 141, Physics 121, and Geology courses numbered 215 and above.

Attention is called to the interdisciplinary concentration in applied mathematics.

¹On leave second semester.

²Part-time, January only.

141d, 142 Introduction to Geological Science The physical Earth and its past. Emphasis in 141 is on earth materials and physical processes; 142 is devoted principally to the physical and biological evolution of the Earth. Lecture and laboratory; laboratory includes mandatory field trips (including an all-day weekend trip in 141). A knowledge of high school chemistry is expected. Enrollment limited. *Prerequisite for 142:* Geology 141. *Four credit hours.* MR. NELSON AND MR. RUEGER

[161j] Paleontology for Non-majors An introduction to the principles of paleontology. Laboratory work concentrates on environmental interpretation through the use of fossils. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three credit hours.*

[172] Oceanography A descriptive introduction to physical, dynamical, and biological oceanography. Topics will include: the structure and composition of the ocean and its floor; tides, currents, and other important dynamic features; the

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nature of ocean life. The value of the oceans for food and physical resources will be discussed. Lecture. *Three credit hours.*

215 Mineralogy Physical properties and chemical structure of minerals leading to investigation of the chemical composition and optical properties of minerals. Lecture and laboratory. *Prerequisite:* Geology 141, Chemistry 141 (may be taken concurrently), or permission of the instructor. *Four credit hours.* MR. ALLEN

232 Structural Geology Processes and results of deformation of rocks, including stress and strain, faults, folds, joints, and rock fabrics. *Prerequisite:* Geology 142. *Four credit hours.* MR. DOLL

251 Invertebrate Paleontology Morphology of invertebrates and general principles, including nomenclature, taxonomy, paleoecology, evolution, correlation, and techniques of identification. Lecture and laboratory. *Prerequisite:* Geology 142 or one year of biology. *Four credit hours.* MR. PESTANA

252d1 Micropaleontology An independent study laboratory course covering one or more of the major microfossil groups. Emphasis will be on identification, age determination, and environmental interpretation. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.* MR. PESTANA

254d1 Advanced Invertebrate Paleontology An independent study laboratory course involving a detailed investigation of one or more invertebrate groups. Emphasis will be on identification, age determination, and environmental interpretation. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.* MR. PESTANA

258j, 258 Field Geology A course of studies to be conducted off campus in a region whose climate permits field study of geologic features. Emphasis will be placed on development of fundamental concepts, analysis of field data, field identification of lithotypes, basic mapping techniques, and recognition of geomorphic features and their genetic significance. Grades will be based on field notes, reports, and maps submitted following independent projects, which will be conducted periodically over the duration of the course. *Prerequisite:* Geology 141 and permission of the instructor. *Two or three credit hours.* FACULTY

271 Computer Applications and Mathematical Methods in the Earth Sciences An introduction to computer applications and mathematical methods in the earth sciences, to provide appropriate tools for more quantitative approaches to geological problems in advanced courses. *Prerequisite:* Geology 141, 142, and permission of the instructor. *Three credit hours.* MR. DOLL

292j Meteorology Physical properties of the atmosphere, the origin and classification of weather types, air mass analysis and principles of prediction, and meteorology of air quality. Does not satisfy the science requirement. Lecture. *Two credit hours.* MR. KOONS

311 Sedimentation Processes of sedimentation, methods of analysis of sediments, the description and interpretation of environments of deposition, and

the classification and description of sedimentary rocks. Lecture and laboratory. *Prerequisite:* Geology 142 and 215. *Four credit hours.* MR. PESTANA

†[312] **Sedimentation and Carbonate Sediments** Sedimentary processes, environments of deposition, and the classification and description of sedimentary rocks. Emphasis will be on carbonate sediments and the biological aspects of sedimentation. Taught at the Bermuda Biological Station. Students cannot receive credit for Geology 311 and 312. Lecture and laboratory. *Prerequisite:* Geology 142 and 215. *Four credit hours.*

†[314] **Field Study in Bermuda** Field and laboratory study of selected topics dealing with coral reefs, carbonate sediments, or other aspects of the Bermuda environment. *Corequisite:* Geology 251d2 and 312. *Five credit hours.*

†[316] **Natural and Social History of Bermuda** Lectures and field trips covering the natural and social history of Bermuda. Taught at the Bermuda Biological Station and including lectures by the station staff and Bermuda residents. Nongraded. *Two credit hours.*

331 Tectonics Large-scale features and physical processes of the crust, mantle, and core of the earth are discussed, and the constraints imposed by several areas of research are summarized. In this setting, the concepts of plate tectonics are explained and applied. *Prerequisite:* Geology 232 and Physics 121 or 231, or permission of the instructor. *Three credit hours.* MR. DOLL

†[333] **Geophysical Prospecting** Gravitational, magnetic, electromagnetic methods, and geologic mapping commonly used in mineral exploration, are studied and applied to local field areas. *Prerequisite:* Geology 232 and Physics 122 or 231, or permission of the instructor. *Four credit hours.*

†[336] **Seismology** Principles of collection and interpretation of seismic data. Both naturally occurring (earthquake) sources and artificial sources will be considered. Body waves (P- and S-) and surface waves will be discussed in determining local and global structure. *Prerequisite:* Geology 232, Mathematics 121 or 123, and Physics 121 or 132, or permission of the instructor. *Four credit hours.*

351 Principles of Geomorphology The origin, history, and classification of landforms and the processes that shape the earth's surface. Emphasis on study of physical processes. Lecture and laboratory. At least one all-day field trip required. *Prerequisite:* Geology 142 or 232. *Four credit hours.* MR. NELSON

[352]j **Dating Techniques in Geology** The use of radioactive isotopes and their decay as a means of determining the ages of rocks and other geological deposits. Nonradiometric techniques will also be examined, with particular attention to their applicability and reliability. Lecture only. *Prerequisite:* Geology 142, Chemistry 141. *Two credit hours.*

354 Glacial and Quaternary Geology The origin and development of glaciers and their influence on the landscape, both as erosive forces and as transporters of new earth materials. Geological and biological evolution of the

landscape during the Quaternary, the most recent of the geological periods. Lecture and laboratory and several field trips (including two all-day Saturday trips). *Prerequisite:* Geology 142. *Four credit hours.* MR. NELSON

[358] Geological Field Study A spring-recess field trip to a selected area. Students must cover expenses. *Prerequisite:* Permission of the instructor. *One credit hour.*

372 Quaternary Paleoecology Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis will be on the use of pollen in reconstructing past vegetation types, but other groups of organisms will be included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. *Prerequisite:* Geology 142 and Chemistry 141. Geology 354 and Biology 311 are recommended. *Four credit hours.* MR. NELSON

374 Ore Deposits An investigation of the genesis and localization of ore deposits. Topics may include the history of mineral deposits, materials, and formation of ore deposits, supergene sulfide enrichment, paragenesis and zoning, epigenetic versus syngenetic deposits, magmatic segregation deposits, and mineral deposits related to regional tectonic environments. *Prerequisite:* Geology 215 and Chemistry 141. *Three credit hours.* MR. ALLEN

381, 382 Optical Mineralogy; Igneous and Metamorphic Petrology First semester: determination of mineral composition and properties using a petrographic microscope and X-ray powder diffraction techniques. Second semester: hand-specimen and thin-section examination of igneous and metamorphic rocks to determine structure, composition and origin. Lecture and laboratory. *Prerequisite:* Geology 215. *Four credit hours.* MR. ALLEN

[452] Stratigraphy Principles of stratigraphy. Includes a study of the relationships and correlation of sedimentary rocks. Laboratories include work with index fossils and a detailed analysis and correlation of well samples. Lecture and laboratory. *Prerequisite:* Geology 251. *Four credit hours.*

491, 492 Independent Study Field and laboratory problems in geology or environmental problems, with regular reports and a final written report. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

494 Environmental Geology Selected topics dealing with environmental quality. Extensive individual investigation. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* MR. ALLEN

Geophysics

In the Department of Geology

Geophysics is an emerging interdisciplinary field which uses methods of physics to study the earth's interior. It extends the earth scientist's understanding of geologic processes to great depth. As the geologic sciences have become more

quantitative, geophysics has taken a more prominent position across the country. The geophysics major is directed at students who have interest in a career in geophysics and have no need for a double major in geology and in physics. Requirements for this academic program are listed in the "Geology" section.

German

In the Department of Modern Foreign Languages. Unless otherwise specified, all courses are conducted in German. German 135 or permission of the instructor is required for all higher-numbered German courses.

Associate Professors Hubert Kueter and James McIntyre¹; Assistant Professor Margrit Lichterfeld¹; Visiting Assistant Professor Reinhard Andress²; Instructor Ursula Reidel-Schrewe; Language Assistant Georg Csak

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board achievement test in the language or take the placement test during freshman orientation.

Requirements for the Major in German

Eight semester courses numbered above German 127.

The following statements also apply.

- (1) The point scale for retention of the major is based on all German courses beyond the intermediate level.
- (2) No major requirements may be taken pass/fail.
- (3) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.
- (4) All majors in the department must take at least one course in the major approved by the major adviser each semester until graduation.

Teacher Certification: Students desiring certification for teaching German should consult the Department of Modern Foreign Languages and the Education Department.

¹Part-time.

²Resident director, Colby in Lübeck, second semester.

119 Introduction to Intermediate German Practice in speaking and listening skills and review of basic grammar. Intended for students electing German 127j in Konstanz. Does not fulfill the language requirement. Enrollment limited. *Prerequisite:* German 126 or appropriate score on the College Board German achievement test. *One credit hour.* MR. KUETER

125, 126 Elementary German Introduction to the language by an audio-lingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work. *Four credit hours.* FACULTY

[125j] Intensive Elementary German Intensive introduction to German. Equivalent to German 125 but conducted on campus during January. *Three credit hours.*

126, 127, 131, 132 Colby in Lübeck Intensive use of language skills in Lübeck, Federal Republic of Germany. *Prerequisite:* German 125 or appropriate score on the College Board achievement test. *Sixteen credit hours.* MR. ANDRESS

127 Intermediate German Continued practice in speaking and listening skills; grammar review; drill in language laboratory; readings and conversation based on topics from German culture; emphasis on the practical use of the language. *Prerequisite:* German 126 or appropriate score on the College Board German achievement test. *Four credit hours.* FACULTY

127j Intermediate German Intensive practice in conversational and writing skills in Konstanz; emphasis on the practical use of the language. *Prerequisite:* German 119. *Three credit hours.* MR. KUETER

131j Introduction to German History and Culture Taught only in conjunction with a study abroad program in Konstanz. Readings and discussions in German. Field trips to museums and architectural monuments. *Prerequisite:* German 127 or permission of the instructor. *Three credit hours.* MR. KUETER

131d2 Conversation and Composition Further development of language skills, with emphasis on oral expression and written facility. Formerly listed as German 132. *Prerequisite:* German 127 or permission of the instructor. *Four credit hours.* MS. REIDEL

135 Introduction to German Literature Readings in drama, short prose, and poetry, mainly from the twentieth century. Designed to develop skills in literary analysis and close reading of texts and to introduce the writings of major authors. Continuing practice in conversation and composition. Formerly listed as German 151. *Prerequisite:* German 131 or equivalent. *Four credit hours.* MR. ANDRESS

231 Advanced German A review of German grammar at the advanced level, with directed themes and free compositions. Formerly listed as German 232. *Prerequisite:* German 131 or 135. *Three credit hours.* MR. KUETER

[232] Survey of German Culture German culture as reflected in literature, art, music, and philosophy from the Middle Ages to the Weimar Republic. Formerly listed as German 234. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.*

[233] Introduction to Contemporary German Culture Discussion of major cultural issues in both Germanies. Topics will include the role of women, youth and popular music, environmental problems, the media, foreign workers, and East-West relations. Continued practice in conversation and writing skills and extensive use of current cultural materials. Enrollment limited. Formerly listed as German 236. *Prerequisite:* German 135 or permission of the instructor. *Four credit hours.*

[252] New German Cinema History, theory, and development of the German film from 1970 to the present. Viewing and analysis of films by Fassbinder, Kluge, Schlöndorff, Von Trotta, Wenders, and Herzog. Discussion in

English, with an added discussion hour in German for students working for credit in German. *Three or four credit hours.*

[333] German Women Writers A survey of German women writers and their works from the Romantics to contemporary Austrian, West German, and East German writers. Both literary texts and some feminist documents will be read. Contemporary feminist theory will be discussed. *Four credit hours.*

335 Introduction to Literature of the GDR An analysis of the socio-political and cultural concerns of the German Democratic Republic (East Germany) as expressed in its literature. Readings include examples of poetry, prose, and drama published both inside and outside the GDR by such authors as Christa Wolf, Volker Braun, Ulrich Plenzdorf, Heiner Müller, and Erich Loest. Enrollment limited. *Prerequisite:* German 135 or permission of the instructor. *Four credit hours.* MR. ANDRESS

[351] The Medieval Epic An introduction to the history, culture, literature, and language of medieval Germany; study of the three major epics of the period: the *Nibelungenlied*, *Parzival*, *Tristan und Isolde*; reading of New High German translations with sample readings of Middle High German texts. *Four credit hours.*

352 Topics in the History of German Literature The youthful hero in four centuries of German literature. The study of four important works in German literature representing four major periods: *Simplizissimus*, 17th century (Baroque); *Werther*, 18th century (Storm and Stress); *Prinz von Homburg*, 19th century (Romanticism); *Die Leiden des jungen Werther*, 20th century (contemporary DDR). *Four credit hours.* MR. KUETER

353d2 Topics in Eighteenth-Century German Literature Literature of the classical period: Schiller. *Four credit hours.* MS. LICHTERFELD

355 Topics in Nineteenth-Century German Literature Romanticism. *Four credit hours.* MS. REIDEL

[358] Topics in Twentieth-Century German Literature German literature after 1890. *Four credit hours.*

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

493d2 Seminar in German Literature Topics, which change each year, may cover an author, a genre, or a literary movement. (Spring 1990: Thomas Mann.) *Four credit hours.* MS. REIDEL

Government

Chairman, PROFESSOR ROGER BOWEN
Professors Albert Mavrinac¹, William Cotter², L. Sandy Maisel, G. Calvin Mackenzie, and Bowen; *Visiting Professor* Morton Brody³; *Associate Professors*

Charles Hauss, and Kenneth Rodman; Assistant Professors Pamela Blake², Beverly Hawk, and Mary Caputi; Instructor Anthony Corrado

The Department of Government offers a wide range of courses in American government and politics, comparative government and politics, international politics, political theory, and research methods and quantitative analysis. The departmental goals include exposing students to a variety of forms of governments and of intergovernmental activities and to the means for studying these governments and their actions.

Internships are encouraged, so that students can experience the practical as well as the more theoretical aspects of the field. The interdisciplinary program in public policy also furthers this goal. In addition, for those students who intend to pursue the study of government in more depth, the department offers an honors program which emphasizes substantial independent research under the close guidance of one or two members of the faculty. Successful completion of this program will result in the degree being awarded "With Honors in Government."

Requirements for the Major in Government

Nine semester courses in government, including Government 111 and 112, one course at the 200 or 300 level in each of the four sub-fields defined below, and a senior seminar.

Government 111 and 112 are designed as introductions to the discipline. The sub-field requirement provides for a broad background within the field. The senior seminars, which cross the sub-fields and are sometimes taught in conjunction with other disciplines, are designed to be culminating experiences within the field; each seminar will require a major research paper to coordinate the materials studied in the major.

All requirements for the major must be taken at Colby. Courses transferred from other institutions and/or field experience courses can count (up to a maximum of two) in the nine-course requirement, but they may not be substituted for the introductory, distribution, or seminar requirements. Students taking government courses abroad **must** secure provisional approval for each course **prior** to leaving; upon return to Colby, brief descriptions of work completed must be submitted to the department for final approval.

Sub-fields for the departmental distribution requirements are defined as follows:

Political Theory and Analysis: Government 213, 218, 219, 255, 312, 316, 394.

American Government and Politics: Government 273, 275, 276, 313, 314, 317, 319, 352, 354, 356, 392.

Comparative Government and Politics: Government 233, 237, 253, 271, 277, 318, 357, 358.

Transnational Politics: Government 215, 239, 252, 257, 332, 334, 336.

Attention is called to the interdisciplinary minors in public policy and in quantitative analysis.

¹Part-time.

²On leave full year.

³Part-time second semester only.

111 Introduction to American Government and Politics An examination of the ideas and values that underlie the American political system, and of their contemporary manifestations in institutions, processes, and policies. Coordinated lectures presented by several members of the government faculty

in their areas of specialization. Open to freshmen and, by departmental permission, to others majoring in government. *Four credit hours.* FACULTY

112 Comparative Politics: An Introduction to Politics Outside the United States An analysis, through case studies, of the major dimensions of domestic and transnational politics in Western democracies, Communist countries, and the Third and Fourth worlds. Coordinated lectures presented by several members of the government faculty in their areas of specialization; discussion sections headed by individual faculty members. Open to freshmen and, by departmental permission, to others majoring in government. *Four credit hours.* FACULTY

[118j] Crooks, Cops, and the Constitution A study of some current prominent issues in the criminal law, with particular attention to the interaction of prosecutors, defense attorneys, police, judges, and legislatures in raising and dealing with them, and with special attention to the role of the United States Supreme Court in the shaping of modern thinking about crime, criminals, and punishment. *Three credit hours.*

[139j] January in the Soviet Union A trip to the Soviet Union, focusing on political and social affairs. In some years, the trip will be led by a government professor and the course will automatically count toward the major; in other years, students majoring in government may seek permission for major credit based on writing an independent research paper. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three credit hours.*

213 Classical Western Political Theory Classical Western approaches to the nature of the political order, treating such theorists and their historical periods as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Montesquieu. *Four credit hours.* MS. CAPUTI

215 Introduction to International Relations An introduction to the major issues within the field of international relations and the theoretical approaches that have been developed to understand these issues. *Prerequisite:* Government 112. *Four credit hours.* MR. RODMAN

218 Modern Western Political Theory Nineteenth- and twentieth-century Western thought on the political order, with particular attention to such theorists as Rousseau, Hegel, Marx, Bentham, Burke, Mill, Nietzsche, and Dewey, and to select twentieth-century radical and conservative critics. *Four credit hours.* MS. CAPUTI

219d2 Introduction to Research Methods for Political Science Introduction to simple techniques for quantifying concepts and relationships of interest to political scientists, and to the use of the computer. Intended for students with little or no exposure to the computer or to quantitative methods. Enrollment limited. *Prerequisite:* Government 111 and 112, or permission of the instructor. *Three or four credit hours.* MS. HAWK

233 European Politics An exploration of politics and political development in France, Great Britain, and West Germany, focusing on understanding how

current issues facing Western Europe reflect social, economic, and historical trends. Emphasis on the growing integration of the European economies. Formerly listed as Government 233. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MR. HAUSS

[237] Political Development in Modern Japan The political, cultural, historical, and economic dynamics of Japan's drive to modernize since the 1868 Meiji Restoration. Special attention will be given to the ongoing conflict between the proponents of liberal democracy and those favoring an oligarchic, authoritarian governmental system. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.*

239d2 Nuclear Weapons and Nuclear War An inquiry into the threat and consequences of nuclear war. The course will consider the way nuclear weapons work, the history of the nuclear arms race, the current tensions between the superpowers, and the possible solutions for the problems associated with "the bomb." Enrollment limited. *Three or four credit hours.* MR. HAUSS

252 United States Foreign Policy An analysis of the major international issues facing the United States with an emphasis on the role of the international system, ideology, perceptions, economic interests, and domestic institutions. Topics include the origins of the Cold War, nuclear strategy, containment and detente, relations with Europe, Japan, and the Third World. *Prerequisite:* Government 112 and 215. *Four credit hours.* MR. RODMAN

253 Soviet Politics An introduction to politics in the Soviet Union, focusing first on the historical evolution of the Soviet Union as it became one of the two superpowers of the nuclear age and also on the current attempts by Gorbachev and his colleagues to restructure the Soviet political and economic systems. Formerly listed as Government 254. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MR. HAUSS

255 Introduction to American Political Thought A survey of the historical and intellectual development of basic political concepts and values as reflected in the thought of major American political theorists. An exploration of the fundamental principles of American constitutionalism, the concepts of liberty and equality, the role of commerce in a democratic society, and the foundations of social justice, as presented in the writings of Madison, Jefferson, Marshall, Lincoln, Garrison, Brandeis, and others. *Three credit hours.* MR. CORRADO

257 The United States and the Third World A study of U.S. relations with developing countries focusing on political, economic, and ideological motivations. Case studies include responses to revolutionary change in China and Vietnam, covert interventions, foreign aid, human rights, economic sanctions against South Africa, and the New International Economic Order. *Four credit hours.* MR. RODMAN

271d2 War and Revolution in Vietnam The significance of the Vietnam War; the Vietnamese Revolution as it compares with other revolutions; and the impact of the war on American politics and public policy. Enrollment limited to 75 students; preference given to government, history, and East Asian studies majors.

Also listed as History 272. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MR. BOWEN AND MR. WEISBROT

273 The American Congress The organization, powers, and actions of the legislative branch of the American government examined in historical and contemporary perspective. *Prerequisite:* Government 111 or permission of the instructor. *Three or four credit hours.* MR. MAISEL

275j The Committee System in the United States Congress An examination of the process through which Congressional committees make decisions in the modern Senate. During the first part of the course professional political science literature on committee performance will be read. The second part of the course will follow a specific piece of legislation through the appropriate committee in a concentrated simulation. *Prerequisite:* Government 111. *Three credit hours.* MR. MAISEL

276 The American Presidency The organization, powers, and actions of the executive branch of the American government examined in historical and contemporary perspective. Special emphasis on case analysis. Enrollment limited to 35. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. CORRADO

277 African Politics Introduction of African politics through case studies of Kenya, Tanzania, South Africa, Angola, Ghana, and Nigeria. *Three or four credit hours.* MS. HAWK

295j Internship Month-long internships in offices such as those of attorneys, congressmen, senators, and state legislators. Nongraded. *Two or three credit hours.* FACULTY

312d1 Directions in Feminist Theory Women's economic, social, and cultural movement over the past fifteen years has challenged socioeconomic hierarchies and the knowledge(s) that sustains them. The scope and dimensions of feminist theories of sexual differences and sexual freedom. *Four credit hours.* MS. CAPUTI

313 American Constitutional Law I An introduction to the United States Supreme Court, constitutional litigation, and the political process by way of an emphasis on the Court and its relationship to the structure of national government, federalism, and national economic development. *Four credit hours.* MR. MAVRINAC

314 American Constitutional Law II The United States Supreme Court and the modern era of civil rights litigation. *Four credit hours.* MR. MAVRINAC

[316] American Political Thought The philosophical foundations of the United States Constitution; an analysis of the theoretical foundations of the Constitution as reflected in the works of such authors as Locke and Montesquieu, the Puritans, and Revolutionary thinkers, and as reflected in relevant documents including the Fundamental Orders of Connecticut, Declaration of Independence, and Articles of Confederation. The proceedings of the

Philadelphia Convention will be reviewed. The central focus will be American political thought at the time of the founding, as reflected in the Federalist papers and Anti-federalist writings. *Prerequisite:* Government 111 or permission of the instructor; preference to Government and American Studies majors. *Three or four credit hours.*

317 The Policymaking Process An examination of the policymaking process, including such topics as agenda setting, program formulation, consensus building, implementation, and the use and misuse of policy analysis. Special attention to methods and techniques of policy evaluation. Primary focus on policy making at the national level in the United States government. Enrollment limited to 35. *Prerequisite:* Government 111 or 112. *Three or four credit hours.* MR. MACKENZIE

[318] The Welfare State The role of the modern state in providing social services and intervening to regulate a capitalist economy. A critical analysis focusing on Great Britain and Sweden. *Prerequisite:* Government 233 or 317. *Three or four credit hours.*

†[319] Law and Social Change: Women and Minorities An examination of the respective roles of the courts, the legislative, and the executive in declaring law and resolving disputes. The legal "case method" will be used to focus on the judicial process as it has dealt with problems of slavery and racial equality and discrimination against women in the United States, and, to a lesser extent, in England and South Africa. The Socratic method of teaching will be used, and regular class participation is required of all students. Enrollment may be limited. *Three credit hours.*

[332] Political Development in the Third World Political change in selected "Third World" nations, including revolution and counterrevolution in Latin America, development in South Africa, the Israeli-Palestinian conflict, and the role and influence of the United States in such change. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.*

[334] North/South Relations The schism between north and south has ramifications for all of the issues we study in international relations. This course will provide a critical examination of the most important theoretical approaches to north/south relations. The course will contrast the economic and political positions of states with differing economies. In this way, students can begin to understand the factors which influence the relations between advanced industrial states and states with other economic histories. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.*

336 International Organization The structure, politics, and current operation of international organizations within the nation-state system. Topics include conflict resolution, nonproliferation, human rights, and international economic cooperation. *Prerequisite:* Government 215 or permission of the instructor. *Four credit hours.* MR. RODMAN

352 The Judicial Process A seminar focusing on the roles played by the various actors in the legal community and on legal processes. Topics include the

role of the prosecutor, the legal process, etc. Enrollment limited to 20. *Prerequisite:* Government 111 and permission of the chairman of the department. *Three credit hours.* MR. BRODY

354 Advanced Policy Studies A detailed examination of contemporary federal public policy issues. Specific policy problems in the areas of federal budget policy, social welfare policy, and foreign or defense policy will be considered. Special attention to policy innovations and the prospects for major reform. *Prerequisite:* Government 111. *Four credit hours.* MR. CORRADO

[356] Parties and the Electoral Process An analysis of partisan politics and elections in the United States, emphasizing the role of parties, and dealing with candidates, their staffs, the electorate, and the media. *Prerequisite:* Government 111. *Three or four credit hours.*

[357] Democracy and Fascism The relationship between democracy and fascism, involving case studies of the governments of Italy, Germany, and France, and the factors that facilitate change from one system to the other. Enrollment limited. *Prerequisite:* Government major or permission of the instructor. *Three or four credit hours.*

358d1 Contemporary Japanese Politics A survey of the political process in postwar Japan, with emphasis on some of the major institutions of political life. Japan is considered as a political system comparable to those of other industrial democracies, in spite of marked differences in social and cultural values. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MR. BOWEN

[359] Comparative State Systems A study of the state, using the examples of the state systems of the United States, Japan, and France. The approach is grounded in political economy; central issues to be addressed are the bases of legitimacy, the meanings of social justice, the rights and obligations of citizens, the powers of bureaucracy, the foundations of law, procedural justice, market morality, and domestic and external constraints on the state's ability to govern. Marxian, liberal, and Weberian critiques will be examined in lecture and seminar format. *Prerequisite:* Government 112 or permission of the instructor(s). *Four credit hours.*

392 The Administrative Process The people and agencies responsible for the implementation of public policy in the United States. Emphasis on the character of bureaucratic decision making, government organization and reorganization, public personnel systems, and administrative politics. Enrollment limited to 35. *Prerequisite:* Government 111. *Three credit hours.* MR. MACKENZIE

394d1 Research Design The great questions facing any research planner are questions of design. In this course students will learn the important skills of designing and writing a sophisticated research proposal, designing their own proposals for a major research project after discussions about "scientific thinking" and a review of good and faulty research designs. The course is a prerequisite for Honors in Government. The course also offers an introduction to using quantitative politics, with the purpose of helping students become

comfortable with the concepts and policy appraisals and recommendations that are analyzed by quantitative methods; the latest quantitative techniques, such as artificial intelligence and decision support systems employing microcomputers. *Prerequisite:* Junior standing as a government major and permission of the department. *Four credit hours.* MS. HAWK

412 Seminar on Law and Society The relationship of political ideology, empirical, political, and social change, and the evolution of legal doctrines both in the United States and in other societies. (In 1989: American religion, churches, society, and the government, as seen from theological, philosophic, and constitutional law perspectives. Attention both to historical and to current thinking and controversy.) Enrollment limited to 15. *Prerequisite:* At least one course in political theory and one course in constitutional law and permission of the instructor. *Four credit hours.* MR. MAVRINAC

[413] Seminar in Comparative Politics The state of industrialized society. The problems, prospects, and processes of foreign and domestic policymaking in the Soviet Union, the United States, and France. Enrollment limited to 15. *Prerequisite:* Permission of the instructor. *Four credit hours.*

414 Contemporary Social Theory Developments in twentieth-century interpretation and criticism, with particular attention to existentialism, revisionist Marxism, feminist scholarship, post-structuralism, and post-modernism. Enrollment limited. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. CAPUTI

416d1 Western Intervention in the Non-Western World Geopolitical, historical, ideological, and economic forces affecting United States and Soviet involvement in the political and economic affairs of Third World nation-states. Case studies will include post-World War II instances of intervention and their impact on subsequent efforts at indigenous political development. An attempt will be made to isolate systematically the causes and different forms of intervention before trying to develop a theory of this phenomenon. Enrollment limited to 15. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. BOWEN

418 Culture, Technology, and Development in Africa A seminar examining how new and old African technology contributes to development and its implications for public policy. Primary focus is on technologies related to producing clean water, ink and paper, metallurgy, electrification, communication, and inoculation, especially as these concern Kenya. Enrollment limited. *Prerequisite:* Permission of the instructor and/or Government 277. *Four credit hours.* MS. HAWK

[432] Seminar on Executive Leadership in the Federal Government A research seminar examining such topics as executive selection, techniques of public management, personnel administration, policy formulation, and public liaison. Enrollment limited to 15. *Prerequisite:* Government 276 or 392 and permission of the instructor. *Four credit hours.*

433d2 American Government and the Press The philosophical, ethical, historical, political, and legal relationships between the United States

government and the press. Recent case studies, electronic as well as print media, politics, and policymaking. Enrollment limited to 15. *Prerequisite:* Government 111 and permission of the instructor. *Four credit hours.* MR. MAISEL

[434] Women in American Politics The role of women in contemporary American politics; controversial issues which relate particularly to women, and the ways in which the government addresses those issues. How a social movement becomes a political movement; how social issues become part of the political agenda. Enrollment limited to 15. *Prerequisite:* Government 111 and permission of the instructor. *Four credit hours.*

438 Seminar in Policy Advocacy Intensive study of selected public policy issues and the techniques of policy advocacy; emphasis on oral presentations of policy positions. Enrollment limited to 15. *Prerequisite:* Government 317 and permission of the instructor. *Four credit hours.* MR. MACKENZIE

451 The New Deal An examination of the policies and politics of Franklin Roosevelt's New Deal. Major policy initiatives will be reviewed, and the formation of the New Deal electoral coalition assessed. The seminar will also consider the intellectual and historical background of the period, the political leadership of FDR and Eleanor Roosevelt, and the rise of the administrative state. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. CORRADO

457d2 United States Foreign Policy Seminar An advanced seminar dealing with major theoretical and policy issues in the study of American foreign policy since World War II. The specific topic of the seminar will be announced each year; possible topics are multinational corporations and foreign policy; Soviet-American relations; levels-of-analysis; and international organization. *Prerequisite:* Government 215. *Four credit hours.* MR. RODMAN

[473] Seminar in African Politics Focus on a selected issue relevant to contemporary Africa's problems and future. Enrollment limited to 15. *Prerequisite:* Permission of the instructor. *Four credit hours.*

[477] Seminar in East Asian Politics A focus on the demise of Japanese democracy in the 1930s and the rise of Japanese fascism, studied comparatively with similar developments in Germany and Italy. The empirical basis of the course will be augmented by a study of democratic and fascist theories, most particularly the relationship between liberal democracy and fascist ideologies in a nationalistic context. Enrollment limited to 15. *Prerequisite:* Permission of the instructor. *Four credit hours.*

483, 484 Honors Workshop Individual and group meetings of seniors and faculty participating in government honors program. *Prerequisite:* Permission of the department. 483: Nongraded; *two credit hours.* 484: Graded; *four credit hours.* FACULTY

491, 492 Independent Study A study of government through individual projects. *Prerequisite:* Government major and permission of the department chairman and instructor. *One to four credit hours.* FACULTY

493 Public Policy Seminar Listed as Public Policy 493 (q.v.). *Three credit hours.* MR. MACKENZIE

Greek

In the Department of Classics.

111, 111j Introductory Greek Introduction to Homeric Greek. *Four credit hours.* MRS. KOONCE

112 Intermediate Greek Readings in Homer's *Iliad*. *Four credit hours.* MRS. KOONCE

131 Introduction to Greek Literature The *Odyssey* of Homer. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Greek 112. *Four credit hours.* MR. WALKER

232 Attic Prose Readings in Plato. *Three or four credit hours.* MRS. KOONCE

[351] Greek Literature Thucydides. *Three or four credit hours.*

352 Greek Literature Sophocles. *Three or four credit hours.* MRS. KOONCE

353 Greek Literature Demosthenes. *Three or four credit hours.* MISS BLASINGHAM

[354] Attic Poetry Euripides. *Three or four credit hours.*

[355] Greek Literature Herodotus. *Three or four credit hours.*

[356] Greek Literature Plato. *Three or four credit hours.*

[414] Seminar Attic orators. *Three or four credit hours.*

491, 492 Independent Study Reading in a field of the student's interest, with essays and conferences. *One to three credit hours.* FACULTY

[493] Seminar Aeschylus. *Three or four credit hours.*

History

Chairman, ASSOCIATE PROFESSOR RICHARD MOSS

Professors Frederick Gillum and Harold Raymond¹; Associate Professors Lee Feigon, Moss, Robert Weisbrot, Marilyn Maurinac¹, and Jane Hunter¹; Assistant Professors Joel Bernard^{1, 2}, J. Fraser Cocks¹, Lindsay Wilson, Irina Livezeanu³, and James Webb

History provides the opportunity to expand an understanding of the human experience through the study of one's own and other cultures and societies as they have evolved through time. It is also a rigorous intellectual discipline

involving research techniques, problem solving, and the critical evaluation of evidence. The department offers a wide variety of learning experiences, including lectures, individual tutorials, discussion groups, and research seminars. Students are encouraged to take courses in many areas of history and in interdisciplinary programs and related fields. While a number of distinguished academic historians began their training at Colby, most majors find that history is excellent preparation for careers in business, law, and other professions. In recent years, media research, preservation, and museums have offered new opportunities for persons trained in history.

Requirements for the Major in History

Twelve semester courses in history: at least two courses in two of the following three areas: United States, European, and non-Western history; at least one course in the third area; History 218 or 252. When a student presents two courses in a selected area, at least one must be at the 200 level or higher. One of the courses in European history must be before 1800; one of those in American history must be before 1860. Two of the twelve courses counting toward the major may be selected from courses in related fields subject to approval by the department.

All majors must satisfy a comprehensive requirement either by taking a designated senior seminar or by a satisfactory oral presentation on a topic in the student's field of concentration in history.

Details on the division of courses among the fields and on the comprehensive requirement are available at the department office.

Majors in history may apply during their junior year for selection for admission to the department honors program. On successful completion of the work of the honors program and of the major, their graduation from the College will be noted as being "With Honors in History."

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken pass/fail.

Attention is called to the interdisciplinary minor in quantitative analysis.

¹Part-time.

²On leave full year.

³On leave second semester.

