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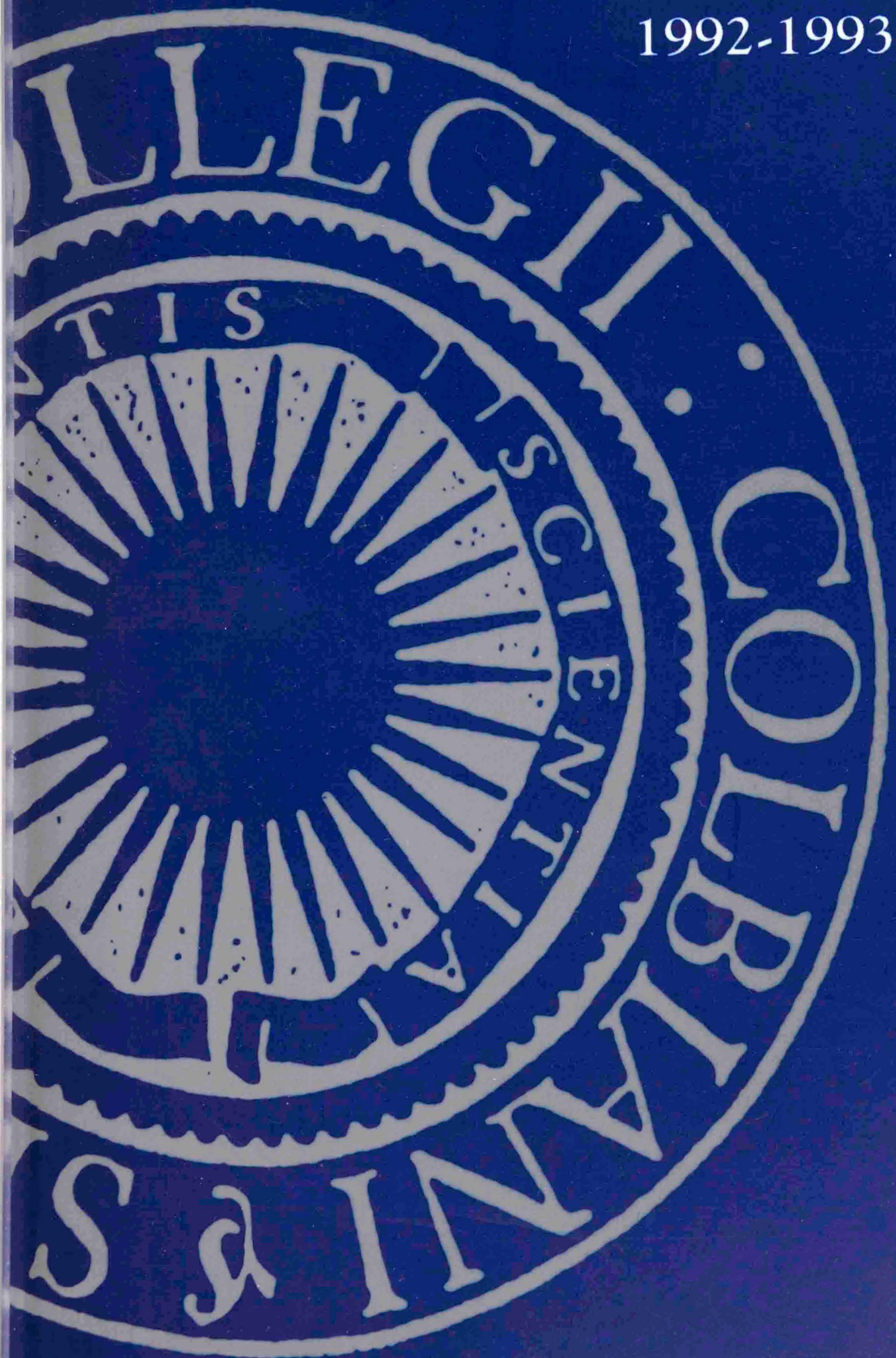
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COLBY COLLEGE CATALOGUE

1992-1993



Colby College Catalogue

SEPTEMBER 1992—AUGUST 1993

Waterville, Maine

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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 by the General Court of Massachusetts in 1813, seven years before Maine became a state, Colby is the 12th oldest independent liberal arts college in the nation. In 1871 it became the first previously all-male college in New England to admit women. Before World War II, trustees voted to move the College from its crowded original site in downtown Waterville to the handsome Mayflower Hill campus of more than 700 acres, where 44 buildings have been constructed since 1937.

Today, Colby's 1,700 students—evenly divided between men and women—come from virtually every state and more than 20 foreign countries. Alumni, numbering more than 19,000, are represented in all 50 states and in some 60 foreign countries. Students may choose from nearly 500 courses in 40 major fields and have wide flexibility in designing independent study programs, electing special majors, and participating in internships and exchange programs. More than half of all Colby students will study abroad at some time during their undergraduate experience.

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. A hallmark of the Colby experience is the close relationship between students and faculty, which serves to nurture the excitement that accompanies the discovery of ideas and values.

The Colby Plan (see p. 27), adopted in 1989, is a series of 10 educational precepts that reflect the principal elements of a liberal education and serve as a guide for making reflective course choices, for measuring educational growth, and for planning education beyond college. Students are urged to pursue these objectives not only in their course work but also through educational and cultural events, campus organizations and activities, and service to others both on campus and in the broader community.

To these ends, the Colby academic and residential program is designed to free each student to find and fulfill her or his unique potential. It is hoped that students will become critical and imaginative thinkers who are: welcoming of diversity and 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; familiar with one or more scientific disciplines; knowledgeable about America and other cultures; able to create and enjoy opportunities for lifelong learning; willing to assume leadership roles as students and citizens; prepared to respond flexibly to the changing demands of the world of work; useful to society and happy with themselves.

Colby 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, to speak, 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. College 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.

Colby Values and the Commons Plan

Historically, Colby has valued understanding of and concern for others, diversity of thought and culture, open access to campus groups and organizations, and personal and academic honesty. In order to embrace and support these values, members of the College community bear a special responsibility, in all of their words and actions, to honor and protect the rights and feelings of others.

The Commons Plan, adopted in 1984 following a lengthy study by the Trustee Commission on Campus Life, was designed in order to reinforce and amplify these values. Integral to the plan was the decision to withdraw recognition from Colby's several fraternities. The trustees determined that these groups had become dissonant with Colby's values because they tended to narrow the opportunities and experiences of students rather than expand them, because they were discriminatory against women and were exclusionary by nature, and because fraternity members often engaged in disruptive and undesirable activities such as hazing and pressuring students to join.

The Commons Plan offers a number of new advantages to students. There are four distinct small communities or "commons," each with its own dining facilities and governing units. 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.

The new Student Center, built in 1985, 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 15th 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, Class of 1875. Included in this commons are the residence halls of Foss, Woodman, Coburn, and Mary Low.

Campus Life

Access Policy As a matter of College policy, all campus organizations and College-sponsored events are open to the full participation of all members of the Colby community without regard to 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. Exceptions to this policy may be granted, for compelling reasons only, by mutual agreement of the dean of faculty and the Educational Policy Committee, or, in the case of student-sponsored events, by mutual agreement of the dean of faculty, the dean of students, and the Student Affairs Committee.

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, opened in 1973, and the new Davis Gallery, opened in the fall of 1991, of the Colby College 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, and the Bernat Collection of Oriental Ceramics and Bronzes. Beginning in 1991 the museum will have on loan for one semester every two years The Joan Whitney Payson Collection of Impressionist and Post-Impressionist Art.

The Friends of Art at Colby, organized in 1959, make substantial contributions to the overall art program throughout the year. An advisory council for the museum meets 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 Art Department offers a wide variety of courses in both art history and studio areas. Additionally, the Office of Student Activities maintains a ceramics workshop and photography darkrooms for general student use.

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 and lacrosse. Rugby is a club sport for men and women. Water polo, crew, woodsmen, bicycling, and sailing are coed club teams.

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

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. Like others in these conferences, Colby deplors the use of illegal drugs, including steroids. Violators will be subject to disciplinary action including but not limited to suspension from athletic teams or from the college.

Intramurals/IPLAY I-PLAY (Intramural Participation Leads to an Active You) is a program developed by Colby students for the entire Colby community. The I-PLAY system offers competition with varied league set-ups. A residence hall league offers coed competition within the Commons system structure. An open league is formed for anyone who is interested in competing on a campus-wide basis. Activities offered throughout the year are soccer, volleyball, touch football, basketball, ice hockey, field hockey, and softball. Other activities are provided depending on student interest and input. Popular items on campus are I-PLAY Championship T-shirts, which are awarded each season. 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 Ralph J. Bunche Lecture Symposium brings minority speakers to campus to address majority- and minority-related issues. 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 Guy P. Gannett Lectures focus on general subject areas not covered by other established lectures at the College. The Phi Beta Kappa Visiting Scholar Program makes available a distinguished scholar for two days to meet informally with students and faculty, take part in classroom discussions, and give a public lecture. 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, Wind Ensemble, 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 at Colby series supported by patrons and sponsors 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 a course 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, Music, and the several modern

foreign languages. In addition, Colby offers a minor and provides courses for nonmajors 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, Episcopal, 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 The Bridge (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, Biology Club, Broadway Musical Revue, Cheerleading, Circle K, Coalition for Political Action, Coffeehouse Association, Colby Dancers, Colby Democrats, Colby Eight, Colbyettes, Colby Handbell Ringers, Colby Improv, Colby Military Affairs, Colby Outdoor Orientation Trips (COOT), Colby Pro-Choice Coalition, Colby Right to Life, Colby Safe Escort, Colby Spirit Squad, Colby Students for Nonalcoholic Programming (CSNAP), Crew, East Asian Cultural Society, Environmental Council, Fencing Club, French Club, Geology Club, George E. Murray Parliamentary Debate Society, German Club, International Club, Lorimer Chapel Choir, Men's Group, Men's and Women's Rugby, Off-Campus Society, Outing Club, Photography Club, Pottery Club, Powder and Wig, Republican Club, Russian Club, Sailing Club, Senior Arts Exhibition, Student Health on Campus (SHOC), Student Organization Against Racism (SOAR), 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 catalogue and loan systems. On-line access to the College's large bibliographic data base is available from terminals throughout the library and elsewhere on the campus. Computerized access to indexes of files of journals, newspapers, and government documents is available through several CD-ROM workstations. Information about library holdings at Bates, Bowdoin, and the University of Maine is also available on line.

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 over 600,000 items. 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.

Miller Library has two branch libraries. The art and music collections are housed in the newly renovated and expanded Bixler Library, which features a state-of-the-art listening center to service the library's 9,000 sound recordings. The science collections are housed in the Allyn-Smith Science Library in the Keyes Science 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 alumni, 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 the Eustis Administration Building, 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, veterinary medicine, and dentistry are advised to meet with a member of the professional preparation committee for these areas as early as possible in the first year, and those interested in law and business should see the director of Career Services.

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 (System of Interactive Guidance) PLUS, 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 underclass student 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, Medical College Admissions 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 Office of Career Services. More specific information on January internships and other field experience options is available in the Office of Off-Campus Study.

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, references from 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 years of English, at least three of a single foreign language, three of college preparatory mathematics, two of history or social studies, two of laboratory science, and two years of 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. Notification: early January.

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 1: Deadline for filing transfer applications and financial aid requests. Notification: May 15.

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

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

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 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, by air to nearby Augusta, or by airport limousine from the Portland Jetport.

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 the College's 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 4 or 5 receive credit from the College. Scores of 3 and below are evaluated by the appropriate academic department. Students who earn between 15 and 29 hours of advanced placement credit may, upon application, use that credit to count toward one semester of the eight semester residency requirement. Students who earn 30 hours or more may, upon application, count those credits toward two semesters of the eight semester residency requirement.

Colby also recognizes the International Baccalaureate and offers advanced placement and credit based on individual Higher Level examination results as well as performance on the full IB Diploma program. At the discretion of individual academic departments, advanced placement and credit may be earned for scores of 5, 6, and 7 on Higher Level examinations. Students may earn up to a full semester of standing in this manner. A full year of credit may be earned for an IB Diploma point total of 34 or better, assuming all examination scores are 4 or better and no Higher Level examination score is below 5.

Finally, students who receive an A or B (superior level) on A-levels or comparable scores on the Leaving Certificate (Ireland), the Abitur (Germany), or the Baccalaureate (France) may be eligible for credit and advanced placement. Credits will be granted in consultation with the appropriate department and only after the student has shown satisfactory progress during his or her first semester at Colby.

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.

Midyear Admission Each year more sophomore and junior Colby students study off campus during the second semester than during the fall, and 30 to 40 spaces for incoming students usually become available at the beginning of the January term. A student who applied for admission in the fall semester may be offered admission for midyear. For these students Colby offers two fall-semester-abroad options, which are described on pages 36-37. A student who participates in one of the College's first-semester-abroad programs enters Colby with a group of friends acquired through the program and with enough credits to progress toward the degree at the same pace as his or her classmates.

Transfer Students and Veterans First consideration in admission is for first-year students, 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 those offered at Colby in which grades of C or better are received. No more than 60 transferable semester 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 No student will be allowed to register, attend classes, or participate in any campus activities, including COOT (Colby Outdoor Orientation Trips), until a health certificate has been received and approved by the College Health Services. Verification of a physical examination is required, as well as immunization for polio, tetanus, and diphtheria. Verification of proof for two immunizations for mumps, rubella, and rubeola is also required. In compliance with Maine state law, Colby requires such proof of immunization as photocopies of standard immunization cards and/or pages from a physician's medical record, which must be signed or stamped by the health-care provider who administered the immunization. Photocopies of lab slips of titers proving previous disease may be submitted if applicable. All of this information must be received by July 15 at the latest.

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 school students may be recommended by their schools to take a course. 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. During the summer, Colby also offers an intensive English language and American culture institute for international students.

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 may have practice tests for applicants' 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.

An associate dean of students is responsible for intercultural activities and 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 first-year and other new 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, first-year students may participate in COOT (Colby Outdoor Orientation Trips), conducted by upperclass students, faculty, and staff members.

Placement in Mathematics A mathematics placement questionnaire should be completed prior to registration by all students who intend to take Mathematics 101, 119, 121, 122, or 123. The purpose of this questionnaire is to indicate the course most appropriate for the individual student. Final decision on placement rests with the chair of the Department of Mathematics and Computer Science.

First-year students who intend to register for a "no prerequisite course" (Mathematics 111, 112, 117, or 118) need not complete this questionnaire.

First-year students who intend to register for Mathematics 231, 253, 262, or 274 should consult with their advisers and with the chair of the Department of Mathematics and Computer Science.

Placement in Foreign Languages The College language requirement for 1992-93 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 required placement exam given during orientation for new students only. 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 appropriate department 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 1992-93

	<i>Sem. I</i>	<i>Sem. II</i>	<i>Total</i>
Tuition	\$8,405	\$8,405	\$16,810
Board	1,325	1,325	2,650
Room	1,415	1,415	2,830
General Fee	400	400	800
	<u>\$11,545</u>	<u>\$11,545</u>	<u>\$23,090</u>

Calendar of Payments 1992-93*

	On Campus	Off Campus
<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.	\$11,345	\$8,605
<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.	\$11,345	\$8,605

*Full year payment for the Caen, Cork, and Salamanca programs is required by August 1. See specific brochures or the *Colby Catalogue* for applicable charges.

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. Student account balances must be paid in full before the attendance deposit can be applied as such. If the account is paid in full, the attendance deposit will be credited against the charges for the following 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 \$8,405 per semester. Exceptions are made by the dean of admissions in the case of nontraditional 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 \$650 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 \$8,405 per semester will be charged.

Board: The College offers a board plan of 21 meals per week, required of all students living on campus; the plan also is 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 for a one-credit course and for a two-credit course. Music majors will be exempt from this charge.

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 \$18,000 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 (full-year program): In lieu of the regular charges for tuition, room, board, and general fee, an annual fee of \$19,000 is charged for this program. Information on deadlines, deposits, and other program details is available in the Colby in Cork brochure.

Cork/Cuernavaca/Dijon/Lübeck/London Semesters: For students participating in one of these programs, the regular basic charges of \$11,545 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 in which 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 for accounts with outstanding balances due.

Before students are permitted to register, accounts must be paid or satisfactory arrangements made with the Business Office. Late fee waivers will not be granted on balances expected to be covered by outside 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.

Students having unfulfilled financial obligations of \$500 or more will not be allowed to transfer credits to other institutions or obtain transcripts or grades. Exceptions will be made for seniors wishing to obtain transcripts for graduate school enrollment.

Late Payment Fees A late payment fee of 1.5 percent 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 with the first of those months. In order to avoid late payment assessments, please allow ample time for mail delivery to Colby's Boston bank as Colby is not responsible for delays caused by mail delivery.

Loan and Payment Plans The College makes available a number of loan and payment 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%

Pro rata refunds of the basic charges will be made for students who withdraw upon advice from the College physician during the fall and spring semesters. (Refunds of basic charges are not granted to full-time students withdrawing during the January Program.) This refund policy applies to the regular academic program on campus and the Cork, Cuernavaca, Dijon, Lübeck, and London semesters.

Students who withdraw voluntarily or upon the advice of a physician from the Caen, Cork, or Salamanca full-year 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 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. For students who receive government or institutional aid, unused portions of personal, book, and travel allowances will be refunded to the appropriate aid program(s).

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 full 21-meal 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.

General Information The College Business Office is located on the first floor of the Eustis Administration Building. Staff members are available on weekdays between 9:00 and 4:30 to answer questions about student accounts and College financial policies. Questions concerning student and parent loan applications, financial aid, and other financing options should be directed to the Office of Student Financial Aid.

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 \$9.2 million annually in need-based grants, loans, and campus employment to approximately 740 students, or 44 percent of the enrollment. The average aid package in 1991-92 was approximately \$12,650. In addition to Colby's own programs, 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 the FAF, 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 accepts two outside payment plans. Students who seek more detailed information may write for the pamphlets "Financial Aid and Financing Options at Colby College" and "Financing a Colby Education" or contact the director of financial aid.

Parents and students may review information in the Financial Aid and Career Services offices concerning scholarships offered by non-Colby organizations, including VA programs for dependents of veterans. ROTC scholarships are also possible if the student participates in ROTC through the cross-registration program with the University of Maine.

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 govern eligibility for financial aid in accordance with 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 10 semesters) will be awarded on a cumulative 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 composed of students and faculty. The regulations of the board and the rights of students appearing before the board are described in the *Student Handbook*.

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.

The right of free speech and the open exchange of ideas and views is essential, especially in a learning environment, and Colby vigorously upholds these freedoms. Similarly, the College 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, or who haze or perpetuate any fraternity or sorority will be suspended for at least one year and may be subject to additional penalties that could include 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. Any student found using or supplying illegal drugs, including steroids, or in possession of drug paraphernalia is subject to disciplinary action, including suspension or expulsion. The College wishes to help those who have substance abuse problems, and confidential counseling is available to those who will discuss treatment and participate in a treatment program.

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

The College feels that the best interests of students are served by having full medical and psychological counseling and treatment from professionals thoroughly informed about personal and family history.

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

Upon recommendation of the medical director or director of counseling services, the College reserves the right to require a student to withdraw for medical or psychological reasons. If, in the opinion of either the counseling service or medical director, a student becomes unable

to carry on normal student functions, or when his/her presence is or may become a hazard to that student or others, withdrawal will be required. Following any medical or psychological withdrawal, a recommendation from the student's physician or psychologist to the appropriate professional is required before the student is readmitted to the College.

The officers, faculty, and medical and counseling 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 written authorization.

Housing and Student Living Students are housed in four residential Commons, accommodating between 300 and 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 first-year students 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.

The Colby Name The Colby name and various logotypes are federally registered service marks, and with the exception of the several regular student publications approved by the College and the Student Association, the College exercises editorial control in the matter of content, taste, and style of its own publications, advertisements, and other products. This protection, including the right to delete or remove, extends to all other materials, commercial goods, posters, and other advertising produced by others that imply College endorsements.

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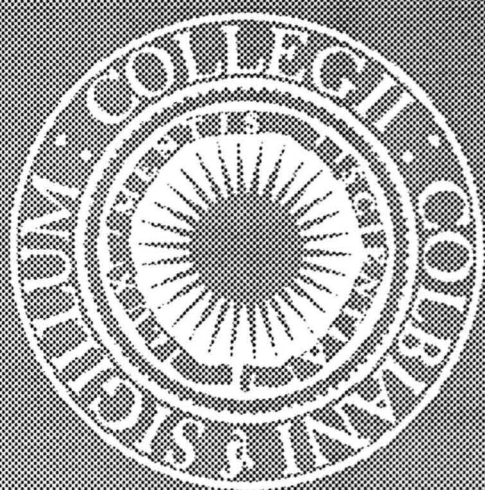
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The Colby Plan

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 course work 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. Students who, because of extreme extenuating circumstances, find themselves unable to graduate with their class, may appeal to the Administrative Committee of the College to allow them to march with their class and receive an empty diploma cover.

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 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 satisfactory/unsatisfactory 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 Effective with the Class of 1995

No part of any requirement can be satisfied with the satisfactory/unsatisfactory option or field experience credits.

English Composition: English 115.

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 or in the Colby language placement test taken during orientation, or a score of 4 or 5 in Advanced Placement language or literature.

(2) By successfully completing Colby's intensive language program in Cuernavaca, Mexico or Dijon, France. Open to first-year students, these programs are offered in the fall 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.

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. An appropriate confirmation must be filed with the Office of the Registrar. In certain cases, testing may be required.

Areas: Students are required to take one course in each of Areas I, II, III, IV, and VI, and two courses in Area V. Normally, students will be expected to complete these requirements during their first three years. Course descriptions in the catalogue include a key to the appropriate area(s) met by specific courses.

Area I ARTS: Courses in the history, theory, and/or practice of the creative arts.

Area II HISTORICAL STUDIES: Courses that investigate human experience by focusing on the development of cultures and societies as they evolve through time.

Area III LITERATURE: Courses that focus on literary works of the imagination, and/or written texts in which ideas and creative or esthetic considerations play a crucial role.

Area IV QUANTITATIVE REASONING: Courses that focus on quantitative or analytic reasoning about formally defined abstract structures.

Area V NATURAL SCIENCES: Courses that focus on the understanding of natural phenomena through observation, systematic study, and/or theoretical analysis. At least one course taken to satisfy Area V must contain a substantial laboratory component.

Area VI SOCIAL SCIENCES: Courses that focus on theoretically and methodologically directed inquiry into various aspects of human behavior and interaction.

Diversity: Students are required to take one course centrally concerned with how the diversities among peoples have contributed to the richness of human experience. Courses that may be taken to fulfill the requirement are those that (a) focus on history, perspectives, or culture of non-Western peoples or a culture whose origins lie outside of the European traditions; (b) focus on issues and/or theories of ethnicity, gender, or class as these may be found anywhere in the world; or (c) examine the nature, history, and workings of prejudice as experienced by any group. [Note: This requirement may be met by courses that satisfy other requirements as indicated in the course descriptions.]

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

Distribution Requirements for All Other Classes

No part of any requirement can be satisfied with the satisfactory/unsatisfactory option or field experience credits.

All-College Requirements

English Composition: English 115.

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 or in the Colby language placement test taken during orientation, or a score of 4 or 5 in Advanced Placement language or literature. A placement examination in Chinese or Japanese may be arranged through the department of East Asian Languages and Culture.

(2) By successfully completing Colby's intensive language program in Cuernavaca, Mexico or Dijon, France. Open to first-year students, these programs are offered in the fall 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.

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 appropriate

language department 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 satisfactory/unsatisfactory.

Division of Humanities (Chair, PROFESSOR PATRICK BRANCACCIO):

American Studies 271, 276, 374

Art

Classics (except Ancient History)

English (except 111, 112, and 115)

Greek

Latin

Foreign Languages (courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish numbered 128 or higher)

Music

Performing Arts

Philosophy 372

Religious Studies (all courses except 118)

Division of Social Sciences (Chair, PROFESSOR JAMES W. MEEHAN):

Administrative Science

Ancient History

Anthropology

East Asian Cultures and Languages 151, 152

Economics

Education

Government

History

Philosophy (all courses except 372)

Psychology

Religious Studies 118

Science-Technology Studies 213, 271, 332, 393

Sociology

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

Astronomy

Biology

Chemistry

Computer Science (non-laboratory)

Geology

Mathematics (non-laboratory)

Physics

Quantitative Analysis (non-laboratory)

Science-Technology Studies 152 (non-laboratory), 215 (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 re-examine 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-Biology
American Studies	Geology-Chemistry
Anthropology	German
Art	Government
Biology	History
Chemistry	International Studies
Classical Civilization	Mathematics
Classical Civilization-English	Music
Classical Civilization-Philosophy	Performing Arts
Classics	Philosophy
Classics-English	Philosophy-Mathematics
Classics-Philosophy	Philosophy-Religious Studies
East Asian Cultures and Languages	Physics
Economics	Psychology
Economics-Mathematics	Religious Studies
English	Russian Studies
French	Sociology
Geology	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. A minor normally consists of five-seven courses and involves a coherent progression of courses including both introductory exposure to a field of knowledge and advanced work. A minor must include at least four courses taken in addition to courses taken to satisfy requirements for any major or other minor. Students must maintain a 2.0 average in the minor. Currently offered by the College are the following minors:

Administrative Science	Classical Civilization-English
African-American Studies	Classical Civilization-Philosophy
Anthropology	Classics
Chemistry	Computer Science
Chinese	Creative Writing
Classical Civilization	Economics

Education	Performing Arts
Environmental Studies	Physics
Geology	Psychology
German	Russian Language and Literature
Human Development	Science-Technology Studies
Japanese	Sociology
Mathematics	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 Peter Harris.

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 2 or 3 credit hours.

Because the January Program assures most students considerable flexibility in the 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 seven or more semesters, or two if in residence for six or fewer 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. 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 in which 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 preregistration 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 satisfactory/unsatisfactory option in January are established each year.

Exemption by Examination When appropriate, distribution 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. The College will exempt students from the language requirement for attaining before entrance a score of 60 in a College Board foreign language achievement test or for attaining a score of 60 in Colby's placement test during first-year orientation; in either case, no academic credit will be granted.

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" 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 earned through the Advanced Placement Program of The College Board may be applied toward the Colby degree (refer to "Advanced Standing" in the section titled "Admission" in this catalogue.)
- (4) 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 satisfactory/unsatisfactory basis. Forms on which to seek approval can be obtained from the following:
 - (a) For foreign study or domestic exchange: Office of Off-Campus Study.
 - (b) For all other courses: Office of the Registrar.

(5) 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.

Repeated Courses Students with a need to earn a higher grade may repeat a course previously passed; both the first and subsequent enrollments and grades will be a permanent entry on the academic record and transcript, and both grades will be used in computing the grade point average. No additional credit will be granted for the repeated course. *Exceptions:* Some courses build skills or change content in ways that make them repeatable regardless of grades given. Catalogue descriptions for such courses include the statement "May be repeated for additional credit." More specific information about repeatable courses may be obtained from the chair of the specific department.

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, the Registrar's Office should be consulted. 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 (which is a permanent entry on the student's academic record) 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.

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.

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, "Distinction in the Major," may be 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, English, French, government, history, mathematics, philosophy, physics, psychology, religious studies, and sociology. 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 recommended by the dean of students 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 satisfactory/unsatisfactory credits. A student with any mark of incomplete (except in the case of illness or critical emergency) is not eligible for Dean's List.

Academic Programs

Senior Scholars This honors program permits a limited number of seniors to devote 6 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 printed program for commencement exercises. Application must be made during the student's junior year. Inquiries should be directed to the chair, Professor Peter Harris.

Interdisciplinary Studies Interdisciplinary studies are governed by the Interdisciplinary Studies Council, composed of the directors of the various programs (chair, Associate Professor David Lubin). 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 Cultures and Languages, International Studies, Performing Arts, and Russian Studies.

Minors involve a coherent program of interdisciplinary studies, including a final integrating experience. Minors are currently offered in African-American Studies, Education, Environmental Studies, Human Development, Performing Arts, Science-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.

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. One semester programs, open to entering first-year students, are:

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 a resident Colby professor and is offered in the fall semester. Students must have completed Spanish 125 or at least two years of high-school Spanish.

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. To qualify, students normally should have completed one full year of French at Colby or three years of high-school French with emphasis on oral skills. The program is offered in the fall semester.

Additional information on these foreign-language semesters may be obtained from the Admissions Office (for entering first-year students) or the Office of Off-Campus Study. 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 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.

Colby in Salamanca: This program 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 in apartments in Salamanca.

Colby in Cork: This is a program for students from all liberal arts disciplines, offering an integrated academic and cultural experience in Ireland. Students may attend for the entire year or either semester. 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.

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. For Colby in Caen and Colby in Salamanca, grades earned in "core" courses only count toward students' grade point averages. For Colby in Cork, grades for all courses count toward students' grade point averages. Beginning in 1990-91, students in these programs may utilize the satisfactory/unsatisfactory option; a specific date for satisfactory/unsatisfactory election will be established by the resident director. Further information may be obtained from the Office of Off-Campus Study.

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. Grades for courses in this program count in computation of students' grade point averages. A Colby professor serves as resident director. Information is available from the Performing Arts Program, the Office of Admissions (for entering first-year students), and the Office of Off-Campus Study.

Environmental Studies in Costa Rica: Colby is a member of a consortium sponsoring the Center for Sustainable Development Studies. Sustainable development is studied in conjunction with conservation biology of tropical ecosystems, political and social systems of Costa Rica, and directed research. Work is done in a variety of locations including cloud forest, rain forest, agricultural areas, small villages, and urban areas. Information and applications may be obtained through the Department of Biology.

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 12 liberal arts colleges that jointly oversee the program. Study of the Japanese language is required. 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 Office of Off-Campus Study.

Chinese Language Studies Away: Students with a minimum of one year of college-level

Chinese may participate in the year-long Colby exchange with Peoples' University in Peking. In addition to this program, East Asian Cultures and Languages majors and nonmajors alike avail themselves of extremely worthwhile opportunities on Taiwan, at other schools in China and Southeast Asia, and at intensive summer programs stateside. More information about all of these programs is available from the chair of the East Asian Cultures and Languages Department.

Study in Russia: Students who wish to study in Russia may choose to apply to several highly competitive Russian language programs at either the intermediate level (requiring a minimum of two years of college-level Russian for application) or the advanced level (requiring a minimum of three years of college-level Russian for application). Intermediate and advanced students may apply for summer, fall, or spring semester programs. In addition, as a member of the American Collegiate Consortium for East-West Educational Exchange, Colby has the opportunity each year to place several advanced Russian language students in Russian universities or institutes for a year of study in a wide range of disciplines. Information is available from the director of the Russian Studies Program.

Other Junior-Year-Abroad Programs For programs other than Colby-sponsored programs, the College requires that students attend a recognized foreign university and be fully integrated into that university's program of study. In non-English speaking countries, students must study the language of the country for the duration of their program. Proposals to study abroad must be approved by the students' major departments and by the Off-Campus Study Office. 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 Office of Off-Campus Study will provide students with lists of approved programs and give advice in choosing a plan of study. Students on financial aid continue to receive that aid if they attend a Colby-approved program; 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. Programs are available in Germany, Italy, Greece, and the Scandinavian countries. Programs are also available at St. Petersburg State University, the Pushkin Institute in Moscow, and several other institutes in Russia and the former republics of the Soviet Union. Information is available from the Office of Off-Campus Study.

Study in Canada: Some students attend the University of Toronto, McGill University, and other Canadian universities through an exchange program administered by the State University of New York at Plattsburgh. Details are available from the Office of Off-Campus 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 Office of Off-Campus Study.

Study in Latin America: Colby encourages students to explore the possibilities of study in Latin America through the School for International Training and other organizations. More information is available from the Office of Off-Campus Study.

Domestic Exchange Colby participates in student exchange programs with 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 Office of Off-Campus Study.

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 administered 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 and the Office of Off-Campus Study.

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 Off-Campus Study.

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 Off-Campus Study.

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 Off-Campus Study.

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 as well as application forms for field experience and internships are available in the Office of Off-Campus Study. Students planning to participate in field experience must be aware of deadlines for filing applications.

ROTC: Colby students may participate in Army or Air Force Reserve Officer Training programs offered at other Maine sites. Information about these programs is available in the Dean of Students Office.

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 prelaw adviser counsels students preparing for careers in these areas. Prewlaw students may major in any field, but they will profit from early consultation with the prelaw adviser on 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. The Health Professions Preparation Committee provides formal advising and other support to assist students throughout their years at Colby.

Theology: Members of the Department of Religious Studies, 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 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; in addition to student writing assignments most often done on computers, most students will encounter course assignments that require computer use.

Apple Macintosh computers, adopted by the College as the microcomputer standard in 1985, are available in the MacLab (Lovejoy 400), along with a substantial software library. Additional Macs are located in the Mac II Lab (Mudd 415) and the Library Cluster (Miller 16). 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 8350 for academic use and a MicroVAX 3600 running the library automation system, including catalogue 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 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 Macs and terminals in all clusters.

Colby's data communications network, built around a high-speed Ethernet backbone through the academic buildings, is available in all student computer clusters and in most faculty offices and classrooms. The College is a member of the New England Academic and Research Network (NEARnet), which provides access to regional, national, and international computing resources, including electronic mail, file transfer, and remote login. Several major U.S. library catalogues are available on the network, in addition to supercomputers, specialized data sources, and conferencing systems.

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, Joan Sanzenbacher.

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, youth programs, and sports 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. About 14 CME offerings each year in a variety of specialty and family-practice programs are 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 100 doctors enroll each summer in the nine-week Lancaster Course in Ophthalmology, and two- to four-day seminars are held in addiction medicine, anesthesiology, child abuse, diabetes, emergency medicine, family practice, forensic medicine, obstetrics-gynecology, ophthalmology, 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, Audiology Workshop, 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, cross country, 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 area requirements. 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 considering a scientific career or the study of medicine should 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 and residence semesters completed.

First-year standing: fewer than 24 credit hours or less than two semesters.

Sophomore standing: 24 to 53 credit hours and two or three semesters.

Junior standing: 54 to 83 credit hours and four or five semesters.

Senior standing: 84 or more credit hours and six or seven semesters.

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.

Except in exceptional circumstances specified in advance in writing by the dean of students, a student will not 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.

New students must also provide the required health certificate prior to registration (see section in "Admission" in this catalogue).

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 student can neither repeat a course for additional credit nor 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 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 or was dropped from a course by the instructor for unsatisfactory attendance. *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 abandonment of a course without formal withdrawal.

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.

Any student on academic probation is required to consult with his/her adviser and with any extracurricular adviser, such as a coach, to discuss whether the student should continue

participation in extracurricular activities. A student on academic probation for a second or subsequent semester will be declared ineligible to participate in any College-sponsored extracurricular activities unless, in consultation with the academic and extracurricular advisers and with the approval of the associate dean of students, the student develops a plan for allocating time to course work and extracurricular activities.

Satisfactory/Unsatisfactory Students may elect a limited number of courses on a satisfactory/unsatisfactory basis; these cannot include distribution requirements. Most departments specify that major courses must be taken on a conventionally graded basis.

Forms for declaring satisfactory/unsatisfactory options can be obtained at the Registrar's Office. The form must be completed and returned by the end of the change of course (add/drop) period in the term in which the course is taken. A satisfactory/unsatisfactory election may be voluntarily revoked by a deadline established for each term. Letter grades submitted by instructors will be converted to *S* (for grades *A* through *C-*) or *U* before being posted on permanent records; any grade below *C-* is unsatisfactory and will be recorded as a *U* on the grade record. The Registrar's Office cannot release more specific information on the quality of the *S*, even upon request of the student who earned it.

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 filed with 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 chair.

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. Attention is called to the statement on attendance in the "Academic Requirements" section of this catalogue.

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, however, are 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 residence hall and post office keys, must be followed to be eligible for any refunds that may be due (see "Refunds" in "Student Fees"). 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. Transcripts will not be issued for anyone whose financial obligations to the College have not been met.

Courses of Study

Key to Symbols and Methods of Course Designation

Each course is known by a title, subject, and number: e.g., *English Composition is English 115*.

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 *third digit*: course is usually given in the first semester.

An even number as the *third digit*: course is usually 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 course.

[]: course not offered in 1992–93.

†: course will *probably* be offered in 1993–94.

*: course will *probably not* be offered in 1993–94.

Catalogue descriptions of the courses that fill *Area Requirements* include a bold-face letter corresponding to the appropriate area as follows:

A: Arts

H: Historical Studies

L: Literature

N: Natural Science

Q: Quantitative Reasoning

S: Social Sciences

V: Variable; some interdisciplinary courses may be taught by more than one instructor; therefore, the area to be fulfilled varies according to the department of the instructor.

Courses that fulfill the requirement in *Diversity* are also designated with a bold-face **D**.

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. Academic departments reserve the right to limit enrollment in any course and to establish priorities for courses that might be over-enrolled.

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.

A *Calendar of Critical Dates* for each academic year is issued by the Registrar's Office and includes deadlines for adding, dropping, and withdrawing from courses; declaration and revocation of the satisfactory/unsatisfactory option; adding and dropping optional credits; and other appropriate dates.

Administrative Science

Chair, PROFESSOR RANDY NELSON

Professors Yvonne Knight and Nelson¹; Associate Professor Leonard Reich²; Visiting Associate Professor James Fell; Assistant Professor Batya Friedman³; Visiting Assistant Professors William Lee⁴ and Elizabeth Fisher⁵

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 the administrative science major or minor.

Requirements for the Major in Administrative Science

Administrative Science 212, 221, 279, 311, 336, 371, 493; Economics 133, 134; Mathematics 231, or 381 and 382; History 124 or Economics 274. Also three courses chosen from Government 392, Economics 331, Sociology 332, or other courses in Administrative Science.

No administrative science course may be taken satisfactory/unsatisfactory. No other course used to satisfy major requirements may be taken satisfactory/unsatisfactory. 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 212, 221, 311; either Administrative Science 279 or 336; Economics 133, 134; Mathematics 231, or 381 and 382.

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

¹Joint appointment in administrative science and economics.

²On leave full year.

³Joint appointment in administrative science and mathematics.

⁴Part time second semester only.

⁵Part time.

212 Issues in Management A broad perspective on the field of administrative science is provided through consideration of the ethical, financial, interpersonal, structural, economic, legal, and competitive issues that managers face. Based on readings, lectures, and case studies, the course curriculum will draw on the expertise of the entire department faculty and several outside speakers. *Three credit hours.* S. MR. FELL

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.* MS. 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.* MS. KNIGHT

231 Technology, Corporate Strategy, and Competition An examination of the interactions between scientific progress, technological opportunities, competitive pressures, corporate

strategy, and public policy toward 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.* MR. FELL

[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 19th 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.*

279d **Organizational Theory and Behavior** An historical and sociological orientation toward the study of people in business and other organizations. The course makes use of both theoretical concepts and empirical data. *Three credit hours.* S. MS. FISHER

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 in America** 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.* S.

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 is 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.* MS. KNIGHT

336d1 **Business Ethics** 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. FELL

[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.*

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.* S. MR. LEE

371 **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 in which 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. Formerly listed as Administrative Science 272. Enrollment limited. *Three credit hours.* MS. FRIEDMAN

373 Operations Research Listed as Mathematics 373 (q.v.). *Prerequisite:* A previous course in statistics and linear algebra or permission of the instructor. Previously listed as Administrative Science 372. *Three or four credit hours.* S. MS. BOYD

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

393d2 Science, Technology, and American Industrial Development Listed as Science-Technology 393 (q.v.). *Four credit hours.* MR. FELL

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, PROFESSOR THOMAS R.W. LONGSTAFF

ADVISORY COMMITTEE: Professors Charles Bassett (American Studies and English), Patrick Brancaccio (English and Performing Arts), Cedric Bryant (English), William R. Cotter (Government), Henry Gemery (Economics), Cheryl Townsend Gilkes (Sociology and African-American Studies), Paul Machlin (Music), Phyllis Mannocchi (English), David Nugent (Anthropology), John Sweney (English), Robert Weisbrot (History), and Sarah Willie (Sociology and African-American Studies); also Frances Parker (associate director, library), Victoria Hershey (associate dean of students for intercultural affairs), 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 literature, 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, religious studies, 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 at least one course in history, one in social science (government, sociology, anthropology, psychology, economics, or religious studies), and one in literature.

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

Courses Offered in African-American Studies

American Studies: 276 African-American Culture in the United States; 298 Topics in American Film: African-American Cinema.

Anthropology: 112 Cultural Anthropology; 217 Cross-Cultural Race Relations; 254 Women of Color in the United States; 314 Seminar: Underdevelopment, Change, and Cultural Survival.

Economics: 293 Economic Development in the Third World.

English: 343 African-American Literature; 426 African-American Women Writers at Work; 427 The Harlem Renaissance; 428 The African-American Autobiographical Literary Tradition; 434 "Race" and the American Literary Imagination; 493, 494 Senior Seminar: African-American Literature.

Government: 319 Law and Social Change: Women and Minorities.

History: 123 Survey of United States History to 1865, 124 Survey of United States History, 1865–present; 153 Western Africa and the Atlantic World; 154 Eastern and Southern Africa and the Indian Ocean World; 233 Comparative World History, 1400–1800; Comparative World History, 1800–1960; 277, 278 African-American History; 319 Economic Change in 20th-Century Africa; 415 Seminar: The 1960s in the United States; 432 Seminar in African-American History.

Music: 133 American Music; 231 Jazz; 234 Rock's First Era: 1945–75.

Sociology: 298 Sociology Through African-American Women Writers; 214 African-American Elites and Middle Classes; 231 Contemporary Social Issues; 252 Race, Ethnicity, and Society; 355 African-American Women and Social Change; 356 African-American Religious Experience; 357 Race Relations and Social Change.

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 Charles Bassett (*American Studies and English*), Pamela Blake (*Government*), Patrick Brancaccio (*English and Performing Arts*), Cedric Bryant (*English*), James Fleming (*Science-Technology Studies*), Debra Campbell (*Religious Studies*), Anthony Corrado (*Government*), Henry Gemery (*Economics*), Cheryl Townsend Gilkes (*African-American Studies and Sociology*), Natalie Harris (*English*), Peter Harris (*English*), Robin Haynes (*American Studies*), Yeager Hudson (*Philosophy*), Thomas Longstaff (*Religious Studies*), David Lubin (*American Studies and Art*), Paul Machlin (*Music*), Sandy Maisel (*Government*), Phyllis Mannocchi (*English*), Michael Marlais (*Art*), Richard Moss (*History*), Patricia Onion (*English*), Leonard Reich (*Administrative Science*), Phyllis Rogers (*American Studies and Anthropology*), Sonya Rose (*Sociology*), John Sweney (*English*), Robert Weisbrot (*History*), Sarah Willie (*Sociology*); also Linda Goldstein (*research assistant in American studies*), 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 studies, 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 355* and 356*; 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.)

Beginning with the Class of 1994, the requirements for the major are as stated above with these exceptions: American Studies 376 is also required; and *three* (instead of four) additional courses other than American history or American literature are required.

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 project 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 satisfactory/unsatisfactory. No more than five courses taken abroad may be counted toward the major.

Courses Approved for the Major in American Studies

Administrative Science: 251 Technology and Society in America; 336 Business Ethics; 354 Law in American Society.

American Studies: -97, -98 Selected Topics (except at the 100 level); 271 Introduction to American Studies; 273 Introduction to American Material Culture; 276 Black Culture in America; 374 The Female Experience in America; 376 Comparative American Cultures in Historical Context; 483, 484 Senior Honors Project; 491, 492 Independent Study; 493 Seminar in American Studies.

Anthropology: 211 Indigenous Peoples and Cultures of North America; 253 Anthropology of Gender; 254 Women of Color in the United States; 256 Land, Food, Culture, and Power; 298 Anthropology and Folklore; 313 Investigating Cultural Diversity.

Art: 271 American Architecture; 277, 278 American Visual Arts; 353 Contemporary Art, 1914 to the Present; 377 Topics in American Art and Material Culture; 491, 492 Independent Study; 493 Seminar: Degas, Cassatt, Eakins.

Economics: 231 Environmental and Natural Resources Economics; 274 American Economic History; 312 Topics in Law and Economics; 491, 492 Independent Study.

Education: 215 Adolescents in Schools and Society; 271 Environmental Science and Values; 332 Women, Girls, and the Culture of Education; 336 History of Education: The American School.

English: 333 Modern American Drama, 1920–1970; 334 Contemporary American Drama; 338, 339 American Renaissance I, II; 341 The Realistic Imagination; 343 African-American Literature; 345 Modern American Fiction; 347 Modern American Poetry; 349 Contemporary American Poetry; 351 Contemporary American Poetry; 353 The American Short Story; 397 The Continuity of American Indian Literature; 397 Women in American Film; 413 American Authors; 425 Modern Women’s Literature; 426 Tilling the Garden: African-American Women Writers at Work; 427 The Harlem Renaissance; 428 The African-American Autobiographical Literary Tradition; 434 “Race” and the American Literary Imagination; 493 Seminar in American Literature.

Government: 252 United States Foreign Policy; 255 Introduction to American Political Thought; 256 State Government; 257 United States and the Third World; 275 The Committee

System in the United States Congress; 276 The American Presidency; 312 Directions in Feminist Theory; 313, 314 American Constitutional Law I, II; 315 Federal Budget Policy; 316 Foundations of American Constitutionalism; 317 The Policymaking Process; 319 Law and Social Change: Women and Minorities; 337 Business and American Foreign Policy; 341 United States Foreign Policy Toward the Middle East; 344 American Liberalism in Thought and Practice; 352 The Judicial Process; 356 Parties and the Electoral Process; 373 The American Congress; 392 Governing; 432 Seminar on Executive Leadership in the Federal Government; 433 American Government and the Press; 434 Women in American Politics; 451 The New Deal; 457 United States Foreign Policy Seminar; 491, 492 Independent Study.

History: 215 America and Asia; 217 The Kennedy Administration; 267 United States Women's History, to 1870; 268 United States Women's History, 1870 to the Present; 277 African-American History; 312 The Atlantic Revolutions; 353 American Culture and Society 1865–1975; 371 War and Revolution in Vietnam; 372 The American Civil War; 376 America: 1607–1783; 377 The Coming of the Civil War; 378 Voices of Dissent and Reform in United States History 1775–1860; 393 American Cultural History 1600–1865; 415 Seminars in American History; 432 Seminar in African-American History; 491, 492 Independent Study.

Music: 133 American Music; 232 Jazz.

Philosophy: 252 American Philosophy; 491, 492 Independent Study.

Psychology: 253 Social Psychology; 356 Social Psychology Seminar; 491, 492 Independent Study.

Religious Studies: 217 Religion in America; 257 Women in American Religion; 491, 492 Independent Study.

Science-Technology Studies: 213 Science and Technology in the Federal Government; 216 Aeronautics in America; 217 The Automobile in America: History, Business, and Culture; 218 The American Home, 1792–1992; 271 Science and Society in America; 393 Seminar: Science, Technology, and the American Industrial Development.

Sociology: 231 Contemporary Social Problems; 233 Crime in American Society; 238 The School in American Society; 252 Race, Ethnicity, and Society; 276 Women and Men in Society; 292 Social Change; 298 Sociology Through African-American Women Writers; 318 Contemporary Theory; 334 Social Deviance; 355 African-American Women and Social Change; 356 African-American Religious Experience; 491, 492 Independent Study.

213j Medicine in 19th- and 20th-Century America: Women as Pioneer Healers An investigation of medical education and practices in America before the introduction of the scientific model, including regular medicine; “irregular” approaches such as hydropathy, homeopathy, and botanics; and quackery. Primary sources and secondary readings used to explore women’s participation as healers and professional doctors during this era. Contrast and comparison will be made with current trends and the status of women who now choose medical careers. Practicing physicians will be invited to speak with the class, and field trips to medical facilities will be considered. Enrollment limited. *Three credit hours*. D. MS. GOLDSTEIN

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*. V. MR. LUBIN AND MS. ROGERS

273 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. *Four credit hours*. MS. HAYNES

276d 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. *Four credit hours.* S, D. MS. WILLIE

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

298 Topics in American Film: African-American Cinema Exploration of the place of African-American films in American culture. *Four credit hours.* A. MR. LUBIN

[374] **The Female Experience in America** An introductory course focusing on major issues in 20th-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.* L, D.

376d2 Comparative American Cultures in Historical Context Designed primarily for majors, this course considers the American experience from such perspectives as gender, race, ethnicity, and class. Stressing discussion and writing, the course will focus on sources produced by "the other" as variously defined in different historical periods. Unifying topics may include political movements, urban life, religious diversity, first encounters, contemporary stereotypes, etc. Materials appropriate to the course's emphasis—political rhetoric, imaginative literature, travel literature, historical analysis, religious writings, oral histories and biographies, mass media, material culture, visual arts, music—will accentuate the interdisciplinary nature of the course. *Four credit hours.* S, D. MS. ROGERS

483, 484 Senior Honors Project Majors may apply in their junior year for admission into the senior honors program. Research conducted under the guidance of a faculty member and focused on an approved interdisciplinary topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate "With Honors in American Studies." Enrollment limited. *Prerequisite:* A 3.25 major average and permission of the director of the program. *Three credit hours.* FACULTY

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

493 Seminar in American Studies An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. The topic in 1992–93 is *The American 1930s—An Interdisciplinary Approach*. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* V. MR. BASSETT AND MR. LUBIN

Ancient History

In the Department of Classics.

154d1 Roman History A history of Rome from a city-state to an empire. Topics include the Romans' view of their past, Roman social institutions, imperialism and the crisis of the Roman Republic, and emperors and their subjects. *Three or four credit hours.* **H.** MR. ROISMAN

158 Greek History A survey of Greek history from the earliest times to the end of the Classical period. The Heroic Age, the city-state, ancient democracy, and the intellectual and cultural achievements of the ancient Greeks are among topics to be covered. *Three credit hours.* **H.** MR. ROISMAN

[177] **Topics in Ancient History** *Two or three credit hours.*

[252] **Prehistoric Greece** Issues and problems in the art and archaeology of Greece from the neolithic to the geometric periods, with emphasis on Minoan and Mycenaean culture; interconnections in the Bronze Age world; archaeology as cultural history. *Three or four credit hours.* **H.**

258 Romans and Jews: History, Religion, and Archaeology Listed as Classics 258 (q.v.) *Three credit hours.* MR. ROISMAN

[352] **Athens in the 5th Century** The forces that shaped Athenian democracy and the cultural and political life distinctive of Periclean Athens. *Three or four credit hours.* **H.**

356d1 Alexander the Great Alexander in Europe and Asia; his relations with Greeks and non-Greeks, his military conquests, his divinity, and the creation of the Hellenistic states. Enrollment limited. *Three or four credit hours.* **H.** MR. ROISMAN

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.

Chair, PROFESSOR THOMAS MORRIONE

Assistant Professors Phyllis Rogers and David Nugent¹; Visiting Assistant Professor Constantine Hriskos; Instructor Mary Beth Mills; Visiting Instructors Sarah Willie and Mary O'Meara

Anthropology is the exploration of human diversity. Through the subdisciplines of cultural, linguistic, archaeological, and physical anthropology, it investigates the broad range of differences and similarities of humankind in both space and time. The program at Colby offers an introduction to the discipline and in-depth exposure to the variety of lifestyles in cross-cultural, comparative perspective. Students receive training in anthropological theory and field methodology; first hand experiences and participation in field programs investigating cultural diversity are encouraged.

Requirements for the Major in Anthropology

Ten courses, including Anthropology 112, 313, 333, and 494; either Anthropology 113 or Religion

118; one culture area course selected from Anthropology 211, 233, or 235; one topics course selected from Anthropology 214, 236, 311, 316, or 331; and three courses chosen in consultation with the adviser with a view toward diversifying the program of study. A maximum of two courses selected from the following list of electives may be counted toward the major.

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

Requirements for the Minor in Anthropology

Six courses, including Anthropology 112; either Anthropology 113 or Religion 118; one culture area course selected from Anthropology 211, 233, 235, or 252; one topical course selected from Anthropology 214, 217, 236, 252, 311, 316, or 331; and two additional courses in anthropology (300 or 400 level) or selected from the following list.

The point scale for retention of the minor applies to all courses offered toward the minor. No courses for the minor may be taken satisfactory/unsatisfactory.

Courses offered in other departments that may be elected toward the anthropology major or minor:

American Studies: 276 African-American Culture in the United States.

East Asian Cultures and Languages: 252 Hell on Earth: Chinese Writers on Chinese Society; 271 Japanese Women Through Films and Literature; 332 Money and Society in Japanese Literature.

Economics: 275 Comparative Economic Systems; 293 Economic Development.

Geology: 141, 142 Introduction to Geological Science; 352 Principles of Geomorphology.

Government: 332 Political Development in the Third World.

History: 153 Western Africa and the Atlantic World; 154 Eastern and Southern Africa and the Indian Ocean World; 319 Economic History of 20th-Century Africa.

Music: 232 Jazz.

Psychology: 233 Physiological Psychology; 374 Human Neuropsychology.

Religious Studies: 117 Passage to India; 211 Religions of India; 237 Myths of Creation; 238 The End Is Near; 252 Village India; 255 The Goddess; 317 Sikhism: Scripture, Sacred Music, and Art.

Sociology: 235 Sociology of Religion; 355 African-American Women and Social Change; 356 African-American Religious Experience.

Spanish: 232 Spanish American Culture.

¹On leave full year.

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.* S, D. MS. MILLS AND MR. HRISKOS

[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. *Four credit hours.* D, S

[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.* S, D.

†[118] **Archaeology** Listed as Religious Studies 118 (q.v.). *Three or four 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.* S.

174d1 **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. *Four credit hours.* S, D. MS. ROGERS

214 **Religion, Magic, and Witchcraft** Religion, magic, witchcraft? Science and the scientific method seem to have banished these beliefs to the domain of the irrational, the irrelevant. Is it true that these ideas and practices are no longer relevant to us, no longer influence us? A cross-cultural study of the nature and function of religious ideas, beliefs, and practices will be used to explain their universal significance and persistence. *Four credit hours.* S, D. MR. HRISKOS

[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 that reflect the ways different socioeconomic, 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. *Three credit hours.* S, D.

219j **The Anthropology of Utopias; the Use and Abuse of the Primitive** All Utopian literature involves anthropological reflection about primitive and pre-civilized societies; a historical dialogue with humanity's past that is used to compare and contrast the "civilized" state. Some notion of the primitive (as primary human nature) is always implicit in the works of Utopian writers. Using this primitive/civilized paradigm, the course examines some of the classic utopic and dystopic literature of the west from Plato to the present. *Three credit hours.* S, D. MR. HRISKOS

233d **Anthropology of a Region** A sociocultural analysis of a selected geographic area. In 1992-93: China, An Anthropological Study. An investigation of the institutions and social life that was China in the past and their transformation in the present, with focus on the relation of the state to local-level society. Ethnographic works, historical documents, and literature make a picture of life in China come alive. Students who took Anthropology 297 in the fall of 1990 may not enroll for credit. *Four credit hours.* S, D. MR. HRISKOS

[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

that focuses on systems of values and institutions promoting social integration best explains these societies. *Four credit hours.* S, D.

[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. *Four credit hours.* S.

237d2 **Myths of Creation** Listed as Religious Studies 237 (q.v.). *Four credit hours.* MR. WALLS

238j **The End Is Near!: Biblical Prophecy and Modern Millenarianism** Listed as Religious Studies 238j (q.v.) *Three credit hours.* MR. WALLS

[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, the course will attempt to understand why the majority of aid and development programs provided by industrialized nations toward solving the problems of 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 on assessing the potential contribution of anthropological knowledge to solving recurrent problems in development analysis. Enrollment limited. *Four credit hours.* S, D.

253 **Anthropology of Gender** Beginning in the 1970s, feminist anthropologists challenged the discipline's general neglect of women as significant social and cultural actors. The past two decades have done much to correct this "male bias" in the ethnographic record. Although early feminist critiques of traditional anthropology sought to add women's "missing voice" to the discipline, more recent work has focused on gender as a basic category of human social and cultural experience. A wide variety of scholarship now seeks to understand how gender is historically and culturally constructed. These developments are examined in both their theoretical and ethnographic dimensions. Enrollment limited. *Prerequisite:* Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. MILLS

[254] **Women of Color in the United States** A survey spanning the experiences of the women of four racial minorities in the United States—American Indian, African American, Hispanic American, and Asian American—from the first European contact to the present. The course will consider the role of women within their respective traditional/pre-contact/Old World societies, their cultural orientation during the contact period, their experiences within the United States, and their impact on the culture of the dominant society in this country, covering as broadly as possible the cultural/historical experiences of each group and issues of class and gender roles for each sector of the group. *Four credit hours.* S, D.

256 **Land, Food, Culture, and Power** An examination of cultural and political aspects of land and other resource use in contexts of culture contact and/or social change, drawing from a variety of ethnographic examples in different parts of the world. A focus on two primary subsistence systems: wet rice agriculture as practiced in South and Southeast Asia and hunting-gathering as experienced by native North Americans. How local systems of subsistence production have been incorporated into and threatened by national and global economic relations and structures through processes of colonization and the growth of transnational capitalism. Enrollment limited. *Prerequisite:* Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. MILLS

297 Anthropology of Europe As the anthropological lens has widened to include a more inclusive global and comparative perspective on the formation and interaction of world cultures, ethnographic analyses of European cultures and societies have assumed an increasing prominence in cultural anthropology. Using Eric Wolf's *Europe and the People Without History* as a theoretical framework, the course will focus on selected ethnographic studies from several European countries to shed light on contemporary issues in Europe, including nationalism and ethnicity, kinship and gender, and migration and labor. *Prerequisite:* Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. O'MEARA

298 Anthropology and Folklore An introduction to folklore from an anthropological perspective, focusing on current theoretical and methodological convergences and divergences between the two disciplines. Topical areas of concern to both fields pertaining to material culture and aesthetic production and the relationship of expressive forms of culture to ethnicity, race, class, and gender. *Prerequisite:* Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. O'MEARA

[311] 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. *Prerequisite:* One course in anthropology or permission of the instructor. *Four credit hours.*

313 Investigating Cultural Diversity Anthropologists are renowned for their research with exotic peoples in their natural settings. Topics include the development of fieldwork as a means to investigate cultural diversity, both abroad and at home; 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." 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:* One course in anthropology or permission of the instructor. *Four credit hours.* MS. MILLS

[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:* One course in anthropology or permission of the instructor. *Four credit hours.*

[331] 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 the analysis of symbols, including structuralism, semiotics, interpretive anthropology, and cultural analysis. *Prerequisite:* One course in anthropology or permission of the instructor. *Three credit hours.*

[333] Contemporary Theory An analysis of the contemporary state of anthropology as a discipline. Special attention to structural-functionalism, structuralism, cultural ecology, political economy, symbolic anthropology, poststructuralism, and reflexive anthropology. *Prerequisite:* One course in anthropology or permission of the instructor. *Four credit hours.*

[398] Revelation and Revolution What is the cultural basis of Prophetic movements that

lead to religious rebellions? Are they merely economic and political epiphenomena? Are religious rebellions always due to domination and exploitation from the outside? Or is that only part of the answer? An excursion into various charismatic movements should provide some insights for a general theory of the Revelation experience of the prophet-revolutionary; examples of religious rebellions drawn from America, Oceania, Africa, and China. *Four 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

494d1 Senior Seminar The meaning and development of anthropological perspectives. Individual projects developed from group discussion and consultation with instructor. *Prerequisite:* Anthropology 333 or permission of the instructor. *Four credit hours.* INSTRUCTOR

Applied Mathematics

Director, ASSOCIATE PROFESSOR DALE SKRIEN

The minor in applied mathematics/quantitative methods may not be declared after May 1992.

Art

Chair, ASSOCIATE PROFESSOR MICHAEL MARLAIS

Professors Harriett Matthews and David Simon; Associate Professors Abbott Meader¹, David Lubin, Marlais, and Sonia Simon¹; Assistant Professor Nancy Goetz; Visiting Assistant Professor Scott Reed¹; Ziskind Lecturer Kenneth Ganz; Adjunct Instructors Samuel Atmore², Ruth Brancaccio², Jere DeWaters², Ludger Duplessis², and Nancy Meader¹

The Colby Art Department includes practicing artists and art historians. With special studios for design, drawing, printmaking, and sculpture, as well as a college 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, 312, 313, 314

(2) Art 331, 332, 334, 335

(3) Art 351, 352, 353

and three additional graded 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 satisfactory/unsatisfactory.

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 equivalent, and at least four courses in either sculpture, painting, or printmaking. Students should make every effort to complete the drawing requirement as early as possible in order that their advanced studio work can build upon that experience.

¹Part time.

²January term only.

[NOTE: all courses offered by the Art Department fulfill the area requirement in Arts (A). Those that also fulfill the Diversity requirement include the D designation.]

002j Introduction to Filmmaking A study of the arts and craft of filmmaking; students will write a scenario, shoot a film, edit, and put a sound track on the film. Frequent screenings of short narrative and non-narrative or experimental films. Enrollment limited. *Noncredit*. MS. BRANCACCIO

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. SIMON, MR. MARLAIS, AND MS. SIMON

113j Photography Enrollment limited. Nongraded. *Two credit hours*. MR. DEWATERS

114j Pottery Enrollment limited. Nongraded. *Two credit hours*. MS. MEADER

115j Advanced Photography Nongraded. *Two credit hours*. MR. ATMORE

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. Enrollment limited. *Three credit hours*. FACULTY

161 Sculpture I An introduction to basic sculpture concepts, techniques, and materials. Out-of-class work is essential. Formerly listed as Art 261. *Three credit hours*. MS. MATTHEWS

162 Sculpture II Further exploration of the materials, techniques, and concepts developed in Sculpture I, with the addition of carving in wood and stone. Out-of-class work is essential. Formerly listed as Art 262. *Prerequisite*: Art 161. *Three credit hours*. MS. MATTHEWS

175 A Short History of Film How to "read" a film, viewing a variety of foreign and American films, including some of the earliest images recorded for the cinema. Film as social commentary; the relationship between film and art. *Three credit hours*. MR. DUPLESSIS

197 Survey of Asian Art An introduction to the history of sculpture, painting, and architecture of India, Southeast Asia, China, Korea, and Japan, with emphasis on the distinctive cultural contexts in which the art forms of the different regions developed. *Three*

credit hours. D. MR. GANZA

197j Art and Religion in Asia A topical course in the relationships between religious/philosophical thought and the visual arts of India, China, and Japan. *Prerequisite:* Art 197 or permission of the instructor. *Three credit hours.* D. MR. GANZA

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

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.* MR. MEADER

234d 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 painting from a variety of traditional and nontraditional sources. The aim is to develop breadth of vocabulary and formal understanding. Out-of-class work is essential. *Prerequisite:* Art 131. *Three credit hours.* MS. GOETZ

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. GOETZ

261 Sculpture III Further exploration of sculptural techniques and concepts with the optional addition of welded steel as a medium. Out-of-class work is essential. Formerly listed as Art 361. *Prerequisite:* Art 162. *Three credit hours.* MS. MATTHEWS

262 Sculpture IV Further exploration of sculptural techniques and concepts. Out-of-class work is essential. Formerly listed as Art 362. *Prerequisite:* Art 261. *Three credit hours.* MS. MATTHEWS

273d2 The Arts of China A historical introduction to the major art forms of China—painting, sculpture, bronze, and ceramics—from their beginnings in the Neolithic to the latter part of the traditional period in the 18th century, c. A.D. 1750. *Three or four credit hours.* D. MR. GANZA

[274] The Arts of Japan A historical introduction to the major art forms of Japan—painting, sculpture, ceramics, architecture, and prints—from their beginnings in the pre-Buddhist age to the beginning of the modern era in the 19th century. *Three or four credit hours.* D.

[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 17th, 18th, and 19th 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. *Three credit hours.* MR. LUBIN

[278] **American Visual Arts II** A continuation of Art 277, concentrating on the 20th century. *Three credit hours.*

311 Art of the Aegean and Greece 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.* MR. SIMON

[312] **Etruscan and Roman Art** Architecture, sculpture, and painting from the founding of Rome in the 8th century B.C. through its Christianization in the 4th century A.D. *Prerequisite:* Art 111 or permission of the instructor. *Three or four credit hours.*

313d2 Art of the Early Middle Ages Painting, sculpture, and architecture from A.D. 315 to 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.* MR. SIMON

[314] **Art of the High Middle Ages** Romanesque and Gothic painting, sculpture, and architecture in western Europe, from the re-emergence 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.*

[331] **Art of the Renaissance in Northern Europe** The art of France, Germany, and the Lowlands in the 15th and 16th 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.*

332 Art of the Early Renaissance in Italy The art of the 14th and 15th centuries in Italy, with emphasis on the major architects, sculptors, and painters. *Prerequisite:* Art 111 or 112, or permission of the instructor. *Three or four credit hours.* INSTRUCTOR

[334] **Baroque and Rococo Art in Northern Europe** Painting, sculpture, and architecture of the 17th and early 18th centuries in Flanders, Holland, England, France, and Germany. 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 16th century through the domes of Guarini in the late 17th 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 221 (may be taken concurrently), 242, or permission of the instructor. *Three credit hours.* MS. GOETZ

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. GOETZ

351d2 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.*

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.* MR. MARLAIS

361 Sculpture V Further exploration of sculptural techniques and concepts. Out-of-class work is essential. Formerly listed as Art 461. *Prerequisite:* Art 262. *Three credit hours.* MS. MATTHEWS

362 Sculpture VI Further exploration of sculptural techniques and concepts. Out-of-class work is essential. Formerly listed as Art 462. *Prerequisite:* Art 361. *Three credit hours.* MS. MATTHEWS

[376] **Chinese Painting** An introduction to the history and problems of Chinese painting. *Prerequisite:* Art 273 or permission of the instructor. *Three or four credit hours.*

391, 392 Independent Study: Studio Individual upper-level work in studio areas, intended to build upon course work or to explore new areas in studio. Not meant to take the place of existing courses. *Prerequisite:* A year of studio course work and permission of the instructor. *One to four credit hours.* FACULTY

394 Architecture A seminar investigation into a variety of topics that are designed to question the nature of architecture, the role of the architect, and the analysis of specific buildings. No background in art or art history is required. Formerly listed as Art 297. *Three credit hours.* MR. SIMON

397 Edges and Bridges Against a backdrop of our crucial situation on the planet, and avoiding the necessity of traditional studio skills, the course will develop an interaction of nontraditional studio projects, readings, film screenings, and discussions in order to focus awareness on some of the forms, purposes, meanings, and values that have at one time or another been attributed to or designated as “visual art.” Enrollment limited. *Three credit hours.* MR. MEADER

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. GOETZ

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. GOETZ

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

462 Sculpture VIII 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 history or theory of the visual arts. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

493d2 **Seminar in Art History** "Degas, Cassatt, Eakins"—the careers and respective work of these late-19th-century artists in terms of art traditions on both sides of the Atlantic, contemporary social events, and matters of class and gender. *Prerequisite*: Permission of the instructor. *Three credit hours.* MR. LUBIN

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 nonscience backgrounds. Basic astronomical concepts and recent discoveries will be treated from an astrophysical point of view. Lecture only. *Three credit hours.* N. 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** Listed as Science-Technology Studies 152 (q.v.). *Three or four credit hours.*

Biology

Chair, PROFESSOR DAVID FIRMAGE

Professors Miriam Bennett¹, Arthur Champlin, Firmage, and F. Russell Cole; *Associate Professors* Bruce Fowles, Jay Labov, and Frank Fekete; *Assistant Professors* Raymond Phillips², Paul Greenwood, W. Herbert Wilson, and Jean Haley *Research Associate* Betsy Brown; *Teaching Associates* Elizabeth Champlin, Timothy Christensen, and Lindsey 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 satisfactory/unsatisfactory.

Requirements for the Basic Major in Biology

For students who have begun the major with Biology 121 and 122: In biology, 33 hours of college-level course work, including 121, 122, 271, 272, 393; Chemistry 141, 142; Mathematics 119 or 121 or 123, or equivalent, and one additional mathematics course numbered 112 or higher. The comprehensive examination in biology is to be taken in the senior year.

For students who begin the major with Biology 161 and 162: In biology, 33 hours of college-level course work, including 161, 162, 393, and at least one additional course with laboratory in

population and evolutionary biology (Biology 211, 258j, 271, 351, 354, or 358j), in organismal biology (Biology 213, 234, 237, 254, 313, 314, 357, or 373), and in cell and molecular biology (Biology 277, 279, 332, 338, 372, 374, or 376); Chemistry 141, 142; Mathematics 119 or 121 or 123, or equivalent, and one additional mathematics course numbered 112 or higher. The comprehensive examination in biology is to be taken in the senior year.

Students interested in teaching, private or 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 a year of organic chemistry and a year of introductory college physics with laboratory; students preparing for graduate study in the biological sciences should also elect these courses.

Colby is a member of a consortium sponsoring the Center for Sustainable Development Studies, through which qualified students are provided the opportunity for a semester of study in Costa Rica. Studies combine biology and social/political issues to address sustainable development problems. See description under "Other Colby Abroad Programs."

Students are encouraged to take courses at 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.

For students who have begun the major with Biology 121 and 122: In biology, 33 hours of college-level course work, including 121, 122, 271, 272, 352 (with laboratory), 393, 493; Chemistry 141, 142; Economics 133, 231; Mathematics 112 (or 231), 119 (or 121 or 123); two courses selected from the following: Environmental Studies 118, Geology 141, 142, 171, 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 258j, 354, 358j, School for Field Studies Semester, Sea Semester, or similar approved programs.

For students who begin the major with Biology 161 and 162: In biology, 33 hours of college-level course work, including 161, 162, 271, 352 (with laboratory), 393, 493, and at least one additional course with laboratory in organismal biology (Biology 213, 234, 237, 254, 313, 357, or 373), and in cell and molecular biology (Biology 277, 279, 314, 332, 338, 372, 374, or 376); Chemistry 141, 142; Economics 133, 231; Mathematics 112 (or 231), 119 (or 121 or 123); two courses selected from the following: Environmental Studies 118, Geology 141, 142, 171, 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 258j, 354, 358j, School for Field Studies Semester, Sea Semester, or similar approved programs.

¹On leave full year.

²Director of Computer Services.

[115j] **Biology of Women** An introduction to the biology of the human female throughout her entire life span. Topics include reproductive anatomy, the menstrual cycle and its hormonal control, aspects of sexual function and dysfunction, contraception, pregnancy and lactation. Lecture only. Does not satisfy the laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. *Two credit hours.* N, D.

[121, 122] **Introduction to Biology** *Four credit hours.*

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 or 161. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. N. MR. LABOV

†[133j] **Impact of Microorganisms on Human Beings** 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. Enrollment limited. *Two credit hours*. N.

[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. Enrollment limited. *Three credit hours*. N.

[137] **Plant Biology** An introduction to the principles of biology as illustrated by plants, with emphasis on structure, activities, and reproduction of green plants. Lecture only. Does not satisfy the laboratory science distribution requirement. Enrollment limited. *Three credit hours*. N.

[156] **Invertebrate Zoology** The morphology, functional anatomy, physiology, and classification of the invertebrates. Lecture and laboratory. *Prerequisite:* Biology 121 or permission of the instructor. *Four credit hours*. N.

161 **Introduction to Biology: Organismal Biology** Consideration of biological processes common to all organisms. Topics include organismal diversity; the acquisition, transformation and utilization of energy, nutrients, and gases; production and removal of waste products; integration and transmission of information within and among organisms; and reproduction. Examples are drawn from plants, animals, and microorganisms. Nature and effects of viruses on organisms will also be considered. Credit cannot be obtained for both Biology 161 and 121. Lecture and laboratory. *Four credit hours*. N. FACULTY

162 **Introduction to Biology: Genetics and Cell Biology** An examination of inheritance and cellular function, with emphasis on experimental findings. Laboratory emphasizes an experimental approach. Credit cannot be obtained for both Biology 162 and 122. Lecture and laboratory. *Four credit hours*. MR. CHAMPLIN AND MR. GREENWOOD

197 **Plants and People** An introduction to unique and special aspects of plant biology that demonstrates the important physiological and ecological connections between plants and animals, especially humans. Emphasis on the ways in which humans depend upon, use, and manipulate plants, including nutritious, medicinal, poisonous, and hallucinogenic species, with a special discussion of plant biotechnology. Basic principles of plant biology applied to discussions of issues such as deforestation and global warming. Intended as a course for nonscience majors; when taken with the laboratory, it can be used to satisfy the laboratory science area requirement. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. N. MS. HALEY

211 **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 161, 162 (or 121, 122), or permission of the instructor. *Four credit hours*. MR. PHILLIPS

†[212] **Evolution** An introduction to the concepts of population genetics and evolution. Lecture only. *Prerequisite*: Biology 162. *Three credit hours*.

213 **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 161, 162, or permission of the instructor. *Four credit hours*. MR. FOWLES

[219] **Conservation Biology** Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity will be discussed. Enrollment limited. *Prerequisite*: Permission of the instructor. *Three credit hours*. N.

+ [234] **Ornithology** An introduction to the biology of birds. Topics include evolution and diversity, feeding and flight adaptations, the physiology of migration, communication, mating systems and reproduction, population dynamics, and conservation of threatened species. Laboratory will include field trips to local habitats; occasional Saturday field trips. Lecture and laboratory. Enrollment limited. *Prerequisite*: Permission of the instructor. *Four credit hours*. N.

+ [237] **The Reproductive Biology of Flowering Plants** A study of the flowering process and the mechanisms of pollination they employ. Pollinator-plant interactions will be stressed. Seed and fruit production and dispersal, including animal vectors, as well as vegetational propagation strategies will be considered. Lecture and laboratory. *Prerequisite*: Biology 161, 162 (or 271, 272), or permission of the instructor. *Four credit hours*.

*254 **Marine Invertebrate Zoology** The morphology, functional anatomy, and classification of the invertebrates. A weekend trip to the Maine coast included. Lecture and laboratory. *Prerequisite*: Biology 161, 162 (or 121, 122), or permission of the instructor. *Four credit hours*. MR. WILSON

*258j **Ecological Field Study** Intensive study in a south temperate area during the January term. Students must cover expenses. Limited scholarship funds are available. *Prerequisite*: Permission of the instructors. *Three credit hours*. N. MR. FIRMAGE

271 **Introduction to Ecology** Introduction to ecological principles—structure and function of ecosystems, patterns of distribution, energy flow, nutrient cycling, population dynamics, and adaptations of organisms to their physical environment. Application of these principles to current environmental problems. Field trips to sites representative of local terrestrial, freshwater, and marine ecosystems. Lecture and laboratory. *Prerequisite*: Biology 161 (or 121, 122), or permission of the instructors. *Four credit hours*. MR. FIRMAGE AND MR. WILSON

[272] **Cell Biology** *Four credit hours*.

277 **Animal Cells, Tissues, and Organs** Studies of the organization of cells into tissues and organs in animals. Emphasis is on the relationship between cellular morphology and tissue and organ function. Laboratories emphasize the microanatomy of mammalian tissues and tissue

culture techniques and experimentation. Lecture and laboratory. *Prerequisite:* Biology 161, 162 (or 271, 272), or permission of the instructor. *Four credit hours.* MR. GREENWOOD

279 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 161, 162 (or 121, 122), or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. CHAMPLIN

[313] **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 161, 162, or permission of the instructor. *Four credit hours.*

314 Plant Physiology The essential mechanisms of plant functions at the organismal and molecular levels. Lecture and laboratory. *Prerequisite:* Biology 161, 162 (or 271, 272), Chemistry 141, 142, or permission of the instructors. *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 161, 162 (or 271, 272), or permission of the instructor. *Four credit hours.* MR. CHAMPLIN 10.3

338 Bacteriology and Immunology An introduction to immunology and pathogenic bacteriology. Mechanisms of the mammalian immune response against infectious agents of disease will be considered; aims of the course are to develop general knowledge in these areas and to provide practical experience in laboratory techniques. Lecture and laboratory. *Prerequisite:* Biology 161, 162 (or 271, 272), Chemistry 141, 142, or permission of the instructor. *Four credit hours.* MR. FEKETE

351d2 Microbial Ecology The ecology of microorganisms and viruses associated with plants and animals, as well as terrestrial and aquatic microorganisms and their general role in the environment. Laboratories include both field- and laboratory-based components in the study of microbial ecology. Lecture and laboratory. *Prerequisite:* Biology 161, 162 (or 271, 272), Chemistry 141, 142, or permission of the instructors. *Four credit hours*; lecture only, *three credit hours.* MR. FEKETE

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 or permission of the instructors. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. FIRMAGE AND MR. WILSON

+ [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. Enrollment limited. *Prerequisite:* Biology 161, 162 (or 271), or permission of the instructors. *Four credit hours.*

357 Physiological Ecology An examination of the physiological and behavioral adapta-

tions of organisms to environmental conditions and consideration of how such adaptations affect the interactions of organisms. Examples will be drawn from terrestrial, marine, and freshwater plants and animals. The optional laboratory will involve field trips to several habitats in Maine. *Prerequisite*: Biology 161, 162 (or 121, 122), and 271, or permission of the instructor. *Lecture*: *three credit hours*; *lecture and laboratory*: *four credit hours*. MR. WILSON

+**[358j] Ecological Field Study** Intensive study in a tropical area during the January term. Students must cover expenses. Limited scholarship funds are available. *Prerequisite*: Permission of the instructors. *Three credit hours*.

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, intracellular trafficking, motility, cellular communication, and second-messenger systems. Laboratory exercises investigate many of the processes discussed in lecture. *Lecture and laboratory*. *Prerequisite*: Biology 161, 162 (or 271, 272), and Chemistry 141, 142, 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 161, 162 (or 271), or permission of the instructor. *Lecture only*. *Three 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 161, 162 (or 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. *Prerequisite*: Biology 271 and 272 or permission of the instructor. *Lecture only*: *three credit hours*; *lecture and laboratory*: *four credit hours*.

376 Molecular Genetics Listed as Chemistry 376 (q.v.). *Prerequisite*: Biology 162 or 272 and Chemistry 242 (may be taken concurrently) or permission of the instructors. *Four credit hours*. MS. HALEY

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 161, 162 (or 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

393d Biology Seminar Discussion of contemporary topics in biology. Choice of several topics. Nongraded. *Prerequisite*: Junior or senior standing as a biology or geology-biology major. *Two credit hours*. FACULTY

[473] Topics in Molecular Biology Studies of the molecular biology of eukaryotic organ-

isms 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 241 and 242 (may be taken concurrently), or permission of the instructor. *Four credit hours*.

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*: Biology 271 and permission of the instructors. *Four credit hours*. MR. FIRMAGE, MR. FEKETE, AND MR. WILSON

Chemistry

Chair, PROFESSOR BRADFORD MUNDY

Professors Wayne Smith and Mundy; Visiting Professor Tommie McCarthy¹; Associate Professor Thomas Shattuck; Assistant Professors David Bourgaize², Whitney King, and Julie Millard; Teaching Associate Jean McIntyre; Teaching Assistant Rosemary Flanagan

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 analytical, environmental, inorganic, organic, and physical chemistry, biochemistry, and molecular biology. 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 first year. All prospective majors should meet with the chair of the department as early as possible to plan their full chemistry programs.

Attention is called to 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, 494; Mathematics 121, 122 or 123, 124; Physics 141, 142 (or 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 (with laboratory), 368 (with laboratory), 494; Mathematics 121, 122 or 123, 124; Physics 141, 142 (or 121, 122); Biology 161, 162 (or 121, 122, 272), and either Chemistry 376 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, 481 or 482; Economics 133, 231; Biology 161, 162 (or 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 satisfactory/unsatisfactory.

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, 439; Mathematics 121, 122 (or 123, 124); Physics 141, 142 (or 121, 122); 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 at least 10 credit hours in three courses selected from the following: Chemistry 217, 242, 331, 332, 341, 342, 367, 368, 376, 411, 431, 432, or 434. Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

¹Second semester only.

²On leave full year.

112d1, 112j 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.* N. MR. SMITH

112L 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. SMITH

[115] Chemicals and Society Discussion will focus on the original elements (fire, water, earth, air) as an introduction to modern chemical principles and their connection to current problems such as energy sources, mineral resources, and pollution. A recurring theme is that of technological traps. Intended as a nonlaboratory course for nonscience 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.* N.