111 Introduction to the Cultural History of Europe An introduction to major themes, periods, and methods in the cultural history of Europe from the fall of Rome through the twentieth century. Significant works of literature, philosophy, political theory, art, and music will be examined in the context of major developments in society and politics. *Four credit hours.* MS. WILSON

123, 124 Survey of United States History United States history from the age of discovery to the present. Although chronological symmetry is maintained, an effort is made to demonstrate the particular value of political, economic, and constitutional interpretations. *Four credit hours.* MR. MOSS AND MR. WEISBROT

151, 152 Self, State, and Society in East Asia Listed as East Asian Studies 151, 152 (q.v.). *Four credit hours.* MR. FEIGON AND MR. GANZA

153 Western Africa and the Atlantic World An introduction to major themes in western African history and in the continent's relationship to the wider Atlantic world. Topics include Islam in Africa, precolonial African states, the slave

trades, the South Atlantic system, the commercial revolution, and European colonialism. *Four credit hours.* MR. WEBB

154 Eastern and Southern Africa and the Indian Ocean World An introduction to major themes in eastern and southern African history and in the continent's relationship to the wider Indian Ocean world. Topics include precolonial political culture, Arab and Indian diasporas, the slave trades, European colonialism, the problem of underdevelopment, and apartheid. *Four credit hours.* MR. WEBB

171 Ireland from Union (1800) to the Present A broad introductory survey describing the origin and development of the most important elements of modern Irish culture. Formerly listed as History 197. *Four credit hours.* MR. COCKS

[211j] Public Lives/Private Lives: Men and Women in Europe from the Middle Ages to the Present An examination of the effects of gender and historical situation on individuals, values, experiences, and expectations from birth to death. The lives of a number of ordinary and extraordinary people—students, workers, reformers, philosophers, kings, and saints—will be studied against the backdrop of significant events or periods in European history. *Three credit hours.*

212 Cultural History of Modern Europe A survey of significant developments in European society and culture from the eighteenth century to the present. Topics based on the themes of Enlightenment and Revolution include romanticism, nationalism, liberalism, socialism, fascism, and feminism. Readings from Marx, Darwin, Freud, and de Beauvoir. Formerly listed as History 112. *Four credit hours.* MS. WILSON

215 America and Asia: Attitudes and Relationships A history of United States attitudes and relations with Asian countries, principally China and Japan, particularly as manifested in such episodes as the opium wars, the anti-Oriental exclusion laws, the open-door policy, the Pacific side of World War II, the Korean War, the war in Vietnam, and present-day U.S.-China and U.S.-Japan relations. The American view of East Asia will be compared with other accounts of life in the region. *Four credit hours.* MR. FEIGON

†[216] The Chinese Revolution Modern China, concentrating on the massive upheavals that have shaped her history in the past century, from the Taiping Rebellion of 1850-1864 to the death of Mao. *Four credit hours.*

[217j] The Administration of John F. Kennedy A case study in presidential leadership. *Three credit hours.*

[218] Recreating the Past Methods of interpreting the record of past events; focusing on the works of professional historians, and including novelists and others who have contributed to the understanding of history. *Three or four credit hours.*

231d2 Medieval History, 500-1300 A survey of the society and culture of the Middle Ages. Topics include feudalism, monasticism, the proprietary church

system, the agricultural revolution, the Crusades, the rise of national monarchies and the struggles between church and state, scholasticism, troubadour poetry, and Gothic cathedrals. *Four credit hours.* MS. WILSON

†[232] Renaissance and Reformation, 1300-1600 A survey of the movements for ethical, political, and religious reform in Europe and their impact on the family, the church, and the state. Topics include humanism, the rise of capitalism, art and patronage, education and printing, the search for utopias, and the realities of social disorder and political conflict. *Three or four credit hours.*

233 Comparative World History, 1400-1800 A comparative examination of processes of historical change in Africa, South America, North America, Australia, and Eurasia. Topics include patterns of global ecological change, colonization and overseas trade, slavery in world history, and social change and resistance. Designed to provide solid, historical knowledge of the world beyond the West and to put historical knowledge of the West into comparative perspective. *Four credit hours.* MR. WEBB

234 Comparative World History, 1800-1960 A sequel to History 233. Topics include European colonial empires, systems of forced labor, the phenomenon of secondary empire, the evolution of the global economy, and anti-colonial struggles for independence. *Four credit hours.* MR. WEBB

[236] History of Women in Europe European gender roles and women's experiences from the mid-nineteenth century through the second world war: interaction of industrialization, wars, and reform movements with women's evolving legal and social positions. Focus on France and Britain. *Four credit hours.*

237 The Emergence of Modern Britain, 1688-1867 Political, economic, and intellectual history of Britain from the "Glorious Revolution" through the Age of Reason, the American, French, and Industrial Revolutions, the Napoleonic Wars, Romanticism, and the building of the British Empire. *Four credit hours.* MR. GILLUM

238 Modern Britain, 1867-1990 Britain from the nineteenth-century "Pax Britannica" of Palmerston, Disraeli, and Gladstone through two world wars, Socialism, and the loss of the Empire to the age of "Thatcherism." *Four credit hours.* MR. GILLUM

251 East Central Europe A rapid historical survey of the peoples living on the territories of present day Czechoslovakia, Poland, Hungary, Romania, and the Balkan Peninsula from the earliest time to the present. Emphasis on social, political, and intellectual developments. Topics include the rise and demise of the Habsburg and Ottoman Empires, the Polish-Lithuanian Commonwealth and its partitions, nationalist and socialist movements, nation-building, Sovietization, and contemporary dissent. Formerly listed as History 313. *Four credit hours.* MS. LIVEZEANU

252 Introduction to History This course is divided into three units: the first introduces students to history's history and philosophical problems; the second

explores the nature of historical disputes with emphasis on the nature of historical evidence and its use; the third introduces the problems of doing original research in history. *Four credit hours.* MR. MOSS

[254] Comparative Communism An examination of Marxist theory and the reality of the two main states calling themselves Marxist—the Soviet Union and the People's Republic of China. *Four credit hours.*

257d2 History of Women in America A survey of the evolution of female gender roles from the colonial era to the present. The course focuses on the impact of political, economic, and social change on women's possibilities and treats the history of feminism as well as constructs of femininity. Reading in primary documents and secondary literature. *Three or four credit hours.* MS. HUNTER

259 Modern France An introductory survey of the paradoxes in French society from the mid-nineteenth century to de Gaulle's regime in the Fifth Republic. The drama of conflict between conservative groups and radicals is studied in the context of persistent nationalism, cultural imperialism, and economic modernization. *Four credit hours.* MS. MAVRINAC

261, 262 Russian History, from Early Times to the Present The first semester of this survey emphasizes social, political, and cultural trends in the imperial period. The second term covers social, political, and cultural trends in the revolutionary and Soviet periods. Several films will be used. *Four credit hours.* MS. LIVEZANU

272 War and Revolution in Vietnam Listed as Government 271 (q.v.). *Three or four credit hours.* MR. BOWEN AND MR. WEISBROT

277 African-American History: From Slavery to Freedom A study of black experience in America, focusing on the nature of racism, the experience of slavery, the role of African-Americans in shaping the nation's history, and the struggle for equality from colonial times until the present. *Three credit hours.* MR. WEISBROT

294 The Use of the Computer in Historical Studies An introduction to the computer for historical research. Group projects, using nineteenth-century United States census surveys, French arrest and British parliamentary records, provide "hands-on" experience. Data analysis and critiques of quantitative history writings are included. *Three or four credit hours.* MS. MAVRINAC

295j Internship in History Internships in museums, historical restoration, historical societies, and preservation centers. Nongraded, credit or no entry. *Prerequisite:* Permission of the instructor. *Zero to three credit hours.* FACULTY

311j Tutorial in History Individual or small group sessions, with emphasis on research methods, especially for juniors. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. HUNTER

[312] The Atlantic Revolutions A comparative evaluation of the origins, stages of development, and significance of the French and American revolutions

from circa 1750 to 1815; theories of revolution and historiography of the "Atlantic" revolutions. *Prerequisite:* Permission of the instructor. *Three or four credit hours.*

[314] Right-Wing Nationalism and Fascism A theoretical and empirical exploration of right-wing movements in twentieth-century Europe; different theories of fascism, and case studies of German, Italian, and other fascist movements in Eastern and Western Europe. Several films will be used. *Four credit hours.*

[315] The First World War and the Crisis of European Society Total war without generals or heroes. Emphasis will be given to the effect of the war on British and German societies. *Three credit hours.*

316 The Second World War A military and political analysis of the events and forces in the war of 1939-1945 as it affected the countries and the people involved, focusing on the European theatre of operations. Some previous knowledge of European history is recommended. *Four credit hours.* MR. GILLUM

†[317] The Introduction of Marxism into China The development of Marxist ideology in Europe interwoven with the history of the evolution of Chinese thought and society in the late nineteenth and early twentieth centuries as a result of the impact of Western imperialism. The origin of the Chinese environment into which Marxist thought was received and transformed and the impact of Marxist ideas on China through the early 1930s. *Four credit hours.*

†[318] The People's Republic of China The development of Chinese Communist theories and practice since 1949 and their relation to socialist ideas and activities in other countries. Special emphasis will be placed on the socioeconomic background in China within which Maoist theory developed, particularly on the problems involved in attempting to bring about a socialist reorganization of state and society while engaged in industrial development. *Four credit hours.*

319d2 Economic Change in Twentieth-Century Africa A seminar on the relationships among land, labor, and capital in twentieth-century Africa. Case studies of African colonies and their relationships to the imperial metropolises and the international economy. Designed to provide a solid historical foundation for understanding contemporary problems. *Three credit hours.* MR. WEBB

†[331] Women, the Family, and the State in Europe, 400 B.C.-1850 A.D. A survey of ideas about women, the family, and the state expressed by prominent social thinkers from Plato to Darwin and their critics. Exploring the question of how Christianity, revolutionary rhetoric, and science supported or challenged prevailing attitudes and mores regarding the nature and place of the sexes; the relationship between ideas about gender and the reality of women's lives from classical Greece to the Industrial Revolution. *Prerequisite:* History 111 or 212 or permission of the instructor. *Three or four credit hours.*

332j Women, Law, and Medicine in Early Modern Europe: The Witch-Craze An examination of the witch-craze in sixteenth-century Italy, France, Switzerland, and Scotland and of the broader issues which it raises regarding

women's status in the family, the community, the economy, the church, and the law courts of early modern Europe. *Three credit hours.* MS. WILSON

[333] Medieval England A political survey of English history in the Saxon, Norman, Angevin, Lancastrian, and Yorkist periods. *Three credit hours.*

[334j] Crisis and Reform: The 1960s The Utopian hopes for government during the Kennedy and Johnson years, both in solving social problems and in containing Communism around the world. Readings focus on the shaping of federal policies, their domestic and global impact, and the cultural and political legacy of this era. *Three or four credit hours.*

***335 Tudor-Stuart England** The contest of religious doctrines and the conflict of political concepts, from the Renaissance despotisms of Henry VII, Henry VIII, and Elizabeth to the Stuart rulers, the English Civil Wars, the "reign" of Oliver Cromwell, and the "Glorious Revolution" of 1688. *Four credit hours.* MR. GILLUM

†[338] A Constitutional and Legal History of Medieval England English governmental and legal principles in the Saxon period, in the time of Henry II, and in the thirteenth century. Developments since 1307 will be considered briefly. *Three credit hours.*

[351] France in the Age of Absolutism and Enlightenment A close look at society, politics, science, and culture in early modern France; the weight of tradition measured against the need for reform. Readings include works by Richelieu, Descartes, and Voltaire, as well as first-hand accounts of popular revolts, the witch-craze, and life among the less privileged; computer simulation of prospects for social mobility in the world of Louis XIV. *Three or four credit hours.*

[353] American Culture and Society, 1865-1975 The development of modern American culture from the Gilded Age to the "Me" decade, from the Civil War to Vietnam. Social change and the evolving meaning of work, leisure, the individual, and the social experiment as reflected in literature, film, music, and art. *Three or four credit hours.*

[354] American Intellectual History, 1865-1917 An analysis of the dominant intellectual controversies during America's transition from an agrarian to an industrialized society. Focus is upon the effort made by American thinkers to redefine the meaning of community and the relationship of the individual to that community. *Three credit hours.*

355 The French Revolution and Napoleon The origins and political and social development of the French Revolution and Napoleonic dictatorship, 1789-1815. This period of French and European history will be compared to other revolutions. *Four credit hours.* MR. RAYMOND'

357 Modern Germany The German response to the French Revolution of 1789, the establishment of the German Empire by Bismarck, the economic development of Germany prior to World War I, and the Nazi era leading to German defeat and partition in 1945. *Four credit hours.* MR. GILLUM

372 The American Civil War The Civil War and its military and political history from about 1860 to 1865. *Three credit hours.* MR. RAYMOND

[376] America: The New World, 1607-1783 The American colonies from their earliest settlement to the Revolution; the emergence of a unique American society and mind from the Puritans to George Washington. *Three or four credit hours.*

[377] The Coming of the Civil War An examination of American history from 1840 to 1861, focusing on the breakdown of the American federal democracy and the causes of the Civil War. Consideration of alternative explanations put forward by contemporaries and by later historians. *Prerequisite:* A course in American history or permission of the instructor. *Three or four credit hours.*

[378] The United States, 1783-1860 The problems of the new nation, including the Constitution, geographical expansion, religious revivalism, reform, democracy, slavery, and sectionalism. *Three or four credit hours.*

393 American Cultural History, 1600-1865 American life from the founding to the Civil War as seen from a social and intellectual perspective. Emphasis on the growth of a unique American mind and its relationship to new world social and political development. *Three credit hours.* MR. MOSS

415A Seminar in American History: 1960s An exploration of the 1960s as a historical problem. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. WEISBROT

415B Seminar in American History: Adolescence An exploration of the changing significance and experience of youth in relation to the family, the peer group, the economy, and the society. Readings include theory and a range of period documents. *Three or four credit hours.* MS. HUNTER

416A Seminar in American History: American Culture Since 1945 Readings and research on key issues in American life since World War II. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. MOSS

[416B] Seminar in American History: Photography and the Genteel Tradition, 1870-1955 Principal intellectual issues of the period, and how the work of major photographers corresponds to the responses of thinkers; determining the elements of intellectual history. *Prerequisite:* Permission of the instructor. *Four credit hours.*

[419] Seminar: Life History and the Historical Moment An examination of the impact of cultural change on the lives of individuals. Using sources drawn from psychology, art, sociology, and literature, as well as history, the course will explore changing attitudes toward childhood, sexuality, work, and death from the Middle Ages to the present. *Four credit hours.*

[432] Seminar in African-American History "Black Thought and Leadership." An intensive examination of selected leaders in African-American history, focusing on civil rights activists and black nationalists of the past century;

biographies and writings of W. E. B. DuBois, Marcus Garvey, Martin Luther King, and Malcolm X, among others. *Prerequisite:* Permission of the instructor. *Four credit hours.*

458 Seminar in Modern Chinese History Listed as East Asian Studies 458 (q.v.). *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. FEIGON

472 Seminar in Russian and East European History: The Intelligentsia Intensive study of intelligentsia responses to the political and social conditions of their societies. Topics include the Slavophile-Westernizer controversy, populist movements, Marxist trends, women of the intelligentsia, Soviet and East European dissidents. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. LIVEZEANU

491, 492 Independent Study A study of history through individual projects. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

493d2 The Holocaust An examination of the Holocaust through literary and historical approaches, drawing on both primary and secondary sources, exploring the facts of the Holocaust, and confronting the moral and philosophical challenges posed by the event. Concurrent enrollment in appropriate section of English 493d required. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. LIVEZEANU

[497] Religion and Nationalism in Ireland A close examination of the content and intermingling of the two prominent forces shaping Irish society today, and a consideration of the effect this interaction has had on Irish immigrant communities. *Four credit hours.*

498 Bunche Honors Seminar The course examines issues of race relations, civil rights, and diversity, with special reference to the life and legacy of Ralph J. Bunche, a twentieth-century activist, scholar, and diplomat. Readings include such subjects as civil disobedience, the "Black Power" movements, and affirmative action. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. WEISBROT

Italian

In the Department of Modern Foreign Languages.

125, 126 Elementary Italian Introduction to the language, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work. *Four credit hours.* MR. FERGUSON

†[127] Intermediate Italian Intensive review of the fundamentals of the language. Practice in the oral-aural skills, supplemented by work in the language laboratory and composition, all based on a variety of modern readings. *Prerequisite:* Italian 126 or permission of the instructor. *Three credit hours.*

[138] Introduction to Italian Literature and Culture Representative works by major authors since Unification, emphasizing the period since World War II.

Parallel readings in the historical and cultural background. Regular practice in composition. *Prerequisite:* Italian 127 or permission of the instructor. *Four credit hours.*

January Program

002j Emergency Medical Technician Training Intensive training in basic techniques practiced in emergency medicine. Theory and practical exercises given in conjunction with Kennebec Valley Vocational Technical Institute. *Prerequisite:* Permission of the faculty sponsor. *Noncredit.* INSTRUCTOR

291j Individual Projects Each department and interdisciplinary major sponsors a number of individual January program projects, primarily for majors, to be offered under the appropriate subject heading. At the time of registration the student and sponsor will determine if the project is to be graded or nongraded, and if it is to be for credit or noncredit. The number of credits possible varies with department or program. *Prerequisite:* Permission of the sponsor. *Two or three credit hours or noncredit.* FACULTY

Other January Programs Most courses to be offered in January are listed with the regular semester offerings of each department or program. A "j" following the course number indicates a January Program course. A complete list of offerings will be available in the January Program Course List, issued in October when students elect a course for the January term. Enrollment is limited to 30 or fewer students in nearly all courses. Freshmen have priority in all 100-level courses unless otherwise indicated in the Course List.

Japanese

In the Department of Modern Foreign Languages. All courses in Japanese are part of the East Asian Studies Program.

Assistant Professor Tamae Prindle; Visiting Instructor Yukiko Hirakata

A minor in Japanese is offered for students who have a substantial interest in Japanese language and culture.

Requirements for the Minor in Japanese

Japanese 125, 126, 127, 128, 321, and one elective course in Japanese studies/culture selected from Japanese 273, 332, East Asian Studies 232, Government 237, 358, or from other courses identified with an adviser in Japanese.

125, 126 Elementary Japanese Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Five credit hours.* MS. PRINDLE

127, 128 Intermediate Japanese A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126. *Four credit hours.* MS. PRINDLE AND MR. HIRAKATA

321, 322 Third-Year Japanese Advanced readings in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 128 or permission of the instructor. *Three or four credit hours.* MS. PRINDLE AND MR. HIRAKATA

[332] Money and Society in Japanese Literature An analysis of Japanese novels and short stories (in translation) from the standpoints of Western and Japanese theories on society, culture, and economy. Theoretical works include Fried's *The Evolution of Political Society*, Lévi-Strauss' *Structural Anthropology*, Fromm's *Anatomy of Human Destructiveness*, Nakane's *Japanese Society*, and Doi's *The Anatomy of Independence*. Novels and short stories include Aaikaku's *Family Storehouse*, Kôyô's *Gold Demon*, Ichiyô's *Troubled Waters (Nigorie)*, Sôseki's *And Then*, Kobayashi Takiji's *The Cannery Boat*, and Genji Keita's "The Lucky One." *Four credit hours.*

421, 422 Fourth-Year Japanese Further readings and writing in Japanese and use of current audio-visual materials. *Prerequisite:* Japanese 322 or permission of the instructor. *Three or four credit hours.* INSTRUCTOR

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

Latin

In the Department of Classics.

111 Intensive Elementary Latin An intensive course in Latin grammar and syntax. *Four credit hours.* MR. WALKER

112 Intensive Intermediate Latin Latin grammar and syntax. *Four credit hours.* MR. WALKER AND MISS BLASINGHAM

131 Introduction to Latin Literature Selected readings. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Latin 112 or permission of the instructor. *Four credit hours.* MISS BLASINGHAM

[232] Introduction to Latin Poetry Readings in Terence. *Prerequisite:* Latin 112 or permission of the instructor. *Three or four credit hours.*

[251] Latin Literature Roman drama. *Three or four credit hours.*

351d2 Latin Literature Lucretius. *Three or four credit hours.* MRS. KOONCE

352d1 Latin Literature Livy. *Three or four credit hours.* MRS. KOONCE

[353] Latin Literature Roman elegy and lyrics. *Three or four credit hours.*

354d1 Latin Literature Cicero: selected speeches. *Three or four credit hours.* MISS BLASINGHAM

- [355] **Latin Literature** Roman satire. *Three or four credit hours.*
- [356] **Latin Literature** Cicero: letters. *Three or four credit hours.*
- [357] **Latin Literature** Horace: *Odes* and *Ars Poetica*. *Three or four credit hours.*
- [358] **Latin Literature** Tacitus. *Three or four credit hours.*
- [359] **Latin Literature** Virgil: *Eclogues* and *Georgics*. *Three or four credit hours.*
- [371] **Latin Literature** Terence. *Three or four credit hours.*
- 491, 492 Independent Study** Reading in a field of the student's interest, with essays and conferences. *One to three credit hours by prior arrangement.*
- FACULTY**
- †[494] **Seminar** Virgil: *Aeneid*. *Three or four credit hours.*

Legal Studies

Director, PROFESSOR ALBERT MAVRINAC

ADVISORY COMMITTEE: *Professors William Cotter (Government), Frederick Gillum (History), Sandy Maisel (Government), Mavrinac (Government), Robert McArthur (Philosophy), James Meehan (Economics), Sonya Rose (Sociology), and Thomas Tietenberg (Economics)*

The Legal Studies Program consists of a selection of courses that examine the law and the legal process from diverse disciplinary perspectives. In the tradition of the liberal arts, these courses focus on the law as it relates to other areas of knowledge. The program is designed particularly for the student who is not planning to go to law school and is specifically not part of a pre-law curriculum. Courses range from those dealing with such specialized areas of the law as constitutional, international, and business, to those which examine the law in the broader perspectives of economic thought or moral philosophy. Some courses focus on the Anglo-American common law, while others use comparative techniques to gain insights into the legal systems of other societies with different legal traditions. The professors in these courses come from many disciplines and are all active in research, writing, or consulting on legal matters or related subjects.

Students who are interested in attending law school should consult the committee on professional preparation for law and government service, and should avoid overconcentration on law-related courses as undergraduates.

Courses Offered in the Legal Studies Program

Administrative Science: 354 Law.

Economics: 312 Topics in Law and Economics; 331 Industrial Organizations and Antitrust Economics; 332 Regulated Industries.

Government: 114j The Constitution and Civil Rights; 118j Crooks, Cops, and the Constitution; 313 American Constitutional Law I; 314 American Constitutional Law II; 319 Law and Social Change: Women and Minorities; 412 Seminar on Law and Society; 458 Seminar on the United Nations.

History: 338 A Constitutional and Legal History of Medieval England.

Philosophy: 118 Central Philosophical Issues: Philosophy of Law.

Literature in Translation

Offered by the departments of Classics, English, and Modern Foreign Languages.

133 Greek Myth and Literature Listed as Classics 133 (q.v.). *Three or four credit hours.* MR. WALKER

†[177] Topics in Classics Listed as Classics 177 (q.v.). *Two or three credit hours.*

†[178] Topics in Classics Listed as Classics 178 (q.v.). *Two or three credit hours.*

[231, 236] Literature of China and Japan in Translation Listed as East Asian Studies 231, 232 (q.v.). *Four credit hours.*

232 Greek Tragedy Listed as Classics 232 (q.v.). *Three or four credit hours.* MR. WALKER

†[233] Topics in Russian Literature: Dostoevsky Listed as Russian 231 (q.v.). *Three credit hours.*

†[234] The Heroic Ideal in Early Greek Poetry Listed as Classics 234 (q.v.). *Three or four credit hours.*

237, 238 Russian Literature in Translation I, II Listed as Russian 237, 238 (q.v.). *Three or four credit hours.* MS. MCCARTHY AND MS. ROBINSON

[239] Topics in Russian Literature Listed as Russian 232 (q.v.). *Three credit hours.*

252 Introduction to Chinese Literature in Translation Listed as Chinese 252 (q.v.). *Three or four credit hours.* MR. KEENAN

271 Japanese Women through Films and Literature Listed as East Asian Studies 271 (q.v.). *Four credit hours.* MS. PRINDLE

331 Images of Women in French Literature Listed as French 331 (q.v.). *Four credit hours.* MS. DIACONOFF

[373] The Development of Dramatic Art Listed as English 373 (q.v.). *Three or four credit hours.*

375 Studies in Drama Listed as English 375 (q.v.). *Three or four credit hours.*
MR. KOONCE

437 The Literature of Existentialism Listed as English 437 (q.v.). *Three or four credit hours.* MR. MIZNER

Mathematics

Chair, PROFESSOR KEITH DEVLIN

Professors Homer Hayslett¹, William Berlinghoff, and Devlin; *Associate Professors* Donald Small and Dale Skrien; *Assistant Professors* Carol Bassett², Amy Boyd³, Bruce Frech, Martin Bier, Kevin Farrell, and Dexter Whittinghill

The Mathematics Department offers courses in computer science (see listings under "Computer Science") and mathematics for students who: (1) plan a career in an area of pure or applied mathematics or computer science; (2) need mathematics as support for their chosen major; or (3) elect to take mathematics as part of their liberal arts education or to partially fulfill the science requirement.

Colby mathematics majors in recent years have entered graduate school to do advanced work in such areas as mathematics, statistics, computer science, bio-mathematics, and physics. They have also used the major as a solid foundation for careers in teaching, law, insurance, banking, management, and other areas.

Requirements for the Major in Mathematics

Mathematics 361, 362, 401, 402, 433, 434; and 12 additional hours selected from the following: Computer Science 231 or mathematics courses numbered 300 or above.

The point scale for retention of the major applies to all courses taken in the department. No requirement for the major may be taken pass/fail. The comprehensive examination in the major is to be taken in the senior year.

Freshmen planning to major in mathematics or one of the physical sciences should elect Mathematics 123 or should elect in the sequence Mathematics 121, 122, 212, 253 (advanced placement or high school background would determine where a student should enter the sequence).

Freshmen who intend to enroll in Mathematics 119, 121, 122, or 123 must take the mathematics placement test during freshman orientation.

Requirements for the Major in Mathematics with a Concentration in Computer Science

Computer Science 125, 132, 231; Mathematics 124 or 212; 253; 361; 378; 401; 402; 433; and at least five additional credit hours in 300-level or 400-level courses in either computer science or mathematics. Mathematics 332 and 372 are recommended.

Attention is called to the interdepartmental majors in economics-mathematics and philosophy-mathematics, and to the concentration in applied mathematics.

Requirements for the Minor in Mathematics

Completion of one year of calculus, including infinite series; this proficiency requirement may be satisfied by completing any of the following: Mathematics 122 or 124 or a score of 4 or 5 on the Advanced Placement Calculus Examination (BC syllabus). Mathematics 253 is required and at least one mathematics course at the 300 level.

Students interested in teaching, private and public, are urged to read the education section of the catalogue and to contact a member of the Education Department.

¹On leave full year.

²Part-time.

³Joint appointment in administrative science and mathematics; on leave second semester.

011j Pre-Calculus Absolute values; equations of lines, circles, and parabolas; functional notation; combining functions; graphing functions; applications of functions to word problems; polynomial and rational functions; trigonometric functions of angles; trigonometric functions of real numbers. *Noncredit*. INSTRUCTOR

111 Introduction to Mathematics The historical and contemporary role of mathematics in culture and intellectual endeavor; history of mathematics; the nature of contemporary mathematics; mathematics as a tool for problem solving; logical reasoning; topics from geometry. *Three credit hours*. INSTRUCTOR

112 Non-calculus Statistics Description of data, confidence intervals, tests of hypotheses, non-parametric statistics, correlation and regression (including multiple regression), use of computer statistical packages. *Four credit hours*. MR. SKRIEN

[117] Introduction to Discrete Mathematics A study of logic, sets, relations, and combinatorics. *Four credit hours*.

[118] Computational Linear Algebra with Applications An introduction to linear algebra, taught from a computational and algorithmic point of view, with applications from a variety of disciplines. Matrices and determinants, linear systems, vector spaces, and eigenvalues. *Four credit hours*.

119d Introduction to Calculus and Its Applications Differential and integral calculus of functions of one variable: derivatives, integrals, and applications. Includes exponential and logarithmic functions. Emphasis on geometric understanding; applications taken from the social and biological sciences. Computer-based symbolic manipulator will be used. Not part of a calculus sequence. Credit is not given for both Mathematics 121 and 119. Students electing this course must take the mathematics placement test during freshman orientation. *Four credit hours*. MR. FRECH

121d Calculus I Differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications. Students electing this course must take the mathematics placement test during freshman orientation. *Four credit hours*. FACULTY

122d Calculus II Further study of differential and integral calculus of one variable: exponential and logarithmic functions, techniques of integration, infinite series. *Prerequisite: Mathematics 121. Four credit hours*. FACULTY

123 Calculus of One and Several Variables I Differential calculus of one and several variables: functions, limits, continuity, differentiation. May not be taken for credit if the student has earned credit for Mathematics 121. Recommended for students who have had a calculus course in high school. Note that Mathematics 123 and 124 satisfy all calculus prerequisites for upper-level courses. Students electing this course must take the mathematics placement test during freshman orientation. *Four credit hours.* FACULTY

124 Calculus of One and Several Variables II Integral calculus of one and several variables: integration and infinite series. May not be taken for credit if the student has earned credit for Mathematics 122. Note that Mathematics 123 and 124 satisfy all calculus prerequisites for upper-level courses. *Prerequisite:* Mathematics 123. *Four credit hours.* FACULTY

193 Mathematics Seminar I An introduction to some of the basic ideas of mathematics: conjectures, refutations, proofs. Topics may include number theory, set theory, recursion, combinatorics, geometry. *Prerequisite:* Freshman standing and permission of the instructor. Nongraded. *One credit hour.* INSTRUCTOR

194 Mathematics Seminar II Topics may include number theory, set theory, recursion, combinatorics, geometry. *Prerequisite:* Freshman standing and permission of the instructor. Nongraded. *One credit hour.* INSTRUCTOR

212d Multivariable Calculus Vectors, lines, and planes; limits, continuity, derivatives, and integrals of vector-valued functions; partial and directional derivatives; multiple integrals; introduction to calculus of vector fields; applications. May not be taken for credit if the student has earned credit for Mathematics 124. Formerly listed as Mathematics 222. *Prerequisite:* Mathematics 122. *Four credit hours.* FACULTY

231d Elementary Statistics and Regression Analysis Elementary probability theory, special discrete and continuous distributions, descriptive statistics, sampling theory, confidence intervals, tests of hypotheses, correlation, linear regression, and multiple linear regression. Examples and applications slanted toward economics. *Prerequisite:* Mathematics 119, 121, or 123. *Four credit hours.* MS. BOYD AND MR. WHITTINGHILL

253d Linear Algebra Solutions of linear systems of equations, matrix algebra, determinants. Introduction to abstract vector spaces and linear transformations, eigenvalues, and eigenvectors. Includes material on logic, sets, relations, functions, and proof techniques. *Prerequisite:* Mathematics 122 or 124. *Four credit hours.* MR. BERLINGHOFF

272 Introduction to Mathematical Modeling Deterministic, probabilistic, and simulation modeling of situations and phenomena—such as arms races, spread of epidemics, cultural stability, population growth, political coalitions—from a variety of subject areas. *Prerequisite:* Mathematics 119, 121, or 123. *Four credit hours.* INSTRUCTOR

274 Introduction to Abstract Mathematics A bridge between calculus and upper-level mathematics courses. The course presents the principles of

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mathematical logic and uses them to examine the standard methods of direct and indirect proof, including mathematical induction and epsilon-delta arguments. *Prerequisite:* Mathematics 122 or 124 or permission of the department. *Three credit hours.* INSTRUCTOR

293 Sophomore Seminar I Topics may include number theory, set theory, recursion, combinatorics, geometry, mathematical modeling. *Prerequisite:* Sophomore standing and Mathematics 122 or 124. Nongraded. *One credit hour.* FACULTY

294 Sophomore Seminar II Topics may include number theory, set theory, recursion, combinatorics, geometry, mathematical modeling. An introduction to the techniques of reading mathematical journals and making oral presentations. *Prerequisite:* Sophomore standing and Mathematics 122 or 124. Nongraded. *One credit hour.* FACULTY

311 Introduction to Differential Equations Theory and solution methods of first-order ordinary differential equations; linear differential equations; first-order linear systems; qualitative behavior of solutions; Laplace transforms; series solutions; existence and uniqueness of solutions; applications. *Prerequisite:* Mathematics 253, and 124 or 212. *Three credit hours.* MR. FARRELL

312 Topics in Differential Equations A continuation of Mathematics 311. Series solutions; boundary value problems; numerical methods; topics chosen from nonlinear differential equations, stability, difference equations, Fourier series, partial differential equations, and delay differential equations. *Prerequisite:* Mathematics 311. *Three credit hours.* MR. BIER

[331] General Topology Elementary set theory, functions, equivalence relations, topological spaces, basis for a topology, subspaces, concept of neighborhoods, open and closed sets, continuous functions, product topology, connectedness, separation axioms, coverings of spaces, compactness, paracompactness, metric spaces and identification topology. *Prerequisite:* Mathematics 124 or 212 and 274. *Three credit hours.*

[332] Introductory Numerical Analysis Solution by numerical methods of linear and nonlinear equations, systems of equations, and differential equations; numerical integration; polynomial approximation; matrix inversion; error analysis. A time-sharing computer system will be used to solve problems. *Prerequisite:* Some programming experience, Mathematics 253, and 124 or 212. *Three credit hours.*

336 Mathematics for Economics Listed as Economics 336 (q.v.). *Prerequisite:* Economics 223, 224 and Mathematics 124 or 212. *Three credit hours.* MR. DONIHUE

[352] Complex Variables The arithmetic and calculus of complex numbers and functions. The properties of analytic functions, including Cauchy's integral theorem and formula, representation by Laurent series, residues and poles, and the elementary functions. *Prerequisite:* Mathematics 253, and 124 or 212. *Three credit hours.*

361, 362 Higher Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 253, and 124 or 212, or permission of the instructor. *Three credit hours.* MR. BERLINGHOFF

372 Discrete Mathematics Selected topics in modern mathematics and operations research that have applications in current societal problems. The content will vary from year to year, but topics such as graph theory, combinatorics, game theory, linear programming, optimization techniques, and Markov chains may be considered. *Prerequisite:* Mathematics 253, and 124 or 212, or permission of the instructor. *Three credit hours.* MR. SMALL

[376] History of Mathematics A survey of the major historical events of mathematical history, from the dawn of civilization to the twentieth century. Babylonian, Egyptian, Greek, and Arabic mathematical contributions examined in the context of their cultures. Modern mathematics is viewed in the light of various trends that emerged after the beginnings of calculus. *Prerequisite:* Mathematics 122 or 124 or permission of the department. *Three credit hours.*

378 Introduction to the Theory of Computation Formal languages, computability, non-computability, complexity classes, propositional calculus, predicate calculus. *Prerequisite:* Computer Science 125, Mathematics 361. *Three credit hours.* MR. DEVLIN

381, 382 Mathematical Statistics Random variables, special probability distributions, moment generating functions, maximum likelihood estimators, sampling distributions, regression, tests of hypotheses, confidence intervals, linear models, analysis of variance. Although applications are discussed, emphasis is on theory. *Prerequisite:* Mathematics 124 or 212. *Three credit hours.* MS. BOYD AND MR. WHITTINGHILL

401, 402 Mathematics Seminar Discussion of topics in pure and applied mathematics. Nongraded. *Prerequisite:* Senior standing in the mathematics major or a combined major including mathematics. *One credit hour for the year.* FACULTY

433 Real Analysis More advanced topics of calculus and an introduction to real analysis. *Prerequisite:* Mathematics 124 or 212 and senior standing, or permission of the instructor. *Three credit hours.* MR. SKRIEN

434 Topics in Real Analysis Content may vary from year to year, but topics such as topology, measure theory, functional analysis, or related areas may be considered. *Prerequisite:* Mathematics 433. *Three credit hours.* MR. SKRIEN

491, 492 Independent Study Independent study in an area of mathematics of particular interest to the student. *Prerequisite:* Mathematics major and permission of the department. *One to four credit hours.* FACULTY

Modern Foreign Languages

Chair, ASSOCIATE PROFESSOR JORGE OLIVARES

Professors Jean Bundy¹, Francisco Cauz², Guy Filosof, and Jonathan Weiss;

Associate Professors Hubert Kueter, Charles Ferguson, Priscilla Doel, James McIntyre³, Arthur Greenspan⁴, Jane Moss, Olivares, and Sheila McCarthy; *Assistant Professors* Anthony Anemone¹, Tamae Prindle, Suellen Diaconoff, Javier Gonzalez-Alonso⁵, David Keenan, Sylvie Witkin, Adrianna Paliyenko, Margrit Lichterfeld³, Silvia Bermudez, and Reinhard Andress⁶; *Instructors* Barbara Nelson³, Dace Weiss³, Elizabeth Bowen⁷, and Ursula Reidel-Schrewe; *Visiting Instructors* Yukiko Hirakata and Judith Robinson; *Language Assistants* Guo Yuhong, Georg Csak, and Noriko Katagiri

The programs in modern foreign languages are designed to bring students into close contact with the products of imagination and inquiry of other cultures; at the same time, the study of foreign languages and literatures heightens one's awareness of one's own culture. Students have the opportunity to study in a wide variety of areas, some interdisciplinary, to participate in one of Colby's language semester programs (Mexico, France, Germany), and to spend their junior year abroad either at Colby's own programs in Caen or Salamanca or at approved programs in other countries. Like most liberal arts majors, the study of foreign languages should be considered as a background leading to a wide variety of careers. Some students go on to pursue advanced degrees in languages and literatures. When languages are combined with course work in history, government, economics, or the natural sciences, career possibilities in law, medicine, business, and government are enhanced. Prospects for teaching languages are somewhat limited, but needs do exist in certain areas, and the department offers both courses and practical training in this field.