141, 142 General Chemistry 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. Prerequisite: Chemistry 141 is prerequisite for 142. Four credit hours.* N. MR. KING AND MR. SMITH

217d2 Environmental Chemistry Application of chemical principles to such topics as acid deposition, global warming, atmospheric ozone loss, corrosion, aquatic eutrophication, and the fate and toxicity of heavy metals and organic pollutants in soils and natural water systems. The optional laboratory will emphasize the use of modern instrumental techniques for the analysis of environmental samples. Enrollment in the laboratory is limited. *Prerequisite: Chemistry 142. Lecture only: three credit hours; lecture and laboratory: four credit hours.* MR. KING

[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. 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; Chemistry 241 is prerequisite for 242. Five credit hours.* MR. MUNDY

255j Nuclear Magnetic Resonance The theory and practice of one- and two-dimensional NMR. Spectral interpretation, the theory of pulsed techniques, and Fourier transformation will be discussed for solution spectroscopy. Examples include complex organic species and biological macromolecules, including proteins. Laboratory exercises include sample preparation and common two-dimensional experiments, including polarization transfer (INEPT), chemical shift correlation (COSY, HECTOR), and nuclear overhauser effect (NOSEY) spectroscopy. *Lecture and laboratory. Enrollment limited. Prerequisite: Chemistry 241. Two credit hours.* MR. SHATTUCK

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.*

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 142 (or 122 or 231), and Mathematics 122 or 124; Chemistry 341 is prerequisite for 342. *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. *Prerequisite:* Chemistry 242. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MS. MILLARD

368 Metabolism and Bioenergetics The generation and storage of metabolic energy, the synthesis of precursors to biological macromolecules, and control of these processes. *Prerequisite:* Chemistry 367. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MS. MILLARD

[376] **Molecular Genetics** Studies of the molecular biology of prokaryotic and eukaryotic organisms emphasizing genetics, biochemistry, and physiology. The structure of synthesis of DNA and RNA, protein synthesis, mechanisms of gene expression, and genetic engineering. Lecture and laboratory. *Prerequisite:* Biology 162 or 272 and Chemistry 242 (may be taken concurrently) or permission of the instructors. *Four credit hours.* MR. MCCARTHY AND MS. HALEY

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. SMITH

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. MUNDY AND MR. SMITH

431 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. MUNDY

432 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. MUNDY

434 Symmetry and Spectroscopy 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. SMITH

481, 482 Special Topics in Environmental Chemistry Primarily a laboratory course with emphasis on independent studies of environmentally related topics. A paper and oral presen-

tation are required. *Prerequisite*: Chemistry 217 and permission of the department. *One to three credit hours.* FACULTY

483, 483j, 484 Honors in Research in Chemistry Laboratory and library work involving a senior and one or more chemistry faculty members on a clearly defined project that results in an honors thesis. *Prerequisite*: Permission of the department and recommendation of the faculty sponsor. 483: *two or three credit hours*; 483j: *three credit hours*; 484: *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

493, 494 Seminar Discussion of topics of current interest in all areas of the chemical literature. 493 is nongraded. *Prerequisite*: Permission of the instructor. *One credit hour.* FACULTY

Chinese

In the Department of East Asian Cultures and Languages.

A minor in Chinese is offered for students who have a substantial interest in Chinese language and culture.

Requirements for the Minor in Chinese

Five language courses, normally Chinese 126, 127, 128, 321, and 322 and one Chinese literature course at the 200 level or higher. Literature courses are listed in the "East Asian Cultures and Languages" section of this catalogue.

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. *Prerequisite*: Chinese 125 is prerequisite for 126. *Five credit hours.* INSTRUCTOR

127, 128 Intermediate Chinese A continuation of Chinese 126, with greater emphasis on written Chinese. *Prerequisite*: Chinese 126; Chinese 127 is prerequisite for 128. *Four credit hours.* INSTRUCTOR

321, 322 Third-Year Chinese Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite*: Chinese 128 or permission of the instructor; Chinese 321 is prerequisite for 322. *Two to four credit hours.* INSTRUCTOR

421, 422 Fourth-Year Chinese Further readings and writing in Chinese. *Prerequisite*: Chinese 322. Chinese 421 is prerequisite for 422. *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

Courses offered by the Classics Department include "Classics," "Greek," and "Latin." Also offered are courses in "Ancient History," which are listed under "Ancient History."

Chair, ASSOCIATE PROFESSOR HANNA ROISMAN

*Professors Peter Westervelt*¹; *Dorothy Koonce*¹; and *Peyton R. Helm*²; *Associate Professors Roisman and Joseph Roisman*³; *Visiting Instructor Kerill O'Neill*

¹On leave full year.

²Vice president for development and alumni relations.

³Joint appointment in classics and history.

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. The pursuit of classics and classical civilization furthers a liberal education as students examine humanistic values of the ancient world and their impact on the pre-modern and the modern ages. Most students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields.

The department offers majors and minors in classics (Greek, Latin, or both) and classical civilization, as well as majors in classics-English, classics-philosophy, classical civilization-English, and classical civilization-philosophy.

Students majoring in classics may concentrate in one of the following: Greek literature, Latin literature, in a combination of both, or in classical civilization. The opportunity exists for study in Greece or Italy in programs especially designed for American students. The opportunity to experience field archaeology is made possible through arrangement with other institutions.

Requirements for the Major in Classics

(Greek, Latin, or combination of both)

Two courses numbered 200 in Greek or Latin.

Two courses numbered 300 or higher in Greek or Latin.

Four additional courses selected from at least two of the following categories:

(a) Additional courses numbered 300 or higher in either language.

(b) Two or more courses in Ancient History.

(c) Two or more courses numbered 200 or higher in the other ancient language.

(d) Two or more courses elected from courses in translation offered by the Classics Department; Art 311, 312; Philosophy 331, or the equivalent.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

Ten courses are required as follows:

(a) Classics 133, 232; Ancient History 154, 158.

(b) Two courses numbered 300 or higher in Classics or Ancient History.

(c) Four additional courses selected from the following: other courses in ancient history and classics in translation (e.g., Classics 135, 139); Greek 111, 112, 131; Latin 111, 112, 131; Art 311, 312; Government 213; Philosophy 212, 331, 392; Religious Studies 118, 201, 202, 203, 204, 212, 353; or equivalent courses selected in consultation with the adviser.

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, 482

Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the departments. In English: six semester courses approved by the departments.

Requirements for the Major in Classical Civilization-Philosophy

In classics: six semester courses approved by the department. In philosophy: 152; 111 or 211; 331, 332; 491,482.

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 a major may be taken satisfactory/unsatisfactory.

Requirements for the Minor in Classics

(Greek, Latin, or combination of both.)

The minor consists of seven courses: Greek 111, 112, 131, or Latin 111, 112, 131 (in the case of a combination of both languages, the number of courses in the other ancient language will be counted towards the requirement; otherwise two courses in Greek or Latin numbered 200 and higher); two courses selected from at least two of the following categories:

- (a) Additional course numbered 200 or higher in either language.
- (b) One course in Ancient History.
- (c) One course numbered 200 or higher in the other ancient language.
- (d) One course selected from courses in translation offered by the Classics Department.

Requirements for the Minor in Classical Civilization

(No knowledge of Latin or Greek is required.)

- (a) Classics 133
- (b) Ancient History 154 or 158.
- (c) One 300-level course or higher in classics or ancient history.
- (d) Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 135, 139, 232; Ancient History 154 or 158; Art 311, 312; Government 213; Philosophy 212, 331; Religious Studies 118, 201, 202, 203, 204, 212, 353; or equivalent courses selected in consultation with the adviser of the minor.

The point scale for retention of each of the above minors applies to all courses that may be credited toward the minor. No requirement for a minor may be taken satisfactory/unsatisfactory.

Courses Offered in Classics

133d2 Greek Myth and Literature A survey of the Greek myths, with emphasis on their content and significance in both ancient and modern society; the creation of myths; and the use of myths for our understanding of classical literature and moral and political concepts. *Three or four credit hours.* L. MR. O'NEILL

135j History and the Homeric Epics An exploration of the Homeric epics, their historical context, and the extent to which they can be used as historical source material. Readings include the *Iliad* and the *Odyssey* as well as secondary scholarship on Homeric poetry and Greek history. Enrollment limited. *Three credit hours.* H. MR. HELM

139j Athens, Rome, and Jerusalem The Greek, Roman, and Jewish civilizations came into direct contact and also conflict with each other. How did they first make contact? What impact did they have on one another? What were their views of each other? Were their values, beliefs, and ambitions irreconcilable or amenable to peaceful coexistence? The periods when Greeks, Roman, and Jews fought yet also lived together in peace. Readings in translation include Plutarch, Josephus, and the New Testament. *Two or three credit hours.* H. MR. ROISMAN

[177, 178] **Topics in Classics** *Two or three credit hours.*

232d1 Greek Tragedy The tragedies of Aeschylus, Sophocles, and Euripides. Study of the themes of tragic drama, its form and meaning in the 5th century B.C. and today; discussion of possible stagings, significance of variations in the treatment of myth, and political background.

Special attention to critical writings on methods, spirit, and purpose of tragedy. All readings in translation. *Three or four credit hours.* L. MS. ROISMAN

258 Romans and Jews: History, Religion, and Archaeology Drawing upon both literary and archaeological evidence, the course deals with the relationship between the Romans and the Jews in the early centuries of the common era, a period important for the development of religious and cultural forms that greatly affect nearly all subsequent history. Focus is especially, but not entirely, on cultural conflict and its resolution. Roman culture, Jewish culture, and early Christianity will be seen in juxtaposition. Topics considered include the demise of the Hasmonean dynasty, the Jewish War, Masada, Qumran, and the Dead Sea Scrolls; considerable attention to writings of the 1st century Jewish historian Flavius Josephus. *Three credit hours.* H. MR. ROISMAN

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

Courses Offered in Greek

[111], 111j **Introductory Greek** Introduction of Ancient Greek grammar and syntax. *Four credit hours (three in January).* MR. O'NEILL

112 Intermediate Greek Greek grammar and syntax. Selected readings. *Four credit hours.* MS. ROISMAN

131 Introduction to Greek Literature Euripides, *Cyclops*. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Greek 112. *Four credit hours.* L. MS. ROISMAN

231 Greek Literature Euripides, *Cyclops*. *Four credit hours.* L. MS. ROISMAN

[233] **Greek Literature** Euripides, *Alcestis*. *Four credit hours.*

[235] **Greek Literature** Plato, *Symposium*. *Four credit hours.*

[237] **Greek Literature** Theophrastus, *Characters*. *Four credit hours.*

352 Attic Poetry Euripides, *Hippolytos*. *Three or four credit hours.* MS. ROISMAN

[354] **Greek Literature** Homer, the *Iliad* or the *Odyssey*. *Three or four credit hours.*

[356] **Greek Literature** Thucydides. *Three or four credit hours.*

[414] **Seminar** Greek elegy and lyrics. *Three or four credit hours.*

491, 492 Independent Study Reading in a field of the student's interest, with essays and conferences. *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

Courses Offered in Latin

Placement of first-year students in Latin courses is determined by an examination given by the department during orientation week in the fall semester only.

- 11 **Intensive Elementary Latin** An intensive course in Latin grammar and syntax. *Four credit hours.* MR. O'NEILL
- 112 **Intensive Intermediate Latin** Latin grammar and syntax. *Four credit hours.* MR. O'NEILL
- 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.* L. MR. O'NEILL
- 231 **Latin Literature** Tibullus and Propertius. *Four credit hours.* L. MR. O'NEILL
- [233] **Latin Literature** Ovid, *The Remedies of Love.* *Three or four credit hours.*
- [235] **Latin Literature** Virgil, *Aeneid.* *Three or four credit hours.*
- [237] **Latin Literature** Livy, *History of Rome.* *Three or four credit hours.*
- 352 **Latin Literature** Roman Drama. *Three or four credit hours.* L. MS. ROISMAN
- [354] **Latin Literature** Roman elegy and lyrics. *Three or four credit hours.*
- [356] **Latin Literature** Cicero, selected speeches. *Three or four credit hours.*
- [358] **Latin Literature** Roman Drama. *Three or four credit hours.*
- 491, 492 **Independent Study** Reading in a field of the student's interest, with essays and conferences. *Prerequisite:* Permission of the instructor. *One to three credit hours* FACULTY
- [494] **Seminar** Selected topics. *Three or four credit hours.*

Computer Science

In the Department of Mathematics and Computer Science.

Associate Professor Dale Skrien; Assistant Professors Robert Fisch and Batya Friedman

The department offers a concentration in computer science for students majoring in mathematics as well as a minor in computer science. It is not possible to take both of these options. A mathematics major with a minor in computer science has slightly more requirements than a mathematics major with a concentration in computer science. An independent major in computer science is possible.

Requirements for the Minor in Computer Science

Computer Science 115, 231, 232; two additional courses in Computer Science numbered 200 or above (491 or 492 must be taken for at least three credits if taken toward the major); Mathematics 274 or Philosophy 152.

The point scale for retention of the minor applies to all courses in the minor. No requirement for the minor may be taken satisfactory/unsatisfactory.

See the "Mathematics" section of this catalogue for requirements for the mathematics major with a concentration in computer science.

113d Survey of Computer Science A survey course in computer science providing a broad overview. Topics include history, applications, programming, hardware, and theory of computation. A weekly laboratory session will center on Hypercard. No previous computer experience required. *Four credit hours.* Q. FACULTY

115d2 Structured Programming and Elementary Algorithms Problem solving and programming in a high-level language such as Pascal. Topics include algorithm development, control structures, data structures, and their implementation. *Four credit hours.* Q. MS. FRIEDMAN

[213j] **Collaborative Software Development** A team approach to design and implement a moderate-size software project, typically in the C programming language. Emphasis is on collaborative programming skills, such as portability, elimination of side effects, testing, and communication. *Prerequisite:* Computer Science 231. *Three credit hours.*

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 115. *Four credit hours.* MR. VALENTE

232 Computer Organization An introduction to computer organization: memory, processors, input/output, virtual machines, and assembly language. *Prerequisite:* Computer Science 115 or permission of the instructor. *Four credit hours.* MR. SKRIEN

[332] **Introductory Numerical Analysis** Listed as Mathematics 332 (q.v.). *Prerequisite:* Some programming experience, Mathematics 122 or 124, 253, 274. *Three credit hours.*

352 Information System Design An examination of how to design an information system for use in the Colby or Waterville community: assess the need, specify system design, involve potential users in the design process, prototype, design the user interface, and conduct formative and summative evaluations. Readings include recent research and theory in human-computer interaction and participatory design. Enrollment limited. *Prerequisite:* Computer Science 231. *Three credit hours.* MS. FRIEDMAN

353 Artificial Intelligence and Advanced Computing A broad, technical introduction to the central concepts of artificial intelligence and the design of advanced computing systems, together with discussion of the philosophical and ethical issues that surround the subject. Technical topics include knowledge representation, deduction, systems design, expert systems, learning, natural language understanding, planning, robotics, search, vision, CSCW, connectionism. Enrollment limited. *Prerequisite:* Computer Science 231, Mathematics 274. *Three credit hours.* MR. DEVLIN

371 The Computer and Decision Making Listed as Administrative Science 371 (q.v.). *Three credit hours.* MS. FRIEDMAN

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

494 Honors Independent Study The independent study component of the honors pro-

gram in Mathematics with a Concentration in Computer Science. Involves the writing of a substantial paper. Does not count toward the minor. *Prerequisite:* Admission to the honors program. *Three or four credit hours.* FACULTY

Creative Writing

Director, PROFESSOR SUSAN KENNEY

ADVISORY COMMITTEE: Professors Peter Harris, Kenney, Richard Russo, and Ira Sadoff; Assistant Professor James Boylan (all of the English Department faculty)

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 writing graduate programs.

Requirements for the Minor in Creative Writing

The minor consists of a sequence of one introductory, one intermediate, and one advanced writing course in either fiction or poetry, plus a fourth requirement, either a repetition of the advanced workshop, an independent study in writing, a Senior Scholar project, or an introductory workshop in another genre (poetry, fiction, playwriting). In addition, the creative writing minor also requires the student, in consultation with the minor adviser, to complete three courses above the 200 level in English or American literature, for a total of seven courses. For example, a fiction writer might take the American Short Story, the Modern American Novel, the 18th Century I, Victorian Literature, African-American Literature, or Contemporary Fiction; a poetry writer might elect Chaucer, The Romantics, the 17th Century, Modern American Poetry, or the Harlem Renaissance.

Admission to advanced and intermediate writing courses is by manuscript submission. Because of enrollment pressures, students cannot be guaranteed admission into creative writing courses.

No requirement for the minor may be taken satisfactory/unsatisfactory.

A creative writing concentration within and in addition to the English major is offered as another option in development of skills in creative writing. The requirements for the concentration are specified in the English Department section of this catalogue.

East Asian Cultures and Languages

Language courses offered by the department are listed separately under "Chinese" and "Japanese."

Chair, PROFESSOR LEE FEIGON

Professors Kimberly Ann Besio (Chinese), Feigon (History), Kenneth Ganza (Art and East Asian Cultures and Languages), Constantine Hriskos (Anthropology), Tamae Prindle (Japanese), Nikky Singh (Religious Studies), Xu Tao (Chinese); *Visiting Instructors* Hitomi Nakata (Japanese) and Jinglin Wang (Chinese); *International Intern* Yuko Yamaguchi (Japanese)

The East Asian Cultures and Languages major contributes a new dimension to the traditional liberal arts curriculum by exposing the student to rich cultures outside the scope of Western civilization. East Asian Cultures and Languages is the only interdisciplinary department at Colby. Study abroad during the junior year is strongly encouraged; see "Other Colby Abroad Programs" in "Colby Junior-Year-Abroad Programs" for information about the Associated Kyoto Program and the Colby program in Beijing at People's University. Other foreign study

possibilities include Hong Kong, Taiwan, and Korea.

Requirements for the Major in East Asian Cultures and Languages

A minimum of two years of training in Chinese or Japanese language and 21 additional credit hours to include East Asian 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 Cultures and Languages from the departments of Art, Government, History, Literature, Philosophy, or Religious 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 satisfactory/unsatisfactory.

Attention is called to the minor in Chinese and the minor in Japanese. Requirements for these minors are listed under "Chinese" and "Japanese."

Courses Approved for the Major in East Asian Cultures and Languages

Anthropology: 233 China: An Anthropological Study.

Art: 197 Survey of Asian Art; 273 The Arts of China; 274 The Arts of Japan; 376 Chinese Painting.

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

East Asian: 151, 152 Self, State, and Society in East Asia; 231 Disorder under Heaven: Vignettes of Life in Imperial China; 232 Literature of Japan in Translation; 251 Imaging Chinese Women: Ideas and Ideals in China; 252 Hell on Earth: Chinese Writers on Modern Chinese Society; 271 Japanese Women Through Films and Literature; 332 Money and Society in Japanese Literature; 458 Seminar in Modern Chinese History; 491, 492 Independent Study.

Economics: 275 Comparative Economic Systems; 276 Marxian Economics; 493 Senior Seminar (when appropriate).

Government: 237 Political Development in Modern Japan; 271 War and Revolution in Vietnam; 358 Contemporary Japanese Politics; 359 Comparative State Systems; 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 Third-Year Japanese; 421, 422 Fourth-Year Japanese; 491, 492 Independent Study.

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

Religious Studies: 211 Religions of India; 212 Religions of China and Japan; 213 Contemporary Asian Ideas and Values; 218 Buddhist Literature in Asia; 255 The Goddess; 391, 392 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. *Four credit hours.* H, D. MR. FEIGON AND MR. GANZA

[231] **Disorder Under Heaven: Vignettes of Life in Imperial China** A critical examination of the development of classical Chinese literature of various genres such as poetry, popular songs, philosophical discourse, historical narrative, prose, fiction, tales of the supernatural and the fantastic, romance, and drama. How literature justified itself as a legitimate enterprise amidst social and political changes. All readings are in English translation. *Four credit hours.* L, D.

[232] **Literature of Japan** A study of Japanese literature in translation, tracing the sources of Japanese literary aesthetics. The works studied extend from the oldest extant mythology to the masterpieces of 20th-century novelists. Diaries from the medieval period, poems, short

stories, and others cover the years between 712 and 1964. *Four credit hours.* L, D.

251 Imaging Chinese Women: Ideas and Ideals in China A literary archaeology of woman as trope in Chinese literature over the last two millennia. How “woman” became a cultural construct and how that construct has defined gender role and femininity; how women were portrayed in male-written texts and how women perceived themselves in female-written texts. Knowledge of Chinese language is not required. *Three or four credit hours.* L, D. MS. BESIO

[252] **Hell on Earth: Chinese Writers on Modern Chinese Society** An examination of 20th-century Chinese society through a critical reading of the writings of major Chinese writers in translation. Attention to the development of fiction writing in modern Chinese literature and the plight of the Chinese women in this century. *Three or four credit hours.* L, D.

271d2 Japanese Women Through Films and Literature While the visual medium portrays Japanese women in the context of Japanese culture, short stories and 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.* L, D. MS. PRINDLE

298 History of Tibet A political and cultural history of Tibet, focusing on the modern period and exploring the question of how Tibet came to be considered a part of China. An examination of contrasting Western views of this region. *Four credit hours.* H, D. MR. FEIGON

[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 Heilbroner’s *The Nature and Logic of Capitalism*, Doi’s *The Anatomy of Dependence*, Beasley’s *Japanese Imperialism*, Mitchell’s *Thought Control in Prewar Japan*, Nakane’s *Japanese Society*, Hanami’s *Labour Relations in Japan Today*, and others. Novels and short stories include Saikaku’s *Japanese Family Storehouse*, Kinoshita’s *Confessions of a Husband*, Kobayashi’s *The Factory Ship*, Endō’s *The Sea and the Poison*, Ishinomori’s *Japan Inc.*, and others. *Four credit hours.*

458 Seminar in Modern Chinese History An examination of the recent Chinese student movement against the background of the history of the People’s Republic of China. *Prerequisite:* Permission of the instructor. *Four credit hours.* H. 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 JAMES MEEHAN

Professors Jan Hogendorn, Henry Gemery, Meehan, Thomas Tietenberg, Clifford Reid, and Randy Nelson¹; Associate Professor David Findlay; Assistant Professors Patrice Franko Jones², Michael Donihue, Saranna Thornton, and Debra Barbezat

In addition to dealing with the study of market 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 and race discrimination, poverty, energy, technology,

international relations, government behavior, the environment, the population explosion, crime, and other issues of public and private life. The Economics Department provides a wide selection of courses that analyze problems arising in these areas. The major provides an undergraduate an excellent background for employment and graduate work in numerous fields, including economics, business, law, government, and education.

Attention is called to the interdisciplinary minors in quantitative analysis and in public policy, to the honors program (see description under Economics 483), 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; 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. Although potential majors are strongly encouraged to take Economics 133 and 134 in their first year, completion of the major is possible by beginning in the second 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 do graduate work in economics are urged to elect Economics 336, 393, and 431 and additional courses in mathematics, e.g., Mathematics 311, 338, 372.

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 119 (or 121) and 231, except that Administrative Science 311 will be counted if substituted for a 200-level course in economics in fulfilling the major requirement. No requirement for the major may be taken satisfactory/unsatisfactory.

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, 338, 372.

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 satisfactory/unsatisfactory.

Requirements for the Minor in Economics

Economics 133, 134, 223, 224, 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. No requirement for the minor may be taken satisfactory/unsatisfactory.

¹Joint appointment in administrative science and economics.

²Joint appointment in economics and international studies.

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

134d, 134j **Principles of Macroeconomics** Principles of macroeconomics and their applications: national product and income accounting, monetary and fiscal policy, inflation, international finance, unemployment, and growth. *Four credit hours; three credit hours in January.* S. FACULTY

213j The Brazilian Economy: An Economic Laboratory Experience The course will examine on site the range of economic problems facing Brazil: inequality, trade, labor, macroeconomics, and the economic contrast between the rich industrial and agricultural south and the backward agricultural region of the north. Fees for the trip to be announced. Enrollment limited. *Prerequisite:* Permission of the instructor. *Two credit hours.* S, D. MS. FRANKO JONES

214 Economic Policy and Performance in Contemporary Latin America Analysis of macroeconomic stabilization policies and microeconomic issues such as regional trade, agriculture, the transnational narcotics industry, the environment, and labor markets in contemporary Latin America. *Prerequisite:* Economics 133 and 134 or permission of the instructor. *Three or four credit hours.* D. MS. FRANKO JONES

[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. *Prerequisite:* Economics 133 and/or 134 depending on offering. *Three or four credit hours.*

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. 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 sustainable development. *Prerequisite:* Economics 133. *Three or four credit hours.* MR. TIETENBERG

239j Seminar in Economic History: 20th-Century Western Europe European growth in this century has been marked by two world wars, by depression, by major participation in international trade and finance, by decolonization, and by moves toward integration. An examination, beginning with World War I and its economic repercussions, of the economic experience of the Western European countries through the present European community. *Prerequisite:* Economics 133, 134. *Two credit hours.* MR. GEMERY

254 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. *Three or four credit hours.* D. MS. BARBEZAT

[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.* H.

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.* H. MR. GEMERY

[275] **Comparative Economic Systems** Examination of alternative ways to organize and operate various sectors of an economy, including agriculture and industry, by comparing the historical experiences of nations around the world. Special emphasis on countries not usually considered in traditional microeconomic and macroeconomic courses. *Prerequisite:* Economics 133, 134. *Three or four credit hours.*

[276] **Marxian Economics** Basic theoretical concepts of Marxian economic theory—dialectical materialism, the labor theory of value and class analysis—will be examined and contrasted with those of orthodox neoclassical economics. Consideration of such issues as poverty, income distribution, the business cycle, and underdevelopment; focus on the implicit value systems inherent in both Marxian and neoclassical economics. *Prerequisite:* Economics 133, 134. *Three credit hours.*

277 International Finance An analysis of international monetary relations. Topics include foreign exchange markets, the history of foreign exchange regimes, capital flows, the balance of payments, adjustment to balance of payments disequilibrium, national income determination in an open economy, international monetary organizations, monetary reform, and macroeconomic policy coordination. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* MS. FRANKO JONES

278 International Trade An 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

293 Economic Development of the Third World The less-developed countries 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.* MR. HOGENDORN

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

[317] **Economic Analysis and Policy** An examination of current and past macroeconomic events and policies. Topics will range from the economic effects of budget deficits to the desirability of monetary policy rules. Emphasis will be placed on both theoretical and empirical analysis. *Prerequisite:* Economics 224; a statistics course is strongly advised. *Three credit hours.*

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. *Prerequisite:* Economics 223. *Three or four credit hours.* MR. MEEHAN

336 Mathematical Economics A course in advanced economic theory designed to provide students with the fundamental mathematical tools necessary to prepare for graduate work in economics or business administration and for professional 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. *Prerequisite:* Economics 223 and 224 and Mathematics 122 or 124. *Three or four credit hours.* MR. DONIHUE

338d1 Money, Banking, and Monetary Policy An examination of the monetary system of the United States. Topics include the determination and role of interest rates, the organization and operation of the banking firm, innovations and regulations of the banking industry, and the implementation and evaluation of monetary policies. Research paper required. *Prerequisite:* Economics 224 and Mathematics 231. *Four credit hours.* MR. FINDLAY

[351] Public Finance The economic role of government in the United States economy. The course has three parts: an analysis of market failure, an examination of government social insurance and welfare programs, and an investigation of the federal tax system. *Prerequisite:* Economics 223. *Three or four credit hours.*

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.* MS. BARBEZAT

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. *Three credit hours.* MR. FINDLAY

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 The use of statistical techniques to estimate and test economic models. Topics include multiple regression, multicollinearity, specification tests, serial correlation, heteroscedasticity, and the simultaneous-equations approach. 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. THORNTON

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.* MR. GEMERY

[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 Topics in public policy analysis, interdisciplinary issues, or research. Topics will change each semester; a complete description will be available from the department before registration. In 1992-93: Economic Forecasting, The Economics of Organization, and Environmental Economics. Enrollment limited. *Prerequisite:* Senior standing as an economics major or permission of the instructor. *Four credit hours.* MR. DONIHUE, MR. MEEHAN, AND MR. TIETENBERG

Education and Human Development

Co-Directors, ASSISTANT PROFESSORS LYN BROWN AND MARK TAPPAN

Associate Professors Marilyn Mavrinac (Education and History), Jean Sanborn (English), and Dorin Zohner (Psychology); Assistant Professors Christine Bowditch (Sociology), Brown (Education), Peter Kahn (Education), and Tappan (Education); Instructor Karen Kusiak (Education)

The Program in Education and Human Development explicitly links the study of education and the study of human development, based on the assumption that the primary aim of education should be to promote individual development intellectually, emotionally, socially, and morally. Thus, a consideration of the ways in which human beings grow and develop over the course of the life cycle must inform the theory and practice of education.

The program enables students to study, from a variety of disciplinary perspectives, the ways children and adolescents learn and develop; the dynamics of the teaching-learning process; and the psychological, philosophical, historical, social, and cultural dimensions of human development and education. It also provides students with the opportunity to reflect on their own educational experiences and to think critically and creatively about the process of education and its place in society. In addition, students in the program participate in field experiences and practica, working with children and adolescents in various school and community settings.

The program provides the opportunity for able and motivated students to prepare for employment in public and private schools and in a variety of human service agencies and institutions. Colby believes that best preparation for these careers is two-fold: (a) a strong background in the liberal arts, including intensive study of the subject to be taught; and (b)

appropriate course work and practica in education and human development.

Three minors are offered under the auspices of the program:

The education minor encourages a wide-ranging liberal arts exploration of educational theories, issues, and practices. Students focus primarily on the psychological, social, philosophical, and historical foundations of education and gain practical experience working with children and/or adolescents in a variety of classroom contexts. It provides preparation for graduate study in early childhood, elementary, secondary, or special education, as well as for careers in private-school teaching.

The professional certification minor is approved by the Maine State Board of Education. It enables students to earn secondary certification (grades 7-12) in English language arts, foreign language, mathematics, life science, physical science, and social studies. This certification is valid in Maine or in one of the 23 other states with which Maine has agreements of reciprocity.

Students interested in professional certification should apply to the program faculty in the spring of their junior year. Candidates must have at least a 3.0 average in their major subject area and have completed the appropriate prerequisites for the student teaching sequence. In addition, candidates for the Maine secondary certificate must perform with satisfaction on the "core battery" of the National Teacher Examinations.

The human development minor encourages an interdisciplinary approach to understanding human growth and development. Students consider a variety of perspectives on the study of human development; examine the relationship between individuals and the social, cultural, and historical context in which they live; and gain practical experience working in an institution or agency devoted to fostering human development and improving human lives. It provides initial preparation for careers in education, human services, and/or social policy, as well as for graduate study in a number of different fields and disciplines.

Additional information is available from the co-chairs. Early consultation with program faculty and careful planning of the student's course of studies is essential for a successful completion of the minor. This is especially important for students studying abroad for a semester or a year.

Requirements for the Minor in Education

Education 231, 258, one practicum (351j, 353, or 355), 434, and three electives in education and human development.

Requirements for the Minor in Professional Certification

(1) A major, and at least a 3.0 average, in the subject to be taught. Requirements vary by endorsement area; additional courses may be required for certification other than those required for the major. Early consultation with program faculty is essential.

(2) Education 231, 258, 374, 399, 433, 434, 435j, one practicum (351j, 353, or 355), and one elective in education and human development

Requirements for the Minor in Human Development

Education 215, one practicum (351j, 353, or 355), two of the following (311, 318, 332), 434, and three electives from Anthropology 112, English 415, Philosophy 111, 174, Psychology 255, 256, Sociology 231, 277.

215 Adolescents in Schools and Society A focus on understanding the experiences of contemporary adolescents, using case materials, literature, film, and autobiographical reflection to capture voices of adolescents coming of age. The ways in which theories and approaches from various disciplines help in interpreting the phenomena of adolescence. Consideration of gender, racial, class, and cultural differences. Enrollment limited. *Four credit hours.* S, D. Ms. BROWN

231d The Craft of Teaching A critical exploration of the dynamics of teaching and learning, with a particular focus on the relationship between students, teachers, and the curriculum. Issues and topics considered include: the ethical dimensions of teaching; difference

and diversity in the classroom; learning styles and teaching styles; grading and evaluation; and school reform and restructuring. The course also will consider general principles of curriculum planning and instruction, including the use of instructional technologies. Each student will design a curriculum unit in a commonly taught elementary or secondary school subject and will observe in elementary and/or secondary school classrooms. Enrollment limited. *Four credit hours.* S. MR. TAPPAN AND MR. KAHN

238 **The School in American Society** Listed as Sociology 238 (q.v.). *Prerequisite:* Sociology 131. *Four credit hours.* MS. BOWDITCH

257 **Educational Psychology** Listed as Psychology 257 (q.v.). *Four credit hours.* MR. ZOHNER

271 **Environmental Science and Values Education** Human activity has led to harmful and potentially devastating environmental problems, locally and globally. As educators, how should we respond? Theory and current research are used to help us frame and defend our educational objectives and to generate environmental science curricula that also enhance children's care for and intimacy with the natural world. *Four credit hours.* S. MR. KAHN

[311] **Theories of Human Development** An examination of theories of human development by focusing, in a reading seminar format, on a different foundational theorist each time the course is offered. Potential theorists include John Dewey, Jean Piaget, J. M. Baldwin, Sigmund Freud, Jane Loevinger, Wilhelm Dilthey, and Lev Vygotsky. The course has two broad goals: to read a difficult text slowly, carefully, and critically; and to bring a thorough knowledge of a developmental theory to bear on practical problems in education and human development. *Prerequisite:* Education 215 or permission of the instructor. *Three credit hours.*

318 **Moral Development, Ethics, And Education** How do moral understanding and ethical sensibility develop over the course of the life span? What is the relationship between human values and educational practice? What role should the process of education play in fostering and facilitating moral development in children, adolescents, and adults? These questions are explored by considering various classical and contemporary theories of moral development, their philosophic, psychological, and sociocultural premises, and their implications for education, focusing on the ethical, developmental, and educational dimensions of narrative and storytelling. *Prerequisite:* Education 215 or permission of the instructor. *Four credit hours.* MR. TAPPAN

332 **Women, Girls, and the Culture of Education** Beginning with the developmental needs and desires of girls, the course provides the groundwork for a gender-sensitive approach to education, linking girls' intellectual, emotional, and identity development to recurrent themes and problems in the education of girls and women: issues of voice, relationship, authority, and power. The relationship of women and men educators to the next generation of women, considering questions of class, race, and ethnicity. Readings include the work of Carol Gilligan, Jane Roland Martin, Madeline Grumet, bell hooks, Adrienne Rich, and others. *Four credit hours.* S, D. MS. BROWN

336 **History of Education: American Schools** Schools and colleges since the 1840s, with attention to literacy goals and the training of adolescent elites. Relations among populists, bureaucrats, and reformers are examined in essay and team reports. Investigations of regional, race/ethnicity, and gender differences. *Four credit hours.* H. MS. MAVRINAC

351j, 353 **Practicum in Education and Human Development** Students will gain practical experience working in an institution or agency devoted to fostering human development and

improving human lives. Placement may occur in an educational setting (usually an elementary, middle, or junior-high school), where the student will serve as an assistant teacher. It may also occur in an institutional, clinical, or community setting. Each student will prepare appropriate plans for work during the practicum (e.g., lesson plans) and write critical essays relating assigned readings to the practicum experience. Meeting weekly in seminar with college supervisor. Nongraded. *Prerequisite*: Permission of the instructor. *Three credit hours*. MS. MAVRINAC

355j Urban Practicum Students will serve as assistant teachers in an elementary or middle school in an inner-city environment or in an alternative high-school program. Each student will tutor and later present several lesson plans to the whole class; four critical essays comparing assigned readings with classroom experiences are required. All students meet weekly as a group with a local advisor or instructor. Nongraded. *Prerequisite*: Permission of the instructor. *Three credit hours*. D. MS. MAVRINAC

374 Teaching Students With Special Needs in Regular Classrooms Approximately 10-15 percent of students in public schools in the United States qualify for special education services. Many of these students receive most, if not all, of their instruction in regular class settings. This course will explore the skills and attitudes necessary for successfully teaching students with disabilities in regular settings and will examine the roles and responsibilities regular educators have for teaching students who qualify for special education. A consideration of the psychological, philosophical, historical, and legal foundations of special education. *Prerequisite*: Education 231, 258, or permission of the instructor. *Four credit hours*. MS. KUSIAK

399 Methods of Teaching: Theory and Practice An advanced consideration of theoretical and applied issues related to effective classroom teaching, intended to extend the study of the philosophical and psychological foundations of education; consideration of general methods of curriculum design, teaching, and program evaluation, to inform the practice of teaching in specific fields. Substantial focus on the curriculum and teaching methods in the discipline the student expects to teach. Disciplines considered include foreign languages, mathematics, life science, physical science, and social studies (candidates for certification in English Language Arts should elect English 399: Teaching Writing and Reading). Nongraded. Required of, and limited to, candidates for the minor in professional certification. Enrollment limited. *Three credit hours*. MR. TAPPAN

433 Student Teaching Practicum Students will serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Emphasis on curriculum planning and instruction. Nongraded. *Prerequisite*: Education 231, 351j or 353 or 355j, and permission of the program and the instructor; 3.0 (or better) average in the major, which must be a commonly taught secondary-school subject in which Colby offers certification. Concurrent enrollment in 493 is required and enrollment in 435j is expected. Enrollment limited. *Four credit hours*. MS. KUSIAK

434 Senior Seminar: Critical Perspectives on Education and Human Development A critical examination of selected topics and issues in the contemporary study of education and human development. Topics and issues will vary from year to year but will typically entail an in-depth consideration of the psychological, philosophical, social, cultural, and/or historical dimensions of education and human development. Individual projects and/or presentations developed from readings and group discussions. Open only to senior minors in education or human development. *Four credit hours*. MS. BROWN AND MR. TAPPAN

435j Student Teaching Practicum Students will serve as student teachers 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 full-time teaching, including planning and presenting unit and daily lesson plans and evaluating student performance. Nongraded. *Prerequisite:* Education 231, 433, 493, and permission of the instructor. *Three credit hours.* Ms. KUSIAK

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

493 Student Teaching Seminar A focused teaching methodology seminar designed to accompany the 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, and reflection on, teaching through a daily journal and readings. Enrollment limited. Nongraded. *Corequisite:* Enrollment in Education 433. *Two credit hours.* Ms. KUSIAK

English

Chair, PROFESSOR EDWIN KENNEY

Associate Chair, ASSOCIATE PROFESSOR PATRICIA ONION

Professors Douglas Archibald¹, Patrick Brancaccio, Charles Bassett, Howard Koonce, John Mizner, Edwin Kenney, John Sweney², Susan Kenney³, Ira Sadoff⁴, Dianne Sadoff⁴, Peter Harris, W. Arnold Yasinski⁵, and Richard Russo³; Associate Professors Phyllis Mannocchi⁶, Onion³, Jean Sanborn³, Robert Gillespie⁷, Natalie Harris³, and Linda Tatelbaum³; Visiting Associate Professor Jessica Munns; Assistant Professors Cedric Bryant, Joylynn Wing, Laurie Osborne⁸, Russell Potter, and David Suchoff⁸; Visiting Assistant Professors James Boylan³, Michael Burke³, and Susan Sterling³; Adjunct Assistant Professor David Mills; Visiting Instructors Robin Sherlock and Liza Henderson; Adjunct Instructor Marilyn Pukkila⁹

The English Department offers literature courses in all periods, genres, and major authors, as well as seminars in particular topics and broad literary and historical issues. The major in English builds upon the close reading and detailed analysis of literary texts; the investigation of the central political, cultural, and ideological issues occasioned by those texts, particularly issues of race, gender, and class; and the consideration of various critical approaches, methods of inquiry, and strategies of interpretation. There is a creative writing program in both fiction and poetry at the introductory, intermediate, and advanced levels. However, there is heavy enrollment pressure in these courses, and acceptance into the program is limited. The department also offers 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 other departments. English is one of the most useful majors for those who want to attend professional 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 to contact a member of the Education Department.

Requirements for the Major in Literature Written in English

English 172, to be taken during the first year, and 271, 272, to be taken sophomore year; four period and genre courses (311-398); two studies in special subjects (411-429, 497-498); two additional courses that may be chosen from advanced courses in English or American literature, creative writing, or literature in other languages or in translation; one senior seminar (493). At least three of these courses above the 271-272 level must be courses in which the major focus

is upon literature written in English before 1800 and at least three upon literature written after 1800. All choices of advanced courses should be carefully planned and the major adviser must approve them. English 374 and 399 do not count toward the major.

Students who meet the prerequisite, define a project, and secure the support of a tutor may elect to take English 490, the Honors Thesis, and, upon successful completion, graduate with "Honors in English." Consult the chair of the department for more information.

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 satisfactory/unsatisfactory.

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 for success in graduate study.

Requirements for the Concentration in Creative Writing

In addition to the requirements for the literature major, 1) a sequence of three workshops in one of the two genres offered (fiction—278, 378, 478, or poetry—279, 379, 479) and 2) the completion of a fourth requirement. This fourth requirement may be met in one of the following ways: a Senior Scholar project in creative writing, an independent project such as an honors thesis (English 490), an independent study (English 491, 492), or by taking one additional course, either a repetition of the advanced workshop or a workshop in another genre not in the chosen sequence. Under special circumstances, in consultation with the student's adviser, this may include Play Writing (Performing Arts 218) or upperclass writing courses in other genres (nonfiction, autobiography) as the opportunity arises. The sequence can be completed beginning either in the sophomore or junior year, but because of limited enrollments in the workshops, serious, committed students should elect the concentration as soon as possible, as early as the spring of their first year. Admission to upperclass workshops is by manuscript submission only. *Note:* In general, workshop courses may not be counted toward the literature course, but an advanced workshop taken in the senior year may be used to fulfill the senior seminar requirement.

Attention is called to the minor in creative writing, open to all majors, under the separate heading "Creative Writing" in this catalogue.

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

¹On leave first semester.

²Resident director, Colby in Cork Program.

³Part time.

⁴Shared position.

⁵Administrative vice president.

⁶Resident director, Colby in London Program.

⁷College editor.

⁸On leave full year.

⁹January program only.

111 Composing in English For students for whom English is a second language. Intensive practice in composing in English with some attention to the requirements of the academic essay. Work on syntax and grammar only as needed. Nongraded. *Three credit hours.* MS. SANBORN

112d Expository Writing Workshop For native speakers who want extra work in writing. Taken in conjunction with English 115 or with a writing-emphasis course in another depart-

ment. Meets as individual tutorial. Nongraded. *One credit hour.* 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 first-year students. Students with an Advanced Placement score of 4 or 5 are exempted. *Four credit hours; three credit hours in January.* FACULTY

172d, 172j Introduction to Literature “What is literature?” or “When is it literature?” A focus on the students’ encounter with the text, the words on the page. Examples of poetry, prose, and drama written in English, from different times and cultures; and work toward developing a basic critical vocabulary for understanding and discussing these different forms of literature. Frequent practice in careful critical writing. Required for English majors; should be taken during the first year. *Four credit hours; three credit hours in January.* L. FACULTY

214 Tutoring Writing Discussion of readings on the process of writing and methods of tutoring. Theory 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 Writers’ Center. Enrollment limited. Nongraded. *Prerequisite:* Sign up with the instructor in the Writers’ Center. *Two credit hours.* INSTRUCTOR

231j Tolkien’s Sources An examination of some of the mythologies, sagas, romances, tales, and other writings that are echoed in the stories of Middle Earth. The course is not an introduction to Tolkien’s fantasy literature; a knowledge of *The Silmarillion*, *The Hobbit*, and *The Lord of the Rings* is assumed. Topics include the role of myth and fantasy in society, and the events of Tolkien’s life as they relate to the world he created. Enrollment limited. *Prerequisite:* English 115. *Three credit hours.* L. MS. PUKKILA

271d Introduction to the Interpretation of Literature in English: Critical Theory The study of selected texts, through close reading and detailed analysis, and the consideration of various critical approaches, methods of inquiry, and strategies of interpretation. English majors should take this course in the sophomore year. *Four credit hours.* L. FACULTY

272d Introduction to the Interpretation of Literature in English: Historical Contexts Investigation of some of the central political, cultural, and ideological issues occasioned by literary texts, particularly issues of race, gender, and class, through close reading and detailed analysis. English majors should take this course in the sophomore year. *Four credit hours.* L, D. FACULTY

278d Creative Writing: Fiction Introduction to the writing of fiction, with emphasis on student manuscripts. Enrollment limited. *Prerequisite:* English 115. *Four credit hours.* A. FACULTY

279d Creative Writing: Poetry Introduction to the writing of poetry, with emphasis on student manuscripts. Enrollment limited. *Prerequisite:* English 115. *Four credit hours.* A. FACULTY

297j Theater in London The course will concentrate on the variety of theater available on the London Stage, including the subsidized repertory groups, the commercial theater in the West End, and fringe theaters and experimental groups. Students are required to attend at least 15 productions. *One to three credit hours.* A. FACULTY

311d2 The Middle Ages Just what are the “Middle Ages”? Are we in some sense, as

Umberto Eco has said, "living in the New Middle Ages"? An exploration of the multiple cultural histories of Europe and North Africa from the 4th to the 15th centuries. A broad variety of texts ranging from medieval women mystics (Hadewijch, Hildegard, Margery Kempe) to the Kabbalah, from witchcraft trials to troubadour lyrics. The contemporary historical and theoretical work of writers such as Umberto Eco, Caroline Walker Bynum, and Jacques LeGoff. The class also will view a number of recent films that have produced (and continue to produce) our imaginary conceptions of the Middle Ages. *Four credit hours.* L. MR. POTTER

[313] **The Renaissance** The study of English and continental works from 1485 to 1603. *Four credit hours.* L.

[315] **The 17th Century** The study of English literature from 1603 to 1660. *Four credit hours.* L.

+ [316] **The Restoration** The prose, poetry, and drama of 1660–1700, with special emphasis on the works of John Dryden. *Four credit hours.* L.

*317 **The 18th Century I** Selected works by Defoe, Pope, Swift, Aphra Behn, Mary Astell, Delariviere Manly, and other writers of the first half of the century. *Four credit hours.* L. MS. MUNNS

+ [318] **The 17th Century II** Selected works by such writers as Johnson, Burke, Goldsmith, Burney, Gray, Radcliffe, Austen, and Blake read in the context of the shift from Neoclassical to Romantic structure, thought, and sensibility. *Four credit hours.* L.

321d **The Romantic Period I: The Major Writers** Close readings, stressing intellectual and social history, of representative texts by Blake, Wordsworth, Coleridge, Byron, Mary and Percy Shelley, Keats, and Austen. *Four credit hours.* L. MR. MIZNER

323 **Victorian Literature I** An examination of the ways in which issues of gender, class, and nation serve particular ideological purposes in works written in the early to mid-19th century. Writers considered include Tennyson, Browning, C. Rossetti, The Brontës, Eliot, Trollope, and Dickens. *Four credit hours.* L. MS. SHERLOCK

324 **Victorian Literature II** An investigation of the cultural constructions of sexuality, 1850–1900. Novels by Dickens, Wilkie Collins, and George Eliot; plays by Oscar Wilde and George Bernard Shaw; poems by Robert Browning; and theories of sex and sexuality by Freud, Havelock Ellis, Michel Foucault, among others. The ways 19th-century writers defined sexuality, deployed gender to structure the social domain, and invented the family as reproducing the bourgeois individual. Gender, sexuality, and family are not "natural" but have a complex and contested history. *Four credit hours.* L. MS. SADOFF

325 **Modern British Fiction** Representative British novels of the 20th century by such writers as Conrad, Ford, Lawrence, Woolf, Forster, Waugh, Greene, and Lessing. *Four credit hours.* L. MR. KENNEY

326 **Modern British and Irish Poetry** The origins, nature, and achievements of Modern poetry in Britain and Ireland. The major authors studied in 1992–93 are Yeats and Heaney. *Four credit hours.* L. MR. ARCHIBALD

327 **The Development of Dramatic Art I** An examination of plays, and the theaters and theatrical traditions of Greece, Rome, the Middle Ages, and the Renaissance. *Four credit hours.* L. MR. KOONCE

328 The Development of Dramatic Art II A sequel to English 327 from the late Renaissance through the early Modern period. *Four credit hours.* L. MR. KOONCE

+**[331] Studies in Pre-Modern Drama** Topics, to be varied, are studied in the context of production problems as well as literary content; participation in a production of a play or scenes from several plays will be required, either by acting or in technical support. May be repeated for additional credit. Also listed as Performing Arts 254, 354, 454. *Four credit hours.* L.

332 Studies in Modern Drama “The Absurd and Beyond”: an exploration of the tradition and eventual offshoots of the “Absurdist” theater style that flowered in France in the 1950s. Careful analysis of the dramatic techniques of Beckett, Ionesco; and Genet is followed by an examination of those techniques in the work of representative British and American playwrights. *Three or four credit hours.* L. MS. WING

333d2 Modern American Drama, 1920–1970 A survey of American dramatic literature during the Modern period with special emphasis on the major playwrights such as O’Neill, Odets, Hellman, Miller, Williams, Albee, Hansberry, and Baraka. *Four credit hours.* L. MR. BRANCACCIO

334d1 Contemporary American Drama Beginning with the experimental theater groups and texts of the mid-’60s, this course features a careful consideration of the range of perspectives currently available in the American theater. Close analysis is given to both theatrical and dramatic techniques of playwrights such as Ntozake Shange, David Mamet, Sam Shepard, Beth Henley, and David Henry Hwang. *Three or four credit hours.* L. MS. WING

***338d1 The American Renaissance I: Poe, Hawthorne, and Melville** A close study of the major works of these writers in the context of their times. Particular attention to the influences of such movements as anti-slavery and women’s rights. *Four credit hours.* L. MR. BRANCACCIO

+**[339] The American Renaissance II** A close reading of the major works of Emerson, Thoreau, Margaret Fuller, Walt Whitman, and Emily Dickinson with emphasis on the transcendentalists’ search for heightened consciousness and the connections between poetic and scientific truth. *Four credit hours.* L.

+**[341] American Realism and Naturalism** Major works by Twain, Howells, James, Crane, Dreiser, and others in the context of American and European traditions of the novel and critical theories of the art and purpose of fiction in American culture. *Four credit hours.* L.

343d2 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 19th and 20th centuries have responded artistically to problems inherent in American democracy concerning race, identity, marginality, gender, and class. The interpretive methods that 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.* L, D. MR. BRYANT

+**[345] Modern American Fiction** A noncanonical, pluralistic approach to modern American fiction that emphasizes the cultural and ethnic heterogeneity of the American literary experience in the 20th century—rather than the patriarchal view of it as a “main stream.”

Writers, issues, and topics of primary concern include exploring the interrelationships between the "Lost Generation" writers and the Harlem Renaissance artists working during the same time: progressivism; existentialism; modernism; and writers including Fitzgerald, Brooks, Faulkner, Hurston, O'Connor, Wright, Wolfe, Fauset, Eliot, Anderson, and Baldwin. *Four credit hours.* L.

347d2 Modern American Poetry Engagement with poems by Robert Frost, H.D., Claude McKay, Ezra Pound, William Carlos Williams, and others in literary, historical, and cultural context. *Four credit hours.* L. MR. YASINSKI

349 Contemporary American Fiction Fiction, mostly American, since 1965. A mix of late, early, and mid-career writers of novels and short stories. *Four credit hours.* L. MR. RUSSO

351 Contemporary American Poetry A study of some of the major and emerging figures and poetic movements in American poetry, emphasizing close readings and cultural contexts of work written primarily after 1970. Poets to be read include Elizabeth Bishop, C.K. Williams, Charles Simic, Adrienne Rich, James Wright, John Ashbery, and Rita Dove. *Four credit hours.* L. MR. SADOFF

***353 The American Short Story** A study of the genre that many analysts consider the most consistently successful in American literature—the short story. Distinguished and popular writers of short narratives will make up the syllabus, from Washington Irving to Ann Beattie, with extended emphasis on such geniuses as Poe, Hawthorne, James, Hemingway, Wright, and O'Connor. *Four credit hours.* L. MR. BASSETT

355d2, 356d Studies in American Literary History Not a survey, these courses look toward establishing relationships among the historical American contexts in which literary works were produced, examining these works as imaginative artifacts, tracing the impact of these works on the social and cultural elements of the America of their time, and seeking the significance of the works for readers in later and different worlds. 355: Puritans to the Civil War; 356: Civil War to the present. For enrollment in both 355 and 356, preference will be given to American studies majors. *Four credit hours.* L. FACULTY

+ [374] The Female Experience in America Listed as American Studies 374 (q.v.). Enrollment limited. *Four credit hours.*

378 Intermediate Fiction Workshop Practice in the writing of short stories, with major emphasis on student manuscripts. *Prerequisite:* English 278. Enrollment is limited; admission is by manuscript submission only. See instructor for deadlines and format for manuscript submission. Manuscripts are used as a basis for determining enrollment. *Four credit hours.* MR. RUSSO

379d Intermediate Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. *Prerequisite:* English 279. Enrollment is limited; admission is by manuscript submission only. See instructor for deadlines and format for manuscript submission. Manuscripts are used as a basis for determining enrollment. *Four credit hours.* FACULTY

397j The Vernacular Revolution: From the Troubadours to Hip-Hop In the 12th century, the troubadours unleashed a revolutionary new form of poetic language, at once agonistic, enigmatic, and excessive. Eight hundred years later, the street poets of hip-hop have instigated a similar cultural upheaval. The words and music of both groups—the *gai saber* of Arnaut Daniel, Guillaume IX, and the Countess of Dia—as well as the *manifestin* or *knowledge*

of Humpty-Hump, Wise Intelligent, and Queen Latifah. This course counts as a pre-1800. *Three credit hours.* L. MR. POTTER

398j The Continuity of American Indian Literature The decades since the '60s have seen a vigorous outpouring of literature from American Indian writers, many of whom merge oral tradition and western literary forms to create a distinctively Indian voice. An examination of sacred legends and stories of specific tribes, and consideration of various ways of rendering oral art in written form; followed by reading of several contemporary writers, including Silko, Erdrich, Seals, and McNickles, in conjunction with the oral tradition that shaped and inspired them, paying particular attention to trickster cycles and stories of transformation. Assignments include creative writing. Open to first-year students. *Three credit hours.* L, D. MS. ONION

399 Teaching Reading and Writing Theory and practice in teaching literacy—writing, close reading, and grammar—and in methods of class discussion and evaluation. Emphasis on secondary schools but includes K-12. Open to students in any major, whether or not pursuing the education minor. May not be counted toward the major in English. Nongraded. *Four credit hours.* MS. SANBORN

412 Shakespeare in Performance A close examination of Shakespearean plays from a variety of genres in terms of their internal representations of theater and the theatrical challenges they pose. Concerns include Renaissance theatrical practice in contrast with current theatrical practice, current analyses of Shakespeare in performance theory, and the connections between text and performance. Also listed as Performing Arts 254, 354, 454. *Four credit hours.* L. FACULTY

413 Authors Courses Course focusing on the works of one author. Topic for 1992–93 will be Milton. *Four credit hours.* L. MR. KOONCE

[415] The Political History of the English Language The course links an examination of changes in the form and vocabulary of English with a history of nationalism, gender, class, and power relations in general, using both historical and philological evidence, beginning with Old English texts, moving through the centuries, and concluding with an examination of English as a language of colonization in Africa, Asia, and the Americas. Consideration of questions of orality, literacy, and the current explosion of language in talk shows, rap music, and electronic communications. *Four credit hours.*

+ [417] 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.*

***419d2 African Prose** Fiction and autobiography dealing with such themes as African traditional culture and the coming of colonialism, the struggles of colonialism, and the problems of development. A survey of literature from the varied regions of the continent with special emphasis on sub-Saharan Africa. *Four credit hours.* L, D. MR. BRANCACCIO

421d2 The Literature of Existentialism Though emphasizing novels and plays of Sartre and Camus, this course also includes works by Dostoevsky, Tolstoy, Melville, Conrad, Beckett, Ionesco, and Pinter. Students are encouraged to participate in some capacity in the production of one of the plays studied. *Four credit hours.* L. MR. MIZNER

+ [425] **Modern Women's Literature** Classics of modern women's literature, written in English between the turn-of-the-century and the 1960s. Among the works to be studied are short stories, novels, poetry, essays, a play, and an autobiography by women writers from England, the United States, Africa, India, and Australia. Excerpts from classics in feminist literary theory and psychobiography are included in order to establish a frame of reference for the readings, and analysis will incorporate differences of race, class, culture, and sexuality. *Four credit hours.* L, D.

426d1 **Tilling the Garden: African-American Women Writers at Work** A focus on the unique and *still* largely marginalized literary contributions of African-American women novelists, poets, essayists, and playwrights during the 19th and 20th centuries. Writers as artistically diverse as Frances E.W. Harper, Georgia Douglas Johnson, Ntozake Shange, Gloria Naylor, Nella Larson, Paule Marshall, Harriet E. Wilson, Lucille Clifton, and Alice Dunbar-Nelson will be discussed in context of the issues central to their work, including magical realism, race, (re)membering the female body, (black) feminism and literary production, and reconstructing black womanhood. Methodologically, the course will use the close reading techniques of the (American) formalists, dialogic discourse, myth criticism, and reader-response criticism to develop the intimate relationship between author, text, and reader. *Four credit hours.* L, D. MR. BRYANT

+ [427] **The Harlem Renaissance** An examination of historicism and reader-response models of reading as ways of exploring three genres—poetry, short fiction, and the novel—which African-American writers exploited in unprecedented ways during the 1920s. Critical reading of African-American literature in context of race, the art versus propaganda controversy, democratic idealism, politics, and the patronage dilemma that shaped both black art and the cross-cultural relationships between white and black artists. A particular effort will be made to amplify those black voices—including Nella Larson, Jessie Fauset, Rudolph Fisher, and Wallace Thurman—still marginalized by the privileged status of canonical white and black male authors. *Four credit hours.* L, D.

[428] **The African-American Autobiographical Literary Tradition** A genre study of African-American autobiography in the 19th and 20th centuries that foregrounds slave narratives, essays, diaries, journals, and novels. Particular focus is given to the diverse and problematic narrative strategies African-Americans construct to navigate the difficult passage through, for example, slavery, institutional racism, sexism, and political disenfranchisement. Special attention to the narrative strategies appropriated by black writers to give artistic form and voice to these experiences, including “double-voiced narrative.” Journeys of self-actualization, authority and authenticity, the sentimental formula, orality and literacy, and the social construction of identity are several of the topics that inform the autobiographical literary tradition exemplified in the works of Maya Angelou's *I Know Why the Caged Bird Sings*, Linda Brent's *Incidents in the Life of a Slave Girl*, Richard Wright's *Black Boy*, Frederick Douglass's narratives, James Baldwin's *Go Tell It on the Mountain*, Lorene Cary's *Black Ice*, and Harriet E. Wilson's *Our Nig*. *Prerequisite:* Permission of the instructor. *Four credit hours.* L, D.

+ [429] **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. *Four credit hours.* L, D.

434 “Race” and the American Literary Imagination The course is organized historically and involves close readings of diverse imaginative and secondary texts that collectively form a discourse on race in 19th- and 20th-century American literature and culture. “Race” itself is a very problematic, social construction—a metaphor of sometimes insidious intent, or what Toni Morrison calls a “typology of diabolism”—which informs some of our culture’s most disturbing psychosocial symbols (like blackness and whiteness) and narrative forms (like the romance and the novel). This is a course in *comparative American literary studies* that privileges the narrative strategies white and black, male and female American writers, including Wheatley, (James Fenimore) Cooper, Fauser, Twain, Melville, Dickinson, Faulkner, Chestnutt, and Morrison, have fashioned to articulate the politics of race in American culture. Enrollment limited. *Four credit hours.* L, D. MR. BRYANT

474d Public Speaking An intensive course in the practice of public speaking, with special attention given to current political and social issues and the development of an effective and persuasive platform personality. Attendance at campus debates and speech contests required. May not be counted toward the major in English. Open only to seniors, and enrollment is limited. *Four credit hours.* MR. MILLS

478d1 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. Enrollment is limited; admission is by manuscript submission only. See instructor for deadlines and format for manuscript submission. Manuscripts are used as a basis for determining enrollment. *Prerequisite:* English 378. *Four credit hours.* MR. RUSSO

479 Advanced Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. May be repeated once for additional credit. Enrollment is limited; admission is by manuscript submission only. See instructor for deadlines and format for manuscript submission. Manuscripts are used as a basis for determining enrollment. *Prerequisite:* English 379. *Four credit hours.* MR. SADOFF

490 Honors Thesis Arranged in consultation with the major adviser. *Prerequisite:* Permission of the department honors committee. *Four credit hours.* FACULTY

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

493d, 493j Seminars Topics for 1992–93 include the Confessional Novel, Early Colonial Literature including Shakespeare’s *The Tempest*, Women and Literature of Sensation, Romantic Hero, Issues and Visions in Poetry by American Women. *Four credit hours; three credit hours in January.* L. FACULTY

[497] The Holocaust: History, Literature, Film An interdisciplinary examination of the Holocaust; of its genesis in anti-Semitism and European racism; and of its effects on survivors and their children. The course confronts some of the moral problems the event poses: crimes of obedience; Jewish complicity; the Allied response; the “innocent” bystander. *Four credit hours.* L.

Environmental Studies

Director, PROFESSOR DAVID FIRIMAGE

ADVISORY COMMITTEE: *Professors F. Russell Cole and Firmage (Biology), James Fleming (Science and Technology Studies), Whitney King (Chemistry), Robert Nelson (Geology), and Thomas Tietenberg (Economics)*

The environmental studies minor is designed to introduce students to environmental issues and their ramifications in the context of both the social and natural sciences. Course requirements provide for flexibility, allowing students to study in areas of most interest to them.

Requirements for the Minor in Environmental Studies

- (1) Environmental Studies 118 and 493;
- (2) either Economics 133 and 231 or Anthropology 112 and 252;
- (3) either Biology 161 and 271 or Geology 141 and 356 or Chemistry 141 and 142 (Chemistry 217 is recommended for students electing the latter option);
- (4) one course selected from: Administrative Science 251; Anthropology 211; Biology 258, 352, 354, 358; Chemistry 217; Economics 293; Education 271; History 233, 234, 319; Philosophy 211; Science-Technology Studies 215.

No requirement for the minor may be taken satisfactory/unsatisfactory.

Also available are **environmental science concentrations** in biology and chemistry majors and an **environmental science option** in the geology major. These are interdisciplinary programs intended to prepare students for entry-level positions in firms or government agencies concerned with environmental issues, for graduate study, or for roles as educated citizens in a world increasingly confronted with environmental problems. Students are encouraged to participate in relevant field study or internships to complement their academic work. Requirements are listed in the appropriate departmental section.

A student cannot elect both the environmental studies minor and an environmental science concentration or option.

118 Environment and Society An interdisciplinary seminar focusing on the human relationship with an impact on the environment. A look at some of the environmental problems that 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. Lecture and discussion. *Four credit hours.* FACULTY

[215] Atmospheric Science Listed as Science-Technology Studies 215 (q.v.). *Three or four credit hours.*

217 Environmental Chemistry Listed as Chemistry 217 (q.v.). *Prerequisite:* Chemistry 142. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. KING

231 Environmental and Natural Resource Economics Listed as Economics 231 (q.v.). *Prerequisite:* Economics 133. *Three or four credit hours.* MR. TIETENBERG

493 Environmental Studies Colloquium Focused upon student-defined, small-group, environmental research projects, this seminar will involve periodic oral presentations by all participants and a major, original, written research report from each group. Discussions and guest presentations will emphasize interdisciplinary solutions to environmental problems. *Prerequisite:* Completion of all other requirements in the environmental studies minor or permission of the instructor. *Three credit hours.* FACULTY

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. Credit may not exceed three hours in any semester, January, or summer session without advance approval by the Educational Policy Committee, except for approved programs such as Colby in Washington. *Prerequisite:* A formal proposal filed with the field experience coordinator in the Off-Campus Study Office 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 Romance Languages and Literatures.

Unless otherwise specified, all courses are conducted in French. French 135 or permission of the instructor is required for all courses numbered 200 or higher.

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 orientation.

Requirements for the Major in French

Potential French majors should consult with members of the department during orientation to determine the appropriate sequence of courses.

French majors are normally required to take French 221, 222, 231, and at least six additional courses in language or literature numbered above 231 (not counting French 234). At least two of these courses must focus on French literature written before 1800. Majors are strongly advised to spend one academic year studying abroad at the junior level. A minimum of one semester's study abroad at the junior level or the equivalent is required of majors. All study-abroad plans must be approved in advance by the Department of Romance Languages and Literatures.

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 satisfactory/unsatisfactory.
- (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.
- (6) An exemption or waiver from a required course must always be confirmed in writing, but in no event does the waived course reduce the number of required courses for the major; neither does it carry any hour credit toward either the major or graduation requirements.

Majors in French are encouraged to complement the major through exploration of courses in French and European history, art, government, philosophy, performing arts, and women's studies.

Students majoring in French may graduate with "Honors in French" by successfully completing an approved senior thesis. Students should be aware of the written guidelines and

consult with members of the department during the junior year or beginning of the senior year.

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

125d, 126d, 127d, 127j **French I, II, III** Using the *French in Action* program, which combines video, audio, and print materials, students learn to speak, write, and understand French through a total immersion experience with the language and culture. Use of taped materials in the language laboratory is an integral part of the class work, and laboratory attendance is required. Students are placed in the appropriate level by their score on the College Board French achievement test, a placement exam during fall orientation, or through consultation with a member of the faculty in French. *Four credit hours; three credit hours in January.* FACULTY

128d **French IV: Explorations in Reading** A course designed for students who wish to continue their studies in French. Reading of prose, theater, and verse primarily of the modern period with continuing work in improving oral and written skills. *Prerequisite:* French 127. *Three credit hours.* MS. DIACONOFF

131 **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.* MR. FILOSOF

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. *Prerequisite:* French 128 or appropriate College Board score. *Three credit hours.* L. MR. FILOSOF AND MS. MOSS

221, 222 **History 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 Ages through the 18th century; second semester: 19th and 20th centuries. *Prerequisite:* French 135. French 221 or permission of the instructor is prerequisite for 222. *Four credit hours.* L. MS. DIACONOFF AND MR. FILOSOF

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 or permission of the instructor. *Four credit hours.* MR. GREENSPAN

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 events and movements in the history of French civilization, with continuing practice in improving oral and written language skills. *Prerequisite:* French 231 or permission of the instructor. *Four credit hours.* MR. BRIGHT

[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.* FACULTY

[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. Analysis of how the 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. *Four credit hours.* L, D.

335 **17th-Century French Theater** Focus on theory and practice of the classical theater through in-depth study of selected plays of Corneille, Molière, and Racine. Discussion topics to include survival of the baroque and the lability of genre distinctions, the role of theater in court society, and the evolution of tragedy in the context of Counter-Reformation. *Four credit hours.* L. MR. BRIGHT

336 **18th Century: Word and Image** Through the novels of Laclos, Diderot, and Prévost and the short stories and fairy tales of others, an exploration of the encounter between word and image in the 18th century, along with its later expression in the visual interpretations and representations of these works by 20th-century artists and filmmakers. *Four credit hours.* L. MS. DIACONOFF

[338] **French Classical Comedy** Theater analysis and performance through staged readings of the works of Molière, Marivaux, and Beaumarchais, with emphasis on the roles of the *commedia dell'arte* that recur in classical French comedy. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L.

[351] **French Canadian Literature before 1968** Analysis of important literary works from Québec, beginning in the 19th 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. *Four credit hours.* L.

[352] **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. *Four credit hours.* L.

353 **Francophone Women Authors** The female literary tradition through detailed analysis of major French and Québécoise writers, plus representative texts by Algerian, Senegalese, and Martinican women. Topics will include the role of women in society, the autobiographical element in women's writing, feminism, representation of women in film, and the gender specificity of *l'écriture féminine*. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L, D. MS. MOSS

[356] **Surrealism and the Poetic Imagination: Dream-Work and Creativity** An exploration of Surrealism as it evolved in 20th-century French poetry, theater, prose, film, and art. The links between Freud's model of the mind and theory of dream-work, Surrealist aesthetics of the unconscious, and the poetics of Cubism. Readings include Apollinaire, Breton, Desnos, Eluard, Vitrac, and others, including modern critics. Non-French majors may elect to write papers and examinations in English. Enrollment limited. *Prerequisite:* French 221, 222, or permission of the instructor. *Four credit hours.*

[358] **19th-Century Representations of Self and Society: Myth and Fantasy** Revisionary movements, both political and aesthetic, characterize 19th-century France. By examining aesthetic shifts within the context of political and ideological revolution, the course will trace the evolving expression of the relation between self and world in 19th-century France and re-examine the role played by creative artists in constructing “myths” of personal identity and of reality. Readings include works by Lamartine, Desbordes-Valmore, Hugo, Baudelaire, Rimbaud, Mallarmé, Balzac, Sand, Flaubert, Zola, Huysmans, and modern critics. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

374 **World War II in French Novels and Film** The fictional representation of the war itself, the collaboration, the resistance, the camps, the anti-Semitism, the *libération*, and the personal dramas experienced in France, 1939–1945. *Four credit hours.* L. MR. GREENSPAN

[375] **The French Novel of the 20th Century** A close reading of selected novels from 20th-century writers such as Vian, Robbe-Grillet, Wiesel, Lagorce, and Rezvani. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L.

[376] **French Theater 1945–1970** An examination of the Theater of Existentialism (Sartre, Camus) and The Theater of the Absurd (Ionesco, Beckett, Genet, Adamov), with reference to the history and evolution of the French stage and theories of production. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

[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. *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 French Literature** Topics may cover an author, a genre, a literary theme, or movement. In 1992–93: Camus. Theater, essays, and narrative prose. The theory of the Absurd, the break with Sartre, and Camus’ attempts to adjust his early existentialist thinking to a world that had experienced the scientific barbarianism of the Nazis. *Four credit hours.* MR. GREENSPAN

494 **Senior Honors Thesis** The student works closely with the thesis director and committee throughout the student’s last semester on the elaboration of the thesis project. *Prerequisite:* Permission of the instructor and of the department. *Four credit hours.* FACULTY

Geology

Chair: ASSOCIATE PROFESSOR ROBERT NELSON

Professors Donald Allen and Harold Pestana; Professor Emeritus E. Donaldson Koons¹; Associate Professor Nelson; Assistant Professor Paul Doss; Teaching Associate Bruce Rueger²; Teaching Assistant Pranoti Asher

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 Department of Geology features an

unusually fine rock and mineral collection for study, an excellent small-college library, various geophysical instruments, a state-of-the-art powder x-ray diffractometer for determining mineral identities, and access to the College's 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.

Departmental field programs in the Mojave Desert of California and Bermuda also provide unique off-campus experiences.

The department offers four major programs and a minor for students with different interests. For each option, at least one independent 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 satisfactory/unsatisfactory.

Requirements for the Basic Major in Geology

Geology 141, 142, 225, 226, 251, 331, 332, 352, 376, at least three hours of 491 or 492; Mathematics 121, 122, and either Mathematics 112 or Computer Science 115; Chemistry 141, 142; Physics 141, 142.

The **earth science option** is offered for students planning to teach in the secondary schools; the requirements are: Geology 141, 142, 225, 226, 251, 312 (or 314), 352; Chemistry 141; Science-Technology 215 (or Geology 292j).

The **environmental science option** is designed to provide students with a core of geology courses supplemented by environmentally related courses from other departments. The requirements are: Geology 141, 142, 225, 312, 494; Biology 161, 162, 271; Chemistry 141, 142, 217 (or any of the following: 241, 242, 331, 332); Mathematics 121, 231; Physics 141; Economics 133, 231. Related courses include: Biology 211, 219, 254, 352, 354, 356, 358; Geology 171, 331, 352, 353; Mathematics 122, 382; Physics 142; Economics 293, 493 (when topic is appropriate).

Requirements for the Major in Geology-Biology, designed for those students whose interests bridge the two disciplines or who are particularly interested in paleontology, are: Geology 141, 142, 225, 251, 312 (or 314) and 371; Biology 161, 162, 271, and one other course chosen from 156, 211, 212, 213, 237, 254, 279, 313, 352, 354; Chemistry 141, 142; Mathematics 121, and one course chosen from Mathematics 122, 231, 381.

The point scale for retention of the major applies to all courses in geology and biology.

Students should consult one of the major advisers regarding election of languages and other required courses in the first and sophomore years.

The **Bermuda semester**. Majors may earn 13 credit hours in field study of coral reefs and carbonate environments. Geology 251, 314, 316, and 318 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 141, and geology courses numbered 225 and above.

¹Part time, January only.

²On leave, full year.

131 Introduction to Environmental Geology An examination of both the controls of human activities by geology and the impact of humans on natural geologic processes; a survey of fundamental geologic processes and associated hazards (earthquakes, volcanic eruptions, floods, etc.); the exploitation of geologic resources (energy, minerals, water, soils); and topics

such as pollution, waste disposal, and land-use planning. An opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources. Not open to students who have already completed Geology 141. *Three credit hours.* N. MR. DOSS

141d, 142 Introduction to Geological Science The physical Earth and its past. Emphasis in 141 is on earth materials and physical processes active in molding the modern Earth, from plate tectonics to glaciation; 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). Enrollment limited; when pre-enrollment exceeds capacity, priority will be in order of class standing; first-year students through seniors. *Prerequisite for 142:* Geology 141. *Four credit hours.* N. FACULTY

+ [161j] Paleontology for Nonmajors 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.* N.

171 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 nature of ocean life. The value of the oceans for food and physical resources will be discussed. Formerly listed as Geology 172. Lecture. *Three credit hours.* N. MR. PESTANA

225 Mineralogy Physical properties and chemical structure of minerals leading to investigation of the chemical composition and optical properties of minerals. Formerly listed as Geology 215. Lecture and laboratory. *Prerequisite:* Geology 141, Chemistry 141 (may be taken concurrently), or permission of the instructor. *Four credit hours.* MR. ALLEN

226 Optical Mineralogy A continuation of the study of minerals utilizing their optical properties, as studied by petrographic microscope analysis of thin sections and x-ray powder diffraction techniques. Formerly listed as Geology 381. *Prerequisite:* Geology 225. *Four credit hours.* MR. ALLEN

251 Invertebrate Paleontology Morphology of invertebrates and general principles, including nomenclature, taxonomy, paleoecology, evolution, and techniques of identification. Lecture and laboratory. *Prerequisite:* Geology 142 or one year of biology. *Four credit hours.* MR. PESTANA

[252] 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.*

[254] 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.*

[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.*

[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.*

312 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. Formerly listed as Geology 311. Prerequisite:* Geology 142 and 225. *Four credit hours.* MR. PESTANA

[314] **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. Formerly listed as Geology 312. Students cannot receive credit for Geology 312 and 314. *Lecture and laboratory. Prerequisite:* Geology 142 and 225. *Four credit hours.*

[316] **Field Study in Bermuda** Field and laboratory study of selected topics dealing with coral reefs, carbonate sediments, or other aspects of the Bermuda environment. Formerly listed as Geology 314. *Corequisite:* Geology 251 and 314. *Three credit hours.*

[318] **Natural and Social History of Bermuda** Selected topics in the natural and social history of Bermuda. Taught at the Bermuda Biological Station. Course consists of lectures and field trips by the Colby Bermuda Program director(s) and additional lectures by the Biostation staff, Bermuda residents, and visiting Colby staff. Formerly listed as Geology 316. *Two credit hours.*

331 Structural Geology Processes and results of deformation of rocks, including stress and strain, faults, folds, joints, and rock fabrics. Formerly listed as Geology 232. *Prerequisite:* Geology 142. *Four credit hours.* MR. ALLEN

332 Igneous and Metamorphic Petrology Structured as a continuation of Geology 331. Hand-specimen and thin-section examination of igneous and metamorphic rocks to determine structure, composition, and origin. Formerly listed as Geology 382. *Lecture and laboratory. Prerequisite:* Geology 226. *Four credit hours.* MR. ALLEN

352 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. Formerly listed as Geology 351. Prerequisite:* Geology 142 or 331. *Four credit hours.* MR. NELSON

353 Groundwater Hydrology A survey of the hydrologic cycle, with specific attention to those components of the cycle related to the sources and occurrence of groundwater resources; the factors that govern the movement of groundwater through aquifers, and the physical and chemical changes that result from passage through the hydrologic cycle. An introduction to techniques used in groundwater quantity and quality investigations. *Lecture and laboratory. Prerequisite:* Geology 141 and Mathematics 121 or 123 or permission of the instructor. *Four credit hours.* MR. DOSS

355 Glacial and Quaternary Geology The origin and development of glaciers and their influence on the landscape, both as erosive forces and as transporters of earth materials. Geological and biological evolution of the landscape during the Quaternary, the most recent of the geological periods. Lecture and laboratory with field trips (including two all-day Saturday trips). Formerly listed as Geology 354. Normally offered in even-numbered years. *Prerequisite:* Geology 142. *Four credit hours.* MR. NELSON

356j Dating Techniques in Geology The use of radioactive isotopes and their decay as a means of determining the ages of rocks and sediments. Nonradiometric techniques will also be examined, with particular attention to their applicability and reliability. Formerly listed as Geology 352j. Lecture only. *Prerequisite:* Geology 142, Chemistry 141. *Two credit hours.* MR. NELSON

358 Geological Field Study A spring-recess field trip to a selected area. Students must cover expenses. *Prerequisite:* At least concurrent registration in Geology 142 and permission of the instructor. *One credit hour.* FACULTY

[371] **Quaternary Paleocology** 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. Formerly listed as Geology 372. Lecture and laboratory. Normally offered in odd-numbered years. *Prerequisite:* Geology 142 and Chemistry 141. Geology 251 or Biology 271 is recommended. *Four credit hours.*

[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 225 and Chemistry 141. *Three credit hours.*

376 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. Formerly listed as Geology 452. Lecture and laboratory. *Prerequisite:* Geology 251. *Four credit hours.* MR. PESTANA

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:* Geology 141, 353, or permission of the instructor. *Three or four credit hours.* MR. DOSS

German

*In the Department of German and Russian.
Unless otherwise specified, all courses are conducted in German.*

The German program is based on the recognition of a rich cultural heritage and of an infamous historical past. It observes closely the emergence of a united Germany within the context of the

resolving East-West conflict and the expanding European community. In the broader perspective of international relations, the German language will be increasingly important. The German program is devoted to teaching the language skills, to providing the information, and to developing the ability to analyze and understand German culture and literature. The January program in Konstanz is designed to give students at the lower level a head start in speaking German and to facilitate further study in this field.

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 orientation.

Requirements for the Major in German

Eight semester courses numbered above German 127.

As of the Class of 1994: Nine semester courses numbered above German 127, including German 131, 135, 231, 232 or 233; at least one course in each of the following areas: 18th-century literature, 19th-century literature, 20th-century literature, and German 493 or 494.

Requirements for the Minor in German

Five semester courses numbered above German 127, including German 131, 135, 231, 232 or 233, and one literature course at the 300 level.

German majors and minors are encouraged to explore German culture and history through related courses in other departments, such as Art 314, 331, 351, 352, Government 233, History 213, 214, 232, 315, 316, 357, 493, Music 115, Philosophy 359, Religion 215, 216.

German majors are encouraged to spend at least one semester, preferably the spring semester of their junior year, in Germany or Austria at a program approved by the Off-Campus Study Office.

The following statements also apply:

- (1) The point scale for retention of the major is based on all German courses beyond German 127.
- (2) No major or minor requirements may be taken satisfactory/unsatisfactory.
- (3) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major or minor.
- (4) All majors in the department must take at least one course in the major approved by the major adviser each semester until graduation.
- (5) Majors would normally take courses offered for variable credit for four credits.

Teacher Certification: Students desiring certification for teaching German should consult the Department of German and Russian and the Education Department.

[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.*

125d, 126d **Elementary German** Basic comprehensive course for students with little or no previous knowledge of German. Development of all four skills: listening, speaking, reading, and writing. Introduction to contemporary life in the German-speaking countries. Audio and video material accompanies textbook instruction; exercises in the language lab and at the computer are part of daily preparation. *Four credit hours.* FACULTY

127d **Intermediate German** Continued practice in speaking and listening skills; grammar review; 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, Germany; emphasis on the practical use of the language. *Prerequisite:* Permission of the program director. *Three credit hours.* MR. KUETER

131d2 **Conversation and Composition** Emphasis on oral expression and facility in writing. Vocabulary building through reading and discussion of short texts. *Prerequisite:* German 127 or permission of the instructor. *Four credit hours.* MR. KUETER

132j **Introduction to German History and Culture** Taught only in conjunction with a study-abroad program in Konstanz, Germany. 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

135 **Introduction to German Literature** Readings in all three genres: drama, prose, and poetry. Designed to develop skills in literary analysis and close reading of texts and to introduce writings of major authors representative of their periods. Continued practice in conversation and composition. *Prerequisite:* German 131 or equivalent. *Three credit hours.* L. MS. MCINTYRE

231 **Advanced German** Comprehensive review of all aspects of German grammar with attention to specific grammatical problems and usage of a more specific vocabulary. Close reading of short texts; practice in free composition and writing on directed themes. *Prerequisite:* German 131 or 135. *Four credit hours.* MR. KUETER

[232] **Survey of German Culture** From the Middle Ages to the Weimar Republic, the course deals chronologically with the major trends in German history and culture as reflected in literature, art, music, and philosophy. Reading of German expository prose, accompanied by documentary texts and short films. Students contribute through reports and improvised dialogues. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.*

233d2 **Introduction to Contemporary German Culture** From the Nazi era to the present. Discussion of major trends in the development of Germany (East and West) after World War II. Topics include the role of women, youth and popular music, environmental problems, the media, and foreign workers. Extensive use of current literary and cultural materials, including films. Continued practice in conversation and composition. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.* MS. REIDEL

[331] **Business German** Introduction to the terminology necessary to understand the socio-economic structure of German society. Information about the banking system, the structure of corporations, social protection, the media, and the code of behavior in the German business world. Discussion of the contrasts between German and American business policies as factors of cultural difference. *Prerequisite:* German 231 or permission of the instructor. *Three credit hours.*

333d2 **German Women Writers** A survey of German women writers and their works from the Romantics to contemporary Austrian and German writers. Both literary texts and some feminist documents will be read. Contemporary feminist theory will be discussed. *Three or four credit hours.* L, D. MS. LICHTERFELD THOMAS

[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. *Three or four credit hours.* L.

[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 neuen Leiden des jungen Werther*, 20th century (contemporary LDR). *Three or four credit hours.* L.

[353] **Topics in 18th-Century German Literature** From the Enlightenment to the Classical period. Close reading and interpretation of works by Lessing, Kant, Herder, Goethe, and Schiller. *Three or four credit hours.* L.