Note: Majors are offered in French, German, and Spanish; the department also offers instruction in Chinese, Italian, Japanese, Portuguese, and Russian. Interdisciplinary majors are offered in Russian and Soviet studies and in East Asian studies. A minor is offered in Japanese.

Teacher Certification: Students desiring certification for teaching French, German, or Spanish must take Modern Foreign Languages 411, and may in some cases be required to take other specified courses.

¹On leave full year.

²On leave second semester.

³Part-time.

⁴Resident director, Colby in Caen, full year.

⁵Resident director, Colby in Cuernavaca, first semester.

⁶Resident director, Colby in Lübeck, second semester.

⁷Resident director, Colby in Dijon, first semester.

[411] Teaching of Modern Foreign Languages Problems and methods of teaching modern foreign languages. Readings, discussions, practice work, and criticism. Counts as three hours in education toward the Maine secondary-school teaching certificate. Conducted in English. Nongraded. *Prerequisite:* Two 200-level modern foreign literature courses. *Three credit hours.*

491, 492 Independent Topics in Modern Foreign Languages Individual projects in language or literature in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the department chairman. *Two to four credit hours.* FACULTY

Music

Chair, PROFESSOR PAUL MACHLIN

*Professor Machlin; Associate Professor Dorothy Reuman*¹; *Assistant Professors Jonathan Hallstrom, Rebecca Gerber, and John Rice*

The Colby Music Department includes music historians, composers, and theorists, all of whom are performing musicians. The curriculum for majors and non-majors is designed to provide the broadest possible range of studies in music at all levels, while also allowing students the opportunity to develop their creative and expressive gifts as performers. The department's conviction that music is an art which bears an intimate relationship to the cultural and social matrix from which it springs is reflected in the wide diversity of course offerings.

Facilities include a 394-seat recital hall, two concert grand pianos and several smaller grands, an orchestra and band rehearsal room, an electronic music center with a variety of sound-producing and recording equipment, teaching studios, and practice rooms. Performances are scheduled in the recital hall and in Lorimer Chapel. The fine arts library contains a listening center, tapes and recordings, and resource materials for curricular and recreational needs.

Requirements for the Major in Music

Music 181, 182, 241, 242, 281, 282, 341, 342, 493 or 494; one elective in music at the 200 level or higher; at least four semesters of graded credit in applied music (individual study or ensemble). The department requires majors to demonstrate, by means of a brief examination, a specified level of proficiency at the keyboard by the end of the sophomore year. The specific elements of the exam are available from the department.

The point scale for retention of the major applies to all courses in music history and theory. No requirement for the major may be taken pass/fail.

Attention is called to the interdisciplinary majors in American studies and performing arts and to the minor in women's studies.

¹Part-time.

091j Applied Music Individual instruction for students who wish to devote the month of January to the study of voice or an instrument. Two half-hour lessons weekly, supplemented by individual daily practice. Similar arrangements can be made for students studying off campus. For additional information concerning fees and related matters, see the applied music statement following Music 494. Interested students should consult the department before registering. *Prerequisite:* Permission of the department. *Noncredit.* STAFF

111d Introduction to Music The development of perceptive listening and an introduction to Western art-music traditions through the study of selected works. No previous knowledge of music assumed. Cannot be counted toward the music major. *Four credit hours.* INSTRUCTOR

115j History of Chamber Music A history of music for string quartet offered by the members of the Portland String Quartet in residence at Colby College. Representative works by composers, i.e., Haydn, Mozart, Beethoven, and Schubert, will be studied in their cultural and historical context. *Two credit hours.* FACULTY

133d2 American Music A survey of American music from the time of the Pilgrims to the present, examining the cultivated traditions of art song, symphony, chamber music, and opera; also the vernacular heritage of Gospel hymnody, minstrelsy, ragtime, musical theater, blues, jazz, C & W, R & B, bop, rock, fusion, and more. Forms, techniques, media, and aesthetic elements as fundamentals of peculiarly American styles; society and commerce as shapers of those styles. *Four credit hours.* MR. RICE

[137j] History of Instruments The development of Western instruments beginning with the aulos and lyre of antiquity and culminating with synthesizers. The influence of specific composers on the development of new instruments or techniques. *Three credit hours.*

138d1 Renaissance Culture and Music An examination of musical patronage in the European church and state and the important musical genres and composers of the Renaissance. *Four credit hours.* MRS. GERBER

[151] Music in the Liberal Arts An exploration of relationships between the art of music and other areas within the liberal arts. Such areas might include physics, mathematics, physiology and psychology, philosophy and aesthetics, the visual arts, anthropology and sociology, language and literature, historical or area studies, theater and dance, and religion. *Three credit hours.*

153d Introduction to Music Theory An introductory survey of the main aspects of music theory and practice, including rhythm, intervals, scales and keys, melody, harmony, and form. Some music reading, creative writing, and analytical studies in various styles and periods are included. Primarily for students not intending to major in music. May not be taken for credit in addition to Music 181. *Four credit hours.* MRS. REUMAN AND MRS. GERBER

[174] European Popular Song Before 1800 The history of European popular song before 1800, including Medieval and Renaissance popular songs, which often arose from everyday events: songs from troubadour and trouvère repertoires, Master- and Minnesinger songs, and English popular songs and carols. *Four credit hours.*

181, 182 Music Theory I, II Within a sequence of courses designed to present analytical skills for understanding the elements and structure of tonal music, Music Theory I covers skills pertaining to notation, intervals, scales, tonality, and melodic construction. Includes ear training and sight singing. Music Theory II is a continuation of these skills and includes an introduction to four-part writing. Laboratory required in each course: a one-hour ear-training session per week. Primarily for music majors and others with prior training in music. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. WILSON

191d Applied Music: Individual Study Instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), organ and harpsichord, and selected brass and woodwind instruments. The student's performance in the course will be evaluated by faculty jury at the end of the semester. For additional information concerning fees, scheduling, and related

matters, refer to the applied music statement following Music 494. May be repeated for additional credit. *Prerequisite:* Music 153 or 181 for graded credit (may be taken concurrently) and permission of the department. *One or two credit hours.* STAFF

193d Applied Music: Ensemble Credit for participation in musical ensembles sponsored by the music department. In addition to the Colby Community Symphony Orchestra, the Colby Chorale, the Collegium Musicum (early music ensemble), the Band, and the Jazz Band, the department will undertake to form small ensemble groups as the need arises. Interested students should consult the department for additional information before registering. May be repeated for additional credit. *Prerequisite:* Music 153 or 181 for graded credit (may be taken concurrently) and permission of the department. *One credit hour.* STAFF

213 Introduction to Computer Music An introduction to computer music materials and synthesis options with emphasis on their use in composition; the basics of MIDI (the Musical Instrument Digital Interface), Frequency Modulation and Additive synthesis techniques, sampling, operation of studio hardware and software, etc. Students will create small composition etudes; the course will culminate in the creation of a larger, fully executed work. Enrollment limited. *Prerequisite:* Music 181 or 153 and permission of the instructor. *Three credit hours.* MR. HALLSTROM

231d2 Jazz Jazz between 1900 and 1950: the stylistic development of various subgenres (New Orleans jazz, the blues, stride piano music), analyses of the music of performers and composers (Louis Armstrong, Bessie Smith, Duke Ellington, Charlie Parker), and a study of the roots of rock and roll in urban black popular music. The music itself, as opposed to the sociology of jazz, will be emphasized. *Prerequisite:* Music 111 or 153 or 181. *Three credit hours.* MR. MACHLIN

235d Studies in Chamber Music Repertoire An examination of significant works from the literature for string trios, quartets, and quintets of the eighteenth through the twentieth centuries. In addition to placing the works in their historical context and analyzing them, participants in the course will prepare works for performance to be coached by the Portland String Quartet. May be repeated for additional credit. *Prerequisite:* Permission of the instructor. *One to four credit hours.* MRS. REUMAN

241 Topics in Music History: Composers Before 1750 The lives and representative works of selected composers before 1750. (Fall 1989: Monteverdi, Bach, Handel; Fall 1990: Perotin, Guillaume de Machaut, Josquin Des Prez.) *Prerequisite:* Music 182. *Four credit hours.* MRS. GERBER

242 Topics in Music History: Music Literature Before 1750 Representative major genres of music literature in the Western European tradition before 1750. (Spring 1990: Chant, motet, mass, chanson; Spring 1991: Counterpoint and fugue, vocal music—madrigal, cantata, opera.) *Prerequisite:* Music 241. *Four credit hours.* MRS. GERBER

[278] Opera as Theater A historical study of principles of opera production, with laboratory experience in staging scenes from several periods. *Prerequisite:* Permission of the instructor. *Four credit hours.*

281, 282 Music Theory III, IV Music 281 includes further study of harmony and an introduction to chromatic harmony. Music 282 covers postromantic harmony and contemporary techniques, analyzing representative works of twentieth-century composers. Primarily for music majors. *Prerequisite:* Music 182. *Three credit hours.* MR. HALLSTROM

[334] Faust in Music A study of one of the richest literary themes in music, the role of the Faust legend both in various musical genres (song, opera, symphony, and overture) and through the works of several composers (Schubert, Berlioz, Wagner, Liszt, Gounod, Mahler, and others). Enrollment limited. *Prerequisite:* Music 282 or permission of the instructor. *Three credit hours.*

341 Topics in Music History: Composers After 1750 The lives and representative works of selected composers after 1750. (Fall 1989: Haydn, Mozart, Beethoven, Schubert; Fall 1990: Wagner, Debussy, Stravinsky, Cage and his legacy.) *Prerequisite:* Music 282. *Four credit hours.* MRS. REUMAN

342 Topics in Music History: Music Literature After 1750 Representative major genres of music literature in the Western European tradition after 1750. (Spring 1990: Vocal Music—opera, choral literature, song—and Piano Literature of the nineteenth and twentieth centuries; Spring 1991: Chamber Music, Symphony, eighteenth and nineteenth centuries.) *Prerequisite:* Music 341. *Four credit hours.* INSTRUCTOR

[371] Composition Utilization of skills acquired through the study of theory, harmony, and musical analysis in the creation of small and large forms. Individual assignments will be made on the basis of each student's ability, training, and experience. Enrollment limited. *Prerequisite:* Music 182 or permission of the instructor. *Three credit hours.*

[373] Counterpoint and Fugue The principles of sixteenth- and eighteenth-century polyphony as exemplified in the works of Palestrina and J. S. Bach. Composition of motets, canons, inventions, and fugues; analyses of representative works of both composers. Enrollment limited. *Prerequisite:* Music 281 or permission of the instructor. *Three credit hours.*

[374] Conducting and Score Reading Basic conducting techniques and their application to stylistic interpretation, designed to develop the student's ability to read a full instrumental or choral score with fluency and insight. In addition to practice in clef reading and transposition, analysis of scores for a variety of ensembles from different eras in music history will be stressed; elements of the analysis will include extraction of the main melodic and harmonic elements from the score for keyboard rendition. Enrollment limited. *Prerequisite:* Music 281 or permission of the instructor. *Three credit hours.*

491, 492 Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work.

Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

[493, 494] Seminar in Music Topics will change each semester; a complete description will be available before registration. Primarily for senior music majors. *Prerequisite:* Music 282 and permission of the instructor. *Three or four credit hours.*

Applied Music Private lessons in voice and a variety of instruments are available, with or without academic credit (see Music 191d). Fees for lessons, billed through the College business office, depend upon the number of credits elected; consult the music department for specific charges. Extracurricular instruction in applied music is also available in January, and may satisfy a January requirement; no academic credit for applied music may be earned in January. Students electing Music 091j or 191d, or taking extracurricular instruction, must consult the applied music coordinator (Mrs. Helen Staples); however, individual lessons are scheduled in consultation with the appropriate applied music associate. *Note:* By electing any applied music, the student incurs a responsibility for the appropriate fee.

Music majors, beginning in the first semester of their sophomore year, are eligible for six semesters of subsidized instruction in applied music (Music 191d for two credits) in the instrument of their choice. Majors are also eligible for an additional four semesters of subsidized instruction; however, for those students who require instruction in piano in order to fulfill the piano proficiency requirement, two and only two of these additional semesters of instruction must be used towards completion of that requirement. Majors who study with approved instructors who are not members of the music department's applied music staff are eligible for the same subsidy; consult the applied music coordinator for specific criteria.

Performing Arts

Chair, PROFESSOR HOWARD KOONCE

Professors Patrick Brancaccio¹ and Koonce; *Adjunct Associate Professors* Christine Wentzel and Richard Sewell; *Assistant Professor* Joylynn Wing; *Adjunct Assistant Professor* James Thurston; *Instructor* David Mills; *Technical Director* John Ervin

ADVISORY COMMITTEE: *Professors* Mark Benbow (English), Brancaccio (English and Performing Arts), Koonce (English and Performing Arts), Paul Machlin (Music), Wentzel (Performing Arts), Sewell (Performing Arts), David Simon (Art), Thurston (Performing Arts), and Wing (Performing Arts and English)

The program in the performing arts enlarges existing patterns of academic concentration through credited work in theater, theatrical music, and dance. The program is founded on two premises: first, that performance is essential to a full understanding of the art form; second, that all the arts share significant modes of thought and expression, and that a knowledge of one art form will contribute to an understanding of all the arts. In addition to traditional lecture/discussion courses, the program includes frequent opportunities for practical experience in the theater.

The major in performing arts is a liberal arts, not a pre-professional, major. It is, however, a major which will adequately prepare particularly interested and talented students for graduate study and further involvement with performing groups. It is a structured major which ensures that all students have experience and training in technical theater as well as appearing on stage. It is an interdisciplinary major which relates the study of theater and dance to the study of art, music, and literature. As part of its offerings, the Performing Arts Department has established the Colby in London program, an opportunity to experience and study the performing arts with British professionals. The program strongly encourages majors to elect this opportunity and provides for non-majors interested in performance a unique, richly rewarding semester or year abroad.

Requirements for the Major in Performing Arts

I: Performing Arts 121, 171, 314, and one of the following: 253, 271, 275, 276, 353, 374, 453, or 472.

II: Three courses in art, literature, and music, no more than two of which may be at the 100 level, selected from the following: Art 111, 112, 131, 221, or 232; English 373 or 374; Music 111, 153, or 181.

Three additional courses chosen from *one* of the following categories: In art: 111, 112, 131, 221, 232, 234, 241, 261, 275, or any period of art history; in literature: English 334 Restoration Literature, English 359 Modern American Drama, English 373, 374 The Development of Dramatic Art I, II, English 375 Studies in Pre-Modern Drama, English 376 Studies in Modern Drama, English 383 Shakespeare's Tragedies, English 384 Shakespeare's Comedies and Histories, French 335 Seventeenth-Century French Theater, French 376 Modern French Drama, Greek 352 Sophocles, Greek 354 Euripides, Greek 493 Aeschylus, Latin 232 Readings in Terence, Latin 251 Roman Drama, Latin 371 Terence; or in music: 111, 133, 153, 181, 182, 219, 231, 278, or any period course in music history.

III: Fifteen credit hours in performing arts as follows: three credit hours in design (Performing Arts 231, 232, or 233); three credit hours in directing or choreography (Performing Arts 212, 311, or 341); and an interdisciplinary senior seminar (Performing Arts 494 or an equivalent course in a cooperating department). Six additional credit hours in performing arts, exclusive of Performing Arts 173.

IV: Significant participation in performance (design, direction, acting, dance) in three semesters. Requirement can be met with Performing Arts 292, 293, or Performing Arts 254, 354, 454, or Performing Arts 491, 492.

The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major may be taken pass/fail.

Requirements for the Minor in Performing Arts

Performing Arts 171 and 314 and five elective courses chosen among three possible emphases within the minor: acting and directing; design and technical theater; and dance. Specific course elections should be made in consultation with a designated adviser in Performing Arts.

¹Resident director, Colby in London Program.

†[031j] **London Theater and Dance.** *Noncredit.*

093j Applied Theater Significant participation in a production during January. Enrollment limited to members of the cast and crew. *Prerequisite:* Permission of the performing arts committee. *Noncredit.* FACULTY

111d Theater Production An introduction to the theatrical design and technical production process. Course focus is on technical production organization and management, the stage and its equipment, tools, materials, and methods used to execute scenery, costume, lights and sound. As technical theater is best learned through experience, a laboratory component provides significant participation in Performing Arts Department productions. Formerly listed as Performing Arts 121, 122. Enrollment limited. *Four credit hours.* FACULTY

[131j] London Theater and Dance *One to three credit hours.*

151 Costume and Custom History of dress as a language of social and traditional self-definition. Clothing styles related to styles in art, architecture, and world-view; theatrical costume as a special case of clothing. Researching costume and using it to project the play. *Three credit hours.* MR. SEWELL

153j Drama in Performance I Production of a play that will be studied both in its cultural context and as a representative of its kind, emphasizing the interplay between an intellectual command of a text and the problem of presenting a unified idea in actual production. Enrollment limited. See also Performing Arts 254, 354, and 454. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* MR. KOONCE

155, 156 Modes of Interpretation and Creativity in the British Theater I A study of dramatic texts for and performances of plays on stage in England. Offered in Colby in London. *Four credit hours.* FACULTY

171d Introduction to Performance A team-taught overview of three aspects of stage performance: the actor/director, the technician/designer, and the audience/critic. Three plays, to be studied in depth, include *The Skin of Our Teeth*, *A Midsummer Night's Dream*, *The Balcony*. Enrollment limited. *Four credit hours.* FACULTY

[173] The Audience Experience An introduction to the performing arts aimed at developing an informed, active audience through an acquaintance with theater and dance, and with the physical and artistic processes that create them. Emphasis on providing a critical and theoretical framework for approaching performance. Requires attendance at all Powder and Wig and performing arts productions, as well as attendance at one production elsewhere. *Three credit hours.*

175, 176 Techniques of Performing in the British Theater I Offered in Colby in London. *Four credit hours.* FACULTY

†[212] Fundamentals of Stage Managing and Directing The basic techniques of staging dramatic scripts. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Three credit hours.*

[218] Play Writing Basic problems in writing for the stage. Students will convert brief narratives (from Kafka, Boccaccio, Borges, etc.) into dramatic form to examine challenges of compression, stage (as different from narrative) impact,

delineation and development of character, and then write a dramatization or an original play or sequence of scenes. Limited enrollment. *Prerequisite:* One course in the literature of the performing arts, any performing arts course, or permission of the instructor. *Three credit hours.*

231 Scene Design The theory and art of scene design with emphasis on formulation of a viable design concept for the stage through script analysis, research, sketching, rendering, and drafting. Projects include presentation of research and design ideas based on plays, operas, musicals, and dance (ballet and modern). Enrollment limited. *Prerequisite:* Performing Arts 111 or permission of the instructor. *Three credit hours.* MR. THURSTON

†[232] Stage Lighting The theory and art of stage lighting. The lighting design process is explored through projects concentrating on script analysis, research, drafting, and work on Performing Arts Department productions. Attendance at performing arts and Powder and Wig productions required. Enrollment limited. *Prerequisite:* Performing Arts 111 or permission of the instructor. *Three credit hours.* MR. THURSTON

[233] Stage Costume Design Line, form, movement, color, characterization, and rendering in stage costume design, in conjunction with appropriate scenographic theory. Whenever practicable, students will be involved in practical theatrical costuming. *Three credit hours.*

[235] Stage Make-up The study of stage make-up as a method of enhancing character, illustrating age, defining personalities, and showing social, economic, and psychological attributes of the characters of assigned plays. Research in certain historical periods to determine styles of dress, make-up, hair style, and body adornment for a variety of social/economic levels. *Three or four credit hours.*

†[252] Introduction to the Art of Dance A survey of dance, the differences among its many forms, its relation to or function within a particular culture. The significant developments of dance as an art form in Western civilization, looking at basic theory, composition, and movement experience. Readings, films, videos, and attendance at live performances. No dance experience necessary. Enrollment limited. *Three credit hours.*

253d2 Dance Repertory I Advanced applied dance theory. Study and performance of faculty works, commissioned choreography, or period pieces reconstructed from labanotation. Topics change each semester. Enrollment limited. See also Performing Arts 353 and 453. *Prerequisite:* Performing Arts 341, 342 (may be taken concurrently), or permission of the instructor. *Three credit hours.* MS. WENTZEL

254d Drama in Performance II See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three or four credit hours.* MR. KOONCE

255, 256 Modes of Interpretation and Creativity in the British Theater II See Performing Arts 155, 156. Offered in Colby in London. *Four credit hours.*
FACULTY

271 Improvisation The course focuses on invention and its taking shape through the use of structured improvisational problems. Through the use of theater games and sports the class will approach theater/dance from two sides: conceptualization and action. The process allows students to break through thinking and movement patterns that have limited them in the past by responding to each other's imagination, energy, and style. Enrollment limited. *Prerequisite:* Performing Arts 171 or permission of the instructor. Enrollment limited. *Three credit hours.* MS. WENTZEL AND MS. WING

274 Voice and Public Speaking The study and practice of composing and delivering formal speeches, including development of vocal techniques for clear and effective presentation. Enrollment limited. *Prerequisite:* Permission of the instructor and concurrent enrollment in an approved course from any academic discipline. *Two to four credit hours.* MR. MILLS

275, 276 Techniques of Performing in the British Theater II Offered in Colby in London. *Three credit hours.* FACULTY

292d Applied Dance Optional credit for participation in Colby Dancers. May be repeated for additional credit. Enrollment limited. Nongraded. *Prerequisite:* Performing Arts 341, 342 (may be taken concurrently), and permission of the instructor. *One credit hour.* INSTRUCTOR

293d Applied Theater Optional credit for significant participation in productions, applied workshops, or performances staged in conjunction with classes in directing. May be repeated for additional credit. Enrollment limited. Nongraded. *Prerequisite:* For actors, an acting course numbered 175 or higher (may be taken concurrently); for technicians, Performing Arts 111 (may be taken concurrently); all students must obtain permission of the performing arts chair. *One credit hour.* FACULTY

†[311] Topics in Stage Directing The special challenges and demands of directing particular kinds of plays and/or plays from particular periods and cultures. Enrollment limited. *Prerequisite:* Performing Arts 171, 212, or participation in at least one faculty-directed production at Colby. *Three credit hours.*

†[314] Theater History A historical survey of the theory and practice of staging from the Greek through the modern period, focusing on problems arising from the realization of dramatic texts in conjunction with historical records. *Three credit hours.*

341, 342 Advanced Dance Theory and Composition Formal compositional fundamentals of dance and their application to group choreography; the relation of dance to other arts disciplines. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Three credit hours.* MS. WENTZEL

353d2 Dance Repertory II See description for Performing Arts 253. *Prerequisite:* Performing Arts 341, 342 (may be taken concurrently), participation in Colby Dancers, or permission of the instructor. *Three credit hours.* MS. WENTZEL

354d Drama in Performance III See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* MR. KOONCE

374 Scene Work (Acting) Two- and three-person scenes from the modern repertory (Chekhov to present) form the basis for acting study (principally in the Stanislavskian technique) for those with some performance experience. Plays from which scenes are drawn will be read in their entirety. Enrollment limited. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Three credit hours.* MR. SEWELL

453d2 Dance Repertory III See description for Performing Arts 253. *Prerequisite:* Performing Arts 341, 342 (may be taken concurrently), participation in Colby Dancers, or permission of the instructor. *Three credit hours.* MS. WENTZEL

454d Drama in Performance IV See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* MR. KOONCE

†[472d] Topics in Acting The special challenges and demands of acting in particular kinds of plays and/or plays from particular periods or cultures. Brief repertories may be presented, but emphasis is on process rather than production. May be repeated for additional credit. Enrollment limited. *Prerequisite:* Performing Arts 171 and permission of the instructor. *Three credit hours.*

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

494 Senior Seminar A culminating seminar for performing arts majors. Specific subject matter will be selected for each class to enable designers, directors, dancers, and actors to collaborate in translating the intellectual understanding of the subject into theatrical performance. Enrollment limited. Formerly listed as Performing Arts 483, 484. *Prerequisite:* Senior standing as a major in performing arts. *Four credit hours.* FACULTY

Philosophy

In the Department of Philosophy and Religion.

Chairman, PROFESSOR THOMAS LONGSTAFF

Professors Robert Reuman¹, Yeager Hudson, and Robert McArthur¹; Associate Professor James Anderson; Assistant Professor Daniel Cohen; Visiting Assistant Professors Albans Urbanas and Anthony Cunningham

"Philosophy," as William James put it, "is an attempt to think without arbitrariness or dogmatism about the fundamental issues." One of the core disciplines of the liberal arts, philosophy provides a unique perspective on human and social problems. As a critical and an integrative discipline, it collects

the questions that arise from the basic principles of all areas of knowledge. Colby's program features a sequence of courses dealing with both Western and Eastern intellectual and philosophical history, as well as courses treating the major philosophical issues.

Requirements for the Major in Philosophy

Philosophy 152, 211, 331, 332, 353, either 491 or 492, and 12 additional hours in philosophy, at least eight of which are above the 100-level.

Requirements for the Major in Philosophy-Religion

Religion 211, 212, 233, 234, 316; Philosophy 152, 211, 331, 332, 372, 373; either 491 or 492.

For each of the above majors, at least one independent study project of at least three credit hours (philosophy or religion) must be taken in January or one of the semesters of the junior or senior year, except for students completing the honors program.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Requirements for the Major in Philosophy-Mathematics

In philosophy: 152 and either 111 or 211; 258, 331, 332, and 353.

In mathematics: at least 18 credit hours, including 124 or 212; 253, 361.

Physics 121, 122 is recommended for the major.

At least one independent study project in mathematics or philosophy, of at least three credit hours, must be taken in January or one of the semesters of the junior or senior year, except for students completing the honors program.

Students majoring in philosophy, philosophy-religion, or philosophy-mathematics, who have a grade point average of 3.0 or higher in the major, may apply during their junior year for admission to the honors program. On successful completion of the work for the honors program, including a thesis, their graduation from the College will be noted as being "With Honors in Philosophy," "With Honors in Philosophy-Religion," or "With Honors in Philosophy-Mathematics."

Attention is called to the interdepartmental major in classics-philosophy (see list of requirements under "Classics") and to the minor in quantitative analysis.

¹Part-time.

[111] Central Philosophical Issues: Self and Society An introduction to philosophy by a consideration of two of its central branches: social and political philosophy and ethics. Some of the issues addressed are: the nature of political power, individual rights, the good society, the nature of morality, and whether there are moral absolutes. These issues are approached through readings from several of the great philosophers of the West, such as Plato, Aristotle, Locke, Rousseau, and Mill. *Four credit hours.*

114 Central Philosophical Issues: Nature and God An introduction to philosophy through an examination of three themes of fundamental philosophical importance: knowledge, reality, and God. Examples of issues include: What is knowledge? How is it achieved? What are its limits? Does mind objectively reflect or subjectively construct its own vision of reality? Is proof of God's existence or knowledge of God's nature possible? What is evil, how does it come to be, and who is responsible: God or Man? Readings include Plato,

Aquinas, Descartes, Berkeley, Hume, Kant, and Buber. *Four credit hours.* MR. URBANAS

116d1 Central Philosophical Issues: The Good Life An introduction to philosophy through an exploration of the themes of the meaning of life and the good life. Authors such as Plato, Aristotle, Thoreau, Tolstoy, Kant, and Mill, as well as a number of contemporary philosophers, will be studied. *Four credit hours.* MR. ANDERSON

[118] Central Philosophical Issues: Philosophy of Law An introduction to philosophy by a consideration of the interrelations between law, philosophy, and logic. Topics will include the nature and foundation of legal systems, the relation of law to morality, the limits of law, punishment, justice, and legal reasoning. *Four credit hours.*

[135j] Puzzles and Paradoxes A probing plunge into philosophical perplexities, such as rational irrationality, dilemmas of decision, riddles of induction, and prior announcement of surprises. *Two credit hours.*

[137j] Philosophy of Art The nature of art and the basis of our judgments about art. Concepts of imitation, expression, form, institution, aesthetic attitude, and objective reasons as they relate to the arts. *Two credit hours.*

152d Logic The techniques of formal reasoning in a symbolic context, and their application to argumentation in natural language. *Three credit hours.* MR. ANDERSON AND MR. COHEN

[153] Nonviolence Readings and discussion will focus on the following areas: theoretical considerations and definitions, the nature and advocates of violence, aggression, civil disobedience, Satyagraha, nonviolence and violence in American race relations, violence in American society, international conflict, and conflict resolution. *Three credit hours.*

174 Philosophical Anthropology: The Philosophy of Human Nature An introduction to philosophy through a comparative study of theories about the nature and destiny of man. Readings from great philosophers, scientists, and literary figures such as Plato, Rousseau, Skinner, Freud, the Sociobiologists, Sartre, Camus, and Tillich. Also listed as Anthropology 174. *Four credit hours.* MR. HUDSON

211d Moral Philosophy Consideration of various philosophical theories about the bases of judgment on questions of good and bad, right and wrong, with lesser attention to the application of ethical principles to problem cases. *Three or four credit hours.* MR. CUNNINGHAM

212 Greek Ethical and Political Philosophy An intensive study of the Greek foundations of ethical and political thought. Questions of man, society, state, reason, good, and happiness, as addressed in the thought of such authors as Socrates, Aristotle, the Stoics and Epicureans, and some later Hellenistic skeptics, will be examined in detail. *Prerequisite:* One previous course in philosophy. *Three credit hours.* MR. URBANAS

- [234] History of Science** A survey of the growth of scientific theories from the Aristotelian-Ptolemaic world view through Newton's mechanical philosophy and Darwin's theory of evolution. *Three credit hours.*
- 236d1 Social Philosophy** Readings from Plato, Locke, Rousseau, Marx, and others; their relevance to contemporary problems. *Three or four credit hours.* MR. CUNNINGHAM
- 239j Theory of Knowledge** A study of the nature and limits of human knowledge. Concepts such as belief, knowledge, truth, and justification and problems such as perception, induction, memory, and reason will be examined. Formerly listed as Philosophy 297. Enrollment limited. *Three credit hours.* MR. HUDSON
- [252] American Philosophy** American philosophical thought from the colonial period to the twentieth century. The course will deal with a broad spectrum of American thinkers including the contributions of black and women philosophers as well as the more traditional philosophical figures. *Three credit hours.*
- [255] Indian Thought** Types of Indian philosophy of the ancient period. *Three credit hours.*
- [256] Indian Thought** The development of Indian philosophy and intellectual history from the beginning of the Indian Renaissance in the late eighteenth century to the present. Readings from such thinkers as Gandhi, Tagore, Ramakrishna, Vivekananda, and Radhakrishnan. *Three credit hours.*
- [258] Intermediate Logic** The formal semantics of symbolic logic and its extensions, metatheoretic results such as soundness and completeness, the nature and limits of the axiomatic method, and philosophical problems concerning the nature of logical truth. *Prerequisite:* Philosophy 152 or permission of the instructor. *Three credit hours.*
- [259j] Models of Mind** A survey of the varying conceptions of human nature from the seventeenth century to the present day; the impact of scientific ideas on the way mind and human behavior are understood. Particular attention to twentieth-century behaviorist and cognitivist conceptions of mind and the relevance of recent computer technology to the understanding of language, thought, and consciousness. Readings from Descartes, Darwin, Freud, Watson, Chomsky, and others. *Prerequisite:* Permission of the instructors. *Three credit hours.*
- *272d1 Seminar: Applied Ethics** The interrelationship between moral principles and problem cases as a way of clarifying both theoretical concepts and practical policies. Emphasis on the problem cases themselves, including issues such as abortion, euthanasia, civil disobedience, affirmative action, genetic intervention, and famine. Enrollment limited. *Prerequisite:* Philosophy 211 or permission of the instructor. Formerly listed as Philosophy 298. *Three credit hours.* MR. REUMAN
- [277, 278] Philosophical Perspectives** Interdisciplinary considerations of various topics, involving lecturers from several departments. *Three credit hours.*

[316] Metaphysics: People, Places, and Things A study of the most general categories of being as such; particulars and universals, the spatial and the nonspatial, the temporal and the non-temporal, causation and freedom, matter and mind. *Prerequisite:* A course in philosophy or permission of the instructor. *Four credit hours.*

[317] Philosophy of Science and Mathematics How are mathematical truths known? What is the status of a scientific theory? Problems concerning inductive logic, observation, laws, theory construction, and scientific explanation will be considered. *Three credit hours.*

331 History of Ancient Philosophy Comparative study of the philosophical systems of Plato and Aristotle, with secondary attention to the pre-Socratics, Socrates, Epicurus, the Stoics, and Plotinus. *Four credit hours.* MR. URBANAS

332 History of Modern Philosophy European philosophy from Descartes to the nineteenth century, with special attention to the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. *Four credit hours.* MR. REUMAN

333 Philosophy of Education A study of positions of the major philosophers from Plato to Dewey concerning education. Considers how thought on issues such as the nature of man, our conception of the ideal society, and our vision of the good life affects beliefs and practices concerning education. *Three or four credit hours.* MR. HUDSON

[338] Philosophy of Language Philosophy has taken a linguistic turn in the twentieth century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve long-standing problems in the philosophy of mind and metaphysics. The development of the philosophy of language and its success; authors include Frege, Russell, Strawson, Grice, Kripke, Quine, Davidson, and Schiffer. *Three credit hours.*

353d2 Contemporary Analytic Philosophy A seminar on Wittgenstein in the centenary of his birth. The course will set Wittgenstein in the context of twentieth-century analytic philosophy, concentrating on a study of his thought. *Four credit hours.* MR. COHEN

[359] Nineteenth-Century Philosophy Post-Kantian thinkers such as Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, and Bergson. Special attention to the revolt against reason, evolution, and alienation. *Prerequisite:* Philosophy 332 or permission of the instructor. *Four credit hours.*

372 Philosophy of Religion Some of the principal philosophical problems concerning the nature and justification of religious belief and experience, problems such as the nature of God, arguments for the existence of God, the problem of evil, mysticism, and the relation of faith and reason. *Prerequisite:* One course in philosophy or religion, or permission of the instructor. *Four credit hours.* MR. HUDSON

***373d2 History of Medieval Philosophy** History of philosophy from Augustine to Ockham. The principal issue studied is the problem of the

reconciliation of faith and reason in the work of the scholastics. *Prerequisite:* Philosophy 331. *Three or four credit hours.* MR. COHEN

***374d1 Existentialism and Phenomenology** A survey of the principal thinkers of existential philosophy, with minor attention to phenomenology. Readings from such philosophers as Kierkegaard, Nietzsche, Jaspers, Heidegger, Sartre, Buber, and Husserl. Philosophy 359 is a desirable background but is not required. *Prerequisite:* One course in philosophy or permission of the instructor. *Four credit hours.* MR. REUMAN

378 Contemporary Continental Philosophy An examination of the main currents of contemporary European philosophy with emphasis on structuralism and its aftermath, hermeneutics, critical theory, as well as the issues of meaning, understanding, and modernity. Readings from Ricoeur, Foucault, Derrida, Gadamer, Adorno, Habermas, and others. *Prerequisite:* Philosophy 374 or permission of the instructor. *Three credit hours.* MR. URBANAS

†[391, 392] Philosophy Seminar Seminars in selected areas of philosophy. *Three or four credit hours.*

[398] Philosophy of Mind Traditional and contemporary theories of mind, including various forms of dualism, materialism, and causal theories. Discussion of the problem of personal identity will provide new perspectives on these theories. The questions of whether machines can think, and whether investigations into artificial intelligence can help us understand our own minds will also be discussed. *Three credit hours.*

483, 484 Philosophy Honors Program Majors may apply late in their junior year for admission into the Philosophy Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate "With Honors in Philosophy," "With Honors in Philosophy-Religion," or "With Honors in Philosophy-Mathematics." Enrollment limited. *Prerequisite:* Senior standing and a 3.0 grade point average in the major at the end of the junior year. *Three credit hours.*
FACULTY

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

Physical Education

Chair, ADJUNCT ASSOCIATE PROFESSOR RICHARD WHITMORE

Professor Richard McGee; Adjunct Associate Professors Carl Nelson, Whitmore, Tom Austin, James Wescott, and Deborah Pluck; Adjunct Assistant Professors Gene DeLorenzo, Michel Goulet, Debra Aitken, and Robert Pfeiffer; Adjunct Instructors Paula Aboud, Rochelle Amaral, Gerald McDowell, Thomas Dexter, Alfred Holliday, and Edward Mestieri; Intern Gerald Climmons

The Department of Physical Education and Athletics offers required and voluntary physical education classes, intramural sports, intercollegiate athletics (varsity and junior varsity), and informal recreational activities.