355 **Topics in 19th-Century German Literature** From Romanticism to Realism. Comparative reading of works by Novalis, Eichendorff, Kleist, E.T.A. Hoffmann, Stifter, Keller, and Büchner. Analysis will focus on the changing conception of nature and the individual. *Three or four credit hours.* L. MS. REIDEL

[358] **Topics in 20th-Century German Literature** Reading and discussion of representative works of fiction, drama, and lyric poetry. Authors include Thomas Mann, Rilke, Kafka, Brecht, Max Frisch, Christa Wolff, Volker Braun, Peter Handke. *Three or four credit hours.* L.

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 German Literature** Topics may cover an author, a genre, a literary theme or movement. *Four credit hours.*

[494] **Senior Project Seminar** Conclusion of the study in the field of German with a research paper on a literary work or a study of a specific cultural phenomenon depending on the interest of the participating senior. In the seminar session students explain their individual topics, discuss the different aspects of their project, report on the progress of their research, and receive suggestions from instructor and students on sorting, organizing, introducing, and discussing material and articulating and defending an argument. Seniors are encouraged to explore in more detail and depth a topic of their choice based on prior course work. *Four credit hours.*

German and Russian

Courses offered by the department are listed separately under "German," "Russian," and "Russian Studies."

Chair, ASSOCIATE PROFESSOR JAMES MCINTYRE

Associate Professors Hubert Kueter, McIntyre, and Sheila McCarthy; Assistant Professors Ursula Reidel-Schrewe and David Hanson¹; Visiting Assistant Professor Margrit Lichterfeld Thomas²; Language Assistants Mikhail Liadov and Susanne-Kati Czak

The Department of German and Russian offers courses in the languages, literatures, and cultures of two of the major European countries, leading to a major or minor in German language and literature and a minor in Russian language and literature. In addition, students may elect an interdisciplinary major in Russian Studies.

Both the German and Russian programs are dedicated to the idea that foreign countries and peoples are impossible to understand without a thorough knowledge of the national language and literary and cultural traditions. The study of foreign languages and literatures also inevitably

increases one's awareness of one's own culture. Students of both German and Russian are encouraged to supplement their on-campus courses with study programs in Germany and Russia. Colby students participate in several semester and summer study opportunities in Russia, and students who have completed three years (or the equivalent) of Russian language study are eligible for the American Collegiate Consortium exchange program, which offers a year of study (junior-year abroad) at a variety of universities and institutes in Russia.

Requirements for the majors and minors in German and Russian are listed in the appropriate sections: "German," "Russian," and "Russian Studies."

¹Director of Academic Computing.

²Part time.

Government

Chair, PROFESSOR G. CALVIN MACKENZIE

Professors William Cotter¹, L. Sandy Maisel, Mackenzie, and Charles Hauss; Visiting Professors Morton Brody²; Associate Professor Kenneth Rodman; Assistant Professors Pamela Blake³, Guilain Denoeux, Anthony Corrado, and Deborah Norden; Visiting Instructor John Martin²

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. For those students who intend to pursue the study of government in more depth, the department offers an honors program that 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: Government 213, 217, 218, 255, 316.

American Government and Politics: Government 256, 275, 276, 313, 314, 315, 317, 344, 354, 356, 373, 392.

Comparative Government and Politics: Government 231, 233, 235, 237, 251, 253, 254, 258*, 259, 271*, 272, 332*, 357, 358, 359, 374.

International Relations: Government 215, 239, 252, 257, 258*, 271*, 274, 332*, 334, 336, 337, 341, 342, 372*.

*Courses marked by an asterisk can be counted in either of the two sub-fields but not both. Courses not listed by sub-field above count toward the major but not for the departmental distribution requirements.

Government 300-level courses are normally limited to 35 students; 400-level courses to 15 students.

Attention is called to the interdisciplinary major in international studies.

¹President of the College.

²Part time second semester only.

³On leave first semester.

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 first-year students and, by departmental permission, to others majoring in government. *Four credit hours.* S. FACULTY

112 Comparative Politics: An Introduction to Politics Outside the United States A comparative analysis of politics in liberal democracies, "communist" countries, and the Third World. Coordinated lectures presented by several members of the government faculty in their areas of specialization; discussion sections headed by individual faculty members. Themes addressed include the origins of the state, political culture, political participation, state structures, and the interaction of state and society. *Four credit hours.* S, D. FACULTY

[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.* S.

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. *Four credit hours.* S. MR. RODMAN

[217] **Introduction to Western Political Theory** A survey of some of the ideas and texts that have made a difference in Western culture, considering the works of major political theorists from Plato through Nietzsche. Political philosophers address fundamental questions about how women and men should live; questions about the role of institutions, about citizenship and the role of government, about the potential usefulness and limits of rational knowledge, and about the transformation of society and politics. Students will develop an understanding of the various philosophical orientations that comprise "the Western Tradition" and of discordances within and between schools of thought and an enhanced understanding of contemporary political life, problems, and possibilities. Enrollment limited. *Four credit hours.* S.

218 Modern Western Political Theory 19th- and 20th-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 20th-century radical and conservative critics. *Four credit hours.* S. MS. BLAKE

219d2 Introduction to Research Methods for Political Science An exploration of different approaches to studying political science, with an emphasis on “how we know what we know.” Discussion of comparative, statistical, and rational choice approaches. The course is a requirement for all independent study courses in government, including the honors program. Enrollment limited. *Prerequisite:* Government 111 and 112 or permission of the instructor. *Four credit hours.* Q. MS. NORDEN

[231] **Race and Ethnicity in Comparative Perspective** An exploration of the role race and ethnicity play in politics as the 20th century draws to a close, focusing on South Africa, the states of the former Soviet Union, Great Britain, and the United States. Why are these such divisive issues? How are racial and ethnic demands placed on governments? How do they respond? Why have almost all countries had tremendous difficulty in solving political problems based on race or ethnicity? Not open to first-year students. *Four credit hours.* S, D.

233 European Politics An exploration of politics and political development in France, Great Britain, Germany, and Poland, focusing on understanding how current issues facing Western Europe reflect social, economic, and historical trends. Emphasis on the changes sweeping through Eastern as well as Western Europe and the prospects for European integration. *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.* D.

239j War, Peace, and the New World Order As the Cold War fades into history, we ask new questions about international relations and power itself. Are we at a turning point in human history during which we will find new and more peaceful ways of resolving disputes, or are we simply going to see more war and conflict, just along different lines? An exploration of these questions, the end of the cold war, the emerging new world order, and the opportunities as well as the dangers in global politics as the 20th century draws to a close. Enrollment limited. *Three credit hours.* S. MR. HAUSS

251 Latin American Political Systems An overview of Latin American politics, focusing on issues such as political stability, regime types (forms of democracy and authoritarianism), and political change. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D. MS. NORDEN

***252 United States Foreign Policy** An analysis of the major international issues facing the United States, with 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. Government 215 is recommended but not required. *Four credit hours.* S. MR. RODMAN

253 Communism and Its Collapse In December 1991, President Gorbachev resigned, the red flag came down from over the Kremlin, and the Soviet Union passed into history. While some countries retain Marxist-Leninist forms of government, it seems clear that the communist world as we knew it—and feared it—no longer exists. An examination of the rise and fall of communist regimes; primary emphasis on the former Soviet Union, but some attention to China and Eastern Europe as well. *Four credit hours.* S. MR. HAUSS

+254 Environmental Politics in Comparative Perspective How different countries and their governments are dealing with some of the major environmental problems of our age, such as global warming, ozone depletion, air pollution, and deforestation. New thinking about the environment as represented by the Greens and others. Examples drawn from liberal democracies, formerly communist regimes, and the Third World. Not open to first-year students. Preference to students who have taken Government 112 or a course in environmental studies or science-technology studies. *Four credit hours.* S. MR. HAUSS

255d2 Introduction to American Political Thought A survey of the fundamental principles of American political thought as presented in primary source documents and writings. General themes include the notion of republican government, the concepts of liberty and equality, the role of commerce in a democratic society, and the foundations of social justice. Enrollment limited. *Prerequisite:* Government 111 or permission of the instructor; preference to government and American studies majors. *Four credit hours.* MR. CORRADO

256 State Government An introductory course in American government with emphasis on state government; a study of the various types of systems used in the 50 states to distribute powers, functions, and services to the citizens. Enrollment limited. *Three credit hours.* S. MR. MARTIN

†[257] **The United States and the Third World** A study of United States 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. Government 112 is recommended but not required. *Four credit hours.* S.

258j The Israeli-Palestinian Conflict Supplemented by personal accounts, novels, and videotapes, the course explores the historical, human, and psychological dimensions of the struggle between Palestinian Arabs and Israeli Jews, from the Palestine Mandate through the various wars between Israel and the Arab states and up to the intifada and other recent developments. Enrollment limited. *Three credit hours.* S, D. MR. DENOEU

259 Politics of the Middle East An introduction to the internal politics of Middle Eastern countries. Themes and subjects include the origins of the state system in the Middle East, the challenges of modernization and political development, the relationship between religion and politics, leaders and their strategies of political control, institutions of government, and political regimes in the region. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* S, D. MR. DENOEU

[271] **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; preference given to government, history, and East Asian cultures and languages majors. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D.

272j Latin American Politics in Film An exploration of the critical issues in Latin American politics—guerrilla warfare, military rule, and the role of the Catholic Church—as revealed in popular films (in English or with translation). *Three credit hours.* S, D. MS. NORDEN

274j Model United Nations The course is divided into two parts: first, an overview of how the United Nations system is designed to work; then, a simulation of a multilateral negotiation in a political or judicial organ of the United Nations. Each student is responsible for assuming

the role of the representative of a particular nation-state. *Three credit hours.* S. MS. NORDEN

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. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.*

[294] 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. *Prerequisite:* Permission of the department. *Three or four credit hours.*

295j Internship Month-long internships in offices such as those of attorneys, congressmen, senators, and state legislators. Nongraded. *Two or three credit hours.* FACULTY

312 Directions in Feminist Theory Women's economic, social, and cultural movement over the past 15 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.* S, D. MS. BLAKE

[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, national economic development, and modern civil-rights doctrine. *Four credit hours.* S.

[314] American Constitutional Law II The United States Supreme Court and the modern era of civil-rights litigation. *Four credit hours.* S.

[315j] Federal Budget Policy An examination of the federal budget process and the politics of budget policymaking, an intensive analysis of the budget process and recent policy developments, and an exploration of the political dimensions of budget decision making through a simulation exercise. Enrollment limited. *Prerequisite:* Government 111 or permission of the instructor. *Three credit hours.*

316 Foundations of American Constitutionalism An examination of the philosophical foundations of the Constitution and American political thought at the time of the founding through an analysis of the writings of Hobbes, Locke, Montesquieu, and selected Federalist and anti-Federalist essays. Enrollment limited. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. CORRADO

***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 policymaking at the national level in the United States government. Enrollment limited. *Prerequisite*: Government 111 or 112. *Four credit hours*. MR. MACKENZIE

319 Law and Social Change: Women and Minorities The legal “case method” will be used to focus on the judicial process—particularly the United States Supreme Court—as it has dealt with problems of slavery, racial equality, and discrimination against women in the United States and, to a lesser extent, in England. The course investigates affirmative action, school segregation, abortion, rights of privacy, sex discrimination, and discrimination against homosexuals. The Socratic method of teaching is used, and regular class participation is required of all students. Enrollment limited. Seniors, regardless of major, are given preference. *Three credit hours*. S, D. MR. COTTER

†[332] **Political Development in the Third World** Political change in selected Third World nations, including revolution and counter-revolution 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*. D.

[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 that 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*.

[337] **Business and American Foreign Policy** Examination of competing theories as to the relationship between business and the state in the conduct of foreign policy. The relevance of these theories will be tested *vis-a-vis* cases of Cold War interventionism, East-West trade economic sanctions, trade policy, the role of international banking, the arms industry, and the oil companies. *Prerequisite*: Government 215 or permission of the instructor. *Four credit hours*.

341d2 United States Policy Toward the Middle East Primarily through case studies, an overview of the Middle East policy of successive American administrations since 1945, emphasizing the motivations and world views that have guided United States policymakers toward the region. Topics include American interests in the Middle East, the origins of the United States involvement in the region, American policy toward the Arab-Israeli conflict and Arab and Iranian nationalisms, the making of the Camp David agreements, the American debacle in Iran, the “special relationship” between the United States and Israel, and the United States response to the Iraqi invasion of Kuwait. *Prerequisite*: Government 259 or permission of the instructor. *Four credit hours*. S. MR. DENOEU

[342] **International Relations of the Middle East** An introduction to the international politics of the Middle East since the collapse of the Ottoman Empire and the emergence of a

system of nation-states in the Middle East after World War I. The course focuses on the Arab-Israeli conflict (from the late 19th century through the intifada), inter-Arab politics since 1945, the foreign policies of selected Middle Eastern countries, the Iran-Iraq war, and the Gulf War. *Prerequisite:* Government 259 or permission of the instructor. *Four credit hours.* S, D.

[344] **American Liberalism in Thought and Practice** An examination of the changing role of the national government in American society in the 20th century. Primary focus will be on populism, progressivism, and the civil-rights movement; on the broad expansions of government responsibility that occurred during the Progressive, New Deal, and Great Society eras; and on the contemporary impacts and problems resulting from this enlargement of the role and size of the federal government. *Prerequisite:* Government 111 or History 124. *Four credit hours.*

352 **The Judicial Process** A seminar designed to give a broad survey of the role of law and the courts in our society from the perspective of a state supreme court justice. Topics include the appellate process, judicial activism, etc. Enrollment limited. *Prerequisite:* Government 111 and permission of the chair 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.*

356d1 **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. *Four credit hours.* MR. MAISEL

[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.*

+ [358] **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.*

[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.*

+ [373] **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.*

375 **Race, Religion, and Gender in Latin America** An analysis of the politics of diversity in Latin America, considering such issues as the relationship between native and immigrant populations, the respective roles of the Catholic Church and minority religions, and the role

of women in politics. *Prerequisite*: Government 112 or permission of the instructor. *Four credit hours*. D. MS. NORDEN

*392 **Governing** An exploration of the inner workings of government agencies in the United States. Emphasis on decision making on such matters as personnel, budgets, ethics, and affirmative action. Readings and discussions draw heavily on practical cases. Enrollment limited. *Prerequisite*: Government 111. *Four credit hours*. MR. MACKENZIE

398 **Presidential Election Politics** *Four credit hours*. MR. CORRADO

[413] **Seminar in Comparative Politics** The process of democratization of both sides of the rapidly disappearing iron curtain. What does democracy mean? Why has it been hard to establish historically in Western Europe and the Soviet Union? What are the prospects for democracy as we head into the next century and millennium? *Prerequisite*: Permission of the instructor. *Four credit hours*.

†[414] **Contemporary Social Theory** Developments in 20th-century interpretation and criticism, with particular attention to existentialism, revisionist Marxism, feminist scholarship, poststructuralism, and postmodernism. Enrollment limited. *Prerequisite*: Permission of the instructor. *Four credit hours*.

+ [416] **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 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. *Prerequisite*: Permission of the instructor. *Four credit hours*. D.

[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. *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. *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 that 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. *Prerequisite*: Government 111 and permission of the instructor. *Four credit hours*. D.

437 **Political Violence, Conflict, and Revolution** A seminar examining various explanations of political violence, political conflict, and revolutions. Selected case studies provide the empirical material to assess the validity of different theoretical models and perspectives. Enrollment limited. *Prerequisite*: Government 112. *Four credit hours*. MR. DENOEUX

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. *Prerequisite*: Government 317 and permission of the instructor. *Four credit hours*. MR. MACKENZIE

439 **Public Policy Seminar** Students will design and conduct an original research project on a local, state, or national policy issue. Formerly listed as Public Policy 493. *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. Enrollment limited. *Prerequisite*: Permission of the instructor. *Four credit hours*. MR. CORRADO

[456] **Comparative Civil-Military Relations** A comparison of the political roles of the military in different political systems (industrialized democracies, communist, and less developed). *Four credit hours*.

457 **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 and permission of the instructor. *Four credit hours*. MR. RODMAN

458 **Ethics and Realpolitik: Dilemmas of Justice and Power in International Relations** An examination of debates between realist "power politics" approaches and normative scholars as to the role played by ethical considerations in world politics. Areas examined include just war theory, the ethics of nuclear deterrence, human rights, and issues of redistributive justice. *Four credit hours*. MR. RODMAN

[473] **Seminar in African Politics** Focus on a selected issue. Enrollment limited. *Prerequisite*: Permission of the instructor.

[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. *Prerequisite*: Permission of the instructor. *Four credit hours*.

[479] **Lives in Politics** Readings and discussions of the biographer's art and its value in analyzing public affairs. Students will read classical and contemporary political biographies and meet with biographers. *Prerequisite*: Permission of the instructor; priority to senior government majors. *Four credit hours*.

483, 483j, 484 **Honors Workshop** Individual and group meetings of seniors and faculty participating in government honors program. *Prerequisite*: Government 219, 294, and permission of the department. 483: *three credit hours*; 483j: *two credit hours*; 484: *four credit hours*. FACULTY

491, 492 Independent Study A study of government through individual projects. *Prerequisite:* Government major and permission of the department chair and instructor. *One to four credit hours.* FACULTY

Greek

In the Department of Classics.

Courses offered in Greek are listed in the "Classics" section of the catalogue.

Also described under "Classics" are the majors and minors for which courses in Greek may be applied.

History

Chair, PROFESSOR RICHARD MOSS

Professors K. Frederick Gillum¹, Harold Raymond¹, Moss, Robert Weisbrot, and Lee Feigon²; Associate Professors Marilyn Mavrinac³ and Joseph Roisman⁴; Assistant Professors Lindsay Wilson, James Webb, and Elizabeth Leonard; Instructor Julie Kay Mueller

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. Although 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 must be in "early" history, the other in "modern" history, as designated by the department. Two of the 12 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 satisfactory/unsatisfactory.

¹Reduced time.

²Joint appointment in history and East Asian cultures and languages.

³Joint appointment in history and education.

⁴Joint appointment in history and classics.

[NOTE: all courses offered by the History Department fulfill the area requirement in historical studies (H). Those that also fulfill the diversity requirement include the D designation.]

118d1 Topics in Ancient History: Roman History Listed as Ancient History 154 (q.v.). *Three or four credit hours.* MR. ROISMAN

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

133 A Survey of Modern Europe An introduction to the major events and trends of European history from the mid-17th century to 1945, with attention to the divergent developmental patterns of Western and Eastern Europe. *Four credit hours.* MS. MUELLER

139j Athens, Rome, and Jerusalem Listed as Classics 139j (q.v.). *Two or three credit hours.* MR. ROISMAN

151, 152 Self, State, and Society in East Asia Listed as East Asian Cultures and Languages 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.* D.

[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.* D.

158 Greek History Listed as Ancient History 158 (q.v.). *Three credit hours.* H. MR. ROISMAN

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.* MS. WILSON

213 European Cultural History Before 1815 An examination of major themes, periods, and methods in the cultural and social history of Europe from ancient Greece through the French Revolution. Significant works of literature, philosophy, political theory, art, and music will be examined in the context of major developments in society and the state. Formerly listed as History 131. *Four credit hours.* MS. WILSON

214 European Cultural History Since 1815 An examination of significant developments in European society and culture from 1815 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 132. *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.* D. 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.* D.

[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

236d1 History of Women in Europe European gender roles and women's experiences from the mid-19th century through the World War II: interaction of industrialization, wars, and reform movements with women's evolving legal and social positions. Focus on France and Britain. *Four credit hours.* D. MS. MAVRINAC

[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.*

[238] **Modern Britain, 1867–1990** Britain from the 19th-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.*

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.*

258 Romans and Jews: History, Religion, and Archaeology Listed as Classics 258 (q.v.). *Three credit hours.* MR. ROISMAN

[259] **Modern France** An introductory survey of the paradoxes in French society from the mid-19th 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.*

261 History of Russia, 862–1861 An introduction to the history of Russia from early times to the abolition of serfdom. Topics include the development of Russian Orthodoxy, absolutism, serfdom, and expansionism as well as the society and culture of Imperial Russia. *Four credit hours.* MS. MUELLER

262 History of Russia, 1961–1991 An introduction to the history of Russia from the abolition of serfdom to the collapse of the U.S.S.R., emphasizing the political, socioeconomic, and cultural history of late Imperial and Soviet Russia as well as Russia's role in international affairs. *Four credit hours.* MS. MUELLER

267 United States Women's History, to 1870 An examination of key themes in the varied lives of women in the United States from colonial times to the end of the Civil War, such as their relationship to public sphere and politics; women's work in the contexts of household production, early industrialization and slavery; women and citizenship in the new republic; and women, religion, and social reform. *Four credit hours.* D. MS. LEONARD

268 United States Women's History, 1870 to the Present An exploration of critical topics in the history of women in the United States from Reconstruction to the present, including the struggle for suffrage; black women in the aftermath of slavery; women and the labor movement; the impact on women of two world wars; birth control and reproductive freedom; women's liberation; the feminization of poverty; and the recent backlash against feminism. *Four credit hours.* D. MS. LEONARD

273j Wartime Women: American Women and World War II Historians have referred to World War II as a watershed in American women's history. The impact of the war on the private and public lives of American women. In addition to military service, women made a variety of contributions to the war effort through nursing, work in war factories, and in the home. The various roles women assumed in response to the war emergency and to what extent this changed the quality of their lives. The anti-feminist backlash against women's new roles after the war. Primary and secondary readings, movies, and other examples of popular culture. *Three credit hours.* D. MS. WALLS

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. *Four credit hours.* D. MR. WEISBROT

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.*

[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.*

[315] **The Era of the First World War** How the unification of Germany, the alliance systems, and Balkan rivalries led Europe and the United States into a total war without great heroes or generals. Why the idealism of the "War to End Wars" failed to create an era of lasting peace. *Four credit hours.*

316 The Era of the Second World War Why the search for peace failed in the 1920s and 1930s, and why German aggression in Austria, Czechoslovakia, and Poland brought a "resumption" of war in 1939. The "American neutrality" debate and the Asian problems that led to Pearl Harbor in 1941. The policies of genocide in Eastern Europe, and the beginnings of the "Cold War" era for the United States and the Soviets in Europe and in Southeast Asia. *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 19th and early 20th 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.* D. MR. FEIGON

†[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.* D.

319d2 Economic History of 20th-Century Africa A seminar on the evolution of African economies in the 20th century; topics include the commercial revolution, colonial and post-colonial policy, urbanization, food crisis, and international aid. Designed to provide a solid historical foundation for understanding contemporary problems. *Four credit hours.* D. MR. WEBB

321j African Voices in African History A seminar on the history of 20th-century Africa. Readings of memoirs, short stories, and novels by African authors. Designed to provide an introduction to the variety of African experiences, responses, and perspectives on social and

political change during the colonial and post-colonial periods. *Two credit hours.* D. 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 213 or 214 or permission of the instructor. *Three or four credit hours.* D.

[333] **Medieval England** A political survey of English history in the Saxon, Norman, Angevin, Lancastrian, and Yorkist periods. *Four credit hours.*

334d1 **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. Enrollment limited. *Three or four credit hours.* MR. WEISBROT

[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.*

†[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 13th century. Developments since 1307 will be considered briefly. *Four credit hours.*

[343] **Topics in History** Enrollment limited. *Four credit hours.*

[344] **American Liberalism in Thought and Practice** Listed as Government 344 (q.v.). *Prerequisite:* Government 111 or History 124. *Four 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.*

355 **The French Revolution and Napoleon** The origins of the "liberal and reformist" French Revolution and its development into a "democratic" and then authoritarian military dictatorship. The influence of the revolution on French society and upon the European state system through the wars of the republic and Napoleon, 1789–1815. *Four credit hours.* MR. RAYMOND

356d1 **Alexander the Great** Listed as Ancient History 356d1. *Three or four credit hours.* MR. ROISMAN

357 Modern Germany The German response to the French Revolution of 1789, the establishment of the German Empire by Bismarck, the German defeat in World War I, the Weimar period, the Nazi era, World War II defeat and partition, and an analysis of Germany's 1990 unification. *Four credit hours.* MR. GILLUM

358 The History of Russian Communism An examination of the theory and the reality of Russian communism from the first Russian revision of Marxist theory through the collapse of the Soviet Union. Soviet ideology, politics, economics, society, and culture, with an emphasis on the Russian Republic. Attention is also devoted to analyzing and evaluating rival historiographic interpretations of Soviet history. *Four credit hours.* MS. MUELLER

366d1 Alexander the Great Listed as Ancient History 356 (q.v.). *Three or four credit hours.* MR. ROISMAN

[371] **War and Revolution in Vietnam** See description for Government 271. *Four credit hours.*

372 The American Civil War The Civil War and its military and political history from about 1860 to 1865. *Four 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.* MR. MOSS

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. *Four credit hours.* MR. RAYMOND

378 Voices of Dissent and Reform in United States History, 1775–1860 The problems of the new nation, including the Constitution, geographical expansion, religious revivalism, reform, democracy, slavery, and sectionalism. *Three or four credit hours.* MS. LEONARD

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

415d2 Seminar in American History: Women in the Civil War Women's involvement in the war both as active participants and as observers on the home front. Themes include women's enthusiasm for the war; their contributions to the home front; relations between men and women in military hospitals; the impact of class and race on women's wartime opportunities; and the consequences for prewar gender systems of women's active war participation. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MS. LEONARD

417 The Cold War An examination of the Cold War from both Soviet and American perspectives, tracing the reasons for this prolonged rivalry, the patterns of military and diplomatic confrontation, the global impact of the Cold War, and the upheaval in Soviet-American relations that recently moved the Cold War fully into the realm of history. *Four credit hours.* MR. WEISBROT

419 Seminar in European History: Women, Law, and Medicine in Early Modern Europe—

The Witch Craze An examination of the witch craze in 16th-century Italy, France, Switzerland, and Scotland and of the broader issues that it raises regarding women's status in the family, the community, the economy, the church, and the law courts of early modern Europe. Enrollment limited. *Four credit hours.* D. MS. WILSON

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.* D. MR. WEISBROT

458 Seminar in Modern Chinese History Listed as East Asian Cultures and Languages 458 (q.v.). *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. FEIGON

[472] Seminar in Russian and East European History Focus on a selected issue. *Prerequisite:* Permission of the instructor.

483, 484 History Honors Program Majors may apply late in their junior year for admission into the history 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 History." Enrollment limited. *Prerequisite:* Senior standing and a 3.0 grade point average in the history major at the end of the junior year. *Three credit hours.* FACULTY

491, 492 Independent Study A study of history through individual projects. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[493] 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. *Prerequisite:* Permission of the instructor. *Four credit hours.*

International Studies

Director, ASSOCIATE PROFESSOR KENNETH RODMAN

ADVISORY COMMITTEE: Assistant Professor Patrice Franko Jones (Economics and International Studies), Professor Charles Hauss (Government), Assistant Professor David Nugent (Sociology and Anthropology), Associate Professor Tamae Prindle (East Asian Cultures and Languages), Rodman (Government), and Assistant Professor James Webb (History)

Requirements for the Major in International Studies

A total of 13 courses, including five courses from the core curriculum; three courses in area studies; three courses from policy studies; one senior seminar or appropriate independent study. Majors must also satisfy a language requirement: the equivalent of one course beyond the 127 level in a modern foreign language. To the extent to which it is practicable, students are encouraged to develop language skills relevant to their area concentration. At least one semester of foreign study is required; students with significant overseas experience can petition the director and the advisory committee to be exempted.

An honors program is available in which the student can pursue a year-long independent research project that may be substituted for the seminar requirement; successful completion of this project may entitle the student to graduate "With Honors in International Studies."

Courses Composing the Core Curriculum:

Economics 133 and 134, Anthropology 112, Government 215, and either History 233 or 234.

Courses Approved to Fulfill the Area Studies Component:

Note that (a) two courses must be drawn from the same region, and (b) courses must be drawn from at least two disciplines.

Latin America:

Anthropology: 235 Latin American Culture and Society.

Economics: 213 Brazilian Economy, 214 Economic Policy and Performance in Contemporary Latin America.

Government: 251 Latin American Political Systems, 272 Latin American Politics in Film, 375 Race, Religion, and Gender in Latin America.

Spanish: 216 Voiceless Voices: The "Other" in Spanish America, 232 Spanish American Culture. Any Latin American literature, culture, or civilization course above the 200 level.

Western Europe:

Anthropology: 297 Anthropology of Europe.

Economics: 239 Seminar in Economic History: 20th-Century Western Europe, 272 European Economic History.

English: 497 The Holocaust: History, Literature, Film.

French: 232 Introduction to French Culture, 374 World War II in French Novels and Film.

German: 232 Survey of German Culture, 233 Introduction to Contemporary German Culture.

Government: 233 European Politics.

History: 213 European Cultural History before 1815, 214 European Cultural History Since 1815, 236 History of Women in Europe, 238 Modern Britain, 259 Modern France, 315 The Era of the First World War, 355 The French Revolution, 357 Modern Germany.

Religious Studies: 215 Christianity: An Introduction, 259 The Catholic Church in the Modern World.

Any European culture, literature, or civilization course above the 200 level.

Russia and Eastern Europe:

Government: 253 Communism and Its Collapse, 372 Soviet Foreign Policy.

History: 261 History of Russia, 862–1861, 262 History of Russia, 1861–1991, 343 Varieties of Anti-Semitism, 358 The History of Russian Communism.

Russian: 237, 238 Russian Literature.

Africa:

English: 419 African Prose.

History: 153 Western Africa and the Atlantic World, 154 Eastern and Southern Africa and the Indian Ocean World, 319 Economic History of 20th-Century Africa, 321 African Voices in African History.

The Middle East:

Government: 258 The Israeli-Palestinian Conflict, 259 Politics of the Middle East, 342 International Relations of the Middle East.

Religious Studies: 254 Islam and the Middle East.

Asia:

East Asian Cultures and Languages: 151, 152 Self, State, and Society in East Asia, 251 Imaging Chinese Women: Ideas and Ideals in China, 271 Japanese Women in Film and Literature, 298 History of Tibet, 332 Money and Society in Japanese Literature.

Government: 237 Political Development in Modern Japan, 271 War and Revolution in Vietnam, 358 Contemporary Japanese 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.

Philosophy: 255, 256 Indian Thought.

Religious Studies: 117 Passage to India, 211 Religions of India, 212 Religions of China and Japan,

213 Contemporary Asian Ideas and Values, 218 Buddhist Literature, 314 Religion in Modern Asia, 315 Zen Buddhism, 317 Sikhism.

Courses Approved to Fulfill the Policy Studies Component:

Anthropology: 252 Hunger, Poverty, and Population, 256 Land, Food, Culture, and Power, 316 Peasant Society and Rural Rebellion.

Economics: 275 Comparative Economic Systems, 276 Marxian Economics, 277 International Finance, 278 International Trade, 293 Economic Development of the Third World, 373 Open-Economy Macroeconomics.

Environmental Studies: 118 Environment and Society.

Government: 231 Race and Ethnicity in Comparative Perspective, 239 War, Peace, and the New World Order, 252 United States Foreign Policy, 254 Environmental Politics in Comparative Perspective, 257 The United States and the Third World, 274 Model United Nations, 332 Political Development in the Third World, 334 North/South Relations, 336 International Organization, 337 Business and American Foreign Policy, 341 United States Policy toward the Middle East, 342 International Relations of the Middle East, 437 Political Violence, Conflict, and Revolution, 456 Comparative Civil-Military Relations, 458 Ethics and Realpolitik: Dilemmas of Justice and Power in International Relations.

History: 215 America and Asia, Attitudes and Relationships, 233, 234 Comparative World History (if not used to satisfy the core curriculum), 316 The Era of the Second World War, 319 Economic History of 20th-Century Africa, 417 The Cold War.

Science-Technology Studies: 393 Seminar: Science and the American Industrial Development.

Courses Approved to Fulfill the Seminar Requirement:

East Asian Cultures and Languages: 458 Seminar in Modern Chinese History.

Economics: 493 Senior Seminar (if topic is appropriate).

Government: 413 Seminar in Comparative Politics, 416 Western Intervention in the Non-Western World, 437 Political Violence, Conflict, and Revolution, 457 United States Foreign Policy Seminar, 473 Seminar in African Politics, 477 Seminar in East Asian Politics.

History: 472 Seminar in Russian and East European History.

Note: Some courses are listed in both policy and area studies; no single course can be used to satisfy more than one requirement. Students may petition to include other courses if the course has a substantial international component and is approved by the director and advisory committee.

483, 484 Honors in International Studies A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. *Prerequisite*: A 3.25 grade point average and permission of the advisory committee. *Four credit hours.* FACULTY

491, 492 Independent Study An independent study project devoted to a topic chosen by the student with the approval of an adviser. A four-credit independent study can be substituted for the senior seminar requirement. *Two or four credit hours.* FACULTY

Italian

In the Department of Romance Languages and Literatures.

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. Italian 125 is prerequisite for 126. *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. *Four credit hours.* MR. FERGUSON

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 Technical College. Course includes the basic 100-hour program plus certification in basic CPR, and requires at least 10 hours of clinical observation in a hospital emergency department. Upon completion of the course, which includes examinations, it is possible to be certified as a State of Maine and/or National Registry EMT. Enrollment limited. Priority to students who agree to participate in at least two semesters of on-call experience with Colby Emergency Response. A fee to cover materials and licensing exam is required. *Prerequisite:* Permission of the faculty sponsor. *Noncredit.* MR. HUME

006j Woodworking Personal development in the field of crafts as part of a well-rounded education. The habits, skills, and carpentry developed during such a program can be carried on throughout the student's lifetime. With emphasis on shop safety and the knowledge of using and caring for hand tools, students will create useful furniture and small items of wood. Volunteer instructors will share particular skills. Enrollment limited. A fee to cover materials and supplies is required. *Prerequisite:* Permission of the faculty sponsor. *Noncredit.* MR. HUME

007j Metalworking Personal development in the field of metalcraft as part of a well-rounded education. Students will work on individual or joint projects under the supervision of a trained blacksmith in a well-equipped forge. Enrollment limited. A fee to cover materials and supplies is required. *Prerequisite:* Permission of the faculty sponsor. *Noncredit.* MR. HUME

113j Society Under the Influence Following a history and definition of the problem of alcohol use, the course will provide a comprehensive view of alcohol and its effects on individuals and today's society. *Prerequisite:* Permission of the instructor. *One credit hour.* MS. MCPHETRES

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. *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. First-year students have priority in all 100-level courses unless otherwise indicated in the Course List.

Japanese

In the Department of East Asian Cultures and Languages.

A minor in Japanese is offered for students who have a substantial interest in Japanese language and culture.

Requirements for the Minor in Japanese

Five language courses, normally Japanese 125, 126, 127, 128, 321, and one course in Japanese studies exclusive of language.

125, [125j], 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. Japanese 125 is prerequisite for 126. *Five credit hours; three credit hours in January.* MS. PRINDLE

127, 128 **Intermediate Japanese** A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126; Japanese 127 is prerequisite for 128. *Four credit hours.* INSTRUCTOR

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; Japanese 321 is prerequisite for 322. *Four credit hours.* INSTRUCTOR

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; Japanese 421 is prerequisite for 422. *Four credit hours.* MS. PRINDLE

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.

Courses offered in Latin are listed in the "Classics" section of the catalogue. Also described under "Classics" are the majors and minors for which courses in Latin may be applied.

Literature in Translation

Offered by the departments of Classics, East Asian Cultures and Languages, German and Russian, and Romance Languages and Literatures.

Note: All courses listed in this section fulfill the area requirement in Literature (L). Course descriptions and indications of other area designations are included in the sections of the various departments.

In Classics:

133 Greek Myth and Literature, 177, 178 Topics in Classics, 232 Greek Tragedy

In East Asian Cultures and Languages:

231 Disorder Under Heaven: Vignettes of Life in Imperial China, 232 Literature of Japan, 251 Imaging Chinese Women: Ideas and Ideals in China, 252 Hell on Earth: Chinese Writers

on Modern Chinese Society, 271 Japanese Women Through Films and Literature

In French:

331 Images of Women in French Literature

In Russian:

231 Topics in Russian Literature, 237 19th-Century Russian Literature, 238 20th-Century Russian Literature

Mathematics

In the Department of Mathematics and Computer Science.

Chair, PROFESSOR KEITH DEVLIN

Professors Devlin and Homer Hayslett; Visiting Professor William Berlinghoff¹; Associate Professors Dale Skrien^{2,3} and Donald Small⁴; Assistant Professors Carol Bassett^{1,3}, Dexter Whittinghill³, Benjamin Mathes², Robert Fisch², Barya Friedman², and Fernando Gouvea; Visiting Assistant Professors Amy Boyd¹ and Daniel Alexander; Visiting Instructors Peter Mark² and Thomas Valente²

The Department of Mathematics and Computer Science offers courses in mathematics, statistics, and computer science (see listings under "Computer Science") 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 or computer science as part of their liberal arts education or to fulfill the area requirement in quantitative reasoning.

There are four programs: a major in mathematics, a major in mathematics with a concentration in computer science, a minor in mathematics, and a minor in computerscience. Details concerning the minor in computer science are listed under "Computer Science." It is not possible to take the mathematics major both with a concentration in computer science and a minor in computer science. Both the mathematics major and the computer science concentration can be taken with honors.

In addition, there are interdepartmental joint majors in economics-mathematics and philosophy-mathematics.

Colby mathematics majors in recent years have entered graduate school to do advanced work in mathematics, statistics, computer science, biomathematics, and physics. They have also used the major as a solid foundation for careers in teaching, law, banking, insurance, management, the computer industry, and other areas.

All students who intend to enroll in one of the 100-level calculus courses are required to complete the mathematics placement questionnaire prior to registration.

The point scale for retention of the majors/minors applies to all courses in the majors/minors. No requirement for the majors/minors may be taken satisfactory/unsatisfactory.

Requirements for the Major in Mathematics

Completion of one year of calculus, Mathematics 253, 274, 333, 338, plus five additional courses chosen from Mathematics 262 and all mathematics courses numbered 300 or above, at least one of which must be a 400-level course for at least three credit hours (excluding Mathematics 494).

Requirements for the Major in Mathematics with a Concentration in Computer Science

Completion of one year of calculus, Mathematics 253, 274, 333, 338, 378, Computer Science 115, 231, 232, plus two additional mathematics courses numbered 300 or above, at least one of which must be a 400-level course for at least three credit hours (excluding Mathematics 494).

Requirements for the Minor in Mathematics

Six mathematics courses, including completion of one year of calculus, Mathematics 253, and at least one mathematics course at the 300 level.

Requirements for the Honors Program

An honors program is available for students majoring in mathematics or mathematics with a concentration in computer science who have a grade point average of at least 3.25 in all mathematics and computer science courses numbered 200 or higher, and who complete an additional, pre-approved program of independent study in the major culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive recommendation of the department will graduate with "Honors in Mathematics" or "Honors in Mathematics with a Concentration in Computer Science."

¹Part time.

²Joint appointment in mathematics and computer science.

³On leave first semester.

⁴On leave full year.

⁵On leave second semester.