Physical Education 1, 2: two semesters of physical education are required of all Colby students for graduation. Waivers are available for members of varsity or junior varsity teams.

A program of instruction in a variety of activities is offered on a coeducational basis. Activities presently in the program are *aquatics*: swimming, life saving, water-safety instructors' course, scuba; *leisure-time sports*: tennis, racquetball, golf, squash, skating, figure skating, cross-country skiing, badminton, riding; *dance*: modern, ballet; *team sports*: volleyball; *other activities*: yoga, conditioning, hiking, aerobics, weight training, nautilus training, archery.

Physical Education Activities Activity courses may be taken to fulfill the physical education requirement or as electives. Most activities last one season (one-half semester). Exceptions are so noted on transcripts and in materials available from the Physical Education Department. Registration is made through the Physical Education Department. *Noncredit*.

[111j] Lifetime Physical Fitness: Exercise Physiology A study of the adaptations and physiological mechanisms involved in man's response to exercise. Particular attention to the circulatory, respiratory, metabolic, and nervous adjustments that must be made with increased levels of physical activity. Also, the influence of environmental factors, the role of diet, physical fitness, training, age, sex, and body composition; the instruments and procedures used in gathering data on the physiology of exercise. *Two credit hours*.

[112j] Women in Sports The historical, political, and social role of the American woman will be discussed in detail along with problems of special interest that affect today's women athletes. Topics include Title IX, administrative roles, drugs, feminism, fitness, homophobia, eating disorders, and amenorrhea. Enrollment limited. *Prerequisite*: Permission of the instructors. *One credit hour*.

213j Sport and Society Sport is a phenomenon in our society that has not been given equal time, in terms of study, with other institutions in our society. Many of the current issues in sport and in athletes' lives have made a major impact on our society. A focus on the relationship between sport and society, group behavior and interaction patterns within sport settings at all levels of involvement, cultural, sociostructural, and situational factors affecting the nature or dynamics of sport and sport experience. *Two credit hours*. MR. MCGEE

Physics

In the Department of Physics and Astronomy.

Chair, ASSOCIATE PROFESSOR MURRAY CAMPBELL

Professors Roger Metz and John Dudley; Associate Professor Campbell;
Assistant Professor Ross Reynolds; Teaching Associate Aaron Pickering

The department seeks to train students to think analytically in terms of the fundamental principles of physics. Subject matter in introductory courses is selected to illustrate basic laws with wide applicability and to help prepare students to enter professions such as medicine, law, teaching, and business. Advanced course offerings provide excellent background for graduate study in physics, astronomy, engineering, and computer science. Special emphasis is placed upon independent work and cooperative research with the faculty, using the department's machine, electronic, and technical shops, as well as both campus and departmental computers. Space physics, x-ray crystallography, field theory, and infrared astronomy are areas of current research interest in the department.

The Physics 132, 231, 232 course sequence provides a solid basis for further work in physics as well as useful training for the other physical sciences and mathematics. Physics 121, 122 is a comparable but shorter sequence intended primarily for science students already committed to majors outside the department. Physics 153 provides training in electronics and requires no background in physics. Physics 112 is intended primarily for students whose main interests lie outside science but who wish to have firsthand acquaintance with an important set of physical topics. Both 112 and 153 satisfy the laboratory science requirement.

Requirements for the Major in Physics

Twenty-nine credit hours in physics including 132, 231 (or 121, 122), 232, 232L, 311, 312, 333, 493. In mathematics: 121, 122, 212 (or 123, 124), and 253. At least one January program is required to be completed in physics. The point scale for retention of the major applies to all courses taken in physics and mathematics. No requirements for the major may be taken pass/fail.

Freshmen planning a major in physics should elect Mathematics 121 (or 123) in the fall and Mathematics 122 (or 124) and Physics 132 in the spring. Physics 153 is open to freshmen interested in electronics. Freshmen seeking advanced standing in either physics or mathematics should consult the department before electing courses. Sophomores can begin the major by electing Physics 121, 122 or, if beginning in the spring term, Physics 132.

Students anticipating graduate work in physics, astronomy, engineering, or a related field should expect to elect a total of 41 credit hours in physics including, beyond required courses, Physics 153 and 332, and at least six additional credit hours in mathematics including Mathematics 311. Students considering careers in pre-college level teaching should consult the Education Department early.

In the second semester of the junior year, students who will have completed Physics 153, 332, Mathematics 311, and all courses specifically required for the major by the end of the junior year may apply for admission to the honors program. Successful applicants will be expected to complete Physics 431 and 336 or 338 and an additional mathematics course numbered above the 100 level. An experimental or theoretical thesis to be defended in the last semester of the senior year is required. Successful completion of the honors program will result in the degree being awarded "With Honors in Physics." A thesis completed as part of the Seniors Scholars Program may be substituted for the honors thesis. Attention is drawn to this program particularly for students planning graduate work in physics or astronomy.

As an alternative to graduate work in engineering following a physics major at Colby, students seeking a career in engineering should consider exchange programs in engineering in which both a bachelor of arts and a bachelor of

science in engineering can be earned upon successful completion of three years at Colby and two years in engineering at Dartmouth College, Case-Western Reserve University, or the University of Rochester.

Requirements for the Minor in Physics

Mathematics preparation through multivariate calculus, by completion of either Mathematics 121, 122, and 212, or Mathematics 123, 124; four courses and one seminar in Physics, including 121 and 122 or 132 and 231; 232 and 232L; 493, and one additional course in Physics numbered 300 or above.

Attention is called to the interdisciplinary minor in applied mathematics.

112 Energy and the Environment Principles and practice of energy generation, transformation and degradation, and the effects of the use of energy in the environment. Emphasis on scientific understanding of current problems in energy, rather than economic or political implications. Lecture and laboratory. May not be taken for credit if student has earned credit for Physics 121 or 141. Enrollment limited. *Four credit hours.* MR. DUDLEY

121, 122 General Physics An introductory survey of physics including the laws of motion, energy, gravity, thermodynamics, electricity and magnetism, optics, special relativity and quantum physics. Lecture, laboratory, and discussion. *Prerequisite:* High school or college calculus. *Four credit hours.* INSTRUCTOR

132 General Physics Coverage and format similar to Physics 121 but offered in the second semester. Freshmen considering a physics major should elect this course rather than Physics 121. Lecture, laboratory, and discussion. *Prerequisite:* Mathematics 121 (or 123). *Four credit hours.* MR. CAMPBELL

153 Essential Electronics An introduction to modern electronics emphasizing laboratory work and including theory, problem solving, and circuit design. From simple, direct-current devices to digital integrated circuits, microcomputer instrumentation, and analog signal processing. Enrollment limited. *Four credit hours.* MR. METZ

[171j] Data Analysis An introduction to treatment of physical data: dimensional analysis, approximations, analysis of uncertainty, elementary statistics, least-squares techniques, and methods of computer programming in FORTRAN. *Three credit hours.*

231 General Physics A continuation of Physics 132, covering electricity and magnetism, circuits, optics, special relativity, and quantum physics. Lecture and laboratory. *Prerequisite:* Physics 132 (or 121) and Mathematics 122 (or 124). *Four credit hours.* MR. METZ

232 Atomic Physics An intermediate treatment of the quantum physics of atoms, including atomic models, Schroedinger theory, atomic spectra, and electron spin. Emphasis is placed on the experimental evidence for modern atomic theory. *Prerequisite:* Physics 122 or 231 and Mathematics 212 or 124 (may be taken concurrently). *Four credit hours.* MR. METZ

232L Atomic Physics Laboratory Experimental work in electron physics and optical spectroscopy. *Corequisite:* Concurrent enrollment in Physics 232. *One credit hour.* MR. METZ

251d Independent Electronics An independent, self-paced course in electronics. May be taken as a sequel to Physics 153 for the further study of digital electronics and computer circuits. Enrollment limited *One or two credit hours.* MR. METZ

291j Research and Seminar in Physics and Astronomy Individual or small-group work in one of several areas; development of laboratory apparatus, development of astronomical equipment, analysis of infrared astronomical data, or literature review of topics in physics or astronomy. Each student will present a written report and seminar midway through January, and at the conclusion of the work. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* INSTRUCTOR

311 Classical Mechanics Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. Formerly listed as Physics 211. *Prerequisite:* Physics 121 or 132 and Mathematics 212 or permission of the instructor. *Four credit hours.* MR. DUDLEY

312 Electricity and Magnetism A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 122 (or 142) and Mathematics 212 (or 124) or permission of the instructor. *Four credit hours.* MR. CAMPBELL

[332] Thermodynamics Concepts of temperature, energy, entropy, heat, and work, and their thermodynamic relations as developed from a microscopic point of view. Single and multicomponent systems are discussed, using both classical and quantum statistics. Lecture and discussion. *Prerequisite:* Physics 211, 232, and Mathematics 212 (or 124) (may be taken concurrently), or permission of the instructor. *Four credit hours.*

333 Experimental Physics Experimental work in classical and modern physics: fundamental physical constants, mechanics, radioactivity, diffraction, and atomic and nuclear spectroscopy. *Prerequisite:* Physics 211, 232. *Three credit hours.* FACULTY

336 Solid-state Physics An introduction to solid-state physics, beginning with a study of crystal forms and diffraction of x-rays. Thermal, optical, acoustical, and electrical properties of solids; the energy-band theory of semiconductors as applied to simple solid-state devices; superconductivity. *Prerequisite:* Physics 232, 312, or permission of the instructor. *Four credit hours.* MR. REYNOLDS

[338] Particle and Nuclear Physics Symmetries, fundamental particles and their interactions, and nuclear models and reactions. Lecture and discussion. *Prerequisite:* Physics 232. *Four credit hours.*

351d Tutorial in Physics and Astronomy Individual work for juniors on a subject of joint interest to the student and the instructor, involving close

supervision, regular tutorial meetings, and active participation by both student and instructor. Suggested topics are general relativity, nuclear reactors, fluid mechanics, quantum mechanics, and topics in astronomy. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

411 Topics in Classical Theoretical Physics Mathematical methods of theoretical physics with examples from electromagnetic theory, special relativity, and advanced mechanics. Lecture and discussion. *Prerequisite:* Physics 311 and 312, Mathematics 311. *Four credit hours.* MR. DUDLEY

431 Quantum Physics Nonrelativistic quantum mechanics including Schrodinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Students desiring a continuation of this course should elect Physics 451d. Lecture and discussion. *Prerequisite:* Physics 232 and Mathematics 311 or permission of the instructor. *Four credit hours.* MR. DUDLEY

451d Tutorial in Physics and Astronomy Individual work for seniors. Refer to Physics 351d description. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

491, 492 Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to five credit hours.* FACULTY

493 Physics and Astronomy Seminar Discussion of topics of current interest in physics and/or astronomy. *Prerequisite:* Senior standing, or junior standing with permission of the instructor. *One credit hour.* MR. DUDLEY

Portuguese

In the Department of Modern Foreign Languages.

†[261, 262] **Portuguese as a Second Romance Language** The spoken and written language of Portugal and Brazil, utilizing previous knowledge of a Romance language. Extensive use is made of taped materials. *Prerequisite:* Successful completion of intermediate French, Spanish, or Italian, or indication of equivalent proficiency. *Four credit hours.*

Psychology

Chair, ASSOCIATE PROFESSOR EDWARD YETERIAN

Professors Nicholas Rohrman and Diane Kierstead; Associate Professors Dorin Zohner and Yeterian; Assistant Professors Linda Hoopes and Gregory Kolden; Teaching Associate Mark Bois

The Psychology Department seeks to fulfill three objectives. First, to prepare students for graduate work in psychology and ultimately for professional careers as teachers, researchers, and practitioners. Second, to prepare students majoring in psychology to enter the business or professional community with a solid background in knowledge of human behavior and its determinants. Third, to

provide service courses for students majoring in other fields for whom psychological knowledge may be useful. Laboratories are equipped to conduct a fairly wide range of studies in human sensory, perceptual, and memory phenomena and include animal facilities and surgery for physiological and comparative research. The laboratory for social, clinical, and developmental psychology is equipped with closed-circuit video for unobtrusive observation and data are recorded on VCRs in the data center. Auxiliary portable video equipment is available for use in other laboratories and in the field. The department also maintains electronic and wood shops for the construction of unique apparatus. Six small research laboratories are dedicated for use by advanced students. The data center is equipped with micro-computers as well as mainframe access in addition to housing the video monitoring station.

The department stresses the scientific approach to the study of human behavior and requires a fairly extensive set of quantitative and experimental courses for all majors. Students are encouraged to conduct their own research. In the last five years, Colby psychology students have presented numerous papers at professional meetings, and have won the majority of prizes for undergraduate-paper excellence given by the Maine Psychological Association at its annual scientific meeting.

Requirements for the Major in Psychology

Psychology 111, 214, 215, 479; at least one course from 251, 253, 255; at least one course from 274, 277, 279; at least one course from 233, 236, 273; at least one course from 232, 234, 237; three additional psychology courses. One year of laboratory science is recommended.

Candidates for distinction in the major and honors in psychology must submit a score on the Psychology Advanced Test of the Graduate Record Examination.

The point scale for retention of the major applies to all courses offered toward the major as prescribed above. All requirements for the major must be met in conventionally graded courses.

Attention is also called to the interdisciplinary minor in quantitative analysis.

Requirements for Honors in Psychology

Students seeking to participate in the honors program must make formal application to the department prior to enrolling in Psychology 393d. In addition to fulfilling the basic requirements for the psychology major, the honors program requires that students take one course in psychology numbered above 300 and complete the honors research sequence (Psychology 393d and 493d). Upon successful completion of these requirements and upon vote of the department, the student will be awarded his or her degree "With Honors in Psychology."

Attention is also called to the Senior Scholars program.

111d Introduction to Psychology An overview of contemporary psychology, introducing concepts and methods current in the field. Participation as a subject in psychological research is required. *Four credit hours.* FACULTY

[131]j Drugs and Behavior Beginning with an overview of the nervous system and neurotransmitters, and a consideration of the psychological dimensions of substance use and abuse, the course reviews current data on the relationships among drugs, brain, consciousness, and behavior. The effects of a wide variety of licit and illicit substances will be surveyed—including alcohol, nicotine, caffeine, cocaine, amphetamines, marijuana, psychedelics (e.g.,

mescaline and LSD), opiates, prescription drugs (e.g., tranquilizers and antidepressants), and over-the-counter drugs (e.g., antihistamines). Special consideration to mechanisms of drug action and to the interrelatedness of molecular and molar approaches in understanding drug effects. Consideration also to current social issues regarding drugs, e.g., mandatory drug testing, and the possible legalization of currently illicit substances. Cannot be counted toward the psychology major. Enrollment limited. Nongraded. *Prerequisite:* Psychology 111. *Two credit hours.* MR. YETERIAN

211j Psychology of Sleep and Dreams An overview of contemporary research on sleep and dreams. Topics include physiological bases of sleep patterns, developmental and individual differences in sleep habits, disturbances and disorders of sleep, dreams and dream interpretation. *Three credit hours.* MS. KIERSTEAD

214d Research Methods Discussion of techniques used in conducting behavioral research. Includes literature survey, hypothesis formulation, control techniques, and research design, as well as descriptive and inferential statistics. *Prerequisite:* Psychology 111 or permission of the instructor. *Four credit hours.* MS. KIERSTEAD AND MR. KOLDEN

215d Psychological Research Each student will conduct a research project planned in Psychology 214, utilizing skills in experimental design, data analysis, and research report preparation acquired in that course. Ordinarily taken in the semester subsequent to Psychology 214. *Two credit hours.* MS. KIERSTEAD AND MS. HOOPES

216j Work and Leisure An examination of work and its relationship to human nature; the role of leisure and its importance. Can not be counted toward the psychology major. *Prerequisite:* Psychology 111. *Three credit hours.* MS. HOOPES

232 Cognitive Psychology The human information-processing system: how stimulus information is transformed, stored, retrieved, and used. Lecture and laboratory. *Prerequisite:* Psychology 111. *Four credit hours.* MR. ROHRMAN

233 Physiological Psychology The study of neural mechanisms underlying mental processes and behavior, including the ways in which the nervous system subserves sensory coding and perception, movement, motivation, emotion, consciousness, learning, and memory. Includes historical antecedents and integration of animal experimental and human clinical data. *Prerequisite:* Psychology 111 or permission of the instructor. *Four credit hours.* MR. YETERIAN

234 Theories of Learning A comparative examination of Pavlovian, instrumental, and operant theories of learning and their application to animal and human behavior. Includes historical antecedents and current issues. Lecture and laboratory. *Prerequisite:* Psychology 111. *Four credit hours.* MR. YETERIAN

235 Laboratory in Brain and Behavior A laboratory supplement to Psychology 233. Cannot be counted toward the psychology major. *Prerequisite:* Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* MR. YETERIAN

[236] Comparative Psychology An examination of animal and human behavior, with emphasis on similarities and differences between species. Includes history of the discipline, behavioral description and categorization, genetic and environmental determinants, ontogeny, physiological mechanisms, evolution, and learning. *Prerequisite:* Psychology 111. *Four credit hours.*

237 Psychology of Language Selected topics in psycholinguistics, language and thought, the role of linguistic entities in psychological processes, propaganda and persuasion. Will normally include an independent project. *Prerequisite:* Psychology 111. *Four credit hours.* MR. ROHRMAN

251 Theories of Personality A comparative examination of major approaches to and current research in personality. Includes psychoanalytic, dispositional, phenomenological, behavioral, and cognitive information processing paradigms as well as special topics such as personality and health, gender differences in personality, and cultural differences in personality. *Prerequisite:* Psychology 111. *Four credit hours.* MR. KOLDEN

253 Social Psychology An examination of major topics and current issues and research in social psychology. Includes social perception, social cognition, attitudes, prejudice and discrimination, interpersonal attraction, social influence, prosocial behavior, aggression, social exchange, group interaction, and various special applied topics such as social psychology and human sexuality, health, and the legal system. *Prerequisite:* Psychology 111. *Four credit hours.* MR. KOLDEN

255 Child Development Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. For related practica courses, see Education 253, 254. *Prerequisite:* Psychology 111. *Four credit hours.* MR. ZOHNER

256 Adolescent and Adult Development Principles of psychological development from adolescence through senescence. Emphasis will be placed on the individual's typical attempts to cope with changes in physical structure, social roles, and personal identity. For related practica courses, see Education 353, 354. *Prerequisite:* Psychology 255. *Four credit hours.* MR. ZOHNER

258 Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, educational testing and measurement, child and adolescent problems, and pathology. *Prerequisite:* Psychology 111. *Three credit hours.* MR. ZOHNER

273 Sensation and Perception The major human senses (vision, audition, somesthesia, taste, smell) studied as physiological systems and as intermediaries between the physical and perceived environments. *Prerequisite:* Psychology 111 or permission of the instructor. *Four credit hours.* MS. KIERSTEAD

274 Applied Psychology A survey of non-clinical applications of psychology, including as possibilities such content areas as consumer behavior, advertising, the impact of mass media on behavior, forensic, environmental, and medical psychology. Formerly listed as Psychology 275. *Prerequisite:* Psychology 111. *Four credit hours.* MR. ROHRMAN

277d2 Industrial Psychology The application of psychological principles to the development and utilization of human resources in organizations. Topics include measuring skills and abilities for employee selection and placement, physical and psychological factors in the design of job, personnel training and development, and the effects of the work environment on performance. *Prerequisite:* Psychology 111. *Four credit hours.* MS. HOOPE

279d Organizational Behavior An examination of the behavior of individuals, groups and organizations from a psychological perspective. Topics include organizational structure, motivation, group vs. individual decision-making, communication, power and politics, leadership, and current issues such as job stress and corporate social responsibility. *Prerequisite:* Psychology 111. *Four credit hours.* MS. HOOPE

352 Psychology of Exceptional Children The origins and implications of cognitive, sensory, emotional, and physical handicaps for development will be explored and discussed. Models for intervention and/or remediation at each age level and their developmental outcomes will be examined. *Prerequisite:* Psychology 255. *Four credit hours.* MR. ZOHNER

354 Abnormal Psychology An examination of major paradigms, current issues, and research in abnormal psychology. Includes definitions and conceptualizations of abnormality, diagnostic classification, epidemiology, etiology and pathogenesis, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as deinstitutionalization, mental illness and the homeless, involuntary commitment, the insanity defense, gender differences in mental disorders, and sexual victimization will be covered as interest and opportunity allows. Formerly listed as Psychology 254. *Prerequisite:* Psychology 251 or 255. *Four credit hours.* MR. KOLDEN

359j The Mental Health Service Delivery System: Augusta Mental Health Institute Beginning with an overview of historical conceptualizations and interventions for the mentally ill, this course will review the political, social, economic, and psychological factors that influence the delivery of mental health services in America today. Students will have the opportunity to experience the mental health service delivery system first-hand, residing at the Augusta Mental Health Institute, taking meals with patients, socializing with them, and functioning as active members of a multidisciplinary psychotherapeutic treatment team. Consideration also to current issues in mental health service delivery, e.g., public protection vs. civil liberties of the mentally ill, including involuntary and criminal commitment procedures; the patient's right to the "least restrictive" treatment; social stigmatization of the mentally ill; the role of psychotropic medications; "deinstitutionalization"; the concept of "dual diagnosis"; and prevention and aftercare. An analytical paper is required. Cannot be counted toward the psychology major. Enrollment limited to ten. Nongraded. *Prerequisite:* Psychology 251 or 255, and permission of the instructor. *Three credit hours.* MR. KOLDEN

371 Advanced Experimental Psychology Experimental design and the application of inferential statistics. Strongly recommended for those students interested in graduate school. *Prerequisite:* Psychology 214, 215, and permission of the instructor. *Three credit hours.* MR. ZOHNER

†[372] Neuroscience Seminar In-depth examination of current issues in physiological psychology and human neuropsychology. Topics include hemispheric specialization, sex differences in the nervous system, neural substrates of learning and memory, physiological bases of behavior disorders, drugs and behavior, psychosurgery, and brain tissue transplants. Includes integration of animal experimental and human clinical data. *Prerequisite:* Psychology 233 or permission of the instructor. *Four credit hours.*

374 Human Neuropsychology The neural bases of abnormal human behavior and cognition, with integration of data from clinical neuropsychology and behavioral neurology. Topics include brain imaging technologies; neuropsychological evaluation; brain dysfunction and mental illness; drugs, neurotransmitters, and behavior; developmental disorders (e.g., autism); dementias and memory disorders (e.g., Alzheimer's disease); degenerative disorders (e.g., Parkinson's disease); infectious diseases (e.g., AIDS); seizures; traumatic brain injury; disorders of communication; and emotional-motivational dysfunction. Emphasis is given to the way in which disorders of the nervous system aid in understanding normal psychological processes. *Prerequisite:* Psychology 233. *Four credit hours.* MR. YETERIAN

†[376] Seminar in Vision A detailed examination of the characteristics of the human visual system. *Prerequisite:* Psychology 273 and permission of the instructor. *Four credit hours.*

393d Honors Research I Individual and group meetings of students and faculty participating in the psychology honors program. Under faculty supervision, students will prepare a proposal and begin work on an independent research project to be completed in Psychology 493d. Enrollment limited. *Prerequisite:* Standing as a junior or senior major in psychology and permission of the department. *Three credit hours.* FACULTY

454 Clinical Psychology Seminar Advanced examination of major approaches to, and current issues and research in, clinical psychology with integration of data from personality, developmental and abnormal psychology. Emphasis on the application of the major psychological tests and clinical intervention strategies to specific categories of mental disorders. Topics include intellectual testing, objective and projective personality testing, and neuropsychological testing as well as the major approaches to clinical intervention: individual, group, marital, and family. Formerly listed as Psychology 354. *Prerequisite:* Psychology 354. *Four credit hours.* MR. KOLDEN

479 History and Systems of Psychology The historical background of modern psychology and the development of such systematic viewpoints as behaviorism, Gestalt psychology, and psychoanalysis. *Prerequisite:* Senior standing as a psychology major or permission of the instructor. *Four credit hours.* MR. ROHRMAN

491, 492 Independent Study Individual projects in areas in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

493d Honors Research II Individual and group meetings of students and faculty participating in the psychology honors program. Under faculty supervision, each student will complete the independent research project begun in Psychology 393d, prepare a paper of publishable quality, and make a formal presentation of the work. Enrollment limited. *Prerequisite:* Psychology 393d, standing as a senior major in psychology, and permission of the department. *Three credit hours.* FACULTY

Public Policy

Director, PROFESSOR G. CALVIN MACKENZIE

ADVISORY COMMITTEE: Professors Anthony Corrado (*Government*), Mackenzie (*Government*), L. Sandy Maisel (*Government*), James Meehan (*Economics*), Robert Reuman (*Philosophy*), Sonya Rose (*Sociology and Anthropology*), and Thomas Tietenberg (*Economics*)

The Public Policy Program is an interdisciplinary minor that builds upon foundations of economics and government to enable students to engage in thoughtful and sophisticated analysis of important public policy issues. The public policy minor is designed to develop in Colby students the ability to apply the methodologies and accumulated knowledge of several disciplines to complex public problems through a combination of classroom, independent research, and work experiences.

Requirements for the Minor in Public Policy

It is anticipated that all requirements listed below, with the exception of the senior seminar, will be completed before the beginning of the senior year. The requirements for the chemistry public policy minor are specified in the catalogue under "Chemistry."

(1) **Method courses**, to examine the major approaches to, and techniques for, the study of policy issues. The following courses are required:

Economics: 223 Microeconomic Theory.

Philosophy: 211 Moral Philosophy.

One course selected from the following:

Economics: 393 Econometrics.

Government: 219 Introduction to Research Methods for Political Science.

Mathematics: 231 Elementary Statistics and Regression Analysis.

(2) **Process courses**, to explore the processes by which public policies are designed, enacted, and implemented. The following courses are required:

Government: 317 The Policymaking Process.

At least one course each in economics and government selected from the following:

Economics: 312 Topics in Law and Economics; 332 Regulated Industries; 351 Public Finance.

Government: 273 The American Congress; 275j The Committee System in the U.S. Congress; 276 The American Presidency; 313, 314 American Constitutional Law I, II; 392 The Administrative Process.

(3) **Practical applications.** During the junior year, each student will complete an internship and, in consultation with program directors, will select a substantive policy area to serve as the focus for the senior research project. The internship may be undertaken during January, the summer, or an academic semester, and

will culminate with a short research paper analyzing the issues to which the student was exposed.

(4) **The senior seminar.** Public Policy 493, required during the senior year, provides for independent, multidisciplinary student research. Each student is required to conduct an original analysis of some public policy issue.

493 Public Policy Seminar Students will design and conduct an original research project on a local, state, or national public policy issue. Required of economics and government majors with minor in public policy; open to other government and economics majors on a space-available basis. Also listed as Government 493. *Three credit hours.* MR. MACKENZIE

Quantitative Analysis/ Applied Mathematics

Director, ASSISTANT PROFESSOR AMY BOYD

ADVISORY COMMITTEE: *Professors Boyd (Administrative Science and Mathematics), Homer Hayslett (Mathematics), Randy Nelson (Economics), Leonard Reich (Administrative Science), Dale Skrien (Mathematics), and John Sweney (English)*

Because a significant portion of the world today is technically oriented, and quantitative arguments are being used in many areas of study, all liberally educated students should have at least minimum competency in quantitative reasoning. As a result, a Quantitative Analysis/Applied Mathematics Program has been developed through a grant from the Sloan Foundation's New Liberal Arts Program and was included in the College's curriculum for the first time in 1986-87. The minor is offered as applied mathematics for students majoring in the Natural Sciences Division and quantitative analysis for students in all other majors. Students electing the minor must consult with their major adviser(s) as well as with the director of the Quantitative Analysis/Applied Mathematics Program concerning specific requirements. All requirements for the departmental or interdisciplinary major must be satisfied in addition to courses required for the minor. Students working to fulfill two majors should consult the director of the Quantitative Analysis/Applied Mathematics Program for specific requirements.

Requirements for the Minor in Quantitative Analysis

- (1) Quantitative Analysis 491 is required in all majors.
- (2) Quantitative Analysis 111 is required for majors in the humanities and social sciences divisions, unless prior coursework warrants an exemption from the director.
- (3) Computer Science 115 is required in all majors except chemistry and biology.
- (4) A statistics course selected from Mathematics 112, 231, 381-382 is required in all majors in the Humanities and Social Sciences divisions with the exception of the major in economics.
- (5) In the Humanities Division and the Department of Philosophy and Religion: one additional course selected from Computer Science 132, 231, Mathematics 117, 119, 121, 123, Philosophy 152, 258 (philosophy majors must take a course other than 152).

(6) In the Social Sciences Division, Government 394 is required for government majors who are honors candidates; History 294 for history majors; Psychology 371 for psychology majors. Majors in administrative science or sociology must take one course selected from Computer Science 132, 231, Mathematics 119, 121, 123, 272, Philosophy 152, 258 (Administrative Science 271 or 272 may be substituted by majors in that department). Economics majors must take two courses selected from Economics 336, 393, Mathematics 272. Government 219 is recommended for government majors.

(7) In the Natural Sciences Division, specific requirements for the minor also include: *Biology* majors must select one course from Mathematics 112, 231, 381, and two courses selected from Biology 352, Chemistry 331, 341, Geology 271, Mathematics 272, or Psychology 214. *Chemistry* majors must take Mathematics 253 and either 124 or 212, and two courses selected from Computer Science 115, Mathematics 231, 311, 332, 352, or 381-382. *Geology* majors must take either Mathematics 231 or 381-382, and may choose one course from Geology 333, 336, Mathematics 272. *Mathematics* majors must take Mathematics 272, 311, 372, 381-382, and one course from another discipline in which mathematical skills are applied, i.e., Administrative Science 372, Economics 336, 393, Physics 312. *Physics* majors must take three courses in computer science or in mathematics courses numbered 300 or above.

(8) Normally, students with interdisciplinary majors will follow the Humanities Division requirements for the minor. Students with combined majors should consult the director of the Quantitative Analysis/Applied Mathematics Program for the requirements for the minor.

111j Introduction to Quantitative Analysis Introduction to mathematical concepts and quantitative methods in the context of their application to contemporary issues. Designed to demonstrate the persuasiveness of mathematics in today's world; topics include statistics, operations research, social choice theory, computing, and growth modeling. *Three or four credit hours.*
INSTRUCTOR

491, 492 Independent Study This course is intended to provide students with experience in the use of quantitative skills. Wherever applicable, the course work should be tied to the student's major discipline. *Prerequisite:* Approval of the director of the Quantitative Analysis/Applied Mathematics Program, and permission of the instructor. *One to three credit hours.* FACULTY

Religion

In the Department of Philosophy and Religion.

Chair, PROFESSOR THOMAS LONGSTAFF

Professor Longstaff; Assistant Professors Debra Campbell and Nikky Singh

The study of religion in a college curriculum involves the historical and comparative scrutiny of the world's religious traditions: Christianity, Judaism, Islam, Buddhism, Hinduism, Confucianism, Sikhism, and Shinto. Inevitably, the examination of basic questions about religion, such as the existence and nature of God, religious experience, and the role of religion in society, are central to the discipline.

Requirements for the Major in Religion

A minimum of ten courses, exclusive of Religion 498, are required for the major in religion. These must include one two-semester sequence of courses from the six courses which survey the major religions of the world (211, 212; 215, 216; 233, 234); at least one semester in each of the other two sequences of courses; Religion 316 (or an alternate course from a list of approved courses in contemporary religion); and a culminating seminar (which must be taken in the second semester of the senior year in conjunction with (a) a course of independent study leading to a major essay, (b) an honors program in religion, or (c) a senior scholar's program in religion). The elective courses should be chosen in consultation with faculty advisers to achieve either a broad cross-cultural survey of religion or a study of religion with a particular concentration or focus.

Requirements for the Major in Philosophy-Religion

Religion 211, 212, 233, 234, 316, Philosophy 152, 211, 331, 332, 372, 373, either 491 or 492.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Students majoring in religion or philosophy-religion, who have a grade point average of 3.0 or higher in the major, may apply during their junior year for admission to the honors program. On successful completion of the work for the honors program, including a thesis, their graduation from the College will be noted as being "With Honors in Religion" or "With Honors in Philosophy-Religion."

115 Introduction to Religion An examination of some of the major religions of the world as they are depicted in films and in selected classic religious texts. The goal of the course is three-fold: to provide a broad, comparative perspective on religious diversity, to introduce students to the specific questions and methodologies that are central to the academic study of religion, and to explore the ways in which formal and popular perceptions of religion differ. The structure of the course combines films, discussions, lectures, and short papers. *Four credit hours.* MS. CAMPBELL, MR. LONGSTAFF, AND MS. SINGH

117j A Passage to India: India and the Western Imagination Beginning with Walt Whitman's romantic journeys toward the "soul" of the universe, the course will attempt to study Western attitudes towards India and India's encounter with Western culture in return. Literature and film will be the medium of this course's journey; works include *Siddhartha*, *The Jewel in the Crown*, *The Razor's Edge*, and *Heat and Dust*. *Three credit hours.* MS. SINGH

[118] Introduction to Archaeology A first course in the principles and practice of field archaeology, examining both the theories and methods of modern, scientific excavation. Attention will be given to the importance of proper recording techniques as well as the tools and technology which contribute to successful excavation. Reference to both classical (especially biblical) and new world archaeology will be made. As conditions permit, the course will include excavation at a Colby site and other exercises designed to allow students to develop archaeological skills. Also listed as Anthropology 118. *Three credit hours.*

[119j] From Prophets to Profits An examination of televangelism, its history and present and future prospects, beginning with the roots of televangelism in

the revivals and campmeetings of the nineteenth century and in the Christian "self-help" literature popular in America since publication of Hannah Whitall Smith's *The Christian's Secret of a Happy Life* (1875). The course includes the pioneer televangelists, Billy Graham, Rex Humbard, Oral Roberts, and focuses on the televangelistic techniques of Jerry Falwell, Robert Schuller, Pat Robertson, Jim Bakker, and others, in an effort to understand their theologies, their popular appeal, and their political influence. *Three credit hours.*

201, 202 Biblical Hebrew Although biblical languages are not offered as regularly scheduled courses, it is possible for students to study biblical Hebrew. Completion of both semesters is required to earn academic credit. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* MR. LONGSTAFF

203, 204 New Testament Greek Although biblical languages are not offered as regularly scheduled courses, it is possible for students to study New Testament Greek. Completion of both semesters is required to earn academic credit. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* MR. LONGSTAFF

211 Religions of India A study of Hinduism, Buddhism, Jainism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of the self, and their views of the social—as expressed in ritual, myth, and poetry. *Four credit hours.* MS. SINGH

212 Religions of China and Japan An examination of Confucianism, Taoism, and Shinto—the indigenous religions of China and Japan; tracing the entrance of Buddhism into China and Japan and the resulting transformation of this religion in its interaction with these civilizations. The political ideology of Confucianism, the mystical dimensions of Taoism, the mythological aspects of Shinto, and the meditative experiences of Buddhism (haiku, swordsmanship, and the tea ceremony, etc.). *Four credit hours.* MS. SINGH

[213] Contemporary Asian Ideas and Values The impact of modernity upon the civilizations of India, China, and Japan as reflected in religion, art, philosophy, economics, and politics, focusing on the study of the presence of the past in the conflicts and ambiguities of the contemporary situation. *Three credit hours.*

[214] Religion, Magic, and Witchcraft Listed as Anthropology 214 (q.v.). *Prerequisite:* Anthropology 112. *Three credit hours.*

215 The Heritage of Western Religion I A historical overview of the development of Western religion from the third to the sixteenth century; the transformation of the Christian religion from a persecuted, underground religion to an institution sanctioned by the state, and the growth of that institution through the Middle Ages and into the early modern period; theological developments, popular religious movements, and the experience and contributions of Jewish and Muslim communities in the West. Formerly listed as Religion 133. *Four credit hours.* MS. CAMPBELL

216 The Heritage of Western Religion II A historical overview of the development of Western religion from the sixteenth century to the present; the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be religious in different social contexts from pre-Reformation Germany to modern Latin America. Formerly listed as Religion 134. *Four credit hours.* MS. CAMPBELL

217d2 Religion in America A survey of the religious components of American history as they are related to the broader aspects of American culture. Attention will be given to the beliefs and practices of Protestantism, Catholicism, and Judaism and to the issues, past and present, that are important for understanding religion in America. *Three or four credit hours.* MS. CAMPBELL

[218] Buddhist Literature in Asia A study of Asian story anthologies, biographies, epics, novels, plays, poems, and sermons inspired by Buddhism in India, Tibet, China, Japan, Sri Lanka, and Burma; the diverse relationships between religious intentions and literary form. *Three credit hours.*

[219j] The Bible and Social Inequality Listed as Sociology 219j (q.v.). *Prerequisite:* Permission of the instructor. *Three credit hours.*

[232] Western Spirituality In contrast to theology (formal discourse about God and divine-human relations), the field of spirituality focuses upon the specific efforts of individuals to achieve communion (or even union) with God. This course seeks to display the variety of ways that "ordinary people" and famous mystics within the Judeo-Christian tradition have sought to nurture close relations with God. It covers the period from the rise of Christianity through the present day. *Three credit hours.*

233 Biblical Literature I An introduction to the Hebrew Bible and Old Testament in terms of their historical context, original meaning, and significance in the contemporary world. The narratives, prophecies, and other literary forms are studied against the background of the history of Israel in order to understand broadly the culture of the people for whom this literature became normative scripture. *Three or four credit hours.* MR. LONGSTAFF

234 Biblical Literature II Intended as a sequel to Religion 233; an introduction to the specifically Christian scriptures (the Old Testament Apocrypha and the New Testament). Beginning with the intertestamental period, an exploration of the literature which reflects the background and earliest stages of the Christian movement. Attention is given to the historical and cultural context of the literature, the development of early Christian theology, and its significance for the contemporary world. *Three or four credit hours.* MR. LONGSTAFF

[235] Sociology of Religion Listed as Sociology 235 (q.v.). *Three credit hours.*

[239] Death and Dying Modern and traditional religious approaches to the experience of death and dying. Death and dying from a psychological perspective, taking into account biomedical and ethical concerns; from a cross-religious standpoint, studying scriptures and rituals of Eastern and Western

traditions; from a cross-cultural perspective, analyzing the expression of death and dying in sculpture, painting, and poetry of the East and West. *Three credit hours.*

†[251] Religion and Art The different theories of the relation between religion and art as reflected in ancient, medieval, and modern philosophers of art and in the religious traditions of East and West. Selective works of Plato, Aquinas, Tolstoy, Clive Bell, Coomaraswamy, and al-Farugi will be studied. Architecture, literature, symbols, arabesque, and iconography from the different religious traditions will be aesthetically encountered. *Three credit hours.*

†[252] Village India The unity and diversity of myths, rites, festivals, social practices, and domestic activities as embodied in the life of a north Indian village. The village will also serve as a mirror through which to examine the relationship between ancient Indus Valley civilization and modern India. *Three credit hours.*

†[253] The Middle East The ideal of separation of church and state, widely taken for granted in modern Western nations, is not characteristic of the Middle East. This course will examine similarities and differences among the three major religions of the Middle East (Judaism, Christianity, and Islam) and explore ways in which religion is an important factor in almost all areas of life. Employing films, readings, and material from contemporary news media, the course provides both an overall survey and an opportunity to explore in depth topics of individual interest. *Three or four credit hours.*

254 Islam and the Middle East An introduction to Islam, beginning with Muhammad and the Qur'an and exploring the major beliefs, practices, and institutions of this religion. Consideration will be given to the diversity within Islam (e.g., Sunni, Mu'tazilite, Sufi, Shi'ite, etc.) as well as to its general characteristics. Attention will be given both to Islam in its formative period and to Islam as a dominant religion in the contemporary Middle East. Enrollment for an optional fourth credit provides students an opportunity to explore in depth some topic of individual interest. *Three or four credit hours.* MR. LONGSTAFF

†[257] Women in American Religion The changing role of women in American religious movements from the seventeenth century to the present, focusing on the experiences of "famous" women, e.g., Ann Hutchinson, the Salem witches, Mother Ann Lee, the Grimke sisters, Frances Willard, Elizabeth Cady Stanton, Dorothy Day, Mary Daly, as well as the experiences of "anonymous" women in Protestant, Roman Catholic, Jewish, and selected utopian communities. The ongoing struggle for women's ordination and women's equality within organized religion and the recent efflorescence of feminist theologies. *Three credit hours.*

[259] The Catholic Church in the Modern World An examination of the Roman Catholic Church during the past century with special emphasis upon the ferment of the past quarter century; the documents of Vatican II, the emergence of Third World liberation theologies, and the evolution of Catholic teachings on sexuality, nuclear weapons, economic affairs, and the role of women in the church. *Three credit hours.*

[277, 278] Religious Perspectives Interdisciplinary considerations of various topics. *Three credit hours.*

[314] Religion in Modern India Rural and urban forms of religion in present day India: novels, anthropological accounts of village life, debates between learned religious specialists, and folk literature. Focus on the role of karma, notions of "caste," and the effects of modernization on religion. *Prerequisite:* Religion 211 or permission of the instructor. *Three credit hours.*

[315] Zen Buddhism This Japanese school of Mahayana Buddhism is studied through the historical roots of Indian mysticism and Chinese naturalism, the establishment of Rinzai and Soto schools, the philosophical and psychological idea of "no-mindedness," and the relationship of Zen with visual and aural arts. *Three credit hours.*

316d1 Seminar: Contemporary Western Theology Following a brief recapitulation of early twentieth-century theology, the course provides an intensive study of the significant theological developments (Protestant, Catholic, Jewish, and neo-pagan) since mid-century, including the "death of God," evangelical, process, black, womanist, and feminist theologies, and a variety of liberation theologies from Africa, Asia, Latin America, and North America. *Prerequisite:* Religion 215 or 216 or permission of the instructor. *Three credit hours.* MS. CAMPBELL

[317] Sikhism: The Poetry, Philosophy, and Music of the Guru Granth Sahib The Guru Granth Sahib, the Sikh bible, forms the focal point for the literature of the Sikhs as well as other aspects of their culture and values. The seminar will outline its artistic and metaphysical dimensions including the reasons why it is considered a colossus in both Punjabi and world literature. *Three credit hours.*

[351] Reflections on Evil: A Study of the Book of Job Can "personal religion"—the view that human beings are the objects of divine creation, nurture, guidance, and protection—survive the challenge of the experience of persistent evils in the world? This central question in the biblical book of Job, and one which has troubled men and women in every generation, is the focus of study of the book of Job in its historical and religious context; exploration of wider themes, including the relationship of the book to other literature in which the "problem of evil" is considered. *Prerequisite:* Religion 233 or permission of the instructor. *Three credit hours.*

+ [352] The Theology of Paul Early Christian theology was more often shaped by the heat of controversy than by the calm analysis of theological reflection. Paul's letters, and the controversies that prompted them, will be studied as a basis for understanding Pauline theology, its relation to other elements of first-century religion, and its influence on later Western thought. *Prerequisite:* Religion 234. *Three credit hours.*

[353] The Great Prophets of Israel An intensive study of several of the Old Testament prophets, their lives, and messages. The course will consider each

prophet's impact on his own times, and will raise the question of the importance of prophecy in ancient and modern times. *Prerequisite:* Religion 233. *Three credit hours.*

[356] The African-American Religious Experience Listed as Sociology 356 (q.v.). *Prerequisite:* An introductory sociology or anthropology course or American Studies 274 or 276 or Religion 217 or permission of the instructor. *Three credit hours.*

[358] Jesus of Nazareth An intensive study of the life and teachings of Jesus, employing the methods of gospel study developed in the nineteenth and twentieth centuries. The course will examine the canonical and extracanonical literature about Jesus, including recent studies of these materials. Attention will be given to the importance of the "quest for the historical Jesus" for contemporary Christianity. Open to freshmen and sophomores with permission of the instructor. *Prerequisite:* Religion 234. *Three credit hours.*

372 Philosophy of Religion Listed as Philosophy 372 (q.v.). *Three or four credit hours.* MR. HUDSON

373 History of Medieval Philosophy Listed as Philosophy 373 (q.v.). *Three or four credit hours.* MR. COHEN

[391], 392 Seminar: The Goddess: A Hermeneutics in Theology An exploration of some eastern and western visions of divinity through feminine imagery and symbolism. The hermeneutic process entails a dis-covering and re-imagining of the Goddess' multi-dimensionality in art and literature. The objective is to appreciate the variety and complexity of the sacred in figures such as Sarasvati, Kali, Inanna, Athena, Aphrodite, Mary, Kuan Yin, Amaterasu. What powers do these Goddesses manifest individually? How do creative, nurturing, and destroying elements combine in them? What validations do they offer society? What new dimensions of feminine life do they release? How does thealogy differ from theology? *Three credit hours.* MS. SINGH

483, 484 Religion Honors Program Majors may apply late in their junior year for admission into the Religion Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate "With Honors in Religion." Enrollment limited. *Prerequisite:* Senior standing and a 3.0 grade point average in the major at the end of the junior year. *Three credit hours.* FACULTY

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[494] Senior Seminar A culminating seminar for senior religion and philosophy-religion majors, as well as non-majors enrolled in a senior scholar program in religion. The seminar provides a format for students to discuss topics of mutual interest and to present the results of their research. *One credit hour.* FACULTY

Russian

In the Department of Modern Foreign Languages.

Associate Professor Sheila McCarthy; Assistant Professor Anthony Anemone¹;
Visiting Instructor Judith Robinson

Students interested in Russian are invited to consider a major in Russian and Soviet studies.

¹On leave full year.

125, 126 Elementary Russian Students in this course will acquire an overall knowledge of the structure of the Russian language and will develop skills in spoken Russian, listening comprehension, and reading and writing basic Russian. In addition to the textbook and language laboratory, the course will make use of Soviet television as an aid in understanding both the Russian language and the cultures of the Soviet Union. *Four credit hours.* MS. MCCARTHY AND MS. ROBINSON

127, 128 Intermediate Russian The course places increased emphasis on reading and writing skills, while continuing to supplement texts with Soviet television and other audio-visual aids to increase oral and listening skills in Russian. *Prerequisite:* Russian 126 or permission of the instructor. *Four credit hours.* MS. MCCARTHY AND MS. ROBINSON

†[231, 232] Topics in Russian Literature Topics, which change every year, may cover an author, a genre, or a theme central to Russian literature of the nineteenth and twentieth centuries. Conducted in English, no knowledge of Russian required. Russian majors are encouraged to do selected readings in Russian for a fourth credit hour. *Three or four credit hours.*

237 Nineteenth-Century Russian Literature Lectures and discussions of representative works in prose by Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Conducted in English, no knowledge of Russian required. *Four credit hours.* INSTRUCTOR

238 Twentieth-Century Russian Literature Close readings of works by such major writers as Sologub, Bely, Mayakovsky, Gorky, Babel, Bulgakov, Zamjatin, Olesha, Pasternak, and Solzhenitsyn. Readings and discussion in English, no knowledge of Russian required. *Four credit hours.* INSTRUCTOR

253, 254 Short Story Readings Reading and discussion of selected short stories of the nineteenth century (253) and the twentieth century (254). Conducted in Russian. Enrollment limited. *Prerequisite:* Russian 128 or permission of the instructor. *Two credit hours.* FACULTY

325, 326 Conversation and Composition Grammar review and continued practice in oral and written expression. Reading and analysis of literary and historical texts from the nineteenth century. Original audio-visual taped

materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128 or permission of the instructor. *Four credit hours.* MS. ROBINSON AND MS. MCCARTHY

425, 426 Advanced Russian A reading, writing, and discussion course which focuses on major themes from the twentieth century. Readings include short literary works, historical documents, and articles from Soviet literary and social science journals and newspapers. Original audio-visual taped materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 326 or permission of the instructor. *Four credit hours.* MS. ROBINSON AND MS. MCCARTHY

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

Russian and Soviet Studies

Director, ASSOCIATE PROFESSOR SHEILA MCCARTHY

ADVISORY COMMITTEE: Professors Anthony Anemone¹ (Modern Languages), Charles Hauss (Government), Irina Livezeanu (History), McCarthy (Modern Languages), and Judith Robinson (Modern Languages)

Russian and Soviet Studies is an interdisciplinary major which will permit students to study Russia and the Soviet Union from several disciplinary perspectives, including language and literature, history, politics, and economics. Students will concentrate their advanced work in one of the disciplines, culminating in a senior seminar or project. Students are encouraged to participate in extracurricular activities on the campus, including guest lectures and seminars, discussion group meetings, films, Russian Table luncheons and dinners, and live Soviet television broadcasts, in order to gain a deeper understanding of the past, present, and future of the Soviet Union.

In addition to semester and summer study opportunities available in the U.S.S.R., students who have completed three years (or the equivalent) of Russian language study are eligible for the American Collegiate Consortium's exchange program which offers a year of study (Junior Year Abroad) at a variety of Soviet universities and institutes. Students should contact the Russian language faculty as early as possible in their first year to pursue this program.

Requirements for the Major in Russian and Soviet Studies

Russian 237, 238, 325, 326; Government 253, 372; History 261, 262; a senior seminar or senior project in economics, government, history, Russian or Russian Studies; and three courses selected from Economics 275, 376, Government 139j, 239, History 213, 472, Russian 231, 232, 253, 254, 425, 426, Russian Studies 113j, 491, 492. Credits earned in U.S.S.R. study programs, in special topics courses at Colby, and in courses completed at other American universities and colleges may count toward the major upon the recommendation of the Russian Studies Committee.

Majors are expected to complete a portion of their senior work in original Russian language sources.

Majors are encouraged to pursue intensive language studies during summers and to participate in a summer, semester or year-long study program in the U.S.S.R.

The point scale for retention of the major applies to all courses offered toward the major. No requirements for the major may be taken pass/fail.

¹On leave full year.

113j Topics in Russian and Soviet Studies A variable content course which offers students a disciplinary or interdisciplinary approach to the study of literary, historical, political, economic, or sociological topics. *Three credit hours.* FACULTY

491, 492 Independent Study Individual interdisciplinary projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

Science and Technology Studies

Director, ASSISTANT PROFESSOR JAMES FLEMING

ADVISORY COMMITTEE: *Professors Charles Bassett (English), Amy Boyd (Administrative Science and Mathematics), Fleming (Science and Technology Studies), Henry Gemery (Economics), Jonathan Hallstrom (Music), Beverly Hawk (Government), Linda Hoopes (Psychology), Carol Libby (Chemistry), Thomas Longstaff (Religion), Roger Metz (Physics), Randy Nelson (Economics and Administrative Science), and Leonard Reich (Administrative Science)*

During the last two centuries, science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The Science and Technology Studies Program is dedicated to understanding both how science and technology are pursued and the complex interactions between science, technology, and the societies in which they function.

Requirements for the Minor in Science and Technology Studies

The minor comprises six courses. Two of them, "Introduction to Science and Technology Studies" and a senior research seminar, are required courses. Four other courses are chosen from the lists below, with the following restriction: non-laboratory-science majors are required to take at least one course from the list stressing scientific and technological methodologies and at least one course from the list emphasizing historical and/or social issues. Laboratory-science majors are required to choose two courses from the latter list. At least two of the elective courses must be at the 200 level or higher. No more than one independent studies or field experience may be included as an elective, and it must be taken for at least three credit hours.

In order to ensure that each student takes a coherent program of courses, the minor must be declared and elected courses must be approved before the student has taken the third of four electives.

Courses that Deal with Scientific and Technological Methodologies:

Chemistry: 112 Chemistry for Citizens; 118 Biotechnology; 217 Environmental Chemistry.

Music: 213 Introduction to Computer Music.

Physics: 112 Energy and the Environment; 153 Essential Electronics.

Psychology: 233 Physiological Psychology.

Courses that Deal with Historical/Social Issues:

Administrative Science: 231 Technology, Corporate Strategy, and Competition; 251 Technology and Society in America; 336 Business, Ethics, and Technology.

Biology: 219 Environmental Science.

Economics: 493 Senior Seminar (when topic is the economics of technological change).

Government: 239 Nuclear Weapons and Nuclear War.

Music: 137 History of Instruments.

Science and Technology Studies: 213j Science and Technology in the Federal Government; 218j The American Home, 1790-1990: Design, Construction, and Use; 271 Science in America; 332 Turning Points in the History of Science and Technology.

Other Related Courses:

Administrative Science: 271 Decision Analysis.

Computer Science: 115 Introduction to Computer Science; 132 Computer Organization and Assembly Language.

Economics: 231 Environmental and Natural Resource Economics.

Freshman Seminar: 115 Communications and Technology.

Quantitative Analysis: 111 Introduction to Quantitative Analysis.

112 Introduction to Science and Technology Studies Science and technology are becoming increasingly important agents of change in the modern world. The course introduces students to the history, philosophy, sociology, and policy of science and technology, emphasizing how and why technologies change and the impacts they have on our lives. Readings, lectures, discussions, field trips, and other experiences focus on several major manufacturing processes such as textiles and paper products and several technologies such as electric power, television, and computers. *Three credit hours.* MR. FLEMING

[213j] Science and Technology in the Federal Government The United States government became a major source of employment for scientists and engineers in the nineteenth and early twentieth centuries. Since World War II, this relationship has intensified into a permanent sci-tech establishment. The course examines the growth of this establishment, its accomplishments or lack thereof, and the ways policy decisions involving science and technology are made today. Readings and seminar discussions combined with a one-week trip to Washington, D.C., for presentations at and tours of federal establishments involved in formulating policies for science and technology. Enrollment limited. *Prerequisite:* Permission of the instructor. *Three credit hours.*

218j The American Home, 1790-1990: Design, Construction, and Use The social, economic, and technological study of the single-family home, including an examination of the history of American housing, with emphasis on changing design, materials, and construction techniques; tours of area homes; and a major design project. *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. REICH

271 Science in America A survey of the social, political, and institutional development of science in America from colonial times to the present. Topics include: scientists' roles in government, education, and industry; science in war;

science, technology, and social issues; and the emergence of America as a leading scientific nation. Formerly listed as Science and Technology 297. *Three or four credit hours.* MR. FLEMING

332 Turning Points in the History of Science and Technology International perspectives on the development of science and technology from the scientific revolution to the early twentieth century. The content of new theories, discoveries, and inventions will be presented in their social and cultural contexts with special attention given to trans-national comparisons. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* MR. FLEMING

[493] Senior Research Project Students will design and complete a final integrative project in science and technology studies. Required of minors and open to others with the permission of the program director and the instructor. *Four credit hours.* FACULTY

Selected Topics

-97, -98 Study of Selected Topics Each department and interdisciplinary major may from time to time offer special courses not otherwise included in its regular course listing. When such a course is offered, it will be listed under the appropriate subject heading. The first digit of its number will depend on the level at which it is offered. Titles, descriptions, prerequisites, and number and type of credits will be determined by the department or interdisciplinary major offering the course, and will be available at registration.

Sociology and Anthropology

Chair, PROFESSOR THOMAS MORRIONE

Professors Frederick Geib, Jonas Rosenthal¹, Morrione, and Sonya Rose¹; Associate Professor Cheryl Gilkes; Assistant Professors Suzanne Falgout, Adam Weisberger, and David Nugent; Visiting Instructor Jane Gray

The curriculum in sociology introduces students to the discipline, especially to the interplay of sociological theory and sociological research. Courses in the department foster appreciation of such sociological concerns as social inequality, social change, social control, deviance, conflict, and the formation of identity. By conducting research for course projects, students learn that sociology is an empirically-based social science; they learn to do sociology as well as to read about how it is done. The major helps prepare students to deal with the world by providing them with a critical and humanistic perspective. For those considering graduate school, it offers a comprehensive background in theory, methods, and their application in a variety of subject areas of the discipline. After developing their own sociological perspective, students complete an independent research project which integrates their course work, their perspective, and their research findings.

Requirements for the Major in Sociology

Sociology 131, 215, 271, 371, 372, 494, and four additional sociology courses, totaling at least twelve hours (one course in anthropology at the 200 level or above may be substituted). Sociology 215 and 271 should be taken before the end of the

sophomore year. Although Sociology 272 is not required, it is strongly recommended.

The point scale for retention of the major applies to all courses in anthropology and sociology. No requirement for the major may be taken pass/fail.

Attention is called to the independent concentration in anthropology and to the concentration in quantitative analysis.

Sociology courses above the 100 level have limited enrollments.

¹On leave full year.

†[112j] Interaction Process Analysis Theories and methods of understanding interpersonal behavior as it occurs in small groups. Synthesis of concepts, theory, and observation of the group. Enrollment limited to 16; preference given to freshmen. *Prerequisite:* No prior sociology courses and permission of the instructor. *Three credit hours.*

131d Principles of Sociology Human society: its growth, institutions, activities, and problems. The course attempts to synthesize the available knowledge and concepts necessary for a scientific understanding of our complex modern society. *Four credit hours.* MR. WEISBERGER

211, 212 Short Courses in Sociology During each year several different short courses may be offered. A student may take any or all; however, registration is required for each course. Each course will run approximately four to six weeks. By department rule, dropping or adding any short course must be done *prior* to the second meeting of the class. Cannot be counted toward the sociology major unless Sociology 131 is taken previously or concurrently. Topics for 1989-90 are "Echoes of the Roaring Twenties," "The 1930s: A Time for Remembrance," "The 1940s," and "The Decade of Confrontation: 1960-1970." Enrollment limited. *Prerequisite:* Permission of the instructor. *One or two credit hours per short course.* MR. GEIB

214j The African-American Elites and Middle Classes Utilizing classical and contemporary sociological theories of stratification and race relations, the course explores the intersection of class and race-ethnicity in the social origins and historical roles of elites and middle classes in the African-American experience. Particular attention to the writings of DuBois, Frazier, Cox, and Wilson. Biographical and autobiographical perspectives will provide rich description of socialization, family contexts, work, politics, ideologies, and the impacts of racism and social change. *Prerequisite:* Sociology 131, 231, American Studies 276, or permission of the instructor. *Three credit hours.* MS. GILKES

215d2 History of Sociological Theory The history of sociology, and a critical survey of the systems of thought about society, centered on major schools of sociological theory and their representatives. The place of theory in social research as presented in works of major social theorists. *Prerequisite:* Sociology 131. *Three credit hours.* MR. WEISBERGER

[219j] The Bible and Social Inequality The course explores the importance of gender, political organization, nationality, and economic position within the Bible and the biblical world and then examines the social and cultural

importance of the Bible in issues of gender, race-ethnicity, class, and power in the United States. Also listed as Religion 219j. *Prerequisite:* Permission of the instructor. *Three credit hours.*

231 Contemporary Social Issues Analysis of selected controversial issues and public problems in the contemporary United States. General theoretical frameworks in the sociology of social problems used to analyze issues from one or more perspectives; areas include alienation, economic and political freedom, the politics of morality, poverty, women's roles, and social inequality. *Prerequisite:* Sociology 131 or permission of the instructor. *Three credit hours.* MS. GILKES

233 Criminology This course introduces the student to the entire gamut of crime in society; the offense, the criminal, crime investigation, law enforcement, legal systems, and punishments. Current shortcomings as well as possible alternatives will be presented. An extra offering, the Crime Laboratory, is available for additional credit. Enrollment limited. *Prerequisite:* Sociology 131. *Three or four credit hours.* MR. GEIB

[235] Sociology of Religion A survey and overview of religion as a social phenomenon and an object of sociological analysis. Topics include theoretical perspectives, research strategies, the problem of meaning and moral order, and religion as a group phenomenon involving social conflict, social organization, social class, race-ethnicity, gender relations, politics, popular culture, and public problems such as pluralism, innovation, secularization, religious economy. Also listed as Religion 235. *Three credit hours.*

[237] The Sociology of Child Development The family as transmitter of the culture, relationships between social forces acting upon the family and the socialization process, and relationships between family characteristics, transmission, and socialization. See also Education 213, 253, 254. *Prerequisite:* Sociology 131. *Three credit hours.*

252d1 Race, Ethnicity, and Society The role of intergroup conflicts, ethnic antagonisms, and racism in culture and social structure in the United States; topics include ethnic community experiences, immigration, enslavement, prejudice and discrimination, social movements, pluralism, and comparative perspectives. *Prerequisite:* Sociology 131. *Three credit hours.* MS. GILKES

271 Introduction to Sociological Research Methods Introduction to a variety of research methods employed by sociologists. Topics include problem definition, the logic of inquiry, the relation between theory and research, research design, sampling, and techniques for data collection and analysis. *Prerequisite:* Sociology 131. *Four credit hours.* MS. GRAY

272 Advanced Research Methods Using either available resources or data collected for a specific investigative purpose, students will design and execute a research project. The course will incorporate manipulation of quantitative data using the computer, basic statistical analysis, interpretation of statistical results, and integration of empirical findings into sociological theory. *Prerequisite:* Sociology 271. *Three credit hours.* MR. WEISBERGER

273d2 The Family Changes in the family and its relationship to other institutions in society are examined using a sociohistorical perspective. *Prerequisite:* Sociology 131. *Four credit hours.* MS. GRAY

[274] Social Inequality and Power Using a historical and sociological orientation, the course examines how structured inequalities are socially created, and the social consequences of inequality. *Prerequisite:* Sociology 131 or permission of the instructor. *Three credit hours.*

[275j] Social Situations: Everyday Life An introduction to issues, problems, and strategies relating to the observation and analysis of human interaction in natural social settings. A social-psychological perspective is developed through discussion of first-hand field experience and participant observation in a variety of settings. *Prerequisite:* Sociology 131 and permission of the instructor. *Three credit hours.*

276d1 Women and Men in Society The behaviors expected of people because of their sex and differences in the status of men and women in society will be examined using a sociohistorical perspective. Theories accounting for gender differences will be analyzed, and the consequences of gender inequality in contemporary society will be explored. *Prerequisite:* Sociology 131. *Three credit hours.* MS. GRAY

277d2 Sociological Social Psychology An analysis of major social-psychological views of human behavior, with special emphasis on the works of George Herbert Mead and Herbert Blumer. Human group life, social behavior, self, situations, and society examined from a symbolic interactionist point of view. *Prerequisite:* Sociology 131. *Four credit hours.* MR. MORRIONE

[292] Social Change Beginning with an examination of the concept of social change, the course will focus on the changes in American life and value systems viewed from a variety of perspectives advanced by some of the theorists of change. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.*

315 Politics and Society A survey of sociological perspectives on politics and political processes. Topics include state theory, political parties, the politics of production, social movements and ideology. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.* MR. WEISBERGER

[316] Special Topics in Sociology: Selected topics to be announced. *Three credit hours.*

318d1 Contemporary Theory An analysis of the contemporary state of sociology as a discipline. Special attention given to critical theory, phenomenology, ethno-methodology, symbolic interactionism, and existential sociology. *Prerequisite:* Sociology 131 and permission of the instructor. *Three credit hours.* MR. MORRIONE

[332] Industry and Occupations Work is an activity that consumes a good portion of most people's lives. Using a historical and comparative approach, this course will focus on the changing meaning of work and on changes in the

occupational structure, work settings, and the organization of work. *Prerequisite:* Sociology 131. *Four credit hours.*

334 Social Deviance Definitions of deviance and theories of explanation and analysis of deviant behavior. Readings and discussions will emphasize the history and development of contemporary perspectives. Enrollment limited to 15; seniors and majors given preference. *Prerequisite:* Sociology 131 and permission of the instructor. *Three credit hours.* MR. MORRIONE

355 African-American Women and Social Change Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus is on the contradictions between lived experience and cultural expectations surrounding gender, and to the distinctive experiences of African-American women as a force for social change. Enrollment limited. *Prerequisite:* An introductory social science course or American Studies 274 or 276. *Three credit hours.* MS. GILKES

[356] African-American Religious Experience A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis on the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Also listed as Religion 356. *Prerequisite:* An introductory sociology or anthropology course or American Studies 274 or 276 or Religion 217 or permission of the instructor. *Three credit hours.*

371, 372 Independent Integrating Project Under faculty supervision, each student will complete an independent research project which is informed by the student's sociological perspective and reflects knowledge of both theoretical concepts and empirical research methods. Majors must begin planning and secure a faculty adviser for the project before the start of their final semester. *Prerequisite:* Sociology 131, 215, 271, and permission of the instructor. *Two to four credit hours.* FACULTY

[394] Collective Behavior A course that seeks to shed light on the plight of contemporary man through the examination of the various instances of collective behavior—crowds, masses, publics, and social movements—and the forces that mold each. Consideration is given also to public opinion, propaganda, communication and the major mass media, and their functions in modern society. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.*

398 Gender and the International Division of Labor An examination of ways in which women's subordination is linked to inequalities between classes and world regions through a historical and global perspective to understand how the experiences of women at different times and in different places are interconnected, e.g., how the oppression of women slaves on American plantations was linked to that of women workers in early English factories and how might both be related to the position of women in today's Mexican border industries. *Four credit hours.* MS. GRAY

491, 492 Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Senior standing and permission of the department. *Two to four credit hours.* FACULTY

493 Senior Sociology Seminar The meaning and development of sociological perspectives. Individual projects developed from group discussions. *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. MORRIONE

Spanish

In the Department of Modern Foreign Languages. Unless otherwise specified, all courses numbered above 127 are conducted in Spanish. Spanish 135 or permission of the instructor is required for all courses numbered 200 or higher.

Professor Francisco Cauz¹; Associate Professors Priscilla Doel and Jorge Olivares; Assistant Professor Javier Gonzalez-Alonso²; Instructors Barbara Nelson³ and Silvia Bermudez; Visiting Instructor Mark Aldrich

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board achievement test in the language or take the placement test during freshman orientation.

Requirements for the Major in Spanish

Spanish 231 and at least seven additional semester Spanish courses numbered above 135; one course at the 200 level or above in each of the following areas: Golden Age, Modern Peninsular literature, and Spanish American literature.

The following statements also apply:

- (1) The point scale for retention of the major is based on all Spanish courses numbered above 135.
- (2) No major requirements may be taken pass/fail.
- (3) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.
- (4) All majors must take at least one course in Spanish approved by the major adviser each semester until graduation.

Teacher Certification: Students desiring certification for teaching Spanish should consult the Department of Modern Foreign Languages and the Education Department.

¹On leave second semester.

²Resident director, Colby in Cuernavaca, first semester.

³Part-time.

115 Mexican History A survey covering the period from the pre-Columbian civilizations through the modern era. Course conducted in Spanish. Nongraded. Offered in Cuernavaca. *Two credit hours.* FACULTY

116 Mexican Society An introduction to contemporary Mexican society with special emphasis on the role of the Indian and the mestizo. Course conducted in Spanish. Nongraded. Offered in Cuernavaca. *Two credit hours.* FACULTY

117j Intensive Spanish A course in oral and written Spanish given at the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico, intended for students at the 100 level in Spanish. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* INSTRUCTOR

125, 126, 127 Intensive Spanish in Mexico An intensive Spanish language course given in Cuernavaca, Mexico, and open primarily to incoming freshmen. *Twelve credit hours.* MR. GONZALEZ-ALONSO

125, 126d Elementary Spanish Introduction to the language by an audio-lingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work. *Four credit hours.* FACULTY

127d Intermediate Spanish I Continued practice in the oral-aural skills, with increasing emphasis on reading and writing. *Prerequisite:* Spanish 126 or appropriate score on the College Board Spanish achievement test. *Four credit hours.* FACULTY

[127j] Intensive Spanish Reading and discussion of a play or a collection of short stories and an introduction to Hispanic culture; informal but directed conversation; oral presentations. Videos and films on Hispanic culture will supplement readings. Successful completion of course will satisfy the language requirement. Enrollment limited. *Prerequisite:* Spanish 126 or appropriate score on the College Board Spanish achievement test. *Three credit hours.*

128d Intermediate Spanish II The development of reading skills through Spanish and Spanish-American texts. Formerly listed as Spanish 141. Enrollment limited. *Prerequisite:* Spanish 127. *Four credit hours.* MR. CAUZ

131d Conversation and Composition Language review with emphasis on oral expression, written composition, and vocabulary development. Formerly listed as Spanish 142. Enrollment limited. *Prerequisite:* Spanish 128 or permission of the instructor. *Three credit hours.* FACULTY

135d2, 136d1 Introduction to Hispanic Literatures Introduction to literary analysis through Spanish (135) and Spanish-American (136) texts. Formerly listed as Spanish 151, 152. *Prerequisite:* Spanish 131 or permission of the instructor. *Three credit hours.* FACULTY

153 An Introduction to Mexican Literature A survey of Mexican literature from the colonial period through the twentieth century. Offered in Cuernavaca. *Three credit hours.* MR. GONZALEZ-ALONSO

231d Advanced Spanish A review of Spanish grammar at the advanced level, with directed themes and free composition, and structured oral work on idiomatic usage. Formerly listed as Spanish 232. Enrollment limited. *Prerequisite:* Spanish 131 or permission of the instructor. *Four credit hours.* MR. GONZALEZ

[232] Spanish American Culture A consideration of the ways representative Spanish American thinkers define *lo americano*. Topics for discussion will

include cultural stereotypes, colonialism, anglophobia, miscegenation, and revolution. Readings from different genres (poetry, novel, essay, theater) and authors, such as Arriví, Carpentier, N. Guillén, Martí, Neruda, Paz, Rodó, and Vasconcelos. Formerly listed as Spanish 218. *Four credit hours.*

***255d2 Nineteenth-Century Spanish Literature** Representative works of romanticism and realism. *Four credit hours.* MR. GONZALEZ

256 The Generation of 1898 The principal figures of this generation. Unamuno, Azorín, Baroja, Valle-Inclán, and Machado. *Four credit hours.* MS. BERMUDEZ

†[257] Modern Spanish Literature The literature of twentieth-century Spain. *Four credit hours.*

[261] Spanish American Literature I Spanish American literature from the Colonial period to 1888: Discovery, Colonization, and Independence. *Four credit hours.*

262d1 Spanish American Literature II Spanish American literature from 1888 to the present. *Four credit hours.* MS. DOEL

332 Contemporary Spanish-American Fiction Close readings of contemporary Spanish-American narrative texts by representative authors such as Borges, Cabrera Infante, Carpentier, Cortázar, Fuentes, Garcia Márquez, Puig, Valenzuela, and Vargas Llosa. Topics for discussion include texts and contexts, narrative perspective, the role of the reader, and the carnivalesque. *Four credit hours.* MR. OLIVARES

334 Women in Hispanic Poetry and Fiction Works by both male and female Hispanic authors are included in this study of the portrayal of women in Hispanic poetry and fiction. Selections from the Middle Ages through modern times will reflect both traditional and non-traditional portrayals of women in what has been a particularly macho-oriented culture. *Four credit hours.* MS. DOEL

†[337] Medieval Spanish Literature Medieval Spanish classics (*El Cid*, *El libro de buen amor*, *La Celestina*, and *El romancero*) and classic types (lords and vassals, prostitutes and pimps, sages and pages, liberated women and misogynist men, illicit lovers and idealistic dreamers). *Four credit hours.*

***351 El Siglo de Oro** Prose, poetry, and theater of Spain in the sixteenth and seventeenth centuries, including authors such as Cervantes, Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Garcilaso, Fray Luis de León, and Quevedo. *Four credit hours.* MR. CAUZ

†[352] Don Quijote In depth reading and analysis of *Don Quijote de la Mancha*. *Four credit hours.*

†[358] The Contemporary Spanish Novel The Spanish novel after the Spanish war (1936-39). Authors will include Carmen Laforet, Camilo José Cela, Ignacio Aldecoa, Jesús Fernández Santos, Juan Marsé, Luis Martín Santos, and Juan Goytisolo. *Four credit hours.*

491, 492 Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

493 Seminar in Spanish and Latin American Literature—Poetry as Discourse: Twentieth-Century Spain A study of the writings of twentieth-century Peninsular poets as a single discourse committed to certain assumptions about language, society, and individuality. Poems studied are by Juan Ramón Jiménez, Antonio Machado, Pedro Salinas, Miguel Hernández, José Hierro, Angel González, José A. Valente, and Jenaro Talens. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. BERMUDEZ

493d2 Seminar in Spanish and Latin American Literature—Detectives and Spies: Forms of Popular Culture in Spanish-American Fiction A consideration of how the classical detective story has permeated the realm of "high" or "respectable" art, and, in particular, how some "serious" writers in Spanish America, such as Bioy Cesares, Borges, Fuentes, Garcia Márquez, Leñero, Ocampo, Onetti, Puig, Sábato, and Vargas Llosa, have simultaneously recuperated and subverted the conventions of this "popular" genre. Topics for discussion include the relationships among author, text, and reader; the function of parody and intertextual relations; and the mimetic vs. the reflexive modes. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. OLIVARES

Women's Studies

The Women's Studies Program is devoted to analyzing the social, psychological, political, economic, historical, and artistic dimensions of women's experience, drawing on courses from a broad range of disciplines to reflect the complexities of women's lives. It encourages the development of new methods of analysis and the introduction of previously neglected fields of study with the goal of enriching the entire college curriculum.