101 Calculus with Precalculus I Designed for students who enter Colby with insufficient precalculus background for the standard calculus sequence. Offered only in the fall semester, the course would normally be followed by Mathematics 102j in the following January. The combination of 101 and 102j covers the same calculus material as Mathematics 121. Completion of 101 alone does *not* constitute completion of a college calculus course for any purpose; in particular, it does *not* qualify a student to take 122. Placement in 101 is by recommendation of the Mathematics Department *only*, based on the results of the calculus placement procedure. *Two credit hours.* Q. INSTRUCTOR

102j Calculus with Precalculus II A continuation of Mathematics 101. Successful completion of both Mathematics 101 and 102j is equivalent to completion of Mathematics 121. *Prerequisite:* Successful completion of Mathematics 101. *Two credit hours.* MS. BASSETT

111d 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.* Q. MR. DEVLIN AND MR. BERLINGHOFF

112d 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. Credit is not given for both Mathematics 112 and 231. *Four credit hours.* Q. MR. HAYSLETT AND MS. BOYD

[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.*

119 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. The course does not normally lead on to a further calculus course; exceptions require permission of the instructor. Credit is not given for both Mathematics 119 and 121. Students electing this course must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q. FACULTY

121d Calculus I Differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions. Credit is not given for both Mathematics 119 and 121. Students electing this course must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q. FACULTY

122d Calculus II Further study of differential and integral calculus of one variable; infinite series; vectors and analytic geometry in two and three dimensions; vector calculus; multivariable calculus; infinite series. *Prerequisite:* Mathematics 121 (or 102j). *Four credit hours.* Q. FACULTY

123 Calculus of One and Several Variables I An honors course involving the use of a computer laboratory. 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. Students must have had substantial calculus in high school. Students electing this course must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* INSTRUCTOR

124 Calculus of One and Several Variables II A continuation of Mathematics 123. Integral calculus of one and several variables; infinite series. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 123. *Four credit hours.* INSTRUCTOR

193 Mathematics Seminar I An introduction to some of the basic ideas of mathematics (conjectures, refutations, proofs, etc.); discussions of issues of current interest to mathematicians. Topics vary, but the intention is to cover material not in any of the regular mathematics courses. Recent mathematical discoveries may be discussed. May be repeated for additional credit. *Prerequisite:* Permission of the instructor. Nongraded. *One credit hour.* MR. DEVLIN

194 Mathematics Seminar II The same format as Mathematics 193. Covers topics different from those in 193 (in any one year). May be repeated for additional credit. *Prerequisite:* Permission of the instructor. Nongraded. *One credit hour.* MR. DEVLIN

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. Credit is not given for both Mathematics 112 and 231. *Prerequisite:* Mathematics 119, 121, or 123. *Four credit hours.* MR. WHITTINGHILL AND MR. HAYSLETT

253d Linear Algebra Solutions of linear systems of equations, matrix algebra, determinants. Introduction to abstract vector spaces and linear transformations, eigenvalues, and eigenvectors. *Prerequisite:* Mathematics 122 or 124. *Four credit hours.* MR. FISCH AND MR. GOUVEA

262 Advanced Calculus An advanced calculus course. Vectors, lines, and planes; limits, continuity, derivatives, and integrals of vector-valued functions; polar, spherical, and cylindrical coordinates; partial and directional derivatives; multiple integrals; line and surface integrals; Green's Theorem; Stokes's Theorem; Fourier series; applications. Typically involves the use of a large computer mathematics package such as *Mathematica* or *Maple*. *Prerequisite:* Mathematics 253. *Four credit hours.* INSTRUCTOR

[272j] **Introduction to Mathematical Modeling** Deterministic, probabilistic, and simula-

tion 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. *Three credit hours.*

274d Introduction to Abstract Mathematics A bridge between calculus and upper-level mathematics courses. The course presents the principles of 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.* MR. GOUVEA AND MR. SKRIEN

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 122 or 124, and 253. *Three credit hours.* MR. FISCH

[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.*

[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 122 or 124, 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. *Prerequisite:* Some programming experience, Mathematics 122 or 124, 253, 274. *Three credit hours.*

333 Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 122 or 124, and 274, or permission of the instructor. *Four credit hours.* MR. GOUVEA

336 Mathematics for Economics Listed as Economics 336 (q.v.). *Prerequisite:* Economics 223, 224, and Mathematics 122 or 124. *Three credit hours.* MR. DONIHUE

338 Real Analysis An introduction to real analysis. *Prerequisite:* Mathematics 122 or 124, and 274. *Four credit hours.* MR. ALEXANDER

[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 122 or 124, and 274. *Three credit hours.*

[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 122

or 124, 274. *Three credit hours.*

373 Operations Research Listed as Administrative Science 373 (q.v.). *Three or four credit hours.* MS. BOYD

376 History of Mathematics A survey of the major historical events of mathematical history, from the dawn of civilization to the 20th century. Babylonian, Egyptian, Greek, and Arabic mathematical contributions examined in the context of their cultures. Modern mathematics 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.*
H. MR. ALEXANDER

378 Introduction to the Theory of Computation Formal languages, automata theory, computability, recursive function theory, complexity classes, undecidability. *Prerequisite:* Mathematics 274. *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, the emphasis is on theory. *Prerequisite:* Mathematics 122 or 124. *Three credit hours.* MR. HAYSLETT

398 Number Theory Classical number theory with applications. Topics to include linear diophantine equations, congruences, multiplicative functions, probabilistic primality tests, primitive roots, quadratic reciprocity, continued fractions, and Fermat's Last Theorem. Modern applications to cryptography and computer science will be discussed. *Prerequisite:* Mathematics 274. *Three credit hours.* MR. VALENTE

434 Topics in Abstract Algebra A sequel to Mathematics 333. Topics may vary from year to year. *Prerequisite:* Mathematics 333. *Three credit hours.* MR. GOUVEA

439 Topics in Real Analysis A sequel to Mathematics 338. Content may vary from year to year, but topics such as topology, measure theory, functional analysis, or related areas may be considered. *Prerequisite:* Mathematics 338. *Three credit hours.* MR. ALEXANDER

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

494 Honors Independent Study The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

Music

Chair, ASSOCIATE PROFESSOR JONATHAN HALLSTROM

Professor Paul Machlin; Associate Professor Hallstrom; Assistant Professors Rebecca Gerber, Steven Saunders, and Richard Argosh

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 that bears an intimate relationship to the cultural and social matrix from which it springs is reflected in the 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), and passing a senior comprehensive examination. 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 except Music 111 or 153. No requirement for the major may be taken satisfactory/unsatisfactory.

Attention is called to the interdisciplinary majors in American studies and performing arts and to the minor in women's studies.

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 Why does the music that we typically identify as "classical" produce such intense reactions in some listeners, while others find the music merely pleasant or even incomprehensible? Much of the answer lies in our awareness of what to expect as we listen to particular types of musical works. The course aims to heighten the experience of listening to Western art music through a survey of the major periods of music history (Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary). Emphasis is on listening to and thinking critically about individual compositions. No previous musical experience is assumed. Cannot be counted toward the music major. *Four credit hours.* A. MS. GERBER

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.* A. 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, as well as the vernacular heritage of gospel hymnody, popular song, dance and march music, ragtime, Tin Pan Alley, Broadway musical, jazz, and rock. Includes close reading of selected works, study of selected composers (Billings, Foster, Gershwin, and Ellington), consideration of relationships between music and cultural context, and a survey of sources for the study of American music. *Four credit hours.* A. MR. SAUNDERS

[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.* **A.**

138 Renaissance Culture and Music The patrons of music in the Renaissance involved both the state and church operating under expectations and requirements of their musicians vastly different from those in our society today. An examination of the social status of composers and the demands placed on them by music- and art-conscious patrons. Changing musical styles and regional differences explored in the period of music between 1400 and 1600. *Four credit hours.* **A.** MS. GERBER

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.* **A.** MS. GERBER AND MR. ARGOSH

181 Music Theory I The first course in a sequence exploring the language of music. Just as learning a foreign language involves mastering a variety of skills (listening, speaking, reading, and writing), becoming conversant in music requires the ability to hear, notate, analyze, compose, and perform. The course introduces the elements and structure of music, including intervals, scales, chords, melody, harmony, and counterpoint. It investigates how great composers have organized their musical thoughts, allows students to compose in a variety of styles, and introduces ear training and sight singing. Primarily for students with some prior musical training (see also Music 153). *Prerequisite:* Permission of the instructor. *Four credit hours.* **A.** MR. SAUNDERS

182 Music Theory II A continuation of Music Theory I; an introduction to four-part writing is included. Primarily for music majors and others with prior training in music. *Prerequisite:* Music 181 and permission of the instructor. *Four credit hours.* MR. HALLSTROM

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 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 Symphony Orchestra, the Colby Chorale, the Collegium Musicum (early music ensemble), the Wind Ensemble, the Jazz Band, and the Chamber Music Ensemble, 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.*

Q. MR. HALLSTROM

[232] **Jazz History** Jazz between 1900 and 1950: an examination of the music and the cultural and social forces that shaped it. Specific consideration to the development of various forms and styles (the blues, New Orleans jazz, stride piano, big band music, bop), analyses of the music of performers and composers (Louis Armstrong, Bessie Smith, Duke Ellington, Charlie Parker, Miles Davis), and a study of the relationship between the vocal and instrumental forces that make the music. *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.*

234 **From Doo-Wop to Disco; Rock's First Era (1945–1975)** A history of the music of rock and roll, with emphasis on an examination of (1) the music itself—its structure and clichés, (2) vocal techniques, (3) instrumentation, and (4) the lyrics. Although this examination focuses on analyses of the music of specific songs, other issues may be considered, including the development of certain genres (soul, Motown, protest rock, folk rock, acid rock); the role of women in rock; racism in rock; and the relationship between the music and the dances it inspired (e.g., the lindy, the twist, and the hustle). The work of certain composers/performers whose careers are central to the development of the music of this period (e.g., Ray Charles, Elvis Presley, the Beach Boys, the Beatles, Carole King, Stevie Wonder, Aretha Franklin) will be studied in some detail. *Four credit hours.* MR. MACHLIN

[235] **Studies in Chamber Music Repertoire** An examination of significant chamber music works from the literature of the 18th through the 20th 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.*

241 **Medieval and Renaissance Music** The first in a four-course sequence acquainting students with the history and literature of Western art music. The achievements of the Middle Ages (c. 800–c. 1400) and of the Renaissance (c. 1400–c. 1600). Topics include troubadour and chant melodies, the introduction of rhythm and harmony, polyphonic sacred and secular compositions, and the chromatic madrigals of the late 16th century. *Prerequisite:* Music 182 or permission of the instructor. *Four credit hours.* MS. GERBER

242 **The Baroque and Classical Periods** The second in a four-course sequence acquainting students with the history and literature of Western art music. The Baroque and Classical eras' principal genres (including opera, oratorio, cantata, mass, chamber music, sonata, concerto, and orchestral music), as well as major composers (including Monteverdi, Schütz, Purcell, Bach, Handel, Mozart, and Beethoven). Attention to theoretical issues, i.e., the nature of musical drama, the rise of functional tonality, national styles, performance practice, the birth of the modern orchestra, and changing views of musical form. *Prerequisite:* Music 241 or permission of the instructor. *Four credit hours.* MR. SAUNDERS

252 **Introduction to World Music** *Four credit hours.* MR. ARGOSH

[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 **Music Theory III** Form and structure, harmony, and an introduction to chromatic harmony. Primarily for music majors. *Prerequisite:* Music 182. *Four credit hours.* MR. ARGOSH

282 Music Theory IV Post-Romantic harmony and contemporary techniques, focusing on representative works of 20th-century composers. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* MR. HALLSTROM

341 European Music of the 19th Century The third in a four-course sequence focusing on the history and literature of the European tradition. The literature for solo piano, songs and songcycles, opera, and music of the post-Wagnerian symphonists will form the core repertoire of the course, although other genres will also come under scrutiny. Issues central to the development of this repertoire include the role of the virtuoso, composers' writings and aesthetic theories, and the rise of the concert as a social institution. *Prerequisite:* Music 242 or permission of the instructor. *Four credit hours.* MR. MACHLIN

342 Music of the 20th Century The fourth in a four-course sequence acquainting students with the history and literature of Western art music. The dissolution of diatonic tonality as an arbiter of musical form and the various paths composers of this century have taken in an effort to find something to take its place. Topics include musical "impressionism," nationalist approaches, the serialist movement, aleatorism, and the effects of technology on musical thought. *Prerequisite:* Music 282 and 341 or permission of the instructor. *Four credit hours.* MR. HALLSTROM

[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 16th- and 18th-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.* MR. MACHLIN

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). A student who has successfully completed for graded credit a theory of music course while enrolled in a college or university program away from campus approved for academic credit by Colby College may petition the Department of Music to take an examination equivalent to the final examination of Music 153 or Music 181

(whichever is appropriate), one time only. Passing this examination can serve as a substitute for taking for graded credit and passing one of those two courses in order to fulfill the prerequisite for Music 191 and 193.

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; 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

Professor Koonce; Adjunct Associate Professors Christine Wentzel and Richard Sewell; Assistant Professor Joylynn Wing; Adjunct Assistant Professor James Thurston; Technical Director John Ervin
 ADVISORY COMMITTEE: *Professors David Simon (Art), Patrick Brancaccio (English and Performing Arts), Koonce (English and Performing Arts), Paul Machlin (Music); Adjunct Associate Professors Wentzel (Performing Arts) and Sewell (Performing Arts); Assistant Professor Wing (Performing Arts and English); Adjunct Assistant Professor Thurston (Performing Arts)*

The program in the performing arts enlarges existing patterns of academic concentration through credited course 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 that will adequately prepare particularly interested and talented students for graduate study and further involvement with performing groups. It is a structured major that ensures that all students have experience and training in technical theater as well as appearing on stage. It is an interdisciplinary major that 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

- (1) Performing Arts 111, 171, 494.
- (2) English 327 and 328 and four additional courses in art, music, and/or dramatic literature chosen with the consent of the major adviser.
- (3) Six additional courses in performing arts chosen with the consent of the major adviser, including one course in acting or dance, one course in design, and one course in directing or

choreography.

(4) Significant participation in performance (design, directing, acting, dance) in three semesters, one of which must be in performance and one in design/technical theater.

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

Requirements for the Minor in Performing Arts

Performing Arts 111, 171, either English 327 or 328, and four elective courses chosen among three possible emphases: acting and directing; design and technical theater; and dance. Specific course elections must be made in consultation with a designated adviser in performing arts.

[031j] **London Theater** See off-campus January Program listing. *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 design, technical production organization and management, the stage and its equipment, tools, materials, and methods used to execute scenery, costumes, lighting, and sound. Students must sign up for one lab section, as work on Performing Arts Department productions is fundamental to an understanding of the performing arts. Requires attendance at Powder and Wig and performing arts productions. Enrollment limited. *Four credit hours*. **A.** MR. THURSTON AND MR. ERVIN

115d **Studio I, Intermediate Dance: Theory and Technique** Concentration on the basic principles of dance movement: body alignment, coordination, strength and flexibility, forms of locomotion. *Prerequisite*: A minimum of one year of dance study and placement by the instructor. *Two credit hours*. **A.** MS. WENTZEL

[131j] **London Theater** See off-campus January Program listing. *Three credit hours*.

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*. **A.** FACULTY

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 Performing Arts** A team-taught overview of the techniques of stage performance and their historical development. *Three credit hours*. **A.** FACULTY

175, 176 **Techniques of Performing in the British Theater I** Offered in Colby in London. *Three credit hours*. FACULTY

211d2 **Topics in Design and Technical Production I** Advanced studies in design and technical production. Topics of study might include: design theory, production management, production design, technical direction, and theater architecture. When possible, students are encouraged to participate in a Performing Arts Department production. *Prerequisite*: Performing

Arts 111 or permission of the instructor. *Two to four credit hours.* A. MR. THURSTON AND MR. ERVIN

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.* MR. SEWELL

215d **Studio II, Advanced Dance: Theory and Technique** Focuses on refining personal, technical clarity with regard to movement expressivity in performance (phrasing, dynamics, rhythmic acuity). *Two credit hours.* A. MS. WENTZEL

218d1 **Play Writing** Basic problems in writing for the stage. Students will convert brief narratives into dramatic form to examine challenges of compression, stage (as different from narrative) impact, and 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.* A. MR. SEWELL

†[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 or four credit hours.*

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 or four 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, 236 **Advanced Voice and Movement in Acting** Offered in Colby in London. *Three credit hours.* FACULTY

241 **Dance and Movement, Improvisation and Theory I** Description and analysis of movement and its relation to basic elements of dance: time, space, weight, and flow; improvisation; introduction to elementary notation. *Prerequisite:* Participation in the Colby Dancers or permission of the instructor. *Three credit hours.* A. MS. WENTZEL

†[253] **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 (may be taken concurrently) or permission of the instructor. *Three credit hours.*

254d1 **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.* A. MS. WING

255, 256 **Modes of Interpretation and Creativity in the British Theater II** See Perform-

ing 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. *Three credit hours.* A. MS. WING AND MS. WENTZEL

275, 276 Techniques of Performing in the British Theater II Offered in Colby in London. *Three credit hours.* FACULTY

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

[297] **Topics in Theater Production** Organizing and facilitating performances. Using Sterns's *Stage Management*, students develop promptbook, charts, and procedures for staging a major play; then research (historically and stylistically) and construct some challenging prop or costume. Emphasis on sources as well as techniques. *Prerequisite:* Performing Arts 111 or 171. *Three credit hours.*

298 Dance in Performance An experiential and analytical study of choreography. The course will first focus on the essential elements required for staging existing pieces choreographed and presented in concert by the students and then will focus on critical examination and discussion of works by other choreographers, both amateur and professional. *Prerequisite:* Performing Arts 241 and permission of the instructor. *Three credit hours.* MS. WENTZEL

311d2 Topics in Design and Technical Production II See description of Performing Arts 211. *Prerequisite:* Performing Arts 211 and permission of the instructor. *Two to four credit hours.* MR. THURSTON AND MR. ERVIN

†[312] **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 212 or participation in at least one faculty-directed production at Colby. *Three credit hours.*

†[314] **Topics in the History of Theater and Dance** Advanced study of selected aspects of the theory and practice of staging. Topics will vary from semester to semester and will include such subjects as costume and custom, the development of dance as an art form, the history of stage design, and problems of staging in selected periods. May be repeated for additional credit. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Three credit hours.*

316d Applied Dance Optional credit for participation in Colby Dancers. May be repeated for additional credit. *Prerequisite:* Performing Arts 215 and placement by the instructor. *One credit hour.* MS. WENTZEL

335, 336 Advanced Voice and Movement in Acting Offered in Colby in London. *Four credit hours.* FACULTY

341 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 241 or permission of the instructor. *Three credit hours.* MS. WENTZEL

[353] **Dance Repertory II** See description for Performing Arts 253. *Prerequisite:* Performing Arts 341 (may be taken concurrently), participation in Colby Dancers, or permission of the instructor. *Three credit hours.*

354d1 Drama in Performance III See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* MS. WING

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

411d2 Topics in Design and Technical Production III See description for Performing Arts 211. *Prerequisite:* Performing Arts 311 or permission of the instructor. *Two to four credit hours.* MR. THURSTON AND MR. ERVIN

†[453] **Dance Repertory III** See description for Performing Arts 253. *Prerequisite:* Performing Arts 341 (may be taken concurrently), participation in Colby Dancers, or permission of the instructor. *Three credit hours.*

454d1 Drama in Performance IV See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* MS. WING

[472] **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

494d1 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. *Prerequisite:* Senior standing as a major in performing arts. *Four credit hours.* MS. WING

Philosophy

Chair, PROFESSOR YEAGER HUDSON

Professors Hudson and Robert McArthur¹; Associate Professors Daniel Cohen and Cheshire Calhoun; Assistant Professor Jill Gordon

"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 and analyzes 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-Religious Studies

Religious Studies 211, 212, 233, 234, 316; Philosophy 152, 211, 331, 332, 372, 373; either 491 or 492.

For each of the above majors the independent study project (Philosophy or Religious Studies 491 or 492) must be for at least three credit hours and must be taken in one of the semesters or in January of the junior or senior year. Students completing the honors program are not required to take 491 or 492.

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

Philosophy 152; 111 or 211; 258, 331, 332, 353; Mathematics 121 or 123; 122 or 124; 274, 333, 338. In addition, Mathematics 491 or 492 or Philosophy 491 or 492 for at least three credit hours, must be taken in one of the semesters or January of the junior or senior year. Students completing the honors program are not required to take 491 or 492. Physics 141, 142 is recommended for the major.

Honors Program

Students majoring in philosophy, philosophy-religious studies, 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 (see Philosophy 483, 484). On successful completion of the honors program, including a thesis, the student will graduate from the College "With Honors in Philosophy," "With Honors in Philosophy-Religious Studies," or "With Honors in Philosophy-Mathematics."

The Major in Classics-Philosophy

Attention is called to the interdepartmental major in classics-philosophy (requirements are listed under "Classics").

¹Dean of faculty.

111d Central Philosophical Issues: Self and Society An introduction to philosophy by 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, Locke, Rousseau, and Mill. *Four credit hours.* S. MS. GORDON

114d1 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 humans? Readings include Plato, Aquinas, Descartes, Berkeley, Hume, and Tillich. *Four credit hours.* L. MR. HUDSON

†[116] **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. Readings from

philosophy, literature, and psychology. Authors include Plato, Aristotle, the Stoics, Mill, Marx, Nietzsche, Melville, Camus, Sartre, Dostoevsky, and others. *Four credit hours.* L.

†[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.* S.

134j **Philosophy of Sport** A survey of several philosophical issues in sport: the nature of competition and friendship, peak experiences, sport as art, and ethical issues in sports. Areas of philosophy as mind-body dualism, social theory, aesthetics, ethical theory, and Eastern philosophy. *Three credit hours.* MS. GORDON

†[135] **Puzzles and Paradoxes** An introduction to some of the central concepts, problems, and methods of contemporary philosophy by engaging with an assortment of perplexing problems that inevitably arise when thought turns in on itself. Dilemmas of decision theory and paradoxes of rationality will be among the topics covered. *Three credit hours.* S.

[137j] **Philosophy of Art** The nature of art and the basis of our judgment 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.* Q. 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.* S.

[155j] **Feminist Philosophies** A survey of feminist philosophies with special attention to the political theory and practice of liberal feminism and socialist feminism. *Three credit hours.* MS. CALHOUN

174 **Philosophical Anthropology: The Philosophy of Human Nature** An introduction to philosophy through a comparative study of theories about human nature and destiny. 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.* S, D. MR. HUDSON

211d **Moral Philosophy** Consideration of various philosophical theories about the basis 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.* S. MS. CALHOUN

[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.* H.

[234] **History of Science** A survey of the growth of scientific theories from the Aristote-

lian-Ptolemaic world view through Newton's mechanical philosophy and Darwin's theory of evolution. *Three credit hours.* H.

[236] **Social and Political Philosophy** Readings from traditional and non-traditional sources focusing on two questions: How does a thinker's view of human nature inform his or her view of social relations? And how have some groups in society been excluded from full social participation because of specific conceptions of human nature? Readings from Plato, Locke, Rousseau, Wollstonecraft, Mill, Marx, DuBois, Malcolm X, Tutu, Jaggar, Hood, Davis, and others. *Three or four credit hours.* S.

[239] **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. Enrollment limited. *Three credit hours.*

252d1 **American Philosophy** A study of major movements and figures in American philosophy, with emphasis on Emerson, the American Enlightenment, and Pragmatism, and on the contributions of black and women philosophers. *Three credit hours.* H. MR. HUDSON

[255] **Indian Thought** Types of Indian philosophy of the ancient period. *Three credit hours.* L, D.

256j **Indian Thought** The development of Indian philosophy and intellectual history from the beginning of the Indian Renaissance in the late 18th century to the present. Readings from such thinkers as Gandhi, Tagore, Ramakrishna, Vivekananda, and Radhakrishnan. *Three credit hours.* L, D. MR. HUDSON

[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 17th century to the present day; the impact of scientific ideas on the way mind and human behavior are understood. Particular attention to 20th-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 **Applied Ethics** The interrelationship between moral principles, political considerations, and contemporary problems as a way of clarifying both theoretical concepts and practical policies. Focus on such topics as abortion, AIDS rhetoric and policy, affirmative action, pornography, the politics of education, and ethical issues in language use. *Three credit hours.* S. MS. CALHOUN

[277, 278] **Philosophical Perspectives** Interdisciplinary considerations of various topics, involving lecturers from several departments. *Three credit hours.*

312 **Philosophical Topics in Feminist Theory** An in-depth investigation of feminist reconstructions of one or more central areas of philosophy: ethics, political theory, epistemology, philosophy of language, philosophy of human nature. Also listed as Women's Studies 493. *Prerequisite:* Six credit hours in philosophy and/or women's studies. *Four credit hours.* MS. CALHOUN

[316] **Metaphysics** Metaphysics is the study of the general characteristics of what is the case. Kant made it clear that these general characteristics were isomorphic with the general characteristics of the inquiry itself. Kant's theory of phenomenon and noumenon gives a particular interpretation of this fundamental position. Kant's categories and Aristotle's fundamental principles of matter and form can be seen as heuristic or anticipatory structures. Metaphysics thus becomes the anticipatory study of what the sciences study in detail. *Four credit hours.*

*317 **Philosophy of Science** The collapse of the midcentury, largely positivistic consensus among philosophers of science paved the way for revolutionary new conceptions concerning the status of scientific knowledge, the relations between theories and evidence, and the implicit metaphysics and epistemologies of the different sciences. Those changes and their impact on the wider scientific and philosophic communities are the subject matter of this course. *Three credit hours.* MR. COHEN

331 **History of Ancient Philosophy** A survey of ancient thought that also examines the social and cultural context in which that thought arises. Study of the Greek world through the ideas of the pre-Socratics, the Sophists, Plato, Aristotle, Epicurus, the Skeptics, and the Stoics. *Four credit hours.* H. MS. GORDON

332 **History of Early Modern Philosophy** European philosophy from Descartes to the 19th century, with special attention to the works of Descartes, Locke, Berkeley, Hume, and Kant. *Four credit hours.* H. MS. CALHOUN

[338] **Philosophy of Language** Philosophy has taken a linguistic turn in the 20th 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.*

353 **Contemporary Analytic Philosophy** Analytic philosophy in this century is the product of philosophical analysis and foundational empiricism. On occasion, they have appeared as complementary, but there is a deep tension between them as to the nature of philosophy itself. An exploration of the transformations of philosophy that have resulted. *Prerequisite:* Philosophy 332. *Four credit hours.* MR. COHEN

[359] **19th-Century Philosophy** Post-Kantian thinkers such as Hegel, Kierkegaard, Nietzsche, and others. 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 religious studies, or permission of the instructor. *Four credit hours.* S. MR. HUDSON

*373d2 **History of Medieval Philosophy** The evolution of philosophical debate in the Latin West from Augustine to Ockham, with particular focus on the problems of the reconciliation of faith and reason, of the metaphysics of universals, and of the sources and possibilities of human knowledge. *Prerequisite:* Philosophy 331 or permission of the instructor. *Three or four credit hours.* H. MR. COHEN

***374 Existentialism** An examination of such issues as absurdity and meaning, the individual, the nature of being, and choice in readings from Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, Tillich, and Buber. Philosophy 359 is a desirable background but is not required. *Four credit hours.* L. MS. GORDON

[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.*

†[391, 392] Philosophy Seminar Seminars in selected areas of philosophy. *Three or four credit hours.*

[398] Philosophy of the 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 with a 3.0 grade point average in the major at the end of their junior year may apply 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. Students who successfully complete the honors program and the major, and achieve a 3.25 grade point average in the major at the end of the senior year, will graduate "With Honors in Philosophy," "With Honors in Philosophy-Religious Studies," or "With Honors in Philosophy-Mathematics." Details and application deadlines available from the department. *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 PROFESSOR RICHARD WHITMORE

Professor Richard McGee; Adjunct Professors Whitmore and Carl Nelson; Adjunct Associate Professors Tom Austin, James Wescott, Deborah Pluck, and Deborah Aitken; Adjunct Assistant Professors Edward Mestieri and Sheila Cain; Adjunct Instructors Gerald McDowell, Thomas Dexter, Alfred Holliday, Laura Halldorson, Thomas Smith, and Carol Anne Beach

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.

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 currently in the program are *aquatics*: swimming, scuba, lifeguard training; *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*.

[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. *Two credit hours*.

114j **Exercise Physiology and Nutrition** An introductory course exploring the human response and adaptation to physical activity. Topics include basic physiology and nutrition, the physiology of metabolism, the energy systems, energy storage and utilization, the enhancement of energy capacity and utilization, environmental factors, and ergogenic aids. *Two credit hours*. MS. CAIN

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. *Prerequisite*: Permission of the instructor. *Two credit hours*. MR. MCGEE

Physics

In the Department of Physics and Astronomy.

Chair, PROFESSOR MURRAY CAMPBELL

Professor Campbell; Assistant Professors James Fleming¹, Charles Conover, Robert Bluhm, and Duncan Tate; Visiting Instructor in Physics A. Thomas 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 in laser spectroscopy, field theory, and infrared astronomy. Research projects make use of the department's laser laboratory and supporting machine, electronic, and technical shops, as well as the campus timesharing computer and departmental workstations.

The Physics 141, 142 course sequence provides a solid basis for further work in physics as well as preparation for medical school and advanced study in the other physical sciences. Physics 141, 142, and 241 form a full introduction to classical and 20th-century physics. Physics 254 provides training in electronics for scientific applications.

Requirements for the Major in Physics

Physics 141, 142, 241, 242, 254, 321, 333, 494, Mathematics 121, 122 (or 123, 124), 253, and 262. An internship, field experience, or independent project in physics or related field approved by the department chair is also required for graduation. 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 satisfactory/unsatisfactory.

First-year students planning to major in physics should enroll in Physics 141, 142 and Mathematics 121, 122 or 123, 124. The major can also be completed if the sequence of courses is begun in the sophomore year.

Students anticipating graduate work in physics, astronomy, engineering, or a related field should expect to elect at least four additional courses in physics including Physics 311, 332, 353j, 431, and at least two additional courses in mathematics including Mathematics 311, and a course in computer science. Students planning graduate work in physics, astronomy, or engineering should also consider the honors program described below. Students considering careers in pre-college level teaching should consult the Education Program early in their academic career.

Honors Program

In the second semester of the junior year, students who will have completed Physics 311, 322 or 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. A 3.3 average in physics and mathematics courses is normally required. In addition to the major requirements, the honors program requires completion of Physics 311, 322, 332, and 431, an additional mathematics course numbered above the 100 level, and an experimental or theoretical thesis, to be defended in the last semester of the senior year. Successful completion of the honors program will result in the degree being awarded "With Honors in Physics." A thesis completed as part of the Senior Scholars Program may be substituted for the honors thesis.

Students seeking a career in engineering may consider exchange programs 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 at Dartmouth College, Case Western Reserve University, or the University of Rochester. Students should consult with the engineering adviser before selecting their first semester courses.

Requirements for the Minor in Physics

Physics 141, 142, 241, 242 (or a physics course numbered 300 or above), 494; Mathematics 121, 122 or 123, 124.

Attention is called to the interdisciplinary minor in applied mathematics.

¹Joint appointment in science-technology studies; on leave full year.

111d2 From Galileo to Einstein What is the structure of the universe? How has our understanding of the physical universe evolved over the ages? These questions form the central theme of a physics course intended for nonscience majors. The physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe, are examined. The focus is on the concepts of motion, space, time, matter, and energy. A working knowledge of high-school algebra is required. Lecture only. *Three credit hours.*

N. MR. BLUHM

111L From Galileo to Einstein Laboratory Experiments in observational astronomy, kinematics, Newton's laws, and energy and momentum. Several of the labs will involve the use of telescopes, and students must be available on weekday evenings. *Prerequisite:* Concurrent enrollment in Physics 111 and permission of the instructor. *One credit hour.* MR. PICKERING

112j Energy for Planet Earth The technologies of energy generation, distribution and utilization, and their impacts on the environment and society. The course assumes a working knowledge of high-school algebra but no previous study of physics. Lecture only. *Three credit hours.* N. MR. CAMPBELL

[121, 122] **Survey of Physics** *Four credit hours.*

141, 142 Foundations of Physics A calculus-based survey of mechanics of solids and fluids, momentum, work and energy, gravitation, waves, electromagnetism, optics, and thermodynamics. Lecture, laboratory, and discussion. *Prerequisite:* A working knowledge of high-school or college calculus, or concurrent enrollment in Mathematics 121 or 123. Physics 141 is prerequisite for 142. *Four credit hours.* N. MR. CONOVER AND MR. TATE

193 Physics and Astronomy Seminar Discussion of topics of current interest in physics and/or astronomy. Nongraded. *One credit hour.* MR. BLUHM

241 Modern Physics I Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schroedinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 124. *Four credit hours.* MR. BLUHM

242 Modern Physics II An intermediate treatment of the quantum physics including the hydrogen atom, atomic models, Schroedinger theory, atomic spectra, and electron spin. Lecture and laboratory. *Prerequisite:* Physics 241 and Mathematics 262 (may be taken concurrently). *Four credit hours.* MR. BLUHM

254 Essential Electronics An introduction to modern scientific 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. CONOVER

291j Research and Seminar in Physics and Astronomy Individual or small-group work in one of several areas: atomic spectroscopy, development of laboratory apparatus, development of laboratory 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.* FACULTY

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. *Prerequisite:* Physics 141 and Mathematics 262 or permission of the instructor. *Three credit hours.* MR. TATE

321 Electricity and Magnetism I A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 142 and Mathematics 262 or permission of the instructor. *Four credit hours.* MR. TATE

322 Electricity and Magnetism II An advanced treatment of electromagnetism, including electromagnetic waves, the special theory of relativity, and electrodynamics. *Prerequisite:* Physics 321. *Four credit hours.* MR. TATE

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 241 and Mathematics 122 (or 124) or permission of the instructor. *Four credit hours.* MR. CAMPBELL

333d2 Experimental Physics Experimental work in classical and modern physics: fundamental physical constants, mechanics, radioactivity, diffraction, and atomic and nuclear

spectroscopy. *Prerequisite:* Physics 242, 254, or permission of the instructor. *Three credit hours.* MR. CAMPBELL

[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 242, 321, or permission of the instructor. *Four credit hours.*

[338] **Particle and Nuclear Physics** Symmetries, fundamental particles and their interactions, and nuclear models and reactions. Lecture and discussion. *Prerequisite:* Physics 242. *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

[353j] **Numerical Methods in the Physical Sciences** An introduction to the application of numerical methods to solving problems in the physical sciences. Topics include numerical integration and differentiation, matrix methods for solving simultaneous linear equations and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo methods for integration, culminating in a single project. *Prerequisite:* Computer Science 115 and Mathematics 311 or permission of the instructor. *Three credit hours.*

[355j] **Computer-Aided Data Collection and Analysis** A hands-on course in data acquisition and analysis using computers. Both the hardware and software concepts involved in data collection along with a group interfacing project; numerical techniques of data analysis. To be offered in alternate years with Physics 353j. *Prerequisite:* Computer Science 232 or Physics 254 or permission of the instructor. *Three credit hours.*

431 **Quantum Physics** Nonrelativistic quantum mechanics including Schrodinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Lecture and discussion. *Prerequisite:* Physics 242 and Mathematics 311 or permission of the instructor. *Four credit hours.* MR. BLUHM

432 **Advanced Quantum Physics** Quantum mechanics of atoms in external fields, including time-independent and time-dependent perturbation theory, treatment of identical particles, angular momentum addition, and a quantum description of light. Lecture and discussion. *Prerequisite:* Physics 322 and 431 or permission of the instructor. *Four credit hours.* MR. CONOVER

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

494 **Physics and Astronomy Seminar** Discussion of topics of current interest in physics and/or astronomy. *One credit hour.* FACULTY

Portuguese

In the Department of Romance Languages and Literatures.

†[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, PROFESSOR EDWARD YETERIAN

*Professors Nicholas Rohrman, Diane Kierstead, and Yeterian*¹; *Associate Professor Dorin Zohner; Assistant Professor William Klein; Visiting Professor James Jacobs; Teaching Assistant Colleen Burnham*

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. Each student conducts independent research as an integral part of the major. In the last five years, Colby psychology students have presented numerous papers at professional meetings and have been awarded prizes for undergraduate research excellence given by the Maine Psychological Association at its annual scientific meeting.

Requirements for the Major in Psychology

For students who have had Psychology 111: Psychology 111, 214, 215, 479; at least one course from 251, 253, 255; at least one course from 258, 274, 277, 279; at least one course from 233, 236, 273; at least one course from 232, 234, 237; three additional psychology courses, excluding independent study.

For students who have not had Psychology 111: Psychology 121, 122, 214, 215, 479; at least one course from 251, 253, 255; at least one course from 258, 274, 276; at least one course from 233, 273; at least one course from 232, 234, 237; two additional psychology courses, one of which must be selected from 331, 352, 354, 356, 372, 374, 376.

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 483. In addition to fulfilling the basic requirements for the psychology major, the honors program requires that students take one additional course in psychology numbered above 300 and complete the honors research sequence (Psychology 483, 484). 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.

Requirements for the Minor in Psychology

For students who have had Psychology 111: Psychology 111, 214; at least one course from 251, 253, 255; at least one course from 258, 274, 276, 277, 279; at least one course from 233, 273; at least one course from 232, 234, 237; at least one course from 331, 352, 354, 356, 372, 374, 376.

For students who have not had Psychology 111: Psychology 121, 122, 214; at least one course from 251, 253, 255; at least one course from 233, 273; at least one course from 232, 234, 237, 258, 274, 276; at least one course from 331, 352, 354, 356, 372, 374, 376.

¹On leave second semester.

[111] **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.*

[117j] **Altruism and Aggression** Beginning with an overview of various approaches to understanding the causes of altruistic and aggressive behavior, consideration will be given to topics such as genetic determinants of criminal behavior, effects of televised aggression (e.g., cartoons), beliefs about fairness, and circumstances in which people are most likely to help others in distress. Later discussion will focus on love and hate and the determinants of these emotions. Enrollment limited. Cannot be counted toward the psychology major or minor. *Two credit hours.*

121 **Introduction to Psychology** An examination of classical and contemporary issues in psychology: history and systems, research methods, physiological psychology, sensation, perception, consciousness, learning, memory, cognition, and language. Cannot be taken for credit by students who have earned credit for Psychology 111. *Four credit hours.* S. MR. ROHRMAN, MS. KIERSTEAD, AND MR. YETERIAN

122 **Introduction to Psychology** Further examination of classical and contemporary issues in psychology: development, motivation, emotion, intelligence, personality, psychopathology, psychotherapy, social psychology, applied psychology. May not be taken for credit by students who have earned credit for Psychology 111. *Prerequisite:* Psychology 121. *Four credit hours.* MR. ZOHNER AND MR. KLEIN

[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. Cannot be counted toward the psychology major or minor. *Prerequisite:* Psychology 111 or 121. *Two credit hours.*

214d **Research Methods and Statistics** 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 122, or permission of the instructor. *Four credit hours.* Q. MS. KIERSTEAD AND MR. KLEIN

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 MR. KLEIN

231 Drugs and Behavior Beginning with an overview of the nervous system and neurotransmitters, the course reviews current data on the relationships among drugs, brain, consciousness, and behavior. The history as well as the psychopharmacology 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., drug testing, and the possible legalization of currently illicit substances. Cannot be taken for credit by students who have earned credit for Psychology 131j. Formerly listed as Psychology 131j. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* MR. YETERIAN

232 Cognitive Psychology The human information-processing system: how stimulus information is transformed, stored, retrieved, and used. Lecture and laboratory. Enrollment limited. *Prerequisite:* Psychology 111 or 121. *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 122, 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. Enrollment limited. *Prerequisite:* Psychology 111 or 122. *Four credit hours.*

235 Laboratory in Brain and Behavior A laboratory supplement to Psychology 233. Major emphasis on techniques that enhance the understanding of brain-behavior relationships. Cannot be counted toward the psychology major or minor. *Prerequisite:* Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* MR. YETERIAN

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 or 122. *Four credit hours.* MR. ROHRMAN

238 States of Consciousness The psychology of perceptual-cognitive experiences in states of consciousness such as sleep, hypnosis, meditation, and trance. Cannot be taken for credit by students who have earned credit for Psychology 211j. Enrollment limited. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* MS. KIERSTEAD

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 or 122. *Four credit hours.* MR. JACOBS

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 or 122. *Four credit hours.* MR. KLEIN

255 Child Development Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. For related practica courses, see Education 351j, 353, 355j. *Prerequisite:* Psychology 111 or 122. *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 351j, 353, 355j. *Prerequisite:* Psychology 255. *Four credit hours.* MR. ZOHNER

257 Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, educational testing and measurement, child and adolescent problems, and pathology. Formerly listed as Psychology 258. *Prerequisite:* Psychology 111 or 122, or permission of the instructor. *Three credit hours.* MR. ZOHNER

272 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. Formerly listed as Psychology 273. *Prerequisite:* Psychology 111 or 122, or permission of the instructor. *Four credit hours.* MS. KIERSTEAD

274 Applied Psychology A survey of nonclinical 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. *Prerequisite:* Psychology 111 or 122. *Four credit hours.* MR. ROHRMAN

[276] Health Psychology An examination of issues and research in health psychology; includes historical and current conceptualizations of health and illness, biopsychosocial contributions to health and illness, and clinical intervention strategies as applied to a variety of health-related behaviors (e.g., smoking, nutritional habits, exercise, abuse of alcohol and other drugs), health promotion, illness prevention, and biopsychosocial reactions to illness. *Prerequisite:* Psychology 111 or 122. *Four credit hours.*

331 Interpersonal Perception How we judge and explain the behavior of others, and how factors such as goals, power, and cognitive resources affect these perceptions; discussion topics include stereotypes, first impressions, self-fulfilling prophecies, and accuracy in social perception. Focus on people's evaluation of themselves, such as how they view their abilities and potential; issues include whether people prefer accurate or self-enhancing feedback, how they negotiate their environment to achieve goals, and the resulting implications for academic achievement, health, and social relationships. *Prerequisite:* Psychology 253. *Four credit hours.* MR. KLEIN

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 or permission of the instructor. *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 allow. *Prerequisite:* Psychology 251 or 255. *Four credit hours.* MR. JACOBS

[356] **Social Psychology Seminar** Critical examination of various areas of research in social psychology, with an emphasis on current issues. Discussion topics may include attitude structure and change, cognitive dissonance, group dynamics, health beliefs and behavior, justice, reasoning, self-presentation, social cognition, and stereotypes. Enrollment limited. *Prerequisite:* Psychology 253. *Four credit hours.*

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 firsthand, 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 or minor. Enrollment limited to 10. Nongraded. *Prerequisite:* Psychology 251 or 255, and permission of the instructor. *Three credit hours.* MR. JACOBS

[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.*

[376] **Seminar in Vision** In-depth coverage of visual sensation and perception. Topics typically include the effects of light on the eye, eye anatomy and pathology, color vision and its disorders, visual after-effects and illusions, depth and motion perception, developmental changes in vision, night vision, and perceptual factors in aircraft and traffic accidents. *Prerequisite:* Psychology 273. *Four credit hours.*

[455] **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 454. *Prerequisite:* Psychology 354 and permission of the instructor. *Four credit hours.*

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

483d **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 484. Formerly listed as Psychology 393. Enrollment limited. *Prerequisite:* Standing as a junior or senior major in psychology and permission of the department. *Three credit hours.* FACULTY

484d **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 483, prepare a paper of publishable quality, and make a formal presentation of the work. Enrollment limited. Formerly listed as Psychology 493. *Prerequisite:* Psychology 483, standing as a senior major in psychology, and permission of the department. *Three credit hours.* FACULTY

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

Quantitative Analysis/ Applied Mathematics

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

Note: The minor in applied mathematics/quantitative methods may not be declared after May 1992.