Students may pursue a minor in women's studies or structure a major under the auspices of the independent major board with the guidance of the women's studies coordinator.

Requirements for the Minor in Women's Studies

A minimum of 24 credit hours in at least two departments, to include an introductory course at the 100 or 200 level; Women's Studies 493; at least one additional course each at the 200, 300, and 400 levels. At least 12 credit hours must be taken beyond the introductory level. No more than three credit hours of field experience may be taken toward the minor.

Courses Offered in Women's Studies

American Studies: 274 The Female Experience in America.

Ancient History: 177 Women in Antiquity.

Art: 374 Women and Film.

East Asian Studies: 271 Japanese Women Through Films and Literature.

Economics: 254 Women in the Labor Market.

Education: 294 Women in Professions.

English: 355 African-American Literature; 397j Women in American Film: 1942-1959; 398A African-American Women Writers; 493 Seminar in British or American Literature (as appropriate).

French: 331 Images of Women in French Literature; 352 French Canadian Literature; 353 Francophone Women Authors.

Freshman Seminars: 132 Global Perspectives on Gender, Race and Class.

German: 333 German Women Writers.

Government: 312 Directions in Feminist Theory; 319 Law and Social Change: Women and Minorities; 414 Contemporary Social Theory; 434 Women in American Politics; 451 The New Deal.

History: 211 Public Lives/Private Lives: Men and Women in Europe from the Middle Ages to the Present; 236 History of Women in Europe; 257 History of Women in America; 232j Women, Law, and Medicine in Early Modern Europe: The Witch-craze; 419 Seminar: Life History and the Historical Moment.

Psychology: 251 Theories of Personality.; 253 Social Psychology.

Religion: 257 Women in American Religion; 316 Contemporary Western Theology; 392 The Goddess: A Hermeneutics in Theology.

Sociology: 219 The Bible and Social Inequality; 273 The Family; 276 Women and Men in Society; 355 African-American Women and Social Change; 398 Women and the International Division of Labor.

Spanish: 334 Women in Hispanic Poetry and Fiction.

Women's Studies: 111 Introduction to Women's Studies; 493 Seminar in Women's Studies.

111j Introduction to Women's Studies Through lectures and discussion of readings, the course will examine the contributions of feminist scholarship to the understanding of selected topics in the humanities, social sciences, and natural sciences. Social programs dealing with women's issues, and oral histories of women's lives. Enrollment limited. *Three credit hours.* INSTRUCTOR

491, 492 Independent Study Individual study of special problems in women's studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and program coordinator. *One to four credit hours.* FACULTY

493d2 Senior Seminar An interdisciplinary seminar providing advanced level integrative analysis. (In 1989-90 the course is listed as English 493.) *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. MANNOCCI

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The Corporation 1989-90

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²Life member.

³Died March 18, 1989.

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 CLAYTON WEARE JOHNSON '26, M.A. '65, 1965-1971
 LEONARD WITHINGTON MAYO '22, M.A. '57, D.S.S. '42, 1957-1969
 RITA ANN MCCABE '45, M.A. '66, 1966-1972, 1973-1983
 LAWRENCE CARROLL MCQUADE, M.A. '81, LL.B., 1981-1989
 MATTHEW TAYLOR MELLON, M.A. '44, Ph.D., 1944-1959
 C. DAVID O'BRIEN '58, M.A. '75, 1975-1985
 BETTINA WELLINGTON PIPER '35, M.A. '64, 1964-1970
 KERSHAW ELIAS POWELL '51, M.A. '82, D.M.D., 1982-1988
 PATRICIA RACHAL '74, M.A. '80, Ph.D., 1983-1986
 JOHN FRANKLIN REYNOLDS '36, M.A. '71, Sc.D. '78, M.D., 1971-1977
 ALICE LINSKOTT ROBERTS '31, M.A. '54, 1954-1960
 HENRY WESTON ROLLINS '32, M.A. '62, 1962-1968
 ROBERT CONVERSE ROWELL '49, M.A. '61, 1961-1967
 DWIGHT EMERSON SARGENT '39, M.A. '56, M.A. '58, 1958-1964, 1971-1974
 RAYMOND SPINNEY '21, M.A. '46, 1946-1952
 RUSSELL MILLARD SQUIRE, SR. '25, M.A. '48, 1948-1955
 EUGENE CHARLES STRUCKHOFF '44, M.A. '67, LL.B., 1967-1970
 W. CLARKE SWANSON, JR., M.A. '70, LL.B., 1970-1976
 ARTHUR TOTTEN THOMPSON '40, M.A. '70, M.B.A., Sc.D. '69, 1970-1974
 SIGRID EMMA TOMPKINS '38, M.A. '70, LL.B., 1970-1976, 1977-1985
 PETER AUSTIN VLACHOS '58, M.A. '77, 1977-1980
 JEAN MARGARET WATSON '29, M.A. '65, M.A., 1965-1971
 THOMAS JOHN WATSON III '67, M.A. '75, J.D., 1975-1981
 ESTHER ZISKIND WELTMAN, M.A. '58, M.Ed., LL.D. '66, 1958-1973, 1974-1977
 RALPH SAMUEL WILLIAMS '35, M.A. '73, M.B.A., L.H.D. '72, 1973-1983
 ROBERT FREDERIC WOOLWORTH, M.A. '65, 1965-1977

¹Died March 9, 1989.

Overseers

HAROLD ALFOND, L.H.D. '80, Waterville, Maine, *Chairman of the Board, Dexter Shoe Company*, Visiting Committee on Physical Education and Athletics (1993)

JOSEPH ROBERT ALPERT '54, M.A. '82, Dallas, Texas, *President, Alpert Corporation* (1990)

JOSEPH J. BLANEY, Ed.D.¹, Rhinebeck, New York, *Director, United Nations International School, Visiting Committee on Government* (1991)

JACK BOBER '64, M.B.A., Madison, New Jersey, *Chairman, Autranet, Incorporated* (1993)

CHARLES WILLIAM CAREY '63, M.A., Cumberland, Rhode Island, *Executive Vice President, Fleet/Norstar Financial Group, Incorporated, Visiting Committee on American Studies* (1990)

E. MICHAEL CAULFIELD '68, M.B.A., Darien, Connecticut, *Partner, Greenwich Associates* (1993)

JAMES ROBERT COCHRANE '40, Laconia, New Hampshire, *Board of Directors, Former President, The Seiler Corporation, Visiting Committees on Admissions, on Career Services, and on Physical Education and Athletics* (1990)

JAMES BARTLETT CRAWFORD '64, M.B.A., Richmond, Virginia, *President and Chief Executive Officer, James River Coal Company, Visiting Committees on Philosophy and Religion and on the Library* (1991)

H. KING CUMMINGS, B.S., M.A. '69², Stratton, Maine, *Chairman, Sugarloaf Mountain Corporation, Visiting Committees on Geology and on Physics and Astronomy* (1993)

JUDITH DE LUCE '68, Ph.D., Oxford, Ohio, *Chairman of the Classics Department, Miami University* (1992)

JOHN WARNER FIELD, B.A., M.A. '60, Fairfield, Connecticut, *Management and Finance Consultant, Mine Hill Consultants Office, Visiting Committees on Economics and Administrative Science* (1993)

JOHN WARNER FIELD, JR. '66, Rye, New York, *Senior Vice President, J. P. Morgan & Company, Incorporated* (1993)

ROBERT MICHAEL FUREK '64, M.B.A., West Hartford, Connecticut, *President and Chief Operating Officer, Hueblein, Incorporated, Visiting Committee on Government* (1991)

RAY BOUTELLE GREENE, JR. '47, M.A. '75³, Needham, Massachusetts, *Owner, Greene Associates, Visiting Committees on Psychology and on Biology* (1989)

CURTIS C. HARRIS, M.D., Bethesda, Maryland, *Chief, Laboratory of Human Carcinogenesis, National Cancer Institute* (1991)

ELLEN B. HAWHEELI '69, New York, New York, *Visiting Committees on Women's Studies and on Development and Alumni Relations* (1992)

JANET GAY HAWKINS '48, Plandome, New York, *Visiting Committees on the Library and on Health Services* (1993)

SUSAN SMITH HUEBSCH '54, South Dartmouth, Massachusetts, *Real Estate Broker, Visiting Committee on Physical Plant* (1993)

H. ALAN HUME, M.D., Oakland, Maine, *Physician, Mid-Maine Medical Center*, Visiting Committees on Chemistry, on Biology, on Health Services, and on Women's Studies (1993)

SOL HURWITZ, B.A., Rye, New York, *Senior Vice President, Committee for Economic Development*, Visiting Committees on Psychology, on Publications and Public Affairs, and on English (1993)

EDITH KEMPER JETTÉ, M.A. '62, Boston, Massachusetts, *Cofounder, The Friends of Art at Colby*, Visiting Committee on Art (1993)

ANTHONY FERDINAND KRAMER '62, M.C.P., Burr Ridge, Illinois, *Senior Vice President and Treasurer, Draper and Kramer, Incorporated* (1993)

ALLAN JORDAN LANDAU '55, LL.M., Boston, Massachusetts, *Attorney, Widett, Slater & Goldman, P.C.*, Visiting Committees on Physical Education and Athletics and on Development and Alumni Relations (1992)

ROBERT ALF LINDGREN, J.D., New York, New York, *Partner, Rogers and Wells*, Visiting Committees on Music and the Performing Arts, on Art and the Museum of Art, and on Dining Services (1991)

PETER HAROLD LUNDER '56, Waterville, Maine, *President, Assistant Treasurer, and Director, Dexter Shoe Company*, Visiting Committees on Physical Plant, on Art and the Museum of Art, and on Physical Education and Athletics (1990)

WILLIAM THOMAS MASON, Jr. '47, LL.B., Norfolk, Virginia, *Attorney, Robinson, Eichler, Zaleski & Mason*, Visiting Committee on African-American Studies and Women's Studies (1991)

DEBORAH NUTTER MINER '68, Ph.D., Westwood, Massachusetts, *Chairman, Government Department, Simmons College*, Visiting Committee on Government (1992)

EDSON V. MITCHELL III '75, M.B.A., Basking Ridge, New Jersey, *Senior Managing Director, Merrill Lynch, Pierce, Fenner & Smith, Inc.* (1993)

C. RICHARD PETERSON '60, Bryn Mawr, Pennsylvania, *Executive Vice President and Director of Corporate Groups Services, Fred S. James & Company*, Visiting Committees on History and on Physical Plant (1991)

WILLIAM JOSEPH ROUHANA, JR. '72, J.D., Port Washington, New York, *President, WinStar Corporation*, Visiting Committees on Administrative Science and on Psychology (1990)

PAUL JACQUES SCHUPF, B.A., Hamilton, New York, *President, Schupf, Woltman & Company, Incorporated*, Visiting Committee on Art and the Museum of Art (1993)

PETER C. SCHWARTZ, LL.B., Glastonbury, Connecticut, *Partner, Gordon, Muir and Foley*, Visiting Committees on Student Affairs and on Development and Alumni Relations (1992)

JOHN MICK SEIDL, Ph.D., Oakland, California, *President and Chief Executive Officer, KaiserTech Limited and Kaiser Aluminum & Chemical Corporation*, Visiting Committees on Geology, on Physics and Astronomy, and on Philosophy and Religion (1991)

GREGORY W. SMITH '73, J.D., New York, New York, *President, Woodward/White, Incorporated*, Visiting Committees on American Studies and on the Library (1992)

HENRY J. SOCKBESON '73, Laurel, Maryland, *Directing Attorney, Native American Rights Fund* (1993)

ELAINE ZERVAS STAMAS '53, Scarsdale, New York, Visiting Committees on Music and the Performing Arts and on Health Services (1991)

M. LAEL SWINNEY STEGALL '62, Washington, D.C., *Partner, Communication Consortium*, Visiting Committee on Women's Studies (1992)

M. ANNE O'HANIAN SZOSTAK '72, M.A. '74, Warwick, Rhode Island, *Corporate Vice President, Fleet/Norstar Financial Group, Incorporated*, Visiting Committees on African-American Studies, on Women's Studies, and on Career Services (1993)

JUDITH PROPHETT TIMKEN '57, Lafayette, California, *Art Docent, Oakland Museum*, Visiting Committees on Music and the Performing Arts and on Art and the Museum of Art (1992)

FREDERICK W. VALONE '72, Ph.D., Houston, Texas, *Research Chemist, Texaco, Incorporated*, Visiting Committee on Biology (1991)

DIANE GERTH VAN WYCK '66, J.D., Brooklyn, New York, *Vice President, Tax Division, American Express Travel Related Services* (1993)

¹Resigned April 14, 1989.

²Died March 25, 1989.

³Died April 3, 1989.

Overseers Visiting Committees 1988-89

Physical Education and Athletics October 23-25, 1988 / Ms. Nancy Haydu, chair; Mr. James Cochrane; Mr. Jerome Goldberg; Mr. Thomas Lawson, Athletic Director, Middlebury College, consultant; Ms. Marjorie Tversky, Associate Athletic Director, Columbia University/Barnard College Athletic Consortium, consultant.

Libraries December 4-6, 1988 / Mr. James Crawford, chair; Dr. Willis Bridegam, Director, Amherst College Library, consultant; Mrs. Janet Hawkins; Mr. Gregory Smith.

Government February 26-28, 1989 / Professor Deborah Miner, chair; Mr. Joseph Blaney; Mr. Robert Furek; Professor Wayne Swanson, Department of Political Science, Connecticut College, consultant.

Physical Plant March 6-8, 1989 / Mr. C. Richard Peterson, chair; Ms. Susan Huebsch; Mr. Austin Joerger, retired Director of Physical Plant, Colgate University, consultant; Dr. Kershaw Powell.

Women's Studies Program March 16-18, 1989 / Ms. Lael Stegall, chair; Professor Michaela di Leonardo, Department of Anthropology, Yale University, consultant; Ms. Ellen Haweeli; Dr. H. Alan Hume.

African-American Studies April 23-25, 1989 / Ms. Mary Elizabeth Turner, chair; Mr. William Mason, Jr.; Professor Randolph Stakeman, Associate Professor of History, Bowdoin College, consultant.

Development May 17-19, 1989 / Mr. Peter Schwartz, chair; Mr. Marcus Diamond, Associate Dean, Resource Planning and Development, The Johns Hopkins University, consultant; Ms. Ellen Haweeli; Mr. Allan Landau.

Faculty 1988-90

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D. (Harvard), 1979-
Professor of Government; President

ROBERT PAUL MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-
Professor of Philosophy; Vice President for Academic Affairs and Dean of Faculty, 1988-

Emeriti

ROBERT EDWARD LEE STRIDER II, M.A. '57, Ph.D., Litt.D. '79, 1957-79
Professor of English, Emeritus; President, Emeritus

DENNISON BANCROFT, M.A. '59, Ph.D., 1959-74
Professor of Physics, Emeritus

CLIFFORD JOSEPH BERSCHNEIDER, M.A. '78, M.A., 1949-85
Professor of History, Emeritus

ARCHILLE HENRI BIRON, M.A. '74, A.M., 1950-77
Professor of Modern Languages, Emeritus

MARJORIE DUFFY BITHER, M.A. '76, M.A., 1935-41, 1957-79
Professor of Physical Education, Emerita

PHILIP STEWART BITHER '30, M.A. '73, M.A., 1932-74
Professor of Modern Languages, Emeritus

DAVID GORDON BRIDGMAN, Ph.D., 1955-78
Associate Professor of History, Emeritus

JEAN D. BUNDY, M.A. '63, Ph.D., 1963-89
Dana Professor of French Literature, Emeritus

JAMES MORTON CARPENTER, M.A. '54, Ph.D., 1950-81
Jetté Professor of Art, Emeritus

RICHARD CARY, M.A. '62, Ph.D., 1952-75
Professor of English, Emeritus

WILFRED JAMES COMBELLACK '37, M.A. '48, Ph.D., 1948-80
Professor of Mathematics, Emeritus

ALICE PATTEE COMPARETTI, M.A. '61, Ph.D., 1936-73
Professor of English, Emerita

ERMANNO FRANCIS COMPARETTI, M.A. '53, Ph.D., 1941-74
Professor of Music, Emeritus

FLORENCE ELIZABETH LIBBEY CRAWFORD '29, M.S., 1948-71
Associate Professor of Library Science, Emerita

RICHARD NYE DYER, B.A., 1950-83
Assistant to the President, Emeritus

JACK DONALD FONER, M.A. '73, Ph.D., L.H.D. '82, February 1969-74; Visiting Scholar
in Residence, September-December 1983, September-December 1985
Professor of History, Emeritus

- JAMES MACKINNON GILLESPIE, M.A. '69, Ph.D., 1951-84
Professor of Psychology, Emeritus; Associate Dean of Students, Emeritus
- ADEL VERNA HEINRICH, A.Mus.D. (Flora Stone Mather, Union Theological, Wisconsin), 1964-1988
Associate Professor of Music, Emerita; Director of Chapel Music, Emerita
- HENRY HOLLAND, M.A. '66, Ph.D. (Maine, Harvard, Madrid), 1952-1988
Professor of Modern Languages (Spanish), Emeritus; Resident Director of Colby in Cuernavaca Program, Emeritus
- EARL AUSTIN JUNGHANS, M.S., 1960-72
Associate Professor of Mathematics, Emeritus
- DONALDSON KOONS, M.A. '51, Ph.D., 1947-82, January 1984, 1985, 1986, 1987, 1988
Dana Professor of Geology, Emeritus
- PAUL EWERS MACHEMER, M.A. '67, Ph.D., 1955-83
Merrill Professor of Chemistry, Emeritus
- GEORGE DOUGLAS MAIER, M.A. '83, Ph.D., 1965-1986
Professor of Chemistry, Emeritus
- E. JANET MARCHANT, M.A., 1940-65
Associate Professor of Physical Education, Emerita
- LEONARD WITHINGTON MAYO '22, M.A. '57, D.S.S. '42, 1966-71
Professor of Human Development, Emeritus
- EARLE ALTON MCKEEN '29, M.Ed., 1955-71
Associate Professor of Education, Emeritus
- WILLIAM BLACKALL MILLER, M.A. '74, Ph.D., 1956-82, February-June 1984
Professor of Art, Emeritus
- GEORGE THOMAS NICKERSON '29, M.A., 1948-67
Dean of Men, Emeritus
- LUELLA FREDERICKA NORWOOD, M.A. '52, Ph.D., February 1943-53
Professor of English, Emerita
- CLIFFORD HAZELDINE OSBORNE, B.A., D.D. '49, 1949-65
Professor of Religion, Emeritus; Chaplain, Emeritus
- FRANCIS HOWARD PARKER, M.A. '71, Ph.D., 1971-86
Dana Professor of Philosophy, Emeritus
- PAUL POWERS PEREZ, M.A. '73, Ph.D., February 1960-85
Professor of Psychology, Emeritus
- ROBERT WHITE PULLEN '41, M.A. '59, Ph.D., 1945-81
Professor of Economics, Emeritus; Administrative Vice President, Emeritus
- WENDELL AUGUSTUS RAY, M.A. '54, Ph.D., 1938-76
Professor of Chemistry, Emeritus
- PETER JOSEPH RÉ, M.A. '65, M.A., 1951-84
Professor of Music, Emeritus
- EVANS BURTON REID, M.A. '58, Ph.D., 1954-78
Merrill Professor of Chemistry, Emeritus
- ALLAN CHARLES SCOTT, M.A. '51, Ph.D., 1951-73, January 1984
Dana Professor of Biology, Emeritus

FRANCES FENN SEAMAN, B.Mus., 1957-68

Dean of Students, Emerita

GORDON WINSLOW SMITH, M.A. '71, M.A., 1930-72

Professor of Modern Languages, Emeritus

NORMAN SWASEY SMITH, M.Ed., 1945-68

Associate Professor of Education, Emeritus

IRVING DAVID SUSS, M.A. '73, Ph.D., 1957-80

Professor of English, Emeritus

JOHN HALE SUTHERLAND, M.A. '70, Ph.D., 1951-86

Professor of English, Emeritus

ROBERT LEE TERRY¹, M.A. '67, Ph.D., 1952-83

Professor of Biology, Emeritus

EDWARD HILL TURNER, A.B., M.A. '82, L.H.D. '73, 1953-78

Vice President for Development, Emeritus

GUENTER WEISSBERG, M.A. '70, J.D., Ph.D., 1965-1988

Professor of Government, Emeritus

RALPH SAMUEL WILLIAMS '35, M.A. '73, M.B.A., L.H.D. '72, 1947-73

Wadsworth Professor of Administrative Science, Emeritus; Administrative Vice President, Emeritus

WALTER HENRY ZUKOWSKI, M.A. '65, Ph.D., 1952-82

Wadsworth Professor of Administrative Science, Emeritus

¹Died July 6, 1989.

Faculty

The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received.

PAULA ANN ABOUD, B.A. (Arizona), 1986-

Adjunct Instructor in Physical Education

JULIA ADAMS, D.Mus. '86, M.A. (Oberlin, San Francisco State), 1986-

Visiting Artist in Music

DEBRA ANN AITKEN, M.Ed. (Frostburg State [Maryland], Plymouth State), 1985-

Adjunct Assistant Professor of Physical Education

MARK CANNON ALDRICH, Ph.D. (Hamilton, Massachusetts at Amherst), 1989-

Visiting Instructor in Modern Languages (Spanish)

DONALD BRUCE ALLEN, M.A. '82, Ph.D. (Fresno State, Illinois), 1967-

Professor of Geology

ROCHELLE AMAREL, M.S. (Ithaca, St. Bonaventure), 1989-

Adjunct Instructor in Physical Education

JAMES C. ANDERSON, Ph.D.⁷ (Syracuse), 1985-

Associate Professor of Philosophy

REINHARD GERHARD ANDRESS, Ph.D. (Rockford, Illinois), 1989-

Visiting Assistant Professor of Modern Languages (German)

ANTHONY ALFRED ANEMONE, JR., Ph.D.^{1,2} (Columbia, California at Berkeley), 1985-
Assistant Professor of Modern Languages (Russian)

DOUGLAS NELSON ARCHIBALD, M.A. '73, Ph.D. (Dartmouth, Michigan), 1973-
Professor of English; Vice President for Academic Affairs and Dean of Faculty,
 1984-88; *Editor of Colby Library Quarterly, 1986-*

SAMUEL LEIGH ATMORE, M.S. (Pennsylvania State, Simmons), 1977-
Faculty Member without Rank: Audiovisual Librarian

TOM C. AUSTIN, B.S. (Maine), 1986-
Adjunct Associate Professor of Physical Education

MATTHEW BAILEY, M.A. (Maine, Tulane), 1988-89
Visiting Instructor in Modern Languages (Spanish)

CAROL HOFFER BASSETT, M.A.⁷ (South Dakota), 1974-
Assistant Professor of Mathematics

CHARLES WALKER BASSETT, M.A. '80, Ph.D.⁶ (South Dakota, Kansas), 1969-
Dana Professor of American Studies and English

ROBERT MARK BENBOW, M.A. '62, Ph.D. (University of Washington, Yale), 1950-
Roberts Professor of English Literature

MIRIAM FRANCES BENNETT, M.A. '73, Ph.D. (Carleton, Mount Holyoke,
 Northwestern), 1973-
William R. Kenan, Jr., Professor of Biology

WILLIAM BERLINGHOFF, Ph.D. (Holy Cross, Boston College, Wesleyan), 1988-
Professor of Mathematics

SILVIA BERMUDEZ, M.A. (Universidad Central de Barcelona, Southern California),
 1989-
Instructor in Modern Languages (Spanish)

JOEL CHARLES BERNARD, Ph.D.^{2,8} (Cornell, Yale), 1980-
Assistant Professor of History

PARKER JOY BEVERAGE, M.A. (Dartmouth, Stanford), 1985-
Faculty Member without Rank: Dean of Admissions and Financial Aid

MARTIN BIER, Ph.D. (University of Amsterdam [Holland], Clarkson), 1987-
Assistant Professor of Mathematics

MARLIES BLACK, M.A.⁷ (University of Freiburg [Germany]), February-June 1989
Visiting Instructor in Modern Languages (German); Resident Director of Colby
in Lübeck Program, 1988-89

PAMELA ANN BLAKE, Ph.D.^{1,2} (St. Lawrence, Cornell), 1985-
Assistant Professor of Government

ANN CECILY BLASINGHAM, Ph.D. (Cincinnati), 1988-
Taylor Lecturer in Classics

DAVID BRUCE BOURGAIZE, Ph.D. (Ohio Northern, Massachusetts at Amherst),
 1988-
Assistant Professor of Chemistry

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ELIZABETH HOWARD BOWEN '81, M.A. (Colby, Brown), September 1986-January 1987, 1987-89

Instructor in Modern Languages (French); Resident Director of Colby in Dijon Program, 1989-90

ROGER WILSON BOWEN, M.A. '87, Ph.D. (Wabash, Michigan, British Columbia), 1978-

Professor of Government and East Asian Studies

AMY HANCOCK BOYD, Ph.D.⁶ (Michigan, Stanford, Michigan), 1986-

Assistant Professor of Administrative Science and of Mathematics

JAMES BOYLAN, M.A. (Wesleyan, Johns Hopkins), 1988-

Assistant Professor of English

PATRICK BRANCACCIO, M.A. '79, Ph.D. (Brooklyn, Ohio State, Rutgers), 1963-

Professor of English and Performing Arts; Resident Director of Colby in London Program, 1988-

MORTON AARON BRODY, J.D.⁷ (Bates, Chicago), 1984-

Professor of Government

CEDRIC BRYANT, M.A. (San Diego State, California at San Diego), 1988-

Instructor in English

JEAN D. BUNDY, M.A. '63, Ph.D.² (Washington State, Wisconsin), 1963-89

Dana Professor of French Literature

MICHAEL DAVID BURKE, M.F.A.⁷ (California at Berkeley, Massachusetts at Amherst), 1987-89

Visiting Assistant Professor of English

JEANNE BURNETTE, M.L.S.¹⁰ (Maine), January 1979-

Faculty Member without Rank: Cataloguer, Library

DAVID CALHOUN, M.A. (Louisiana State, Northwestern), 1988-89

Visiting Instructor in Philosophy

DEBRA CAMPBELL, Ph.D. (Mt. Holyoke, St. Michael's [Toronto], Boston University), January-June 1983; 1986-

Dana Faculty Fellow and Assistant Professor of Religion

MURRAY FRANCIS CAMPBELL, Ph.D. (Pennsylvania State, Cornell), 1980-

Associate Professor of Physics

MARY ANDREA CAPUTI, Ph.D. (Cornell, Chicago, Cornell), 1988-

Assistant Professor of Government

FRANCISCO ANTONIO CAUZ, M.A. '77, Ph.D.⁶ (Villanova, Middlebury, Rutgers), 1957-
Professor of Modern Languages (Spanish)

ARTHUR KINGSLEY CHAMPLIN, M.A. '87, Ph.D. (Williams, Rochester), 1971-

Professor of Biology

CATHERINE HERLIHY COCKS, M.A.L.S.⁶ (Lake Erie, Michigan), 1980-

Faculty Member without Rank: Head Cataloguer, Library

J. FRASER COCKS III, Ph.D.⁶ (Occidental, Michigan), 1975-

Assistant Professor of History; Special Collections Librarian; Director of Off-Campus Programs

DANIEL HARRY COHEN '75, Ph.D. (Colby, Indiana), 1983-
Assistant Professor of Philosophy

SARAH RACHEL COHEN, Ph.D. (Oberlin, Yale), 1988-
Assistant Professor of Art

FREDERICK RUSSELL COLE, Ph.D. (Massachusetts, Illinois), 1977-
Associate Professor of Biology

SUSAN WESTERBERG COLE, M.S. (Knox, Illinois), 1978-
Faculty Member without Rank: Science Librarian

GEORGE LEIDIGH COLEMAN II, M.A. (Cornell, Kansas), 1963-
Associate Professor; Registrar

CONSTANCE COOK, M.A. (Wittenberg, University of Washington, California at Berkeley), 1988-89
Visiting Assistant Professor of East Asian Studies

ANTHONY J. CORRADO, JR., M.A. (Catholic University), February 1986-
Instructor in Government

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D. (Harvard), 1979-
Professor of Government; President

ANTHONY PATRICK CUNNINGHAM '80, Ph.D.⁷ (Colby, Pennsylvania), 1989-
Visiting Assistant Professor of Philosophy

EILEEN MARY CURRAN, M.A. '73, Ph.D. (Cornell, Cambridge, Cornell), 1958-
Professor of English

ABOL HASSAN DANESH, Ph.D. (Tehran, California at Riverside), 1985-89
Visiting Assistant Professor of Sociology

GENE BARTHOLOMEW DE LORENZO '75, B.A. (Colby), 1977-
Adjunct Assistant Professor of Physical Education

KEITH J. DEVLIN, Ph.D. (King's College [London], University of Bristol [England]), 1989-
Carter Professor of Mathematics

THOMAS A. DEXTER, M.S. (S.U.N.Y. at Cortland), 1989-
Adjunct Instructor in Physical Education

SUELLEN DIACONOFF, Ph.D.³ (Willamette, Indiana), 1986-
Assistant Professor of Modern Languages (French)

PRISCILLA ALLEN DOEL, M.A. (Colby Junior, New York University), 1965-
Associate Professor of Modern Languages (Portuguese and Spanish)

WILLIAM EUGENE DOLL, Ph.D. (Montana State, Wisconsin at Madison), 1983-
Assistant Professor of Geology

MICHAEL REYNOLDS DONIHUE '79, Ph.D. (Colby, Michigan), 1989-
Instructor in Economics

ROY DOW '84, B.A.⁷ (Colby), 1987-89
Adjunct Instructor in Physical Education; Director of Intramurals

JOHN MINOT DUDLEY, M.A. '86, Ph.D. (Massachusetts Institute of Technology, California at Berkeley), 1964-
Professor of Physics

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SUZANNE FALGOUT, Ph.D. (New Orleans, Oregon), 1987-

Dana Faculty Fellow and Assistant Professor of Anthropology

ROBERT LAMBTON FARNSWORTH, M.F.A.⁷ (Brown, Columbia), 1983-89

Visiting Assistant Professor of English

SIDNEY WEYMOUTH FARR '55, M.A., M.B.A. (Colby, Maine), 1960-

Associate Professor; Alumni Secretary; Secretary of the Corporation

KEVIN FARRELL, M.S. (Nasson, Vermont), 1987-

Assistant Professor of Mathematics

MONIQUE LOUISE FECTEAU '79, B.A. (Colby), September -December 1987, 1988-

Visiting Instructor in Modern Languages (French); Resident Director of Colby in Dijon Program, 1988-89

LEE NATHAN FEIGON, Ph.D.¹ (California at Berkeley, Chicago, Wisconsin), 1976-

Associate Professor of History

FRANK ALEXANDER FEKETE, Ph.D. (Rhode Island at Kingston, Rutgers), 1983-

Associate Professor of Biology

CHARLES ANTHONY FERGUSON, Ph.D.¹ (Oberlin, Ohio State), 1967-

Associate Professor of Modern Languages (French, Italian)

GUY THEOPHILE FILOSOF, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-

Professor of Modern Languages (French)

DAVID WARREN FINDLAY, Ph.D.⁵ (Acadia [Canada], Purdue), 1985-

Assistant Professor of Economics

DAVID H. FIRMAGE, M.A. '88, Ph.D.⁴ (Brigham Young, Montana), February 1975-

Professor of Biology

JAMES RODGER FLEMING, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-

Assistant Professor of Science-Technology Studies

BRUCE EDWARD FOWLES, Ph.D.³ (Brown, California at Berkeley), 1967-

Associate Professor of Biology

BRUCE FRECH, Ph.D. (Rensselaer, Virginia), 1988-

Assistant Professor of Mathematics

KENNETH S. GANZA, M.A. (Wabash, Indiana), 1989-

Ziskind Lecturer in East Asian Studies and Art

AKLILU GEBREWALD, M.A.⁷ (Claremont), 1986-89

Visiting Instructor in English

FREDERICK ARTHUR GEIB, M.A. '75, Ph.D.⁷ (New Hampshire, Brown, Syracuse), 1955-

Professor of Sociology

HENRY ALBERT GEMERY, M.A. '77, M.B.A., Ph.D.² (Southern Connecticut, Harvard,

Pennsylvania), 1961-

Dana Professor of Economics

REBECCA LYNN GERBER, Ph.D.¹ (California State at San Jose, California at Santa Barbara), 1985-

Assistant Professor of Music

CHERYL TOWNSEND GILKES, Ph.D. (Northeastern), 1987-

John D. MacArthur Associate Professor of Sociology and of African-American Studies

ROBERT A. GILLESPIE, Ph.D. (Cornell, Iowa), 1971-77, 1982-

Associate Professor of English; College Editor

KEMP FREDERICK GILLUM, M.A. '65, Ph.D. (Illinois, Wisconsin), 1948-

Professor of History

JAVIER GONZALEZ-ALONSO, Ph.D. (University of Washington), 1985-

Assistant Professor of Modern Languages (Spanish); Resident Director of Colby in Cuernavaca Program, September-December 1988-

MICHEL GOULET, M.Ed. (New Hampshire, Ohio), 1977-

Adjunct Assistant Professor of Physical Education

HUGH JAMES GOURLEY III, A.B. (Brown), April 1966-

Faculty Member without Rank: Director of the Museum of Art

JANE LOUISE GRAY, Ph.D. (Trinity-Dublin, Johns Hopkins), 1989-

Visiting Instructor in Sociology

ARTHUR DAVID GREENSPAN, Ph.D. (Columbia, Indiana), 1978-

Associate Professor of Modern Languages (French); Resident Director of Colby in Caen Program, 1988-

PAUL GENE GREENWOOD, Ph.D. (Knox, Florida State), 1987-

Assistant Professor of Biology

CHARLES GREGORY, M.S.⁷ (Maine, University of New England), 1988-89

Visiting Instructor in Biology

JONATHAN FRANCIS HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-

Assistant Professor of Music

NATALIE BETH HARRIS, Ph.D.^{1, 2, 7} (Indiana), 1978-80, 1982-85, 1986-

Associate Professor of English

PETER BROMWELL HARRIS, M.A. '89, Ph.D.³ (Middlebury, Indiana), 1974-

Professor of English; Resident Director of Colby in Cork Program, 1989-90

CHARLES STEWART HAUSS, Ph.D.³ (Oberlin, Michigan), 1975-

Associate Professor of Government

BEVERLY GALE HAWK, Ph.D.¹ (John Carroll, Howard, Wisconsin), 1985-

Assistant Professor of Government

ROBIN A. S. HAYNES, Ph.D. (Michigan, Eastern Michigan, Bowling Green), 1989-

Visiting Assistant Professor of American Studies and of Art

HOMER T. HAYSLETT, JR., M.A. '88, Ph.D. (Bridgewater, Virginia Polytechnic,

Dartmouth), 1962-

Professor of Mathematics

PEYTON RANDOLPH HELM, Ph.D. (Yale, Pennsylvania), 1988-

Professor of Classics; Vice President for Development and Alumni Relations

VALENTINA HERNANDEZ, M.A. (University of Cambridge [England], University of

Salamanca [Spain], North Carolina at Chapel Hill), 1988-

Visiting Instructor in Modern Languages (Spanish); Resident Director of Colby in Salamanca Program, 1988-89

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ANTHONY PAUL HESS, M.S. (Oregon, Columbia), July 1986-
Faculty Member without Rank: Art and Music Librarian

YUKIKO HIRAKATA, M.A. (International Christian University), 1989-
Visiting Instructor in Modern Languages (Japanese)

JOHN HOFFACKER, M.M. (Virginia, Oregon, Eastman School of Music at
Rochester), 1988-89
Visiting Instructor in Music

JAN STAFFORD HOGENDORN, M.A. '76, Ph.D. (Wesleyan, London School of
Economics), 1963-64, 1966-
The Grossman Professor of Economics

LINDA HOOPES, B.A. (Davidson), 1987-
Assistant Professor of Psychology

YEAGER HUDSON, M.A. '77, Ph.D. (Millsaps, Boston University), 1959-
Professor of Philosophy

JANE HARLOW HUNTER, Ph.D.⁸ (Yale), 1980-
Associate Professor of History

CHRISTOPHER P. JANZEN, Ph.D. (Hamline, Texas A & M), 1989-
Visiting Assistant Professor of Chemistry

PATRICE FRANKO-JONES, Ph.D. (Bucknell, Notre Dame), 1986-
Assistant Professor of Economics

ROBERT HURD KANY, Ph.D. (Michigan, Pennsylvania State), February 1970-
Associate Professor of History; Director of Special Programs

TONI DINSMORE KATZ, M.S.⁴ (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Reference Librarian

DAVID L. KEENAN, M.A.⁵ (Dartmouth, Harvard), 1985-
Assistant Professor of East Asian Studies (Chinese Language and Literature)

STEPHEN KECSKEMETHY, D.Mus. '86, B.Mus., Artist's Diploma (Eastman), 1986-
Visiting Artist in Music

EDWIN JAMES KENNEY, JR., M.A. '82, Ph.D.³ (Hamilton, Cornell), 1968-
Professor of English

SUSAN MCILVAINE KENNEY, M.A. '86, Ph.D.^{1, 7} (Northwestern, Cornell), 1968-
Professor of English

DIANE SKOWBO KIERSTEAD, M.A. '89, Ph.D.⁵ (Miami [Ohio], Brandeis), 1974-
Professor of Psychology

TETSUO KINOSHITA, B.A. (International Christian University [Japan]), 1988-89
Visiting Instructor in Modern Languages (Japanese)

YVONNE RICHMOND KNIGHT '55, M.A. '79, M.B.A. (Colby, Cornell), 1958-
Professor of Administrative Science

GREGORY GALE KOLDEN, Ph.D. (St. Olaf, Northwestern), 1988-
Assistant Professor of Psychology

RONALD KOLLGAARD, M.A. (Colgate, Amherst), 1988-89
Visiting Instructor in Physics

DOROTHY MARIE KOONCE, M.A. '80, Ph.D. (Cornell, Pennsylvania), 1963-
Professor of Classics

- HOWARD LEE KOONCE, M.A. '80, Ph.D. (Dartmouth, Pennsylvania), 1963-
Professor of English and Performing Arts
- DONALDSON KOONS, M.A. '51, Ph.D. (Columbia), 1947-82, January 1984, 1985, 1986, 1987, 1988, 1989
Professor of Geology, Emeritus; Visiting Professor of Geology
- HUBERT CHRISTIAN KUETER, Ph.D. (Valparaiso, Michigan), 1965-
Associate Professor of Modern Languages (German)
- JAY BRIAN LABOV, Ph.D. (Miami [Florida], Rhode Island), 1979-
Associate Professor of Biology
- CHARLES RICHARD LAKIN, M.L.S. (U.S. Naval Academy, Iowa), 1985-
Faculty Member without Rank: Reference Librarian
- RONALD LANTZ, D.Mus. '86, B.Mus. (Indiana, Juilliard), 1986-
Visiting Artist in Music
- SCOTT W. LAUGHINGHOUSE, M.A. (Middlebury, Edinboro [Pa.]), 1986-89
Adjunct Instructor in Physical Education
- WILLIAM A. LEE, J.D.⁷ (Florida), February-May 1987
Assistant Professor of Administrative Science
- CAROL BAKER LIBBY, Ph.D. (Pennsylvania State), 1985-86, 1987-
Assistant Professor of Chemistry
- RICHARD DANIEL LIBBY '68, Ph.D. (Colby, Pennsylvania State), 1985-
Assistant Professor of Chemistry
- MARGRIT LICHTERFELD, M.A. (Harvard), 1985-
Assistant Professor of Modern Languages (German); Associate Dean of Faculty, 1989-
- JOHN ROBERT LIKINS, M.L.S. (Colgate, Simmons), November 1984-
Faculty Member without Rank: Technical Services Librarian
- IRINA LIVEZEANU, Ph.D.⁶ (Swarthmore, Michigan), 1987-
Assistant Professor of History
- THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D. (Maine, Bangor Theological, Columbia), 1969-
Professor of Religion
- LISA ELAINE LOW, Ph.D. (Wisconsin, Amherst), 1987-89
Visiting Assistant Professor of English
- DAVID MARTIN LUBIN, Ph.D.² (Ohio State, Yale), 1983-
Associate Professor of Art and of American Studies
- WALTER M. LUTKUS, M.A. (John Carroll, Case Western Reserve), 1988-89
Visiting Adjunct Instructor in Physical Education
- ANN SAX MABBOTT, M.A.⁷ (Wooster, Wisconsin at Madison), 1983-89
Visiting Instructor in Modern Languages (German)
- GARY ALAN MABBOTT, Ph.D. (Wooster, Wisconsin), 1983-89
Assistant Professor of Chemistry
- PAUL STUART MACHLIN, M.A. '87, Ph.D.¹ (Yale, California at Berkeley), 1974-
Professor of Music
- COLIN EDWARD MACKAY, M.A. '73, Ph.D. (Brown), 1956-
Professor of English

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GEORGE CALVIN MACKENZIE, M.A.'86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-
*Professor of Government; Vice President for Development and Alumni
Relations, 1985-88*

L. SANDY MAISEL, M.A. '83, Ph.D. (Harvard, Columbia), 1971-
Professor of Government; Director of Colby in Washington Program, 1987-

PHYLLIS FRANCES MANNOCCHI, Ph.D.³ (Pennsylvania, Columbia), 1977-
Associate Professor of English

MICHAEL ANDREW MARLAIS, Ph.D. (St. Mary's of California, California at Hayward,
Michigan), 1983-
Associate Professor of Art

MICHAEL FREDERICK MARTIN, Ph.D. (Massachusetts at Amherst, Michigan), 1989-
Visiting Assistant Professor of Economics

HARRIETT MATTHEWS, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-
Professor of Art

ALBERT ANTHONY MAVRINAC, M.A. '58, Ph.D.⁷ (Pittsburgh, Harvard), 1958-
Dana Professor of Government

MARILYN SWEENEY MAVRINAC, M.A.⁷ (Wellesley, Columbia), 1963-64, 1967-68, 1969-
Associate Professor of Education and of History

DAVID WALTER MAYBERRY, M.A. (Dartmouth, California at Berkeley), 1988-89
Visiting Instructor in Modern Languages (Russian)

ROBERT PAUL MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-
*Professor of Philosophy; Vice President for Academic Affairs and Dean of
Faculty, 1988-*

SHEILA M. MCCARTHY, Ph.D. (Emmanuel, Harvard, Cornell), 1987-
Associate Professor of Modern Languages (Russian)

CIARAN MCCULLAGH, M.S.⁷ (University College [Dublin and Cork], London School
of Economics), September-December 1988-89
Visiting Professor to the Department of Sociology

GERALD THOMAS McDOWELL '76, B.A. (Colby), 1989-
Adjunct Instructor in Physical Education

RICHARD JOHN MCGEE, M.A. '86, M.S.⁴ (Maine), 1967-
Professor of Physical Education and Director of Athletics, 1967-87

JAMES RICHARD MCINTYRE, Ph.D. (Michigan State), 1976-
Associate Professor of Modern Languages (German); Director of Career Services

CHARLES ABBOTT MEADER, M.F.A.⁷ (Dartmouth, Colorado), 1961-1974, 1983-
Associate Professor of Art

JAMES WILLIAM MEEHAN, JR., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Professor of Economics

EDWARD JAMES MESTIERI, M.Ed. (Springfield, Norwich), 1989-
Adjunct Assistant Professor of Physical Education

ROGER NATHAN METZ, M.A. '85, Ph.D. (Oberlin, Cornell), 1968-
Professor of Physics

DANIEL LOUIS MEYER, Ph.D. (Valparaiso, Wisconsin), 1988-89
Visiting Assistant Professor of Sociology

DAVID HORTON MILLS '57, M.A.⁷ (Colby, Illinois, Harvard), 1980-81, 1984-
Instructor in English

JOHN S. MIZNER, M.A. '80, Ph.D. (Antioch, Pennsylvania), 1963-
Professor of English

RITA D. MOORE, Ph.D. (Columbia), 1987-89
Visiting Assistant Professor of Government

THOMAS JACK MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Professor of Sociology

FRED BAKER MOSELEY, Ph.D.⁵ (Stanford, Massachusetts at Amherst), 1982-89
Dana Faculty Fellow and Associate Professor of Economics

JANE MERYL MOSS, Ph.D. (Wellesley, Yale), 1979-
Associate Professor of Modern Languages (French)

RICHARD JAMES MOSS, Ph.D. (Michigan State), 1978-
Associate Professor of History

SUANNE WILSON MUEHLNER, M.L.S., M.B.A. (California at Berkeley, Simmons, Northeastern), 1981-
Faculty Member without Rank: Director of the Colby Libraries

LAURA KATHLEEN MULLEN, M.F.A. (California at Berkeley, Iowa), 1989-
Visiting Assistant Professor of English

KEVIN E. NAUGHTON, B.A. (Middlebury), 1986-89
Adjunct Instructor in Physical Education

BARBARA KUCZUN NELSON '68, M.A.⁷ (Colby, Middlebury), 1978-
Instructor in Modern Languages (Spanish)

CARL E. NELSON, M.Ed. (Boston University, Maine), November 1967-
Adjunct Associate Professor of Physical Education; Director of Health Services

RANDY ALAN NELSON, Ph.D. (Northern Illinois, Illinois), 1987-
Associate Professor of Economics and of Administrative Science

ROBERT EDWARD NELSON, Ph.D. (San Francisco State, University of Washington), 1982-
Associate Professor of Geology

STANLEY A. NICHOLSON, M.A. '81, Ph.D. (Montana, Duke), 1981-
Professor of Economics; Administrative Vice President

KARL K. NORTON, Ph.D. (Yale, Chicago, Illinois), 1987-89
Associate Professor of Mathematics

DAVID LESLIE NUGENT, Ph.D. (Michigan, Columbia), 1989-
Assistant Professor of Anthropology

PETER WEST NUTTING, Ph.D. (Amherst, California at Berkeley), 1985-89
Associate Professor of Modern Languages (German)

KAREN KILCUP OAKES, Ph.D. (Wellesley, New Hampshire, Brandeis), 1989-
Visiting Assistant Professor of English

JORGE OLIVARES, Ph.D.¹ (Miami [Florida], Michigan), 1982-
Associate Professor of Modern Languages (Spanish)

LIAM P. O MURCHU, Ph.D. (U.C.C., Dublin Institute for Advanced Studies), 1989-
Visiting Associate Professor of English

PATRICIA ARNOLD ONION, Ph.D.^{5,7} (Connecticut College, Harvard), 1974-
Associate Professor of English

ADRIANNA MARIA PALIYENKO, Ph.D. (North Carolina at Chapel Hill, Boston
University, North Carolina at Chapel Hill), 1989-
Assistant Professor of Modern Languages (French)

FRANCES M. PARKER, M.L.S. (Harpur, Columbia), August 1974-
Faculty Member without Rank: Assistant Director for Public Services, Library

HAROLD RICHARD PESTANA, M.A. '85, Ph.D.⁶ (California, Iowa), 1959-
Professor of Geology

ROBERT PFEIFFER, M.Ed. (Bowdoin, New Hampshire), 1985-
Adjunct Assistant Professor of Physical Education

RAYMOND B. PHILLIPS, Ph.D. (Pomona, California at Berkeley), 1984-
Assistant Professor of Biology; Director of Computer Services

DEBORAH ANN PLUCK, M.Ed. (Slippery Rock, Maine), 1979-
Adjunct Associate Professor of Physical Education

PAHALAWATTAGE DON PREMASIRI, Ph.D. (University of Ceylon, University of
Cambridge [England], Hawaii), 1988-89
Fulbright Scholar-in-Residence, Visiting Professor of Philosophy and Religion

TAMAE KOBAYASHI PRINDLE, Ph.D.⁶ (S.U.N.Y. at Binghamton, Washington State,
Cornell), 1985-
*Dana Faculty Fellow and Assistant Professor of East Asian Studies (Japanese
Language and Literature)*

HARALD PRINS, Ph.D. (Catholic University [The Netherlands], New School for
Social Research), 1988-89
Visiting Assistant Professor of Sociology and Anthropology

MARILYN RUTH PUKKILA, M.A., M.S.L.S. (Michigan at Ann Arbor, Aberystwyth
[Wales], Columbia), March 1984-
Faculty Member without Rank: Reference Librarian

PATRICIA RAMSEY, Ed.D. (Middlebury, California State, Massachusetts at
Amherst), 1988-89
Associate Professor of Education

HAROLD BRADFORD RAYMOND, M.A. '68, Ph.D.⁷ (Black Mountain, Harvard), 1952-
Professor of History

SCOTT HALL REED III, M.F.A.⁷ (Rhode Island School of Design), February 1987-
Assistant Professor of Art

LEONARD S. REICH, Ph.D. (Bucknell, Johns Hopkins), February 1986-
Associate Professor of Administrative Science

- CLIFFORD REID, M.A. '89, Ph.D. (George Washington, Princeton), 1987-
Professor of Economics
- URSULA REIDEL-SCHREWE, M.A. (Harvard), 1989-
Instructor in Modern Languages (German)
- LISA REILLY, M.A. (Vassar, York University, New York University), 1988-
Instructor in Art
- DOUGLAS EDWARD REINHARDT '71, M.B.A. (Colby, Babson), 1972-
Faculty Member without Rank: Treasurer
- DOROTHY SWAN REUMAN, M.A.⁷ (Wooster, Wisconsin), 1961-64, 1966-
Associate Professor of Music
- ROBERT EVERETT REUMAN, M.A. '69, Ph.D.⁷ (Middlebury, Pennsylvania), 1956-
Dana Professor of Philosophy
- ROSS ANTHONY REYNOLDS, Ph.D.¹ (Michigan State, Oregon), 1983-
Assistant Professor of Physics
- JOHN RICE, Ph.D. (Harvard, California at Berkeley), 1988-
Assistant Professor of Music
- JUDITH E. ROBINSON, M.A. (Brandeis, Brown), 1989-
Visiting Instructor in Modern Languages (Russian)
- SARANNA ROBINSON '81, M.P.A. (Colby, Texas), 1989-
Instructor in Economics
- KENNETH AARON RODMAN, Ph.D. (Brandeis, Massachusetts Institute of
Technology), 1989-
Associate Professor of Government
- PHYLLIS ROGERS, Ph.D. (Temple, Colorado, Princeton, California at Los Angeles),
1989-
Assistant Professor of American Studies and of Anthropology
- NICHOLAS LEROY ROHRMAN, M.A. '77, Ph.D. (Butler, Miami [Ohio], Indiana), 1977-
Professor of Psychology
- SONYA ORLEANS ROSE, Ph.D.² (Antioch, Northwestern), 1977-
Associate Professor of Sociology
- JONAS OETTINGER ROSENTHAL, M.A. '83, M.A.¹⁰ (Swarthmore, North Carolina),
1957-
Professor of Sociology
- PAUL ROSS, D.Mus. '86, Artist's Diploma (Toronto Conservatory, Juilliard), 1986-
Visiting Artist in Music
- YASSAMAN SAADATMAND, Ph.D. (N.I.O.C. College of Finance and Accounting,
James Madison, New Hampshire), 1986-89
Visiting Assistant Professor of Economics
- DIANNE FALLON SADOFF, M.A. '88, Ph.D.⁹ (Oregon, Rochester), 1980-81, 1982-
Professor of English
- IRA SADOFF, M.A. '88, M.F.A.⁹ (Cornell, Oregon), 1977-
Professor of English
- PAUL GERARD SAINT-AMAND, Ed.D. (Florida, Oklahoma, Boston University), 1989-
Visiting Assistant Professor of Education

JEAN MARIE SANBORN, Ph.D.⁶ (Mount Holyoke, Harvard, Union for Experimenting Colleges and Universities), 1976-
Associate Professor of English; Director of the Writing Center

JOHN SANTOS, Ph.D.² (Knox, Illinois), 1985-
Assistant Professor of Economics

JANICE ARMO SEITZINGER, M.A. (New York at Stony Brook, Boston College), 1974-
Faculty Member without Rank: Dean of Students

JAVIER COCA SENANDE, M.A. (University of Salamanca [Spain]), 1988-89
Visiting Instructor in Modern Languages (Spanish)

DAVID AKE SENSABAUGH, Ph.D. (Stanford, Princeton), 1987-89
Visiting Instructor in Art

RICHARD CRITTENDEN SEWELL, M.A., 1974-
Adjunct Associate Professor of Performing Arts; Director of Powder and Wig

CHOUDHURY M. SHAMIM, Ph.D. (Dacca [Bangladesh], Carleton University [Canada], University of Alberta [Canada], Southern California), 1988-89
Visiting Assistant Professor of Government

THOMAS WAYNE SHATTUCK, Ph.D. (Lake Forest, California at Berkeley), 1976-
Associate Professor of Chemistry

DAVID LAWRENCE SIMON, M.A. '88, Ph.D.¹ (Boston University, London), 1981-
Jetté Professor of Art; Resident Director of Colby in Salamanca Program, 1989-90

SONIA CHALIF SIMON, Ph.D.^{1,7} (Boston University), 1982-
Assistant Professor of Art; Co-director of Colby in Salamanca Program, 1989-90

NIKKY-GUNINDER KAUR SINGH, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Assistant Professor of Religion

DALE JOHN SKRIEN, Ph.D.¹ (Saint Olaf, Washington), 1980-
Associate Professor of Mathematics

DONALD BRIDGHAM SMALL, Ph.D. (Middlebury, Kansas, Connecticut), 1968-
Associate Professor of Mathematics

EARL HAROLD SMITH, B.A. (Maine), 1962-
Associate Professor; Dean of the College

WAYNE LEE SMITH, M.A. '83, Ph.D.² (Hartwick, Pennsylvania State), 1967-
Professor of Chemistry

MICHAEL STAUB, Ph.D. (Hampshire College, Brown), 1988-89
Visiting Assistant Professor of English

YOULI SUN '84, Ph.D. (Colby, Chicago), 1988-89
Visiting Assistant Professor of History

JOHN ROBERT SWENEY, M.A. '82, Ph.D.⁵ (Colorado College, Claremont, Wisconsin), 1967-
Professor of English

LINDA TATELBAUM, Ph.D.^{5,7} (Cornell), 1982-
Assistant Professor of English

JAMES CAMPBELL THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Assistant Professor of Performing Arts

THOMAS HARRY TIETENBERG, M.A. '84, Ph.D. (U.S.A.F. Academy, University of the East in the Philippines, Wisconsin), 1977-
Professor of Economics

ELIZABETH TIPPER, B.A.⁷ (Wellesley, Cornell, Elmira), 1988-
Instructor in Administrative Science

ALBAN WILLIAM URBANAS, Ph.D. (Université de Paris-Sorbonne), 1989-
Visiting Assistant Professor of Philosophy

BRUCE TERRILL VERMEULEN, M.A. (Harvard, California at Berkeley), 1983-89
Instructor in Economics; Associate Dean of Faculty, 1986-89

HENRY JOHN WALKER, M.A. (Trinity College [Dublin], Cornell), 1987-
Instructor in Classics

ALISON WEBB '81, M.A.⁷ (Colby, Umea Universitet [Sweden], Wisconsin, Johns Hopkins), 1988-89
Visiting Instructor in Economics

JAMES L. A. WEBB, JR., Ph.D. (Johns Hopkins), 1987-
Assistant Professor of History

ADAM MURRAY WEISBERGER, Ph.D. (Haverford, Pennsylvania), 1989-
Assistant Professor of Sociology

ROBERT STEPHEN WEISBROT, Ph.D. (Brandeis, Harvard), 1980-
Associate Professor of History

DACE WEISS, M.A.⁷ (Toronto), 1981-
Instructor in Modern Languages (French)

JONATHAN MARK WEISS, M.A. '86, Ph.D. (Columbia, Yale), 1972-
Professor of Modern Languages (French)

GUENTER WEISSBERG, M.A. '70, J.D., Ph.D.⁷ (New York University, Columbia Law, Columbia), 1965-1988
Professor of Government

CHRISTINE M. WENTZEL, M.A. (Massachusetts, Michigan), 1973-
Adjunct Associate Professor of Performing Arts (Dance)

GINA S. WERFEL, M.F.A. (Kirkland, Columbia), 1980-
Associate Professor of Art

JAMES BENJAMIN WESCOTT, M.S. (Plymouth State, Indiana), 1978-
Adjunct Associate Professor of Physical Education

PETER WESTERVELT, M.A. '78, Ph.D.¹⁰ (Harvard), 1961-
Professor of Classics

MAUREEN CONSTANCE WHALEN, Ph.D.⁴ (Rutgers, California at Berkeley), 1989-
Clare Boothe Luce Assistant Professor of Biology

RICHARD LATHAM WHITMORE, JR., M.Ed. (Bowdoin, Maine), 1970-
Adjunct Associate Professor of Physical Education and Director of Athletics 1987-

DEXTER CONWELL WHITTINGHILL III, Ph.D. (Middlebury, Wisconsin at Milwaukee, Purdue), 1989-

Assistant Professor of Mathematics

BLAKE WILSON, Ph.D. (California at Berkeley, Indiana), 1988-89

Visiting Assistant Professor of Music

LINDSAY B. WILSON, Ph.D.¹ (Wesleyan, Stanford), 1985-

Assistant Professor of History

JOYLYNN WING, Ph.D. (San Francisco State, Stanford), 1988-

Assistant Professor of Performing Arts and English

SYLVIE CHARRON WITKIN, Ph.D. (Sorbonne, Wisconsin at Milwaukee, Wisconsin at Madison), 1987-

Assistant Professor of Modern Languages (French)

JAN-LOI WONG, Ph.D. (University of Hong Kong, California at Berkeley), 1988-89

Visiting Assistant Professor of Mathematics

EDWARD HARRY YETERIAN, Ph.D. (Trinity, Connecticut), 1978-

Associate Professor of Psychology

GLENN DORIN ZOHNER, Ph.D. (Brigham Young, Massachusetts), 1963-66, 1969-

Associate Professor of Psychology

¹On leave full year 1988-89.

²On leave full year 1989-90.

³On leave first semester 1988-89.

⁴On leave first semester 1989-90.

⁵On leave second semester 1988-89.

⁶On leave second semester 1989-90.

⁷Part-time.

⁸Professors Bernard and Hunter share a joint appointment.

⁹Professors Dianne and Ira Sadoff share a joint appointment.

¹⁰On medical leave.

Applied Music Associates

MARYJO CARLSEN, B.A., B.Mus. (University of Washington)

Violin; Concertmistress

JUDITH CORNELL, B.A. (California at Santa Barbara)

Voice

NORMAN THOMAS DAVID, M.M. (McGill, N.E. Conservatory of Music), 1987-89

Director of Band Activities

CARL DIMOW, B.M. (Southern Maine)

Guitar

MARK LEIGHTON, M.A. (New England Conservatory)

Classical Guitar

JEAN ROSENBLUM, B.A. (Oberlin)

Flute

WILLIAM WALLACE, B.M. (Oberlin)
Piano

Marshals

YVONNE RICHMOND KNIGHT, M.B.A.
College Marshal

YEAGER HUDSON, Ph.D.
JANE MERYL MOSS, Ph.D.
THOMAS WAYNE SHATTUCK, Ph.D.
Assistant College Marshals

STANLEY A. NICHOLSON, Ph.D.
Platform Marshal

Research Associate

RICHARD LEE MOE, Ph.D., 1989-90
Research Associate, Biology

Associates, Assistants, and Interns

ELIZABETH S. CHAMPLIN '65, M.S., 1971-
TIMOTHY CHRISTENSEN, B.S., 1985-
LINDSEY W. COLBY, M.S., 1986-
Teaching Associates in Biology

AUSTIN SEGEL, M.A., 1986-
Animal Care Technician, Biology

JEAN MCINTYRE, B.A., 1976-
Teaching Associate in Chemistry

BRUCE RUEGER, M.S., 1984-
Teaching Associate in Geology

PAUL CHUNKO, 1984-
Instrument Maintenance Technician

MARIA DE LOS REYES GOMEZ ALVAREZ, 1989-90
Language Assistant, Spanish

GEORG CSAK, 1989-90
Language Assistant, German

NORI KO KATAGIRI, 1989-90
Language Assistant, Japanese

GUO YUHONG, 1989-90
Language Assistant, Chinese

AARON PICKERING '85, 1988-
Teaching Associate in Physics

MARK BOIS, B.A., 1987-
Teaching Associate in Psychology

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JOHN DOUGLAS ERVIN, B.A., 1989-90
Technical Director, Performing Arts

MARY LOUISE BARTONSENSKI, M.A., 1989-90
Intern, Writing Center

GERALD BROOKS CLIMMONS, M.A., 1989-90
Intern, Physical Education

College Committees

The president of the College and the dean of faculty are members *ex officio* of all committees of the College. Most of these committees are comprised of faculty, students, and administrators.

Administrative

Admissions

International Student Admissions

Appeals Board

Athletics

Bookstore

Computer

Educational Policy

Foreign Study Council

Course Approval

Faculty Course Evaluation

Financial Aid

Financial Priorities

Independent Study

Library

Student Affairs

Faculty Committees

Academic Standing

Advisory Committee on Faculty Personnel Policies

Grievance

Hearing Committee for Dismissal Proceedings

Nominating

Promotion and Tenure

Remembrance

Research, Travel, and Sabbatical Leaves

Other Committees or Councils

Advisory Committee on Foreign Student Admissions

Advisory Committee on Investment Responsibility

Advisory Committee on the Use of Animal Subjects in Research

Advisory Committee on the Use of Human Subjects in Research

Affirmative Action Committee

Bunche Scholars Committee

Committee to Fund Students' Special Projects

Humanities Grants Committee

Social Sciences Grants Committee
Natural Sciences Grants Committee
Health Care Advisory Committee
Intercultural Affairs Committee
Interdisciplinary Studies Council
Lipman Lecture Committee
Professional Preparation, Law and Government Service
Professional Preparation, Health Professions
Sloan Steering Committee

Administration 1989-90

President, WILLIAM R. COTTER, M.A. '79, L.H.D., J.D., 1979-

Administrative Assistant to the President, CAROL A. WELCH, B.S., 1973-

Corporate Secretary, SIDNEY W. FARR '55, M.A., M.B.A., 1960-

Vice President for Academic Affairs and Dean of Faculty, ROBERT P. MCARTHUR, M.A. '83, Ph.D., 1972-

Associate Dean of Faculty, MARGRIT LICHTERFELD, M.A., 1985-

Director of Off-Campus Study, J. FRASER COCKS III, Ph.D., 1975-

Foreign Study Coordinator, ELIZABETH TODRANK, M.Ed., 1961-

Administrative Assistant, LILLIAN LEVESQUE, 1978-

Registrar, GEORGE L. COLEMAN II, M.A., 1963-

Director of the Colby Libraries, SUANNE W. MUEHLNER, M.L.S., M.B.A., 1981-

Assistant Director for Public Services, FRANCES M. PARKER, M.L.S., 1974-

Audiovisual Librarian, SAMUEL L. ATMORE, M.S., 1977-

Reference Librarian, TONI D. KATZ, M.S. 1983-

Reference Librarian, CHARLES R. LAKIN, M.L.S., 1985-

Reference Librarian, JOHN R. LIKINS, M.L.S., 1984-

Reference Librarian, MARILYN R. PUKILA, M.S.L.S., M.A., 1984-

Head Cataloguer, CATHERINE H. COCKS, M.A.L.S., 1980-

Special Collections Librarian, J. FRASER COCKS III, Ph.D., 1975-

Science Librarian, SUSAN W. COLE, M.S., 1978-

Art and Music Librarian, ANTHONY P. HESS, M.S., 1986-

Director of the Museum of Art, HUGH J. GOURLEY III, A.B., 1966-

Assistant to the Director/Registrar, LYNN DEAN MARSDEN-ATLASS, M.A., 1989-

Administrative Vice President, STANLEY A. NICHOLSON, M.A. '81, Ph.D., 1981-

Administrative Assistant, LILLIAN LEVESQUE, 1978-

Director of Personnel Services, ROBERT E. KEANE, M.P.A., 1985-

Assistant Director of Personnel Services, DOUGLAS C. TERP '84, 1987-

Treasurer, DOUGLAS E. REINHARDT '71, M.B.A., 1972-

Administrative Assistant to the Treasurer, PAMELA LEO, 1981-

Controller, ROBERT ST. PIERRE, M.B.A., 1985-

Assistant Controller, CYNTHIA WELLS '83, 1983-

Director of Administrative Services, KENNETH T. GAGNON, B.A., 1981-

Bookstore Manager, BRUCE K. BARNARD, M.Ed., 1987-

Assistant Manager, DIANE GAGNON, 1979-

Operations Assistant, WILLIAM U. POTTLE, 1980-

Director of Computer Services, RAYMOND B. PHILLIPS, Ph.D., 1984-

Associate Director for Academic Computing,

Central Computing/Statistics Consultant, GUANG YING (GRETA) JI, M.S., M.A., 1988-

Personal Computing Consultant, RURIK SPENCE, 1988-

User Services Consultant, PAULA KROG, 1983-

Associate Director for Administrative Computing, JUDITH B. JUDKINS, B.A., 1978-

Systems Analyst, ELIZABETH S. HALLSTROM, M.F.A., 1987-

Systems Analyst, JOSEPH M. MEDINA, B.A., 1987-

Associate Director for Technical Services, DAVID W. COOLEY, M.Div., 1978-

Systems Programmer/Analyst, JOHN R. DONAHUE, B.A., 1982-

Director of Dining Services, MARY ATTENWEILER, B.S., 1988-
Food Service Managers:

Chaplin Commons, ANTHONY RUSSO

Johnson Commons, JOEL LAVINE

Lovejoy Commons, SCOTT BENNETT

Mary Low Commons, LISA DiNITTO

Spa, KEITH GILES

Catering Manager, JENNIFER WASHKO

Director of Special Programs, ROBERT H. KANY, Ph.D., 1969-

Associate Director, Special Programs, JOAN SANZENBACHER, M.S.Ed., 1978-

Director of Physical Plant, ALAN D. LEWIS, B.S., 1984-

Associate Director of Physical Plant, GORDON E. CHEESMAN, B.S., 1987-

Custodial Services Supervisor, ARTHUR SAWTELLE, B.A., 1976-

Assistant Custodial Services Supervisor, LINDA POWELL, 1976-

Assistant Custodial Services Supervisor, ROBERT ROUX, 1980-

Supervisor, Building Maintenance, RENALD SIMONEAU, 1973-

Supervisor, Heating and Ventilation, WILLIAM ALLEY, B.S., 1982-

Supervisor, Grounds and Moving, KEITH STOCKFORD, A.A.S., 1982-

Supervisor of Special Projects, PATRICK MULLEN, 1980-

Vice President for Development and Alumni Relations, PEYTON R. HELM, M.A. '88, Ph.D., 1988-

Alumni Secretary, SIDNEY W. FARR '55, M.A., M.B.A., 1960-

Director of Planned Giving, DAVID L. ROBERTS '55, M.S., 1977-

Director of Alumni Relations, SUSAN F. COOK '75, 1981-

Assistant Director of Alumni Relations,

Director of Annual Giving, PAMELA ALEXANDER, B.A., 1981-

Associate Director of Annual Giving for Leadership Programs, DAVID R.

BEERS '85, 1987-

Computer Records Manager, PATRICIA AYERS-MILLER, B.A., 1988-

Director of Major Gifts, ERIC F. ROLFSON '73, M.A., 1982-

Research Specialist, BARBARA GUNVALDSEN, M.B.A., 1988-

Assistant in Leadership Programs,

Development Assistant, ROSALYN HINES, M.S., J.D., 1988-

Director of Corporate and Foundation Relations, EDWARD C. DAY, A.B., 1985-

Dean of Admissions and Financial Aid, PARKER J. BEVERAGE, M.A., 1985-

Senior Associate Dean of Admissions, THOMAS W. KOPP, M.A., 1978-

Associate Dean of Admissions, JUDITH L. BRODY '58, 1979-

Associate Dean of Admissions, RONALD G. WHITTLE, M.A., 1986-

Assistant Dean of Admissions, DAVID S. JONES, B.A., 1987-

Assistant Dean of Admissions, NANCY MORRIONE '65, M.Ed., 1982-

Assistant Dean of Admissions, JENNIFER A. RUBIN '87, 1987-

Assistant Dean of Admissions, DARRYL SCOTT '82, 1986-

Assistant to the Dean of Admissions, ANITA TERRY '89, 1989-

Director of Financial Aid, LUCIA W. SMYTH '73, 1986-

Associate Director of Financial Aid, LISA J. BUBAR '73, 1985-

Dean of the College, EARL H. SMITH, B.A., 1962-

Assistant to the Dean of the College, MARY ANN EUSEBIO, B.S., 1986-

*Chaplains:**Catholic, FATHER JOHN MARQUIS 'SM, B.A., 1989-**Jewish, RABBI RAYMOND KRINSKY, M.H.L., 1984-**Protestant, RONALD E. MORRELL, 1984-**Director of Career Services, JAMES MCINTYRE, Ph.D., 1976-**Associate Director of Career Services, PATRICIA N. HOPPERSTEAD, M.A., 1987-**Assistant Director of Career Services, CATE T. ASHTON '80, M.A., 1987-**Alumni Liaison, LINDA K. COTTER, M.Ed., 1982-**Dean of Students, JANICE A. SEITZINGER, M.A., 1974-**Director of the Student Center and Student Activities, JOHN FARKAS, M.Ed., 1986-**Assistant Director of Student Activities, TODD T. BLAKE '88, 1988-**Assistant Director of Student Activities, PATRICIA HELM, M.A., 1988-**Director of Public Safety, MARK VAN VALKENBURGH, M.Ed., 1988-**Associate Dean of Students, JOYCE H. MCPHETRES MAISEL, M.A., 1981-**Commons Coordinator, GINA M. TOMAN, M.S., 1988-**Assistant Dean of Students, PAUL E. JOHNSTON, B.A., 1982-**Associate Dean of Students, MARK R. SERDJENIAN '73, 1982-**Tutor and Study Counselor, ELIZABETH TODRANK, M.Ed., 1961-**Associate Dean of Students for Intercultural Activities,**Director of Public Affairs, EDWARD HERSHEY, B.A., 1987-**Associate Director of Public Affairs, MARY ELLEN MATAVA, B.A., 1988-**Assistant Director of Public Affairs,**Director of Publications, BONNIE BISHOP, B.S., 1984-**Assistant Director of Publications, NORA L. CAMERON, B.A., 1983-**Production Editor, MARTHA F. SHATTUCK, B.A., 1973-**College Editor, ROBERT A. GILLESPIE, Ph.D., 1971-77, 1982-**Assistant to the Editor, NANCY F. WESTERVELT '54, 1986-**College Physician, WILLIAM E. BENNETT, M.D., 1986-**Director of Health Services, CARL E. NELSON, M.Ed., R.P.T.-A.T.C., 1959-**Clinical Psychologist, DANIEL A. HUGHES, Ph.D., 1985-**Physician Assistant, GRETCHEN M. GEHRKE '84, B.M.Sc., 1989-**Physician Assistant, JIMMIE J. WOODLEE, B.S., 1988-**Head Nurse, PRISCILLA SARGENT, R.N., 1969-**Assistant Trainer, TIMOTHY J. ADAMS, R.P.T., A.T.C., B.S., 1980-**Assistant Trainer, KAREN E. EASTMAN, B.S., 1989-*

Enrollment by States and Countries

Classified according to geographical locations of students' homes 1988-89.

	<i>Men</i>	<i>Women</i>	<i>Total</i>		<i>Men</i>	<i>Women</i>	<i>Total</i>
All Areas	862	842	1704	Utah	3	0	3
Alaska	1	1	2	Vermont	13	20	33
Alabama	0	1	1	Virgin Islands	0	1	1
Arizona	1	0	1	Virginia	8	12	20
Arkansas	0	1	1	Washington	3	6	9
California	17	21	38	West Virginia	0	1	1
Colorado	11	10	21	Wisconsin	3	4	7
Connecticut	74	78	152	Wyoming	1	0	1
Delaware	2	4	6				
District of Columbia	7	8	15	Foreign			
Florida	6	9	15	Countries	28	12	40
Georgia	1	7	8	Bangladesh	0	1	1
Hawaii	0	3	3	Belgium	*1	*1	2
Illinois	9	10	19	Canada	8	*1	9
Indiana	3	1	4	China	0	1	1
Iowa	1	2	3	England	*1	0	1
Kansas	1	1	2	Finland	1	0	1
Kentucky	2	2	4	France	*1	4	5
Louisiana	0	3	3	Hong Kong	*1	0	1
Maine	107	127	234	India	1	2	3
Maryland	11	9	20	Jamaica	1	0	1
Massachusetts	295	271	566	Japan	*1	0	1
Michigan	10	4	14	Nepal	2	0	2
Minnesota	7	8	15	Norway	1	0	1
Mississippi	1	1	2	Pakistan	1	1	2
Missouri	3	5	8	South Africa	1	0	1
Nebraska	0	1	1	Spain	1	0	1
Nevada	1	0	1	Sweden	0	1	1
New Hampshire	34	34	68	Switzerland	*2	0	2
New Jersey	34	31	65	Tanzania	1	0	1
New York	71	52	123	Turkey	1	0	1
North Carolina	2	1	3	U.S.S.R.	2	0	2
Ohio	23	15	38				
Oregon	3	0	3				
Pennsylvania	34	31	65				
Rhode Island	29	27	56				
South Carolina	0	1	1				
South Dakota	0	1	1				
Tennessee	1	3	4				
Texas	1	2	3				

Each * denotes one American citizen.