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. 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 a member of the advisory committee of the Quantitative Analysis/Applied Mathematics Program for specific requirements.

Requirements for the Minor in Quantitative Analysis

- (1) Quantitative Analysis 491 or 492 is required in all majors.
- (2) Quantitative Analysis 111 is required for majors in the humanities and social sciences divisions, unless prior course work warrants an exemption from the director.
- (3) Computer Science 113 or 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 departments of Philosophy and Religious Studies: 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 294 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 321. *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 vary from year to year but may include statistics, operations research, social choice theory, computing, and growth modeling. *Three credit hours.* Q. 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 a member of the advisory committee of the Quantitative Analysis/Applied Mathematics Program, and permission of the instructor. *One to three credit hours.* FACULTY

Religious Studies

Chair, PROFESSOR THOMAS LONGSTAFF

Professor Longstaff; Associate Professors Debra Campbell¹ and Nikky Singh; Visiting Assistant Professor Neal Walls

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 Religious Studies

A minimum of 10 courses is required for the major in religious studies. These must include one two-semester sequence of courses from the six courses that 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; Religious Studies 316 (or alternate course in contemporary religion approved by the department); 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 religious studies, or (c) a Senior Scholars Program in religious studies). The elective courses should be chosen in consultation with faculty advisers to achieve a broad cross-cultural survey of religion or a study of religion with a particular concentration or focus.

Requirements for the Major in Philosophy-Religious Studies

Religious Studies 211, 212, 233, 234, 316, Philosophy 152, 211, 331, 332, 372, 373, either Philosophy 491 or 492 or Religious Studies 491 or 492.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Honors Program

Students majoring in religious studies or philosophy-religious studies, who have a grade point average of 3.0 or higher in the major, may apply during the 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 Religious Studies" or "With Honors in Philosophy-Religious Studies."

¹On leave full year.

116 Quest and Question: An Introduction to World Religions A broadly cross-cultural and comparative exploration of the religions of the world in their geographical and temporal contexts. The religions of the Middle East, of Europe and Asia, as well as the indigenous religions of Africa and the Americas. *Four credit hours.* S, D. MR. WALLS

117d2 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 *Salam Bombay*, *Siddhartha*, *The Razor's Edge*, *Heat and Dust*, *Baumgartner's Bombay*, *Mississippi Masala*, and *Four Quartets*. *Three credit hours.* L, D. 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 that contribute to successful excavation. Reference to both classical (especially

biblical) and new world archaeology will be made. Enrollment for four credits will involve excavation at a Colby site and other exercises designed to allow students to develop archaeological skills. *Three or four 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 camp meetings of the 19th 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.*

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.* S, D. 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.* S, D. MS. SINGH

[213j] **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 present situation. *Three credit hours.* S, D.

214 **Religion, Magic, and Witchcraft** Listed as Anthropology 214 (q.v.). *Prerequisite:* Anthropology 112. *Three credit hours.* MR. HRISKOS

215 **Christianity: An Introduction** A historical introduction to the Christian tradition from its origins within Judaism to the present day. An examination of major turning points, classic texts, and leading figures in Christian history, with attention to the increasing variety within Christianity during the past five centuries. From discussion of the evolution of the doctrines embraced by major Christian denominations to discussion of the ways in which Christians have experienced and acted upon their religious convictions (rituals, ethics, political and popular Christian movements). *Four credit hours.* H. MR. WALLS

[217] **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.*

[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.* L, D.

[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.* H.

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.* L. MR. WALLS

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 that 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.* L. MR. LONGSTAFF

†[235] **Sociology of Religion** Listed as Sociology 235 (q.v.). *Three credit hours.*

237d2 **Myths of Creation** A survey of ancient and "primitive" myths concerned with the origins of the cosmos, gods, and humanity. Selections from Hindu, Buddhist, Native American, ancient Near Eastern, Greek, and Norse mythology will be examined within their respective cultures as well as in a comparative context. Modern anthropological theories of myth and a consideration of the survival of archaic myths into the modern world, and the relationship of myth to scientific explanations of universal origins. *Four credit hours.* D. MR. WALLS

238j **"The End Is Near!" Biblical Prophecy and Modern Millenarianism** An examination of American and British Christian movements of the last two centuries that have proclaimed the imminent second coming of Christ and the end of the world. In order to appreciate the theological foundations of these movements, attention is first given to the biblical texts that describe the end of the present age, especially Daniel and Revelation. Dispensational theology and eschatological scenarios of the rapture, tribulation, Armageddon, and the millennium are considered. Focus later on the historical and sociological context of the modern doomsayers, including the Millerites, Adventists, and contemporary evangelicals such as Hal Lindsey and Pat Robertson. *Three credit hours.* S. MR. WALLS

†[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-Faruqi will be studied. Architecture, literature, symbols, arabesque, and iconography from the different religious traditions will be aesthetically encountered. *Three credit hours.* A.

†[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.* S, D.

254d1 **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. *Three or four credit hours.* S, D. MR. LONGSTAFF

255 **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 discovering and reimagining of the Goddess's multi-dimensionality in art and literature. The objective is to appreciate the variety and complexity of the sacred in figures such as Sarasvati, Durga, 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 theology differ from thealogy? *Four credit hours.* S, D. MS. SINGH

†[257] **Women in American Religion** The changing role of women in American religious movements from the 17th 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, and 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.* H, D.

258 **Romans and Jews: History, Religion, and Archaeology** Listed as Classics 258 (q.v.) MR. ROISMAN

[259j] **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:* Religious Studies 211 or permission of the instructor. *Three credit hours.* D.

[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.* S, D.

†[316] **Seminar: Contemporary Western Theology** Following a brief recapitulation of early 20th-century theology, the course provides an intensive study of the significant theological developments (Protestant, Catholic, Jewish, and neo-pagan) since midcentury, 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:* Religious Studies 215 or permission of the instructor. *Three credit hours.*

317d2 **Sikhism: Scripture, Sacred Music, and Art** 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.* S, D. MS. SINGH

[351] **Reflections of 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:* Religious Studies 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 1st-century religion, and its influence on later Western thought. *Prerequisite:* Religious Studies 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:* Religious Studies 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 Religious Studies 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 19th and 20th 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 first-year students and sophomores with permission of the instructor. *Prerequisite:* Religious Studies 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: Judaism, Ancient and Modern Using the widely acclaimed film series "Heritage: Civilization and the Jews" together with other readings and discussions, the course will explore the origin and development of Jewish beliefs and practices from the biblical period to the 20th century, concluding with an assessment of the issues that Judaism faces in the late 20th century. *Three credit hours.* MR. LONGSTAFF

†[398] **Biblical Images in American Literature** A team-taught examination of selected works of American literature, including short stories, novels, poetry, and drama. Emphasis on the manner in which the authors studied made use of biblical characters, themes, and narratives, as well as their purposes for including such material. The place of myth, symbol, and imagery in American thought and culture. *Three credit hours.*

483, 484 Religious Studies Honors Program Majors may apply late in their junior year for admission into the religious studies 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 Religious Studies." 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 religious studies and philosophy-religious studies majors. *One credit hour.* FACULTY

Romance Languages and Literatures

Courses offered by the Department of Romance Languages and Literatures are listed separately under "French," "Italian," "Portuguese," and "Spanish."

Chair, ASSOCIATE PROFESSOR JORGE OLIVARES

Professors Francisco Caux¹, Guy Filosof, Jonathan Weiss², Jane Moss, and Arthur Greenspan; Associate Professors Charles Ferguson, Priscilla Doel, Olivares, and Suellen Diaconoff; Assistant Professors Adrianna Paliyenko³ and Betty Sasaki; Visiting Assistant Professors Francis Bright, Alan Davison⁴, and Lynn Marsden-Atlas⁵; Instructors Barbara Nelson⁶ and Dace Weiss⁷; Visiting Instructors Alison Maginn and Antonio Orejudo; Language Assistant Anabel Torres-Blanco

The programs in Romance 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 in Mexico or France, and to spend their junior year abroad either at Colby's 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.

Note: Majors are offered in French and Spanish; the department also offers instruction in Italian and Portuguese.

¹Resident director, Colby in Salamanca.

²Director of Off-Campus Study and Academic Affairs.

³On leave full year.

⁴Resident director, Colby in Cuernavaca.

⁵Resident director, Colby in Caen.

⁶Part time.

⁷Resident director, Colby in Dijon.

Russian

In the Department of German and Russian.

Associate Professor Sheila McCarthy; Assistant Professor David Hanson

Students interested in Russian affairs are invited to consider a major in Russian studies or a minor in Russian language and literature.

Requirements for the Minor in Russian Language and Literature

(1) Russian language courses: 125, 126, 127, 128.

(2) Russian literature surveys in translation: 237, 238.

(3) Russian literature in the original: Russian 325 or 326.

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 Russian television as an aid in understanding both the language and culture of Russia. Russian 125 is prerequisite for 126. *Four credit hours.* FACULTY

127, 128 Intermediate Russian The course places increased emphasis on reading and writing skills, while continuing to supplement texts with Russian television and other audio-visual aids to increase oral and listening skills. *Prerequisite:* Russian 126 or permission of the instructor; Russian 127 is prerequisite for 128. *Four credit hours.* FACULTY

[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 19th and 20th centuries. In 1992: the major works of Anton Chekhov. Readings, lectures, discussions of the stories and plays with particular emphasis on the social and intellectual context of late Imperial Russia and on Chekhov's influence on modern European and American literature. Conducted in English, no knowledge of Russian required. *Four credit hours.*

237 19th-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.* L. MS. MCCARTHY

238 20th-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.* L. MS. MCCARTHY

[239j] **Russian Utopian and Science Fiction** Through close readings and discussions of representative works of the 19th and 20th centuries, an examination of various versions of Russian utopian and science fiction: the conflict between nostalgic, peasant utopias and the technological utopia of the workers; Dostoevsky's religious critique of Utopia; anti-utopian texts and the Russian Revolution; science fiction of the Brezhnev era. *Three credit hours.* L.

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 19th century. Original audiovisual taped materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128 or permission of the instructor; Russian 325 is prerequisite for 326. *Four credit hours.* MS. MCCARTHY AND INSTRUCTOR

[425] **The Russian Short Story** Lectures, readings, and discussion of representative Russian short stories from the 19th and 20th centuries; weekly compositions in Russian, continued work in fine points of Russian grammar, audiovisual materials. Conducted entirely in Russian. *Prerequisite:* Russian 326 or permission of the instructor. *Four credit hours.* L.

426 **The Russian Novel** An analysis of Boris Pasternak's *Dr. Zhivago*. Issues include the life and times of Pasternak; the political, social, and historical context of the novel; the scandal over the Nobel Prize for Literature. Conducted entirely in Russian. *Prerequisite:* Russian 425 or permission of the instructor. *Four credit hours.* L. MS. MCCARTHY

427 **Major Works of Pushkin** Close readings and discussions of representative short poems, stories, and plays by Alexander Pushkin (1799–1834), the “father” of modern Russian literature. Conducted entirely in Russian. *Prerequisite:* Russian 326 or permission of the instructor. *Four credit hours.* INSTRUCTOR

[428] **Tolstoy and *Anna Karenina*** An analysis of Tolstoy's *Anna Karenina*, with special attention to Tolstoy's philosophy, including his ideas about society, the family, and the Church. Conducted entirely in Russian. *Prerequisite:* Russian 326 or permission of the instructor. *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

Russian Studies

ADVISORY COMMITTEE: Professor Charles Hauss (*Government*), Associate Professor Sheila McCarthy (*German and Russian*), Assistant Professor David Hanson (*Computer Services, German and Russian*), and Instructor Julie Mueller (*History*)

Russian studies is an interdisciplinary major that permits students to study Russia from a variety of disciplinary perspectives, including language and literature, history, politics, and economics. Required and elective courses taken by majors in the departments of German and Russian, History, Government, and Economics are supplemented by an interdisciplinary Russian studies

seminar for juniors and seniors. 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 Russian television broadcasts, in order to gain a deeper understanding of the past, present, and future of Russia.

In addition to semester and summer study opportunities available in Russia, students who have completed three years (or the equivalent) of Russian language study are eligible to participate in the American Collegiate Consortium's exchange program, which offers a year of study (junior-year abroad) at a variety of Russian universities and institutes. Students interested in this program should contact the Russian language faculty as early as possible in their first year.

Requirements for the Major in Russian Studies

Russian 237, 238, 325, 326, Government 253, History 261, 262, a seminar on a Russian topic, and four additional courses (three of which must be beyond the introductory level).

Courses Approved for the Major in Russian Studies

Economics: 275 Comparative Economic Systems; 276 Marxian Economics.

Government: 239 The Nuclear Age; 253 Soviet Politics.

History: 251 East Central Europe; 261 Russian History, 9th Century to 1881; 262 Russian History, 1881 to the Present; 472 Seminar in Russian and East European History.

Russian: 125, 126 Elementary Russian; 127, 128 Intermediate Russian; 231, 232 Topics in Russian Literature (in translation); 237 19th-Century Russian Literature (in translation); 238 20th-Century Russian Literature (in translation); 239j Russian Utopian and Science Fiction; 325, 326 Conversation and Composition; 425 The Russian Short Story; 426 The Russian Novel.

Russian Studies: 113j Introduction to Russian Culture; 139j January in Russia; 393, 394 Seminar in Russian Studies; 491, 492 Independent Study.

Majors are encouraged to pursue intensive language studies during summers and to participate in a summer, semester, or year-long study program in Russia.

The point scale for retention of the major applies to all courses offered toward the major. No requirements for the major may be taken satisfactory/unsatisfactory.

Students interested in Russian studies are invited to consider the minor in Russian language and literature. For information, consult the chair of the Department of German and Russian.

[113] **Introduction to Russian Culture** A text-based approach to the study of central themes in Russian history, art, and religion. With lectures, discussions, readings, and films, the course will follow several themes from ancient times into the 20th century. *Three credit hours.*

[139j] **January in the Soviet Union** A three-week study tour of Russia. Topics, which vary from year to year, may include political and social affairs, Russian culture, art, and architecture. *Three credit hours.*

†[394] **Seminar in Russian Studies** The Russian Revolution and culture, an interdisciplinary study of the seminal event of Russian history in the 20th century, the Revolution of 1917. Themes and issues that have determined the shape and development of Russian culture, including the powerful influence of utopian thought and action on the generation that experienced the revolution firsthand, and the process by which this utopian energy was transformed into the stagnant, bureaucratic, and inhuman culture of Stalinism. *Prerequisite:* Permission of the instructor (History 261, 262 and Russian 237, 238 are highly recommended). *Four credit hours.*

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-Technology Studies

Director, PROFESSOR HENRY GEMERY

ADVISORY COMMITTEE: Professors Charles Bassett (*English and American Studies*), Murray Campbell (*Physics and Astronomy*), F. Russell Cole (*Biology*), Gemery, Thomas Longstaff (*Religious Studies*), Robert McArthur (*Philosophy*), Randy Nelson (*Economics and Administrative Science*); Associate Professors Frank Fekete (*Biology*), Jonathan Hallstrom (*Music*), Leonard Reich (*Administrative Science*), Sonya Rose (*Sociology*), Dale Skrien (*Mathematics and Computer Science*); Visiting Associate Professor James Fell (*Administrative Science and Science-Technology Studies*); Assistant Professors James Fleming (*Science-Technology Studies*) and Batya Friedman (*Mathematics and Computer Science*)

Science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The well-being of individuals, nations, and, ultimately, our earth depends in part on technical developments that often transform both the social and natural environment.

By choosing from a variety of electives, students are provided by the Science-Technology Studies Program with historical, philosophical, sociological, economic, political, and technical perspectives on the complex interactions of science, technology, and society. Students gain an understanding of the human and social dimensions of science and technology; they also become better-informed citizens of our high-tech society.

Students from all majors may elect the minor in science-technology studies. Students may also design an independent major in this field.

Requirements for the Minor in Science-Technology Studies

The minor comprises six courses. Two of them, "Introduction to Science-Technology Studies" and "Senior Research Project," are required. Four other courses are chosen from the lists below, with the following restriction: nonlaboratory-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. Students may petition to include elective courses not listed below.

In order to ensure that each student has taken 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:

Biology: 219 Conservation Biology; 493 Problems in Environmental Science.

Chemistry: 112 Chemistry for Citizens; 115, Chemicals and Society; 118 Biotechnology; 217 Environmental Chemistry.

Computer Science: 113 Survey of Computer Science; 232 Computer Organization.

Geology: 171 Oceanography; 494 Environmental Geology.

Physics: 111 From Galileo to Einstein; 112 Energy for Planet Earth; 254 Essential Electronics.

Psychology: 233 Physiological Psychology.

Science-Technology Studies: 152 Historical and Planetary Astronomy; 215 Atmospheric Science.

Courses that deal with historical/social issues related to science and technology:

Administrative Science: 231 Technology, Corporate Strategy, and Competition; 251 Technology and Society in America.

American Studies: 213 Medicine in 19th- and 20th-Century America, Women As Healers.

Economics: 493 Senior Seminar (when appropriate).

Government: 239 War, Peace, and the New World Order.

Psychology: 479 History and Systems of Psychology.

Science-Technology Studies: 213 Science and Technology in the Federal Government; 216 Aeronautics in America; 217 The Automobile in America; 218 The American Home, 1792–1992; 271 Science and Society in America; 332 Turning Points in the History of Science and Technology; 393 Seminar in Science-Technology Studies.

Other related courses:

Administrative Science: 371 The Computer and Decision Making.

Biology: 133 Impact of Microorganisms on Human Beings (counts as one half of an elective).

Economics: 231 Environmental and Natural Resource Economics.

Environmental Studies: 118 Environment and Society.

Music: 213 Introduction to Computer Music.

Psychology: 374 Human Neuropsychology.

Quantitative Analysis: 111 Introduction to Quantitative Analysis.

112 **Introduction to Science-Technology Studies** The interactions of science, technology, and society in lectures, readings, discussions, and field trips. The influence of science and technology on our lives, in the world around us, and throughout history. *Four credit hours.*

S. MR. MCARTHUR

118 **Environment and Society** Listed as Environmental Studies 118 (q.v.). *Four credit hours.* FACULTY

[152] **Historical and Planetary Astronomy** A survey of the history of planetary astronomy from ancient times to the present, and a study of the solar system with emphasis on the discoveries of recent interplanetary space probes. May be counted toward the science distribution requirement but not offered for laboratory credit. *Three or four credit hours.* N.

[213j] **Science and Technology in the Federal Government** The United States government became a major source of employment for scientists and engineers in the 19th and early 20th 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 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.* S.

[215] **Atmospheric Science** Comprehensive introduction to the Earth's atmosphere: origin, composition, structure, general circulation, weather systems, climate, air pollution, ozone depletion, and climate change. May be counted toward the science distribution requirement but not offered for laboratory credit. Enrollment limited. *Four credit hours.* N.

[216] **Aeronautics in America** The perspectives of humanities, social sciences, and natural sciences in examining the history of flight in America. The social and economic consequences of aviation; flight as an intense human experience; and the science and technology of aerodynamics, navigations systems, etc. *Three or four credit hours.* N.

[217j] **The Automobile in America: History, Business, and Culture** The development of the automobile and its impact on American life, from the Stanley Steamer and the Ford Model T to the Jeep and the 300ZX. Emphases will be placed on the evolution and influence

of the automobile industry and on changing patterns of residence, commerce, and leisure. *Three credit hours.*

[218j] **The American Home, 1792–1992: Design, Construction, and Use** *Three credit hours.*

[271] **Science and Society 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; the evolution of environmental thought; and the emergence of America as a leading scientific nation. *Three or four credit hours.* H.

291j **Research and Seminar in Science-Technology Studies** Individual or small group work in topics related to the social, political, historical, philosophical, or practical dimensions of science and/or technology. Students will prepare a written proposal, present a seminar on the results of their project, and write a final report. *Prerequisite:* Permission of the instructor and approval of the program director. *One to three credit hours.* FACULTY

[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 20th century. The content of new theories, discoveries, and inventions will be presented in their social and cultural contexts with special attention given to transnational comparisons. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* H.

393d2 **Seminar: Science, Technology, and the American Industrial Development** The impact of science and technology on America's industrial growth, from the early 19th to the late 20th century. Topics include innovation and discovery, industrial research, technology transfer, manufacturing and mineral development, the rise of big business and its evolution in the post-World War II era, the coming of high technology, and the "post-industrial" order. Discussion, student presentations, and paper. *Prerequisite:* Permission of the instructor. *Four credit hours.* H. MR. FELL

483, 484 **Senior Research Project** Students will design and complete a final integrative project in science-technology studies. Required of minors and open to others with the permission of the program director and the instructor. 483: Nongraded; *one credit hour.* 484: *three credit hours.* FACULTY

491, 492 **Independent Study** Independent study in areas in which 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

Selected Topics

-97, -98 **Study of Selected Topics** Each department and interdisciplinary program 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

In the Department of Sociology and Anthropology.

Chair, PROFESSOR THOMAS MORRIONE

Professors Jonas Rosenthal¹, Morrione, and Sonya Rose¹; Associate Professor Cheryl Townsend Gilkes¹; Assistant Professors Adam Weisberger and Christine Bowditch; Visiting Instructor Sarah Willie

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 and 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 that integrates their course work, their perspective, and their research findings.

Requirements for the Major in Sociology

Sociology 131, 215, 271, 493, 494, and five additional sociology courses, totaling at least 15 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 and 318 are not required, they are 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 satisfactory/unsatisfactory.

Requirements for the Minor in Sociology

Sociology 131, 215, 271, and at least three electives in sociology with two of the three at the 200 level or above and one of the three at the 300 level or above.

Sociology courses above the 100 level have limited enrollments.

¹On leave full year.

116j Visions of Social Control An examination of deviance, dissent, and social control in utopian societies as depicted in selected novels, to illuminate social processes in contemporary societies. Police surveillance, propaganda, legal segregation, political repression, bureaucratic regulation, and biological or psychological manipulation as means of maintaining social order and controlling deviance. Enrollment limited. *Three credit hours.* S. MS. BOWDITCH

[117j] Introduction to Yiddish Language and Culture An intensive, multi-media approach to the world of Eastern European Jewry before the Nazi Holocaust; instruction in the Yiddish language; discussion of various aspects of Jewish culture, using literature, music, art, and film. *Three credit hours.* S, D.

131d Principles of Sociology A social scientific analysis of society and human activity, focusing on the nature of institutions, the social construction of reality, and the meaning of freedom in the social world. Concerns include socialization, alienation and marginality, social change, and social issues of race, gender, power, authority, inequality, self, and identity. *Four credit hours.* S. MR. WEISBERGER AND MR. MORRIONE

[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.* S, D.

215 **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. *Prerequisite:* Permission of the instructor. *Three credit hours.* S, D.

[231] **Contemporary Social Problems** 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.* D.

233 **Crime in American Society** An exploration of the nature, causes, and solutions to crime in American society; the definition of crime; how police practices, official statistics, and media coverage influence the public's knowledge of and reaction to crime; the social, economic, and political contexts of criminal behavior; and criminal justice policies. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.* MS. BOWDITCH

[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. *Three credit hours.* S.

238 **The School in American Society** An exploration of the sources of and historical background to dissatisfaction with contemporary schools, the mission of schools, the role of schools in relation to other social institutions, the social organization of teaching and learning, and the experiences of students. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.* MS. BOWDITCH

252 **Race, Ethnicity, and Society** Comparative perspectives on topics that include the meanings of race and ethnicity in the United States, ethnic community experiences, racism, prejudice and discrimination, and preferential treatment in the shaping of ethnic identities as it has applied to immigration, citizenship, government programs, and educational opportunities. *Prerequisite:* Sociology 131. *Three credit hours.* MS. WILLIE

256d1 **Health and Illness** Application of sociological principles to the medical care

system, its institutions and personnel, focusing on the hospital as a social and bureaucratic organization; recruitment and training of health-care providers; practitioner-patient relationships; also social epidemiology, mental disorders, history of medicine and public health, death and dying. *Four credit hours.* MS. BOWDITCH

271d2 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. BOWDITCH

[272] **Advanced Research Methods** Student-initiated research investigation using quantitative methods of data collection and analysis. 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 and permission of the instructor. *Three credit hours.*

[273] **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.*

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. *Four credit hours.* D. MR. WEISBERGER

[276] **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. *Four credit hours.*

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.*

298 Sociology through African-American Women Writers: Indiscreet Variables The sociological significance of the current renaissance of African-American women's writing. The writings themselves—prose and poetry, fiction and non-fiction—will be used as models for reflexive sociology and as tools for sociological understanding of contemporary race, gender, and class relations. *Four credit hours.* D. MS. WILLIE

315j 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. *Three credit hours.* MR. WEISBERGER

[316] **Special Topics in Sociology** Selected topics to be announced. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.*

[318] **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.*

[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; seniors and majors given preference. *Prerequisite:* Sociology 131 and permission of the instructor. *Four credit hours.*

[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 on 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. *Four credit hours.*

[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 religion (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. *Prerequisite:* An introductory sociology or anthropology course or American Studies 274 or 276 or Religion 217 or permission of the instructor. *Three credit hours.*

[357] **Race Relations and Social Change** A seminar examining the impact of the civil-rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series "Eyes on the Prize I and II" utilized to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil-rights or black power movements. The connections among civil-rights and black power movements and other social movements in the United States and other societies. Enrollment limited. *Prerequisite:* An introductory anthropology, sociology, history, or American studies course, or permission of the instructor. *Four credit hours.*

375 **Social Situations in Everyday Life** An introduction to issues, problems, and strategies relating to the observation and analysis of human interaction in natural social settings both on and off campus. A social-psychological perspective is developed through discussion of firsthand field experience and participant observation in a variety of settings. Research project and paper required. Formerly listed as Sociology 275. *Prerequisite:* Sociology 131 and 271. *Four credit hours.* MR. MORRIONE

[391] **Gender and Public Policy** How images of gender, gender difference, and the social positions of women and men affect public policies concerning divorce, provisions for child care for families with working parents, poverty, and discrimination in employment. Enrollment limited. *Prerequisite:* Sociology 131 and permission of the instructor. *Three or four credit hours.*

[392] **Freud** Focus on Freud and his sociological interpreters: a review of Freud's most important works and a survey of contemporary interpretations of psychoanalysis. Critical theory, Parsonian functionalism, and the feminist reconstructions of Nancy Chodorow and Jessica Benjamin. Enrollment limited. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.*

[394] **Social Movements** An effort to shed light on forms of collective action by analyzing relevant theories and selected cases of important historical and contemporary movements. Public opinion, propaganda, and other cultural mechanisms for generating solidarity and dissent. Enrollment limited. *Prerequisite:* Sociology 131. *Four credit hours.*

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 Seminar in Contemporary Sociological Theories** The course provides majors with a critical understanding of a variety of contemporary sociological theories and methodologies. A lengthy paper integrating the student's sociological perspective with a research topic and critical assessment of theories and methodologies covered is required and will guide the independent research project to be completed in Sociology 494. *Prerequisite:* Sociology 131, 215, 271, and permission of the instructor. *Four credit hours.* MR. MORRIONE

494 **Senior Project Colloquium** Coordinating seminar for all seniors engaged in independent research. An independent research project and thesis done under supervision of a department faculty member, development of common themes, and weekly discussions required. Strict deadlines imposed; details available from the chair of the department. *Prerequisite:* Sociology 493. *Four credit hours.* MR. MORRIONE

Spanish

In the Department of Romance Languages and Literatures. 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.

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 orientation.

Requirements for the Major in Spanish

Spanish 231 and at least seven additional semester Spanish courses numbered above 128; one course at the 200 level or above in each of the following areas: Golden Age, Modern Peninsular literature, and Spanish American literature. All seniors are expected to enroll in at least one seminar. Majors are strongly advised to spend one academic year studying abroad at the junior level. A minimum of one semester's study abroad at the junior level, or the equivalent, is required of majors. All study-abroad plans must be approved in advance by the Department of Romance Languages and Literatures.

The following statements also apply:

- (1) The point scale for retention of the major is based on all Spanish courses numbered above 128.
- (2) No major requirements may be taken satisfactory/unsatisfactory.
- (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.

(5) No more than one Hispanic literature/culture course offered in English may be counted toward the major.

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.*

125, 126, 127 Intensive Spanish in Mexico An intensive Spanish language course given in Cuernavaca, Mexico. *Twelve credit hours.* INSTRUCTOR

125, 126d Elementary Spanish Introduction to the language by an audiolingual method, with emphasis on understanding, speaking, and reading. Use of taped materials in the language laboratory is a regular part of the class work, and laboratory attendance is required. Spanish 125 is prerequisite for 126. *Four credit hours.* FACULTY

127d Intermediate Spanish I Continued practice in the oral-aural skills, with increasing emphasis on reading and writing. Laboratory attendance is required. *Prerequisite:* Spanish 126 or appropriate score on the College Board Spanish achievement test. *Four credit hours.* FACULTY

128d Intermediate Spanish II The development of reading skills through Spanish and Spanish American texts. Enrollment limited. *Prerequisite:* Spanish 127. *Three credit hours.* MS. SASAKI AND MR. OREJUDO

131d Conversation and Composition Language review with emphasis on oral expression, written composition, and vocabulary development. Enrollment limited. *Prerequisite:* Spanish 128 or permission of the instructor. *Three credit hours.* MS. SASAKI

135d Introduction to Hispanic Literature Introduction to literary analysis through Spanish texts. *Prerequisite:* Spanish 131 or permission of the instructor. *Three credit hours.* L. MR. OREJUDO

[216j] **Voiceless Voices: The "Other" in Hispanic America** To develop a critical awareness of the marginal voices that have been silenced by the "master" discourses in the last two centuries in the Hispanic world, focusing on the complex issues raised by the relationship between the power of writing and the voicing of the experiences of racially, socially, and politically marginalized people. Readings include literary and nonliterary texts by Hispanic American and United States Hispanic authors. Class meetings are conducted in English. Spanish majors must write papers and examinations in Spanish. The course does not count toward one of the three required areas for the Spanish major. *Three credit hours.*

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. Enrollment limited. *Prerequisite:* Spanish 131. *Four credit hours.* MR. OLIVARES

[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. *Four credit hours.*

[255] **19th-Century Spanish Literature** Representative works of Romanticism and Realism. *Four credit hours.* L.

[256] **The Generation of 1898** The principal figures of this generation: Unamuno, Azorín, Baroja, Valle-Inclán, and Machado. *Four credit hours.* L.

257d2 **Modern Spanish Literature** The literature of 20th-century Spain. *Four credit hours.*
L. MS. MAGINN

[261] **Spanish American Literature I** Spanish American literature from the Colonial period to 1888: Discovery, Colonization, and Independence. *Four credit hours.* L.

[262] **Spanish American Literature II** Spanish American literature from 1888 to the present. *Four credit hours.* L.

297 **Contemporary Spanish American Short Story** A study of the contemporary Spanish American short story through close readings of representative texts by authors such as Arenas, Borges, Cortázar, García Márquez, and Rulfo. *Four credit hours.* L. MR. OLIVARES

[332] **Contemporary Spanish American Fiction** Close readings of contemporary Spanish American narrative texts by representative authors such as Borges, Cabrera Infante, Carpentier, Cortázar, Fuentes, García 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.* L.

[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 nontraditional portrayals of women in what has been a particularly macho-oriented culture. *Four credit hours.* L, D.

[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.* L.

[351] **El Siglo de Oro** Prose, poetry, and theater of Spain in the 16th and 17th 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.* L.

352 **Don Quijote** In-depth reading and analysis of *Don Quijote de la Mancha*. *Four credit hours.* L. MS. DOEL

[358] **The Contemporary Spanish Novel** The Spanish novel after the Spanish Civil 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.* L.

397 Ideology and Ethics in Spanish Golden Age Literature An examination of specific literary works as responses to Spain's changing political climate during the 16th and 17th centuries. How the literary work reinforces or questions, creates or undermines, an official discourse that, in both Reformation and Counter-Reformation Spain, seeks to define national identity in ethical and ideological terms. *Four credit hours.* MS. SASAKI

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 Spanish American Literature—Women in Hispanic Texts: Wife, Mother, Prostitute, Lover, Old Maid Perceptions of Hispanic women as seen through the prose, poetry, and film of male and female artists. *Four credit hours.* L. MS. DOEL

493d2 Seminar in Spanish and Spanish 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 Casares, Borges, Fuentes, García Márquez, Leñero, Ocampo, Puig, Sábato, and Vargas Llosa, have simultaneously recuperated and subverted the relationships among author, text, and reader; the function of parody and intertextual relations; and the mimetic vs. the reflexive modes. *Four credit hours.* L. MR. OLIVARES

Women's Studies

Director, PROFESSOR JANE MOSS

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 with the guidance of the director of women's studies.

Requirements for the Minor in Women's Studies

A minimum of 24 credit hours in at least two departments, to include Women's Studies 111, 493; Government 312; and at least two additional courses at the 300 or 400 level. No more than three credit hours of field experience may be taken toward the minor.

Courses Offered in Women's Studies

American Studies: 213 Medicine in 19th and 20th Century America: Women as Pioneer Healers; 374 The Female Experience in America; 376 Comparative American Cultures in Historical Context.

Anthropology: 253 Anthropology of Gender; 254 Women of Color in the United States.

Art: 493 Seminar in Art History: Degas, Cassatt, Eakins.

East Asian Cultures and Languages: 251 Imaging Chinese Women: Ideas and Ideals in China; 271 Japanese Women Through Films and Literature.

Economics: 254 Women in the Labor Market.

Education: 332 Women, Girls, and the Culture of Education.

English: 324 Victorian Literature II; 343 African-American Literature; 397 Women in American Film; 425 Modern Women's Literature; 426 Tilling the Garden: African-American Women Writers at Work; 428 The African-American Autobiographical Literary Tradition; 429 Passionate Expression: Love, Sex, and Sexuality in Western Literature; 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; 493 Seminar (as appropriate). *German*: 333 German Women Writers.

Government: 312 Directions in Feminist Theory; 319 Law and Social Change: Women and Minorities; 375 Race, Religion, and Gender in Latin America; 414 Contemporary Social Theory; 434 Women in American Politics.

History: 211 Public Lives/Private Lives: Men and Women in Europe from the Middle Ages to the Present; 236 History of Women in Europe; 267 United States Women's History, to 1870; 268 United States Women's History, 1870 to the Present; 273 Wartime Women: American Women and World War II; 331 Women, The Family, and the State in Europe, 400 B. C. – 1850 A.D.; 415 Seminar in American History: Women in the Civil War; 419 Women, Law, and Medicine in Early Modern Europe: The Witch Craze.

Philosophy: 155j Feminist Philosophies.

Religious Studies: 255 Seminar: The Goddess: A Hermeneutics in Theology; 257 Women in American Religion; 316 Contemporary Western Theology; 391 Seminar: Third World Liberation Theologies 1960–1990.

Sociology: 151j Beyond the Canon: Sociology in Women's Writing; 219 The Bible and Social Inequality; 273 The Family; 276 Women and Men in Society; 355 African-American Women and Social Change; 391 Gender and Public Policy.

Spanish: 334 Women in Hispanic Poetry and Fiction; 493 Women in Hispanic Texts.

Women's Studies: 111 Introduction to Women's Studies; 211 Women in Myths and Fairy Tale; 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.* S, D. MS. BLAKE

[198j] **Sexuality: Myth and Reality** What shapes our sexual behavior? How are our sexual identities formed? What roles do biology and culture play in these processes? An interdisciplinary exploration of the connections between our individual sexuality issues and our social, cultural, and familial contexts. Topics include the physiology of sex, sexual dysfunction, and reproduction; sexual imagery, pornography and erotica; gender issues and sexual preferences/identities; AIDS, STDS, and safe sex; and sexual violence from incest to date rape. *Three credit hours.*

[211j] **Women in Myth and Fairy Tale** How are women portrayed in the myths and fairy tales of Western cultures? What is the impact of these images on our selves and our society? What are some alternatives to the images we are familiar with? Are there innate "women's ways of heroism" that have been denigrated or ignored by patriarchal systems, or is such a gender distinction purely a social construct? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, Inanna, and Persephone. Native American stories and feminist fairy tales will provide alternative images for discussion, and the television series "The Power of Myth" reviewed. Students write a myth or fairy tale for class discussion. Enrollment limited. *Prerequisite*: English 115 or equivalent. *Three credit hours.*

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 director. *One to four credit hours.* FACULTY

493d2 Women's Studies Senior Seminar ~ The seminar moves from department to department, and the topic changes each year, structured to provide an opportunity for senior minors to share a common experience of intensive, advanced work in women's studies, and for group discussions of the most substantial recent works in the field. In 1993: *The Woman-Identified-Woman*. A critical investigation of the meaning and political significance of being woman-identified. Topics include the history and nature of female friendship, the meanings of lesbianism as political act and the relation of both lesbianism and heterosexuality to feminist politics, the debate over lesbian s & m, and the construction of a woman-identified ethics. Also listed as Philosophy 312, Topics in Feminist Theory. *Prerequisite:* Government 312 or permission of the instructor. *Four credit hours.* MS. CALHOUN

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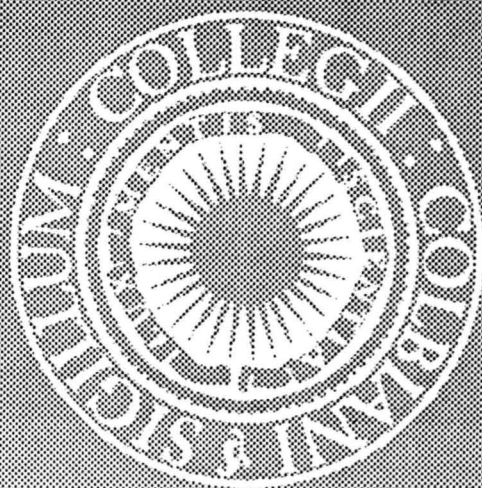
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Geology December 5-7, 1991 / George I. Smith '49, chair; Jane Whipple Coddington '55; Andrew Jay Weiland '64; Professor Henry Woodward, Beloit College, consultant.

Art and the Museum of Art February 27-29, 1992 / Joseph F. Boulos '68, chair; Peter H. Lunder '56; Paul J. Schupf; John W. Payson; Professor Michael Cothren, chair, department of art, Swarthmore College, consultant; Frederick Osbourne, dean, Pennsylvania Academy of the Fine Arts, consultant; Katherine J. Watson, director, Bowdoin College Museum of Art, consultant.

English March 8-10, 1992 / Professor Barbara Howard Traister '65, chair; Allan Van Gestel '57; Professor Dale Peterson, department of English, Amherst College, consultant.

Biology April 23-25, 1992 / Curtis C. Harris, chair; Kenneth N. Hart '51; Charles C. Leighton '60; Professor Gary Wagenbach, department of biology, Carleton College, consultant.

Student Affairs May 3-5, 1992 / John W. Field Jr. '66, chair; Jean Pratt Moody '56; Roger F. Dumas '60; Ann Hanson, dean of students, Middlebury College, consultant.

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DOROTHY SWAN REUMAN, M.A., 1961-64, 1966-92
Associate Professor of Music, Emerita

ROBERT EVERETT REUMAN, M.A. '69, Ph.D., 1956-91
Dana Professor of Philosophy, Emeritus

ALLAN CHARLES SCOTT, M.A. '51, Ph.D., 1951-73, January 1984
Dana Professor of Biology, Emeritus

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

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 February 11, 1992.

²Died March 13, 1992.