Degrees Awarded at Commencement Sunday, May 28, 1989

Bachelor of Arts

Thomas Joseph Abbatiello, *North Haven, Conn.*

Julie Frances Abele, *Lincoln, Mass.*

Dayna Annette Adams, *Santa Barbara, Calif.*

Alan Stuart Adler, *Winchester, Mass.*

Rosaline Nazanin Ahkami, *Clifton, N.J.*

Anne Deborah Albrecht, *Shorewood, Minn.*

Katherine Ann Allen, *White River Junction, Vt.*

Lynly Jane Anderson, *Haverhill, Mass.*

Catherine Robb Andrew, *Stamford, Conn.*

Christian David Antalics, *Wayne, Pa.*

Katherine Marion Appleton, *Andover, Mass.*

Danielle Lisa Archambault, *Groton Long Point, Conn.*

Paul Christopher Argazzi, *Berlin, Conn.*

Ahmed Arif, *Karachi, Pakistan*

Benjamin Cleigh Armstrong, *South Byfield, Mass.*

Maria Luisa Arroyo, *Springfield, Mass.*

Peter Haley Arsenault, *Newburyport, Mass.*

Heather Erskine Atwood, *South Hamilton, Mass.*

William Howard Auerswald, Jr.,
Longmeadow, Mass.

Jessie Lynn Auger, *Northwood, N.H.*

Brian Keith Axel, *Cliffside Park, R.I.*

Andrew Willoughby Ayers, *Bethesda, Md.*

Barbara Hewitt Ball, *Evergreen, Colo.*

Manuel Balmaseda, *Cabeza del Buey, Spain*

Jeremy Todd Banks, *West Hartford, Conn.*

Susan Jane Banta, *West Hartford, Conn.*

Timothy Lawrence Barnard, *Reno, Nev.*

Andrew Ferris Barnes, *Houlton, Me.*

Hilary Payne Barnes, *Hastings on Hudson, N.Y.*

Audrey Rose Barone, *Bradford, Mass.*

Douglas Ransom Barr, *Needham, Mass.*

Bishwa Vijaya Basnet, *Kathmandu, Nepal*

Sheri Ann Batchelder, *Dexter, Me.*

Brian Douglas Batting, *Charlotte, N.C.*

Paul Maynard Beach, *Bangor, Me.*

John Bryan Beaulieu, *Lewiston, Me.*

Michael David Beck, *Arlington, Mass.*

Peter A. Beebe, *Hollis, N.H.*

Lara Mary Beetham, *Ridgefield, Conn.*

Sharon Lee Bejian, *Warwick, R.I.*

Lisa Jean Beliveau, *Waterville Valley, N.H.*

Carolynn Corinne Bell, *Minneapolis, Minn.*

Gwendolyn Lucie Frances Bellerman, *Oyster Bay, N.Y.*

Deborah Lynn Bello, *Hingham, Mass.*

Ruth Ellen Bender, *Princeton, N.J.*

Rachel Libby Bernstein, *St. Louis, Mo.*

Andrew Eugene Betourney, *Chelmsford, Mass.*

Kris Ann Betres, *Warren, R.I.*

Elizabeth Alice Bitoff, *Fairfax, Va.*

Maria Katherine Bonneville, *Hudson, N.H.*

Lisa Marie Bontempi, *Greenfield, Mass.*

Peter Scott Borden, *Rolling Hills, Calif.*

Lucie Marcelle Bourassa, *Augusta, Me.*

Adair Marie Bowlby, *East Corinth, Me.*

Joanna Bristol Brace, *Rockport, Me.*

Cori Jane Brackett, *Norwell, Mass.*

Virginia Lee Brackett, *Marshfield, Mass.*

Daniel Oppenheimer Brandeis, *Philadelphia, Pa.*

Suzanne Bratone, *Pelham Manor, N.Y.*

James Allen Brayer, *Pittsburgh, Pa.*

Susan Fortin Breau, *Needham, Mass.*

Martha Ann Brockelman, *Simsbury, Conn.*

Jennifer Van Woert Broutas, *Weston, Mass.*

Mary Ellen Browne, *Milton, Mass.*

Cynthia Jean Bruzzese, *Montpelier, Vt.*

William Clapp Bullock III, *Orrington, Me.*

Anne Patricia Burger, *Hinesburg, Vt.*

Charles Griffin Burke, *Beverly, Mass.*

Christine F. Burke, *Vassalboro, Me.*

Matthew Byram Burke, *Rockville, Conn.*

Timothy Burton, *Silver Spring, Md.*

Kaari Christine Busick, *Honolulu, Hawaii*

George Stephen Byras III, *Bowdoin, Me.*

Brendan Hurley Cahill, *New York, N.Y.*

Thomas Joseph Cahill, Jr., *Greenwich, Conn.*

Michael Samuel Cameron, *Lawrence, Mass.*
 Brendan Kelley Canning, *New Harbor, Me.*
 Michael Thomas Cantara, *Biddeford, Me.*
 Jonathan David Carchman, *Cheshire, Conn.*
 Alexandra Sarah Carey, *Washington, D.C.*
 Curtis Daniel Carlson, *Arlington, Mass.*
 Patricia Lee Carlson, *Naugatuck, Conn.*
 William Dugald Carr, Jr., *Jenkintown, Pa.*
 Jessica Van Buren Case, *Laurel, Md.*
 John Francis Cassidy IV, *Hampden, Me.*
 Susan Rugg Chaffee, *Auburn, Me.*
 Melinda Kearsley Cheston, *Ambler, Pa.*
 Gary Brent Christensen, *Coalville, Utah*
 Mary-Margaret Claire Christie, *Shaker Heights, Ohio*
 Jana Marie Christopher, *Orleans, Mass.*
 Elizabeth Nimblett Clapham, *Simsbury, Conn.*
 David Sinclair Cleary, *Marblehead, Mass.*
 Christina Elizabeth Clifford, *Manchester, Mass.*
 Robert Louis Cloutier, *Topsfield, Mass.*
 Amy Everett Clowes, *Rowayton, Conn.*
 Cindy Ann Cohen, *Whitman, Mass.*
 Daniel Jotham Cohen, *Barrington, R.I.*
 John Lawrence Collins III, *St. Tropez, France*
 Samuel Arthur Conkling, *New Hampton, N.H.*
 Brian William Connors, *Weymouth, Mass.*
 Catherine Elizabeth Cook, *Hastings on Hudson, N.Y.*
 Thomas Bryan Cook, *Grosse Pointe Farms, Mich.*
 Jennifer Carter Cooke, *Marblehead, Mass.*
 Mark Norman Cosdon, *New Hope, Pa.*
 Heidi Elizabeth Coughlin, *Bangor, Me.*
 Robert James Coupe, Jr., *North Scituate, R.I.*
 Elisabeth Ladd Craver, *Carroll, Ohio*
 Robin Anne Cresho, *Chatham Township, N.J.*
 Dawson MacNeil Crisler, *Norfolk, Va.*
 Daniel William Cummings, *Winchester, Mass.*
 Karen Elizabeth Currey, *Greenfield, Mass.*
 Amy Elizabeth Curtis, *Eddington, Me.*
 Rosemary Lynne Czuchra, *Tolland, Conn.*
 Michael R. D'Agostino, *Burlington, Mass.*
 Shaun Dakin, *Bronxville, N.Y.*
 Kristen Gaye Dale, *Ann Arbor, Mich.*
 Donald Whitney Darby, *Boxborough, Mass.*
 Wendy Anne Dauphinais, *Lunenburg, Mass.*
 Gary H. DeAngelo, *Reading, Mass.*

Byrne Joseph Decker, *Wells, Me.*
 Michelle Delea, *Brockton, Mass.*
 Nancy Jean Delorey, *Hingham, Mass.*
 Mark Joseph Anthony Demian, *Cleveland, Ohio*
 Paul Dodek Deutch, *Lexington, Mass.*
 Edward Franklin Devine, Jr., *Salem, N.H.*
 Michael Howard Diamond, *Newport Beach, Calif.*
 August George Dickert, *Evergreen, Colo.*
 Heidi Marie Dill, *Springfield, Me.*
 Sheila Marie Dillon, *Greenfield, Mass.*
 Elizabeth Ellen Dimling, *Cincinnati, Ohio*
 Karen Sue Diver, *Falmouth, Me.*
 Barrett Taylor Dixon, *Littleton, Colo.*
 Julia Brigham Dodge, *Gorham, Me.*
 Michelle Anne Dolley, *Winslow, Me.*
 Wayne Richard Dougal, Jr., *Smithtown, N.Y.*
 Leslie Ann Dougherty, *Atlanta, Ga.*
 Maria A. Douglass, *Milford, Mass.*
 Kathleen Mary Dowley, *Glastonbury, Conn.*
 Susan Zoe Downey, *Guilford, Conn.*
 Kelly Ann Doyle, *Concord, Mass.*
 Richard Charles Drea, *Norwell, Mass.*
 Leslie Claire Dropkin, *Marblehead, Mass.*
 John Tompkins Dvorak, *Newton Center, Mass.*
 Melissa Pitzman Early, *St. Louis, Mo.*
 Terri Christine Edmunds, *Newcastle, Me.*
 Elton Ernest Ekstrom III, *South Hadley, Mass.*
 Catherine Fuller Eld, *Bernardsville, N.J.*
 Stephanie Jeanne Ellison, *Mendham, N.J.*
 Marc David Enger, *Ladue, Mo.*
 Jeffrey Brian England, *Nutley, N.J.*
 Robert Higgins Erdmann, *New Canaan, Conn.*
 Krisan Lee Evenson, *East Wakefield, N.H.*
 Erica Eysenbach, *South Amherst, Mass.*
 Gretchen Fall, *Sanford, Me.*
 Susan Jennifer Fanburg, *Lexington, Mass.*
 David Spencer Fearon, Jr., *Farmington, Me.*
 Jolanda Gozani Ferguson, *North Andover, Mass.*
 David Craven Fernandez, *Philadelphia, Pa.*
 William Timothy Few, *Pittsburgh, Pa.*
 Kent Fikrig, *Jamaica, N.Y.*
 Timothy Stevens Fisher, *Sudbury, Mass.*
 Megan Elizabeth Flaherty, *Wilmette, Ill.*
 David Howard Fogel, *West Nyack, N.Y.*

- Stephanie Folsom, *Windsor, Me.*
 Richard Thomas Foss, *South Portland, Me.*
 Anestes George Fotiades, *Shrewsbury, Mass.*
 Toni M. Fredette, *Winslow, Me.*
 Robert Edward Gallagher, *Colchester, Vt.*
 Isser Warren Gallogly, *Westport, Conn.*
 Robert Jeffrey Garland, *Williamsburg, Va.*
 Karen Lee Garrity, *Holliston, Mass.*
 Gregor Dean Gatlin, *Topsfield, Mass.*
 Sarah Clardy Geiger, *Blauvelt, N.Y.*
 Rocco David Genovese IV, *Darien, Conn.*
 Thomas M. Ginz II, *Guilford, Conn.*
 Tracy Ann Gionfriddo, *Newington, Conn.*
 John Michael Girard, *Westbrook, Me.*
 Tanya Sue Goff, *Monmouth, Me.*
 George Wilson Grader, Jr., *Marblehead, Mass.*
 Amy Owen Greene, *Vienna, Va.*
 Deborah Anne Greene, *Concord, Mass.*
 Wendy Sue Greenleaf, *Farmington, Me.*
 Heidi Myhren Greenman, *Westwood, Mass.*
 Michelle Diana Gregory, *Marshfield, Mass.*
 Jo Welton Guthrie, *New York, N.Y.*
 Gerald Kohl Hadden, *Woodstock, Vt.*
 Christin Frances Haight, *Greenwich, Conn.*
 Jeffrey Travis Hall, *Manhattan Beach, Calif.*
 Sonya Redfern Hall, *Concord, Mass.*
 Melissa Harkness Hallahan, *Pittsburgh, Pa.*
 Christine Michele Halvorson, *Maplewood, N.J.*
 Darran George Hanson, *Anchorage, Alaska*
 Eric William Hanson, *Rochester, Minn.*
 Patrick Charles Hanssen, *Redding, Conn.*
 Carolyn Grace Harper, *Morris Plains, N.J.*
 Margaret Jane Hartnett, *Tiverton, R.I.*
 Scott Laird Harvey, *Lincoln, Mass.*
 Markus Henrichs, *Brookline, Mass.*
 Michael Landis Hershey, Jr., *Wilmington, Del.*
 Steven Erik Hewitt, *Middletown, N.J.*
 Kerri Ann Hicks, *North Kingstown, R.I.*
 Francis Hamill Hodsoll, *Arlington, Va.*
 Kristin Elaine Hoitt, *Saco, Me.*
 Dana Margaret Hollinshead, *Pittsburgh, Pa.*
 Katherine Ann Hollister, *Chester Springs, Pa.*
 Jayne Ellen Holman, *Holden, Mass.*
 Thomas Daniel Hooper, *Bryn Mawr, Pa.*
 Robert Riter Hoopes, Jr., *Wilmington, Del.*
 Michelle Anne Horton, *Sudbury, Mass.*
 Martha Elizabeth Howland, *Riverside, Conn.*
 Alexia Jean Hughes, *Duxbury, Mass.*
 Margaret Hutchison Hull, *Atlanta, Ga.*
 Vincent Paul Humplick, *Lushoto, Tanzania*
 Richard E. Hussey, *Kennebunkport, Me.*
 Gregory Paul Igo, *Cohasset, Mass.*
 Courtney Eileen Ingraffia, *Pearl River, La.*
 Julie Frederika Irmischer, *Riverside, Conn.*
 Scott John Jablonski, *Cranston, R.I.*
 Camilla Helene Johansson, *Lyckeby, Sweden*
 David Dale Johnson III, *Redding, Calif.*
 Jennifer Lynn Johnson, *Williston, Vt.*
 Laura Ann Johnson, *Manhattan Beach, Calif.*
 Tina Lee Jones, *Clinton, Me.*
 Kevin Aubrey Jordan, *Wiscasset, Me.*
 Jennifer J. Joseph, *Pittsburgh, Pa.*
 Kimberly Ann Joy, *Kennebunk, Me.*
 Thomas George Karafin, *Rumson, N.J.*
 Ingrid Samantha Kasaks, *Westfield, N.J.*
 Susan Noble Keliher, *Sherborn, Mass.*
 Mark David Kelleher II, *Norwell, Mass.*
 Katherine Forbes Keller, *Bow, N.H.*
 Carolyn Dorothy Keshian, *Arlington, Mass.*
 Peter David Kimpton, *Dunstable, Mass.*
 Forsyth Patterson Kineon, *Greenwich, Conn.*
 Kimberly Lyn King, *Cheshire, Conn.*
 Elaine Allison Kingsbury, *Naples, Me.*
 David Malcolm Kispert, Jr., *Duxbury, Mass.*
 James Andrew Klimek, *South Bend, Ind.*
 Caroline Patten Knowles, *Rehoboth, Mass.*
 Jeffrey Taber Koch, *Harvard, Mass.*
 Karyn Ann Kocinski, *Arrowsic, Me.*
 Kirk James Koenigsbauer, *Deerfield, Mass.*
 Kari Olavi Kontu, *Hyvinkää, Finland*
 Lauren Elizabeth Hayward Kossow, *New York, N.Y.*
 Jeanne Marie Kraus, *Medfield, Mass.*
 Gretchen Ann Krehling, *Westfield, N.J.*
 Peter Thomas Krenicky, Jr., *West Hartford, Conn.*
 Joanne Kriegel, *St. Thomas, Virgin Islands*
 Michelle Rachel Kuchta, *Oakland, N.J.*
 Andrew Forgie Kunkemueller, *Dover, Mass.*
 William John Kupinse III, *Easton, Conn.*
 Kristen Lynn Kurtz, *Topsfield, Mass.*
 Mary Ruth LaPointe, *Stone Mountain, Ga.*
 Joan Hilary Langer, *Katonah, N.Y.*
 Karen Ann Lapac, *West Hartford, Conn.*
 Richard Allen Lasley, *Indianapolis, Ind.*

- Florence Odette Le Goff, *South Hamilton, Mass.*
 Christopher Matthew Legault, *Marlborough, Conn.*
 Michelle Elise Leinbach, *Seattle, Wash.*
 William Holst Levine, *Worcester, Mass.*
 Julia Parker Lewis, *Pittsburgh, Pa.*
 Robert Barron Lewis, *Chestnut Hill, Mass.*
 George Eric Lilja, *Natick, Mass.*
 Carolyn Regina Lockwood, *Demarest, N.J.*
 Heidi Kathryn Lombard, *Needham, Mass.*
 David Coffin Longcope, *Northboro, Mass.*
 John Bradley Lord, *Beverly, Mass.*
 David M. Loser, *Belmont, Mass.*
 Jonathan Randall MacBride, *Philadelphia, Pa.*
 Robin Andrea MacWalter, *Duxbury, Mass.*
 Jon Michael Macey, *Lexington, Mass.*
 Sarah Falconer Maddox, *Cherry Hills, Colo.*
 Nancy Marie Mahon, *West Roxbury, Mass.*
 Diane Marie Malek, *Wilmington, Mass.*
 Thomas Anderson Mangee, *Kalamazoo, Mich.*
 Deborah Mann, *Marblehead, Mass.*
 Julie Lynn Margolis, *South Salem, N.Y.*
 Maryanna Foster Marinos, *Grand Rapids, Mich.*
 Melita Susan Marks, *Miami, Fla.*
 LaWanda Camella Marshall, *Memphis, Tenn.*
 Laura Marie Martorella, *Cary, N.C.*
 Kimberly Ann Matthei, *Crystal Lake, Ill.*
 Anthony Joseph Mazzola, *Beverly, Mass.*
 Brian Sargeant McCabe, *Melrose, Mass.*
 Frederick David McCauley, Jr., *Lyons Falls, N.Y.*
 Harvey Charles McCormick, *Dallas, Tex.*
 Timothy Lee McCutcheon, *Fairfield, Me.*
 Lawrence Brennan McGrath, *Riverside, Conn.*
 Michael Charles McGuire, *Bethel, Me.*
 Charles Andrew McHugo, *Lussy-sur-Morges, Switzerland*
 Ferrall Montgomery McMahon, *Washington, D.C.*
 Catherine Hawkes McMichael, *Larchmont, N.Y.*
 Norah Eileen McQuinn, *Old Greenwich, Conn.*
 Mary Evelyn Mead, *Erie, Pa.*
 Cheryl Ann Mealey, *Dexter, Me.*
 Neil David Menard, *Pascoag, R.I.*
 Leslie Serat Middleton, *Hingham, Mass.*
 Suzanne Laraine Milauskas, *Winchester, Mass.*
 Kelly Ann Milliken, *Cumberland, Me.*
 Brad James Mitchell, *Waltham, Mass.*
 Stacey Hamilton Mitchell, *Denver, Colo.*
 Aimee Jo Momenee, *Milford, N.H.*
 Brian Richard Moore, *Pittsburgh, Pa.*
 Britt Maria Moore, *Cedar Rapids, Iowa*
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 Jean Marie Moriarty, *Scituate, Mass.*
 Jill Marie Moscinski, *Fitchburg, Mass.*
 David John Moser, *Topsfield, Mass.*
 Sarah Jean Moulton, *Scarborough, Me.*
 Ross Lyle Muir, *Basking Ridge, N.J.*
 John Francis Mullen, *Boxford, Mass.*
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 Deborah Ann Murphy, *Nashua, N.H.*
 Kathleen Ann Murphy, *Amherst, Mass.*
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 Sarah Elizabeth Nelson, *Norwell, Mass.*
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 Megan Elizabeth Patrick, *Falmouth, Mass.*
 Lauren Diane Patterson, *Cape Porpoise, Me.*
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 Lisa May Perrotti, *Waterville, Me.*
 Katherine Evans Pfeiffer, *Waterville, Me.*
 Jennifer Emmet Pierce, *Brookline, Mass.*
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 Kevin Murrell Plummer, *Aurora, Colo.*

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 Soneath Lang Hang Pond, *Jefferson, N.H.*
 Chérie Ann Poulin, *Auburn, Me.*
 Kevin Joseph Powers, *Danvers, Mass.*
 Christopher Ashmead Preston, *Old Lyme, Conn.*
 Amy Joy Price, *Tahoe Vista, Calif.*
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 Alexander Le Fèvre Pugh IV, *Friendship, Me.*
 Desiree Michele Pullen, *Raymond, Me.*
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 Daniel Harris Rudick, *New York, N.Y.*
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 Lane Greenwood Wilkinson, *Newbury, Mass.*
 Robert Scott Williamson, *Norwood, Mass.*
 Mark Daniel Wilson, *Bath, Me.*
 Stephen Fitz Wilson, *Gloucester, Mass.*
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 Jeffrey Lee Winkler, *Claremont, N.H.*
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 Laura Ann Wood, *Hamden, Conn.*
 Pamela Jean Woolley, *Ripon, Wis.*

Alison Elizabeth Wright, *Orinda, Calif.*
 Linda Christine Wrigley, *Anchorage, Alaska*
 Thomas Butler Yos, *Lincoln, Mass.*
 Deborah Elizabeth Young, *Braintree, Mass.*
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 Rebecca Jane Zeilon, *Green Bay, Wis.*
 Jody A. Zorgdrager, *Windsor Locks, Conn.*

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 Rok Zajec, *Greenwich, Conn.*

As of the Class of 1987

Timothy Lawrence Gray, *Los Altos, Calif.*

As of the Class of 1986

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 Sheila Marie McDermott, *Englewood, N.J.*

As of the Class of 1984

Donna E. Altenpohl, *King of Prussia, Pa.*

As of the Class of 1979

Carmen Marie Cressey, *Freeport, Me.*

As of the Class of 1971

Susan Morrissey, *West Rockport, Me.*

Degrees Granted in October as of the Class of 1988

Kira Barnum, *Lincoln, Mass.*
 Roxanna E. F. Pitkin, *Amherst, Mass.*

Honorary Degree Recipients

Robert M. Bateman
Doctor of Fine Arts

Leonard B. Boudin
Doctor of Laws

James H. Cone
Doctor of Humane Letters

Arthur LeRoy Greason
Doctor of Humane Letters

Mary McCarthy
Doctor of Letters

Michael Sela
Doctor of Science

Honors

Senior Marshal

Stephen Paige Rand

Bachelor's Degree with Honors

Summa Cum Laude

Bishwa Vijaya Basnet
Adair Marie Bowlby
Christine F. Burke
Patricia Lee Carlson
David Spencer Fearon, Jr.
John Michael Girard
Eric William Hanson
Katherine Evans Pfeiffer
Stephen Paige Rand
Brett Steven Rankin
Andrew Jonas Simons
William L. Stauffer
Rachel Gawtry Tilney
Karen Jeanne Trenholme
Mark Daniel Wilson

Magna Cum Laude

Alan Stuart Adler
Brian Keith Axel
Manuel Balmaseda
Cori Jane Brackett
Wendy Anne Dauphinais
Michael Howard Diamond
David Howard Fogel
Markus Henrichs
Katherine Ann Hollister
Vincent Paul Humplick
Camilla Helene Johansson
Carolyn Dorothy Keshian
Elaine Allison Kingsbury
James Andrew Klimek
George Eric Lilja
Suzanne Laraine Milauskas
Jill Marie Moscinski
Kathleen Ann Murphy
Lauren Diane Patterson
Mark Stephen Reilly
Karen Ritchie
Douglas Page St. Lawrence
Toby L. Stedford
Anita Letson Terry
Melissa Anne Trend

Laura Ann Wood
Dawna Marie Zajac
Jody A. Zorgdrager

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Catherine Robb Andrew
Maria Luisa Arroyo
William Howard Auerswald, Jr.
Timothy Lawrence Barnard
Douglas Ransom Barr
Michael David Beck
Carolynn Corinne Bell
Gwendolyn Lucie Frances Bellermand
Andrew Eugene Betourney
Maria Katherine Bonneville
Susan Fortin Breau
Anne Patricia Burger
Matthew Byram Burke
Alexandra Sarah Carey
Curtis Daniel Carlson
Gary Brent Christensen
David Sinclair Cleary
John Lawrence Collins III
Brian William Connors
Dawson MacNeil Crisler
Rosemary Lynne Czuchra
Shaun Dakin
Byrne Joseph Decker
Nancy Jean Delorey
Paul Dodek Deutch
Elizabeth Ellen Dimling
Maria A. Douglass
Kathleen Mary Dowley
Leslie Claire Dropkin
Susan Jennifer Fanburg
Jolanda Gozani Ferguson
Robert Edward Gallagher
Gregor Dean Gatlin
Rocco David Genovese IV
Deborah Anne Greene
Christine Michele Halvorson
Darran George Hanson
Kristin Elaine Hoitt
Jane Ellen Holman
Michelle Anne Horton
Jennifer Lynn Johnson
Laura Ann Johnson
Kimberly Ann Joy
Gretchen Ann Kreaehling

Kristen Lynn Kurtz
 Christopher Matthew Legault
 William Holst Levine
 Diane Marie Malek
 Kimberly Ann Matthei
 Anthony Joseph Mazzola
 Leslie Serat Middleton
 David John Moser
 Ross Lyle Muir
 John Francis Mullen
 Kathleen Marie Mulvehill
 Stephen Sidney Nason
 Leslie Ann Norton
 Kristin Anne Palmer
 Jennifer Emmet Pierce
 Melinda Katherine Pittis
 Kevin Joseph Powers
 Desiree Michele Pullen
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 Elizabeth Jill Rothenberg
 Shari Ann Sadowski
 Holly Nicole Schamban
 Mark Christopher Silvern
 Julia Winifred Smith
 Nancy Marie Spellman
 Deborah Ann St. Louis
 Kristen Ann Sutter
 Catherine Ann Taylor
 Christina Louise Theokas
 Barbara Jean Tubridy
 Jennifer Jerome Underhill
 Danny Mario Valeri
 Jenny Josephine Webster
 Linda Christine Wrigley

Honors in American Studies
 Kathleen Mary Dowley

Honors in Government
 Christine F. Burke
 Alexandra Sarah Carey
 Carolyn Dorothy Keshian

Honors in History
 Christopher Ashmead Preston

Honors in Psychology
 Sharon Lee Bejian
 Laura Ann Johnson
 David Paul Randall

Distinction in the Major

Administrative Science
 Brian William Connors
 Anthony Joseph Mazzola
 Desiree Michele Pullen
 Mark Christopher Silvern

American Studies
 Timothy Lawrence Barnard
 Michael Howard Diamond
 Kathleen Mary Dowley
 Gregor Dean Gatlin
 Kimberly Ann Joy
 Brenda Mary O'Sullivan
 Catherine Roosevelt
 Toby L. Stedford
 Lesley Ann Tolpa
 Jennifer Jerome Underhill
 Thomas Rawlinson Wilde

Art
 Gretchen Ann Kreahtling
 Suzanne Laraine Milauskas
 Kathleen Marie Mulvehill
 Valerie Anne Spierling

Biology
 Douglas Ransom Barr
 Adair Marie Bowlby
 David Howard Fogel
 John Michael Girard
 Katherine Ann Hollister
 Laura Ann Johnson
 Brett Steven Rankin
 Paul Stanislaw, Jr.

Biology: Environmental Science
 Eric William Hanson
 Timothy Lee McCutcheon
 Shari Ann Sadowski

Chemistry
 David Coffin Longcope
 William Arnold Siebert

Chemistry: A.C.S.
 Susan Jennifer Fanburg

Classics
 Darran George Hanson

Classics-English
 Sue Ellen Utterstrom

Communication Liberal Arts (Independent)
 Wendy Anne Dauphinais

East Asian Studies

Carolynn Corinne Bell
 Elaine Allison Kingsbury
 Karen Ritchie
 William L. Stauffer

Economics

Alan Stuart Adler
 William Howard Auerswald, Jr.
 Manuel Balmaseda
 David Sinclair Cleary
 Isser Warren Gallogly
 Michelle Anne Horton
 William Holst Levine
 Stephen Paige Rand
 Mark Stephen Reilly
 Karen Jeanne Trenholme

English

Timothy Lawrence Barnard
 Gwendolyn Lucie Frances Bellermann
 Maria Katherine Bonneville
 Lucie Marcelle Bourassa
 Cori Jane Brackett
 Patricia Lee Carlson
 Gary Brent Christensen
 Melissa Pitzman Early
 Jolanda Gozani Ferguson
 Deborah Anne Greene
 Wendy Sue Greenleaf
 Kimberly Lyn King
 Sarah Falconer Maddox
 Julie Lynne Margolis
 Kimberly Ann Matthei
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 Leslie Serat Middleton
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 Douglas Page St. Lawrence
 Toby L. Stedford
 Helen Lynne Sugarman
 Catherine Ann Taylor
 Mark Daniel Wilson

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Martha Ann Brockelman
 Dawson MacNeil Crisler
 Leslie Claire Dropkin

Krisan Lee Evenson
 Christine Michele Halvorson
 Holly Nicole Schamban
 Laura Ann Wood
 Pamela Jean Woolley

Geology

Susan Fortin Breau
 Melissa Anne Trend

German

Maria Luisa Arroyo
 John Lawrence Collins III
 Markus Henrichs
 Thomas Daniel Hooper
 Camilla Helene Johansson
 Kimberly Lyn King
 Linda Marie Rensink
 Andrew Jonas Simons
 Rachel Gawtry Tilney
 Jeffrey Lee Winkler

Government

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 Christine F. Burke
 Alexandra Sarah Carey
 Shaun Dakin
 Byrne Joseph Decker
 Paul Dodek Deutch
 Elizabeth Ellen Dimling
 Camilla Helene Johansson
 Carolyn Dorothy Keshian
 Michelle Elise Leinbach
 Kevin Joseph Powers
 Andrew Jonas Simons
 Julia Winifred Smith
 Matthew James Sotir
 Thomas Butler Yos
 Jody A. Zorgdrager

History

Daniel Oppenheimer Brandeis
 Anne Patricia Burger
 Michael Howard Diamond
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 Markus Henrichs
 Elaine Allison Kingsbury
 Andrew Forgie Kunkemueller
 George Eric Lilja
 Kimberly Ann Matthei
 Ross Lyle Muir

Stephen Sidney Nason
 Kristin Anne Palmer
 Lauren Diane Patterson
 Christopher Ashmead Preston
 Elizabeth Jill Rothenberg

Human Development

David Spencer Fearon, Jr.
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 Melinda Katherine Pittis
 Amanda Rebecca Sharbrough
 Robin Belinda Trend

Indian Studies (Independent)

Brian Keith Axel

Mathematics

Bishwa Vijaya Basnet
 Christopher Matthew Legault
 Jill Marie Moscinski
 Mark Stephen Reilly

Mathematics: Computer Science

Manuel Balmaseda
 Vincent Paul Humplick

Music

Susan Pine Scott

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Cori Jane Brackett
 Gretchen Fall
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Sharon Lee Bejian
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Russian and Soviet Studies

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 Kathleen Mary Dowley

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 Jayne Ellen Holman
 Leslie Serat Middleton
 Aimee Jo Momenec
 Rachel Gawtry Tilney
 Dawna Marie Zajac

Spanish

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 Robert Jeffrey Garland
 Ross Lyle Muir
 Marc Anthony Rando
 Julia Winifred Smith
 Joel A. Tickner
 Barbara Jean Tubridy
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Phi Beta Kappa

Elected in Junior Year

Bishwa Vijaya Basnet
 John Michael Girard

Elected in Senior Year

Alan Stuart Adler
 Brian Keith Axel
 Manuel Balmaseda
 Adair Marie Bowlby
 Cori Jane Brackett
 Christine F. Burke
 Curtis Daniel Carlson
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Joanna Bristol Brace
Figure and Abstraction

Matthew Byram Burke
*Figurative Drawing and an
 Exploration of Sculptural Media
 in Their Relation to Figure*

Gary H. DeAngelo
*A Collection of Original
 Short Works of Fiction*

David Spencer Fearon, Jr.
*Toward an Integrated
 Neuropsychological and
 Sociological Model of the
 Evolution of the Brain*

Holly Nicole Schamban
Beyond a Patriarchal Interpretation

Jody A. Zоргdrager
Project in Poetry Writing

Ralph J. Bunche Scholars

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 Lisa Machele Wright, *Norfolk, Va.*

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 Chantal Latrice Miller, *Gary, Ind.*
 Maryam Rikaya Mims, *Rockaway, N.Y.*
 Gregory Artis Ore, *Philadelphia, Pa.*
 Michelle Renee Pinnock, *Queens, N.Y.*
 Adolfo K. Vaal Neto, *Dorchester, Mass.*
 Pamela Beth Washington, *Washington, D.C.*

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 Lizzette Vazquez, *New York, N.Y.*
 Lance Neal Cabanban, *Evanston, Ill.*
 Brooke Danielle Coleman, *Beverly, Mass.*

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 John Michael Girard, *Westbrook, Me.*
 Elaine Allison Kingsbury, *Naples, Me.*

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 Randy Allen Grover, *Ashland, Me.*
 Mya-Lisa King, *Hampden, Me.*

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 David Andrew Donnelly, *South Harpswell, Me.*
 Shelly Ann MacConnell, *Springvale, Me.*
 Clint Byron Walker, *Mechanic Falls, Me.*

Class of 1992

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 Matthew Anthony Noyes, *Gorham, Me.*
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 Margaret Annette Russell, *Millinocket, Me.*

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College Calendar 1989-90

First Semester

Monday, August 28, *through*
Friday, September 1

Saturday, September 2

Tuesday, September 5

Wednesday, September 6

Friday, September 22, *through*
Sunday, September 24

Monday and Tuesday, October 9, 10

Friday, October 13, *through*
Sunday, October 15

Wednesday, November 22, *through*
Sunday, November 26

Friday, December 8

Saturday, December 9

Wednesday, December 13, *through*
Monday, December 18

Tuesday, December 19

COOT trips

Orientation program begins

Registration

First classes

Fall Parents Weekend

Midsemester break (no classes)

Homecoming

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Make-up examinations (residence halls
closed for winter recess)

January Term

Tuesday, January 2

Wednesday, January 3, *through*
Tuesday, January 30

Friday, January 26, *through*
Sunday, January 28

Orientation

January program

Winter Weekend

Second Semester

Wednesday, January 31, *through*
Saturday, February 3

Saturday, February 3

Monday, February 5

Tuesday, February 6

Saturday, March 24, *through*
Sunday, April 1

Friday, May 11

Saturday, May 12

Wednesday, May 16, *through*
Monday, May 21

Tuesday, May 22

Saturday, May 26

Sunday, May 27

COOT trips

Orientation

Registration

First classes

Spring recess (residence halls closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Make-up examinations

Baccalaureate

Commencement

College Calendar 1990-91

First Semester

Monday, August 27, *through*

Friday, August 31

Saturday, September 1

Tuesday, September 4

Wednesday, September 5

Monday and Tuesday, October 8, 9

Wednesday, November 21, *through*

Sunday, November 25

Friday, December 7

Saturday, December 8

Wednesday, December 12, *through*

Monday, December 17

Tuesday, December 18

COOT trips

Orientation program begins

Registration

First classes

Midsemester break (no classes)

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Make-up examinations (residence halls closed for winter recess)

January Term

Wednesday, January 2

Thursday, January 3, *through*

Wednesday, January 30

Orientation

January program

Second Semester

Thursday, January 31, *through*

Sunday, February 3

Sunday, February 3

Monday, February 4

Tuesday, February 5

Saturday, March 23, *through*

Sunday, March 31

Friday, May 10

Saturday, May 11

Wednesday, May 15, *through*

Monday, May 20

Tuesday, May 21

Saturday, May 25

Sunday, May 26

COOT trips

Orientation

Registration

First classes

Spring recess (residence halls closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Make-up examinations

Baccalaureate

Commencement

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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Admissions Office
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Waterville, Maine 04901

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