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.⁷ (Arizona), 1986-92
Adjunct Instructor in Physical Education

JULIA ADAMS, D.Mus. '86, M.A. (Oberlin, San Francisco State), 1986-
Artist in Residence in Music

DEBRA ANN AITKEN, M.Ed. (Frostburg State [Maryland], Plymouth State), 1985-
Adjunct Associate Professor of Physical Education

DANIEL SAUNDERS ALEXANDER '75, M.S. (Colby, Boston University), 1992-
Visiting Assistant Professor of Mathematics

DONALD BRUCE ALLEN, M.A. '82, Ph.D. (Fresno State, Illinois), 1967-
Professor of Geology

ANTHONY ALFRED ANEMONE, JR., Ph.D. (Columbia, California at Berkeley), 1985-92
Assistant Professor of Russian

DOUGLAS NELSON ARCHIBALD, M.A. '73, Ph.D.⁴ (Dartmouth, Michigan), 1973-
Roberts Professor of Literature; Vice President for Academic Affairs and Dean of Faculty, 1984-88; Editor of Colby Quarterly, 1986-

RICHARD STEVEN ARGOSH, Ph.D. (New England Conservatory of Music, Princeton), 1992-
Assistant Professor of Music

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

BARRI BABOW, M.A. (Wisconsin, Harvey Mudd), 1991-
Visiting Instructor in Physics

DEBRA ANN BARBEZAT, Ph.D. (Smith, Michigan), 1992-
Assistant Professor of Economics

CAROL HOFFER BASSETT, M.A.^{7, 11} (South Dakota), 1974-
Assistant Professor of Mathematics

CHARLES WALKER BASSETT, M.A. '80, Ph.D. (South Dakota, Kansas), 1969-
Dana Professor of American Studies and of English

CAROL ANNE BEACH '88, B.A. (Colby), 1991-
Adjunct Instructor in Physical Education and Athletics

MIRIAM FRANCES BENNETT, M.A. '73, Ph.D.^{1, 2} (Carleton, Mount Holyoke, Northwestern), 1973-

William R. Kenan, Jr., Professor of Biology

WILLIAM BERLINGHOFF, Ph.D. (Holy Cross, Boston College, Wesleyan), 1988-91, 1992-
Visiting Professor of Mathematics

SILVIA BERMUDEZ, Ph.D. (Universidad Central de Barcelona, Southern California), 1989-92
Assistant Professor of Spanish

KIMBERLY ANN BESIO, M.A. (Hawaii at Manoa, California at Berkeley), 1992-
Assistant Professor of Chinese

PARKER JOY BEVERAGE, M.A. (Dartmouth, Stanford), 1985-
Faculty Member without Rank: Dean of Admissions and Financial Aid

PAMELA ANN BLAKE, Ph.D. (St. Lawrence, Cornell), 1985-
Assistant Professor of Government and of Women's Studies

ROBERT T. BLUHM, JR., Ph.D. (New York University, Princeton, Columbia, Rockefeller), 1990-

Assistant Professor of Physics

DAVID BRUCE BOURGAIZE, Ph.D.² (Ohio Northern, Massachusetts at Amherst), 1988-
Assistant Professor of Chemistry

CHRISTINE BOWDITCH, Ph.D. (Bates, Pennsylvania), 1991-
Assistant Professor of Sociology

ROGER WILSON BOWEN, M.A. '87, Ph.D.³ (Wabash, Michigan, British Columbia), 1978-92
Professor of Government and of East Asian Cultures and Languages

AMY HANCOCK BOYD, Ph.D. (Michigan, Stanford, Michigan), 1991-
Visiting Assistant Professor of Mathematics

JAMES BOYLAN, M.A. (Wesleyan, Johns Hopkins), 1988-
Assistant Professor of English

PATRICK BRANCACCIO, M.A. '79, Ph.D.⁵ (Brooklyn, Ohio State, Rutgers), 1963-
Professor of English and of Performing Arts

FRANCIS THOMAS BRIGHT, Ph.D. (Notre Dame, Cornell), 1990-
Visiting Assistant Professor of French

MORTON AARON BRODY, J.D.⁷ (Bates, Chicago), 1984-
Professor of Government

LYN MIKEL BROWN, Ed.D. ¹⁰ (Ottawa [Canada], Harvard), 1991-
Assistant Professor of Education

CEDRIC BRYANT, Ph.D.⁵ (California at San Diego), 1988-
Assistant Professor of English

MICHAEL DAVID BURKE, M.F.A.⁷ (California at Berkeley, Massachusetts at Amherst), 1987-
Visiting Assistant Professor of English

SHEILA MARIE CAIN, M.S. (College of St. Catherine, Iowa State), 1991-
Adjunct Assistant Professor of Physical Education and Athletics

CHERYL HAUSE CALHOUN, Ph.D. (Northwestern, Texas at Austin), 1991-
Associate Professor of Philosophy

DEBRA CAMPBELL, Ph.D.² (Mt. Holyoke, St. Michael's [Toronto], Boston University),
January-June 1983; 1986-
Associate Professor of Religion

MURRAY FRANCIS CAMPBELL, M.A. '92, Ph.D. (Pennsylvania State, Cornell), 1980-
Professor of Physics

THOMAS EDWARD CARSON, Ph.D. (Georgetown, Michigan), 1991-92
Visiting Assistant Professor of History

FRANCISCO ANTONIO CAUZ, M.A. '77, Ph.D.² (Villanova, Middlebury, Rutgers), 1957-
Professor of Spanish; Resident Director of Colby in Salamanca Program, 1990-92

ARTHUR KINGSLEY CHAMPLIN, M.A. '87, Ph.D. (Williams, Rochester), 1971-
Professor of Biology

RONALD GEORGE ANDREW CLUETT, B.A. (Trinity, Toronto), 1991-92
Taylor Lecturer in Classics

DANIEL HARRY COHEN '75, Ph.D.⁵ (Colby, Indiana), 1983-
Associate Professor of Philosophy

FREDERICK RUSSELL COLE, M.A. '90, Ph.D.² (Massachusetts, Illinois), 1977-
Professor of Biology

SUSAN WESTERBERG COLE, M.S.² (Knox, Illinois), 1978-
Faculty Member without Rank: Science Librarian

GEORGE LEIDIGH COLEMAN II, M.A. (Cornell, Kansas), 1963-
Associate Professor of Geology; Registrar

CHARLES W. S. CONOVER III, Ph.D. (Middlebury, Virginia), 1990-
Assistant Professor of Physics

CHARLES NELSON COREY III, M.Ed. (Bowdoin, Maine), 1989-92

Adjunct Assistant Professor of Physical Education

ANTHONY J. CORRADO, JR., Ph.D.⁵ (Catholic University, Boston College), February 1986-

Assistant Professor of Government

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D. (Harvard), 1979-

Professor of Government; President

DAVID HARI DAS, M.A. (Bowdoin, Washington), 1990-92

Visiting Assistant Professor of History

ALAN ROBERT DAVISON, M.A. (Universidad Interamericana [Puerto Rico], Utah), 1991-

Visiting Instructor in Spanish; Resident Director of Colby in Cuernavaca Program, 1991-

GUILAIN PIERRE DENOEU, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-

Assistant Professor of Government

KEITH J. DEVLIN, M.A. '89, Ph.D. (King's College [London], University of Bristol [England]), 1989-

Carter Professor of Mathematics

THOMAS A. DEXTER, M.S. (SUNY at Cortland), 1989-

Adjunct Instructor in Physical Education

SUELLEN DIACONOFF, Ph.D. (Willamette, Indiana), 1986-

Associate Professor of French

PRISCILLA ALLEN DOEL, M.A. (Colby Junior, New York University), 1965-

Associate Professor of Portuguese and Spanish

MICHAEL REYNOLDS DONIHUE '79, Ph.D.⁵ (Colby, Michigan), 1989-

Assistant Professor of Economics

PAUL KENNETH DOSS, Ph.D. (Indiana, Northern Illinois), 1991-

Assistant Professor of Geology

MARGARET A. EASTMAN, Ph.D. (California at Santa Barbara, North Carolina at Chapel Hill), 1991-92

Visiting Assistant Professor of Chemistry

SUZANNE FALGOUT, Ph.D.¹ (New Orleans, Oregon), 1987-92

Dana Faculty Fellow and Assistant Professor of Anthropology

SIDNEY WEYMOUTH FARR '55, M.A., M.B.A. (Colby, Maine), 1960-

Associate Professor; Alumni Secretary; Secretary of the Corporation

LEE NATHAN FEIGON, M.A. '90, Ph.D. (California at Berkeley, Chicago, Wisconsin), 1976-

Professor of History and of East Asian Cultures and Languages

FRANK ALEXANDER FEKETE, Ph.D. (Rhode Island at Kingston, Rutgers), 1983-

Associate Professor of Biology

JAMES EDWARD FELL, JR. '66, Ph.D. (Colby, Colorado), 1992-

Visiting Associate Professor of Administrative Science

CHARLES ANTHONY FERGUSON, Ph.D. (Oberlin, Ohio State), 1967-

Associate Professor of French and Italian

LORE SCHEFTER FERGUSON, Ph.D. (Hartwick, Ohio State), 1968-1976, 1990-92

Visiting Assistant Professor of German

DEANE WILLIAM FERM, Ph.D.⁷ (College of Wooster, Yale), 1989-92

Professor of Religion

GUY THEOPHILE FILOSOF, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-
Professor of French

DAVID WARREN FINDLAY, Ph.D. (Acadia [Canada], Purdue), 1985-
Associate Professor of Economics

DAVID H. FIRMAGE, M.A. '88, Ph.D. (Brigham Young, Montana), February 1975-
Clara C. Piper Professor of Biology

ROBERT FISCH, Ph.D.² (Harvey Mudd, Claremont, Wisconsin at Madison), 1990-
Assistant Professor of Mathematics and Computer Science

ELIZABETH ANN FISHER, Ph.D.⁷ (Wheaton, Colorado, Case Western Reserve), 1990-
Visiting Assistant Professor of Administrative Science

JAMES RODGER FLEMING, Ph.D.² (Pennsylvania State, Colorado State, Princeton), 1988-
Assistant Professor of Science-Technology Studies

BRUCE EDWARD FOWLES, Ph.D. (Brown, California at Berkeley), 1967-
Associate Professor of Biology

BATYA FRIEDMAN, Ph.D. (California at Berkeley), 1991-
Clare Boothe Luce Assistant Professor of Mathematics and Computer Science

KENNETH S. GANZA, Ph. D. (Wabash, Indiana), 1989-
Ziskind Lecturer in East Asian Cultures and Languages and in Art

HENRY ALBERT GEMERY, M.A. '77, Ph.D. (Southern Connecticut, Harvard, Pennsylvania),
1961-
Dana Professor of Economics

REBECCA LYNN GERBER, Ph.D. (California State at San Jose, California at Santa Barbara), 1985-
Assistant Professor of Music

CHERYL TOWNSEND GILKES, Ph.D.² (Northeastern), 1987-
John D. MacArthur Associate Professor of Sociology and of African-American Studies

ROBERT A. GILLESPIE, Ph.D.³ (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

NANCY HUNTER GOETZ, M.F.A. (Wisconsin at Madison, New Mexico), 1992-
Assistant Professor of Art

JAVIER GONZALEZ-ALONSO, Ph.D. (University of Washington), 1985-92
Assistant Professor of Spanish; Resident Director of Colby in Salamanca, 1992-

JILL PAULETTE GORDON, Ph. D. (Claremont McKenna, Brown, Texas at Austin), 1990-
Assistant Professor of Philosophy

HUGH JAMES GOURLEY III, A.B. (Brown), April 1966-
Faculty Member without Rank; Friends' Director of the Museum of Art

FERNANDO QUADROS GOUVÊA, Ph.D. (Universidade de São Paulo [Brazil], Harvard), 1991-
Assistant Professor of Mathematics

ARTHUR DAVID GREENSPAN, M.A. '91, Ph.D.¹ (Columbia, Indiana), 1978-
Professor of French

PAUL GENE GREENWOOD, Ph.D. (Knox, Florida State), 1987-
Assistant Professor of Biology

JEAN HALEY, Ph.D. (University of the Pacific, Brown, Wisconsin at Madison), 1992-
Clare Boothe Luce Assistant Professor of Biology

LAURA MARIE HALLDORSON, A.B. (Princeton), 1989-
Adjunct Assistant Professor of Physical Education

JONATHAN FRANCIS HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-
Associate Professor of Music

DAVID HANSON, Ph.D. (Harvard), 1990-
Assistant Professor of Russian; Director of Academic Computing

NATALIE BETH HARRIS, Ph.D.⁷ (Indiana), 1978-80, 1982-85, 1986-
Associate Professor of English

PETER BROMWELL HARRIS, M.A. '89, Ph.D. (Middlebury, Indiana), 1974-
Professor of English

CHARLES STEWART HAUSS, M.A. '90, Ph.D. (Oberlin, Michigan), 1975-
Professor of Government

ROBIN A. S. HAYNES, Ph.D. (Michigan, Eastern Michigan, Bowling Green), 1989-93
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

PATRICIA BURTON HELM, M.A. (Colorado College, Pennsylvania), 1990-
Visiting Instructor in Music

PEYTON RANDOLPH HELM, M.A. '90, Ph.D. (Yale, Pennsylvania), 1988-
Professor of Classics; Vice President for Development and Alumni Relations

LIZA HENDERSON, M.F.A. (McGill, Bryn Mawr, Yale School of Drama), 1992-
Visiting Instructor in English

ANTHONY PAUL HESS, M.S. (Oregon, Columbia), July 1986-
Faculty Member without Rank: Art and Music Librarian

JAN STAFFORD HOGENDORN, M.A. '76, Ph.D. (Wesleyan, London School of Economics),
1963-64, 1966-
The Grossman Professor of Economics

ALFRED WILLIAM HOLLIDAY, M.S. (Salisbury State, Central Connecticut State), 1991-
Adjunct Instructor in Physical Education and Athletics

CONSTANTINE HRISKOS, M.A. (Lafayette, New School for Social Research), 1990-
Visiting Assistant Professor of Anthropology

PAMELA HRONEK, Ph.D. (Brigham Young, Utah, Arizona State), 1990-92
Visiting Assistant Professor of History

YEAGER HUDSON, M.A. '77, Ph.D. (Millsaps, Boston University), 1959-
Professor of Philosophy

PATRICE FRANKO JONES, Ph.D. (Bucknell, Notre Dame), 1986-
Assistant Professor of Economics and of International Studies

PETER H. KAHN, Ph.D.⁷ (California at Berkeley), 1991-
Assistant Professor of Education

ROBERT HURD KANY, Ph.D. (Michigan, Pennsylvania State), February 1970-
Associate Professor of History; Associate Director of Corporate and Foundation Relations, 1991-

- TONI DINSMORE KATZ, M.S. (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Reference Librarian
- STEPHEN KECSKEMETHY, D.Mus. '86, B.Mus., Artist's Diploma (Eastman), 1986-
Artist in Residence in Music
- GAY KEMPTON, M.A.E.⁷ (Michigan State, Findlay, Rhode Island School of Design), 1990-92
Visiting Instructor in Art
- EDWIN JAMES KENNEY, JR., M.A. '82, Ph.D. (Hamilton, Cornell), 1968-
Distinguished Teaching Professor of Humanities
- SUSAN MCILVAINE KENNEY, M.A. '86, Ph.D.⁷ (Northwestern, Cornell), 1968-
Professor of English
- DIANE SKOWBO KIERSTEAD, M.A. '89, Ph.D. (Miami [Ohio], Brandeis), 1974-
Professor of Psychology
- D. WHITNEY KING, Ph.D. (St. Lawrence, Rhode Island), 1989-
Assistant Professor of Chemistry
- WILLIAM MARTIN KLEIN, Ph. D. (Northwestern, Princeton), 1991-
Assistant Professor of Psychology
- 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), 1988-92
Assistant Professor of Psychology
- DOROTHY MARIE KOONCE, M.A. '80, Ph.D.¹¹ (Cornell, Pennsylvania), 1963-
Professor of Classics
- HOWARD LEE KOONCE, M.A. '80, Ph.D. (Dartmouth, Pennsylvania), 1963-
Professor of English and of Performing Arts
- HUBERT CHRISTIAN KUETER, Ph.D. (Valparaiso, Michigan), 1965-
Associate Professor of German
- KAREN KUSIAK '75, M.Ed.⁷ (Colby, Lesley), 1990-
Instructor in Education
- JAY BRIAN LABOV, Ph.D.¹ (Miami [Florida], Rhode Island), 1979-
Associate Professor of Biology
- CHARLES RICHARD LAKIN, M.L.S.¹ (U.S. Naval Academy, Iowa), 1985-
Faculty Member without Rank: Reference Librarian
- RONALD LANTZ, D.Mus. '86, B.Mus. (Indiana, Juilliard), 1986-
Artist in Residence in Music
- WILLIAM A. LEE, J.D.⁷ (Florida), February-May 1987-
Assistant Professor of Administrative Science
- ELIZABETH DAVIS LEONARD, Ph.D. (College of New Rochelle, California at Riverside), 1992-
Assistant Professor of History
- JOHN ROBERT LIKINS, M.L.S.⁵ (Colgate, Simmons), November 1984-
Faculty Member without Rank: Technical Services Librarian
- YUET KEUNG LO, Ph.D. (Hong Kong Shue Yan, Michigan at Ann Arbor, Beijing), 1991-92
Visiting Assistant Professor of Chinese

THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D.¹ (Maine, Bangor Theological, Columbia), 1969-
Dana Professor of Religion

DAVID MARTIN LUBIN, Ph.D. (Ohio State, Yale), 1983-
Associate Professor of Art and of American Studies

ABBES MAAZAOUI, Ph.D. (Lycee 9 Avril [Tunisia], University of Tunis [Tunisia]), 1991-92
Visiting Assistant Professor of French

PAUL STUART MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-
Professor of Music

GEORGE CALVIN MACKENZIE, M.A.'86, Ph.D.³ (Bowdoin, Tufts, Harvard), 1978-
Distinguished Presidential Professor of American Government; Vice President for Development and Alumni Relations, 1985-88

ALISON MAUREEN MAGINN, M.A. (University of Ulster [Northern Ireland], Wisconsin at Madison), 1992-
Visiting Instructor in Spanish

L. SANDY MAISEL, M.A. '83, Ph.D. (Harvard, Columbia), 1971-
Dana Professor of American Democratic Institutions; Director of Colby in Washington Program, 1987-

PHYLLIS FRANCES MANNOCCI, Ph.D.³ (Pennsylvania, Columbia), 1977-
Associate Professor of English; Resident Director of Colby in London Program, 1992-

PETER MARK, M.S. (Harvard, Cornell), 1992-
Visiting Instructor in Mathematics and Computer Science

MICHAEL ANDREW MARLAIS, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-
Associate Professor of Art

LYNN MARSDEN-ATLASS, M.A. (University of Chicago, Lake Forest College)
Registrar and Assistant Director of the Museum of Art; Resident Director of Colby in Caen Program, 1992-93

JOHN L. MARTIN, B.A.⁷ (Maine), 1989-
Visiting Instructor in Government

D. BENJAMIN MATHES, Ph.D.² (Middlebury, New Hampshire), 1990-
Assistant Professor of Mathematics

HARRIETT MATTHEWS, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-
Professor of Art

MARILYN SWEENEY MAVRINAC, Ph.D.⁷ (Wellesley, Columbia, Harvard), 1963-64, 1967-68, 1969-
Associate Professor of Education and of History

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 Russian

TOMMIE MCCARTHY, Ph.D. (University College Galway [Ireland], London), February - June 1993
Visiting Professor of Chemistry

GERALD THOMAS McDOWELL, '76, B.A. (Colby), 1989-
Adjunct Assistant Professor of Physical Education

DOUGLAS M. McELROY, M.S.⁷, (Southampton, Maine), 1991-92
Visiting Instructor in Biology

RICHARD JOHN MCGEE, M.A. '86, M.S. (Maine), 1967-
Professor of Physical Education; Director of Athletics, 1967-87

JAMES RICHARD McINTYRE, Ph.D. (Michigan State), 1976-
Associate Professor of German; Director of Career Services, 1988-91

CHARLES ABBOTT MEADER, M.F.A.¹ (Dartmouth, Colorado), 1961-1974, 1983-
Associate Professor of Art

NANCY BRECHT MEADER, B.A.⁷ (Colorado at Boulder), September-January, 1990-92
Visiting Instructor in French

JAMES WILLIAM MEEHAN, JR., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Herbert E. Wadsworth Professor of Economics

MARGARET PACKARD MENCHEN, M.L.S.⁷ (Maine), 1989-
Faculty Member without Rank: Reference Librarian

EDWARD JAMES MESTIERI, M.Ed. (Springfield, Norwich), 1989-
Adjunct Assistant Professor of Physical Education

JULIE TAMSEN MILLARD, Ph.D. (Amherst, Brown), 1991-
Clare Boothe Luce Assistant Professor of Biochemistry

DAVID HORTON MILLS '57, M.A. (Colby, Illinois, Harvard), 1980-81, 1984-
Adjunct Assistant Professor of English for Speech and Debate

MARY ELIZABETH MILLS, M.A. (Western Ontario, California at Berkeley), 1992-
Instructor in Anthropology

JOHN S. MIZNER, M.A. '80, Ph.D. (Antioch, Pennsylvania), 1963-
Professor of English

THOMAS JACK MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Professor of Sociology

JANE MERYL MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Professor of French

RICHARD JAMES MOSS, M.A. '90, Ph.D.¹ (Michigan State), 1978-
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

JULIE KAY MUELLER, M.A. (Swarthmore, California at Berkeley), 1992-
Instructor in History

BRADFORD PHILIP MUNDY, Ph.D. (SUNY at Albany, Vermont), 1992-
Miselis Professor of Chemistry

JESSICA MUNNS, Ph.D. (Essex [England], Warwick [England]), 1983-84, 1992-
Visiting Associate Professor of English

HITOMI NAKATA, B.A. (Kanagawa University [Japan]), 1992-
Visiting Instructor in Japanese

BARBARA KUCZUN NELSON '68, M.A.⁷ (Colby, Middlebury), 1978-
Instructor in Spanish

CARL E. NELSON, M.Ed. (Boston University, Maine), November 1967-
Adjunct Associate Professor of Physical Education; Director of Health Services

RANDY ALAN NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Professor of Economics and of Administrative Science

ROBERT EDWARD NELSON, Ph.D. (San Francisco State, University of Washington), 1982-
Associate Professor of Geology

DEBORAH LEE NORDEN, Ph.D. (Michigan, California at Berkeley), 1992-
Assistant Professor of Government

JAMES I. NORTHRUP, Ph.D. (Davidson, North Carolina State), 1990-92
Visiting Assistant Professor of Mathematics and Computer Science

DAVID LESLIE NUGENT, Ph.D.² (Michigan, Columbia), 1989-
Assistant Professor of Anthropology

JORGE OLIVARES, Ph.D. (Miami [Florida], Michigan), 1982-
Associate Professor of Spanish

MARY ELIZABETH O'MEARA, M.Phil. (George Washington, Columbia), 1992-
Visiting Instructor in Anthropology

KERILL O'NEILL, B.A. (Trinity College [Dublin]), 1992-
Visiting Instructor in Classics

PATRICIA ARNOLD ONION, Ph.D.⁷ (Connecticut College, Harvard), 1974-
Associate Professor of English

ANTONIO OREJUDO, M.A. (Universidad Autonoma de Madrid [Spain], SUNY at Stony
Brook), 1992-
Visiting Instructor in Spanish

LAURIE ENNIS OSBORNE, Ph.D.² (Yale, Syracuse), 1990-
Assistant Professor of English

ADRIANNA MARIA PALIYENKO, Ph.D.² (North Carolina at Chapel Hill, Boston University,
North Carolina at Chapel Hill), 1989-
Assistant Professor of 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. (California, Iowa), 1959-
Professor of Geology

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

RUSSELL A. POTTER, Ph. D. (Evergreen State, Syracuse, Brown), 1991-
Assistant Professor of English

TAMAE KOBAYASHI PRINDLE, Ph.D. (SUNY at Binghamton, Washington State, Cornell),
1985-
Associate Professor of Japanese

MARILYN RUTH PUKKILA, M.A., M.S.L.S. (Michigan at Ann Arbor, Aberystwyth [Wales], Columbia), March 1984-

Faculty Member without Rank: Reference Librarian

VIVIAN K. PYLE, M.A.⁷ (Princeton, California at Berkeley), 1990-92

Visiting Instructor in Russian

HAROLD BRADFORD RAYMOND, M.A. '68, Ph.D.⁸ (Black Mountain, Harvard), 1952-

Professor of History

SCOTT HALL REED III, M.F.A. (Rhode Island School of Design), February 1987-

Visiting Assistant Professor of Art

LEONARD S. REICH, Ph.D.² (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, Ph.D. (Harvard), 1989-

Assistant Professor of German

DOUGLAS EDWARD REINHARDT '71, M.B.A. (Colby, Babson), 1972-

Faculty Member without Rank: Associate Vice President for Finance and Treasurer

KENNETH AARON RODMAN, Ph.D. (Brandeis, Massachusetts Institute of Technology), 1989-

Associate Professor of Government

PHYLLIS ROGERS, Ph.D.¹¹ (Temple, Colorado, Princeton, California at Los Angeles), 1989-

Assistant Professor of American Studies and of Anthropology

NICHOLAS LEROY ROHRMAN, M.A. '77, Ph.D.⁵ (Butler, Miami [Ohio], Indiana), 1977-

Professor of Psychology

HANNA M. ROISMAN, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-

Associate Professor of Classics

JOSEPH ROISMAN, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-

Associate Professor of Classics and of History

SONYA ORLEANS ROSE, Ph.D.² (Antioch, Northwestern), 1977-

Associate Professor of Sociology

JONAS OETTINGER ROSENTHAL, M.A. '83, M.A.¹¹ (Swarthmore, North Carolina), 1957-

Professor of Sociology

DAVID R. ROSS, Ph.D. (Williams, Northwestern), 1991-92

Visiting Assistant Professor of Economics

PAUL ROSS, D.Mus. '86, Artist's Diploma (Toronto Conservatory, Juilliard), 1986-

Artist in Residence in Music

MARY LORRAINE RUEFLE, M.A. (Bennington, Hollins), 1991-92

Visiting Assistant Professor of English

JAMES RICHARD RUSSO, Ph.D.⁷ (Arizona), 1991-

Professor of English

DIANNE FALLON SADOFF, M.A. '88, Ph.D.^{1, 9} (Oregon, Rochester), 1980-81, 1982-

Professor of English

IRA SADOFF, M.A. '88, M.F.A.^{1, 9} (Cornell, Oregon), 1977-

Professor of English

- ROSALEEN MARIE SALVO, M.A. (North Carolina at Greensboro), 1991-92
Visiting Instructor in History
- JEAN MARIE SANBORN, Ph.D. (Mount Holyoke, Harvard, Union for Experimenting Colleges and Universities), 1976-
Associate Professor of English; Director of the Writers' Center
- BETTY GAIL SASAKI, M.A. (California at Santa Barbara, California at Berkeley), 1990-
Instructor in Spanish
- STEVEN EARL SAUNDERS, Ph.D. (Carnegie-Mellon, Pittsburgh), 1990-
Assistant Professor of Music
- JANICE ARMO SEITZINGER, M.A. (New York at Stony Brook, Boston College), 1974-
Faculty Member without Rank: Dean of Students
- RICHARD CRITTENDEN SEWELL, M.A. , 1974-
Adjunct Associate Professor of Performing Arts; Director of Powder and Wig
- THOMAS WAYNE SHATTUCK, Ph.D.¹ (Lake Forest, California at Berkeley), 1976-
Associate Professor of Chemistry
- ROBIN ELIZABETH SHERLOCK, M.A. (Bucknell, Rochester), 1991-
Visiting Instructor in English
- DAVID LAWRENCE SIMON, M.A. '88, Ph.D. (Boston University, London), 1981-
Jetté Professor of Art
- SONIA CHALIF SIMON, Ph.D.⁷ (Boston University), 1982-
Associate Professor of Art
- NIKKY-GUNINDER KAUR SINGH, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Associate Professor of Religion
- DALE JOHN SKRIEN, Ph.D.⁴ (Saint Olaf, Washington), 1980-
Associate Professor of Mathematics and Computer Science
- DONALD BRIDGHAM SMALL, Ph.D.^{1, 2} (Middlebury, Kansas, Connecticut), 1968-
Associate Professor of Mathematics
- EARL HAROLD SMITH, B.A. (Maine), 1962-
Associate Professor; Dean of the College
- THOMAS EDWARD SMITH, M.S. (Brown, Illinois), 1991-92
Adjunct Instructor in Physical Education and Athletics
- WAYNE LEE SMITH, M.A. '83, Ph.D. (Hartwick, Pennsylvania State), 1967-
Professor of Chemistry
- NINA JEROME SUTCLIFFE, M.A.E. (Mount Holyoke, Rhode Island School of Design), 1991-92
Visiting Associate Professor of Art
- JOHN ROBERT SWENEY, M.A. '82, Ph.D. (Colorado College, Claremont, Wisconsin), 1967-
Professor of English; Resident Director of Colby in Cork Program, 1992-93
- MARK BENNETT TAPPAN, Ed.D.¹⁰ (Oberlin, Ohio State, Harvard), 1991-
Assistant Professor of Education
- DUNCAN ALASDAIR TATE, D.Phil. (Oxford [England]), 1992-
Assistant Professor of Physics
- LINDA TATELBAUM, Ph.D.⁷ (Cornell), 1982-
Associate Professor of English

- MARGRIT LICHTERFELD THOMAS, M.A. (Harvard), 1985-92
Assistant Professor of German; Associate Dean of Faculty, 1989-92
- SARANNA THORNTON '81, Ph.D.³ (Colby, Texas, Carnegie-Mellon), 1989-
Assistant Professor of Economics
- 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-
Christian A. Johnson Distinguished Teaching Professor of Economics
- THOMAS VALENTE, M.A. (Colgate, Wesleyan), 1992-
Visiting Instructor in Mathematics and Computer Science
- MARGARET M.M. VANDEBROEK, M.A. (Rhode Island) 1992-
Visiting Instructor in Sociology
- NEAL H. WALLS, Ph.D. (William and Mary, Virginia, Johns Hopkins), 1991-
Visiting Assistant Professor of Religion
- JINGLIN WANG, M.A. (Peking University [China]), 1992-
Visiting Instructor in Chinese
- JAMES L.A. WEBB, JR., Ph.D.¹ (Johns Hopkins), 1987-
Assistant Professor of History
- ADAM MURRAY WEISBERGER, Ph.D.¹ (Haverford, Pennsylvania), 1989-
Assistant Professor of Sociology
- ROBERT STEPHEN WEISBROT, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-
Professor of History
- DACE WEISS, M.A.⁷ (Toronto), 1981-
Instructor in French; Resident Director of Colby in Dijon Program, 1992-93
- JONATHAN MARK WEISS, M.A. '86, Ph.D. (Columbia, Yale), 1972-
Professor of French; Director of Academic Affairs and Off-Campus Study, 1991-
- CHRISTINE M. WENTZEL, M.A. (Massachusetts, Michigan), 1973-
Adjunct Associate Professor of Performing Arts (Dance)
- GINA S. WERFEL, M.F.A.¹ (Kirkland, Columbia), 1980-92
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.¹¹ (Harvard), 1961-
Professor of Classics
- MAUREEN CONSTANCE WHALEN, Ph.D. (Rutgers, California at Berkeley), 1989-92
Clare Boothe Luce Assistant Professor of Biology
- RICHARD LATHAM WHITMORE, JR., M.A. '90, M.Ed. (Bowdoin, Maine), 1970-
Adjunct Professor of Physical Education; Director of Athletics, 1987-
- DEXTER CONWELL WHITTINGHILL III, Ph.D.⁶ (Middlebury, Wisconsin at Milwaukee, Purdue), 1989-
Assistant Professor of Mathematics

SARAH SUSANNAH WILLIE, M.A. (Haverford, Northwestern), 1990-
Visiting Instructor in Sociology and African-American Studies

LINDSAY B. WILSON, Ph.D. (Wesleyan, Stanford), 1985-
Assistant Professor of History

WILLIAM HERBERT WILSON, JR., Ph.D. (North Carolina, Johns Hopkins), 1990-
Assistant Professor of Biology

JOYLYNN WING, Ph.D.⁵ (San Francisco State, Stanford), 1988-
Assistant Professor of Performing Arts and English

W. ARNOLD YASINSKI, M.A. '90, M.B.A., Ph.D. (Michigan, Indiana), 1990-
Professor of English; Administrative Vice President

EDWARD HARRY YETERIAN, M.A. '91, Ph.D.⁶ (Trinity, Connecticut), 1978-
Professor of Psychology

GLENN DORIN ZOHNER, Ph.D. (Brigham Young, Massachusetts), 1963-66, 1969-
Associate Professor of Psychology

¹On leave full year 1991-92.

²On leave full year 1992-93.

³On leave first semester 1991-92.

⁴On leave first semester 1992-93.

⁵On leave second semester 1991-92.

⁶On leave second semester 1992-93.

⁷Part time.

⁸Reduced time.

⁹Professors Dianne Sadoff and Ira Sadoff share a joint appointment.

¹⁰Assistant Professors Lyn Brown and Mark Tappan share a joint appointment.

¹¹On medical leave.

Applied Music Associates

KAREN BEACHAM, M.M. (New England Conservatory), 1991-
Clarinet

MARY JO CARLSEN, B.A., B.Mus. (University of Washington), 1985-
Violin, Viola; Concertmistress

CARL DIMOW, B.M. (Southern Maine), 1981-
Guitar

DENNIS HARRINGTON, M.S. (Crane School of Music, Ithaca College, Seattle Pacific), 1987-
Trumpet

MARK LEIGHTON, M.A. (New England Conservatory), 1981-
Classical Guitar

KAREN PIERCE, B.M. (Temple), 1989-1992
Voice

JEAN ROSENBLUM, B.A. (Oberlin), 1973-
Flute

CHERYL A. TSCHANZ, D.M.A. (Indiana, SUNY at Stony Brook), 1991-
Piano

Marshals

YVONNE RICHMOND KNIGHT '55, M.B.A.
College Marshal

YEAGER HUDSON, Ph.D.

CAROL HOFFER BASSETT, M.A.

THOMAS WAYNE SHATTUCK, Ph.D.

TAMAE KOBAYASHI PRINDLE, Ph.D.

Assistant College Marshals

EARL HAROLD SMITH, B.A.

Platform Marshal

GEORGE LEIDIGH COLEMAN II, M.A.

Assistant Platform Marshal

Research Associates

LINDA LEHMANN GOLDSTEIN, Ph.D., 1990-

Research Associate in American Studies

BETSY BROWN, Ph.D., 1990-

RICHARD LEE MOE, Ph.D., 1989-92

Research Associates, Biology

DAVID SUCHOFF, Ph.D., 1992-

Research Associate, English

SHARON CONOVER, A.B., 1991

Research Technical Associate, Biology

Associates, Assistants, and Interns

ELIZABETH S. CHAMPLIN '65, M.S., 1971-

Senior Teaching Associate in Biology

TIMOTHY CHRISTENSEN, B.S., 1985-

LINDSEY W. COLBY, M.S., 1986-

Teaching Associates in Biology

AUSTIN SEGEL, M.A., 1986-

Animal Care Technician in Biology

JEAN MCINTYRE, B.A., 1976-

Senior Teaching Associate in Chemistry

ROSEMARY D. FLANAGAN, B.A., 1990-

Teaching Assistant in Chemistry

BRUCE RUEGER², M.S., 1984-

Teaching Associate in Geology

PRANOTI MENSINH ASHER, M.S. (University of Bombay [India]), 1992-

Teaching Assistant in Geology

SUSANNE-KATI CSAK, 1992-

Language Assistant, German

YUKO YAMAGUCHI, (Rikkyo University [Japan]), 1992-
International Intern of Japanese

JOHN DOUGLAS ERVIN, M.A., 1989-
Technical Director, Performing Arts

AARON T. PICKERING '85, M.S. (Colby, Oregon), 1988-91, 92-
Visiting Instructor in Physics

COLLEEN J. BURNHAM, B.A., 1992-
Teaching Assistant in Psychology

PAUL CHUNKO, 1984-
Scientific Instrument Maintenance Technician

ANABEL TORRES-BLANCO, 1992-
Language Assistant, Spanish

MARY LOUISE BARTONSENSKI, M.A., 1989-92
Intern, Writers' Center

MARGARET RUSSELL '92, B.A. (Colby), 1992-
Intern, Writers' Center

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 composed of faculty, students, and administrators.

Administrative

Admissions

Bunche Scholars

International Student Admissions

Appeals Board

Athletics

Bookstore

Computer

Educational Policy

Off-Campus Study

Course Approval

Faculty Course Evaluation

Financial Aid

Financial Priorities

Independent Study

Library

Student Affairs

Faculty Committees

Advisory Committee on Faculty Personnel Policies

Committee on Standing

Grievance

Hearing Committee for Dismissal Proceedings

Nominating
Promotion and Tenure
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 Human Subjects in Research
Affirmative Action Committee
All Campus Lecture Committee
Bunche Scholars Committee
Campus Community Committee
Committee to Fund Students' Special Projects
Fellowship Advisory Board
Harassment Advisory
Health-Care Advisory Committee
Humanities Grants Committee
Institutional Animal Care and Use Committee
Institutional Biohazards Safety
Interdisciplinary Programs
Judicial Board
Lipman Lecture Committee
Lovejoy Planning
Natural Sciences Grants Committee
Professional Preparation, Business and Law
Professional Preparation, Health Professions
Racial Harassment Advisory Group
Radiation Safety Committee
Science Planning
Sexual Harassment Advisory Group
Social Sciences Grants Committee

Administration 1992-93

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-

Director of Academic Affairs and Off-Campus Study, JONATHAN M. WEISS, Ph.D., 1972-

Associate Director of Academic Affairs and Off-Campus Study, ELIZABETH C.

TODRANK, M.Ed., 1961-

Associate Director of Academic Affairs and Off-Campus Study, LINDA K. COTTER, M.Ed., 1982-

Administrative Assistant, LILLIAN LEVESQUE, 1978-

ESL Program Director, JUDY CARL-HENDRICK, M.A., 1992-

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. PUKKILA, M.S.L.S., M.A., 1984-

Science Librarian, SUSAN W. COLE, M.S., 1978-

Art and Music Librarian, ANTHONY P. HESS, M.S., 1986-

Friends' Director of the Museum of Art, HUGH J. GOURLEY III, A.B., 1966-

Registrar/Assistant Director, LYNN DEAN MARSDEN-ATLASS, M.A., 1989-

Museum Preparator, GREGORY J. WILLIAMS, 1990-

Administrative Vice President, W. ARNOLD YASINSKI, Ph.D., M.B.A., 1990-

Administrative Assistant, LILLIAN LEVESQUE, 1978-

Director of Personnel Services, DOUGLAS C. TERP '84, 1987-

Administrative Assistant to the Director, BONNIE L. SMITH, B.S., 1986-

Associate Vice President for Finance and 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-

Associate Controller, CYNTHIA W. WELLS '83, 1983-

Director of Administrative Services, KENNETH T. GAGNON, B.A., 1981-

Assistant Director of Administrative Services, JANE M. ROBERTSON, B.A., 1990-

Bookstore Manager, BRUCE K. BARNARD, M.Ed., 1987-

Textbook Manager, DIANE GAGNON, 1979-

Operations Manager, WILLIAM U. POTTLE, 1980-

General Books Manager,

Director of Computer Services, RAYMOND B. PHILLIPS, Ph.D., 1984-

Associate Director for Academic Computing, DAVID HANSON, Ph.D., 1990-

Central Computing/Statistics Consultant, GUANGYING (GRETA) Ji, M.S., M.A., 1988-

Personal Computer Consultant, RURIK SPENCE, 1988-

User 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-
 Communications Specialist, KEITH A. MCGLAUFLIN, B.S., 1989-
 Director of Dining Services, MARY ATTENWEILER, B.S., 1988-
 Food Service Managers:
 Johnson/Chaplin Commons, DENNIS COLEY, B.S., 1991-
 DAWN WILLIAMS, 1979-
 Lovejoy Commons, JOEL LAVINE, B.S., 1989-
 KEVIN KEENE, B.S., 1991-
 Mary Low Commons, JOSEPH MCCLAIN, 1988-
 Spa, WILLIAM T. ROBERTSON, B.A., 1990-
 WAYNE L. DUBAY, 1989-
 Catering Manager, LINDA J. SWANSON, B.S., 1990-
 Director of 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 F. SAWTELLE, B.A., 1976-
 Assistant Custodial Services Supervisor, LINDA POWELL, 1976-
 Assistant Custodial Services Supervisor, JEROME ELLIOTT, 1982-
 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-
 Administrative Assistant to the Vice President, ELLEN M. COREY, 1982-
 Director of Information Management for Development and Alumni Relations, BARBARA B. FRIEDMAN, M.A., 1990-
 Computer Records Manager, PATRICIA AYERS-MILLER, B.A., 1988-
 Alumni Secretary, SIDNEY W. FARR '55, M.A., M.B.A., 1960-
 Director of Planned Giving, LESLIE E. BYRNE, A.B. 1991-
 Director of Alumni Relations, SUSAN F. COOK '75, 1981-
 Assistant to the Director of Alumni Relations, MARY A. PORTER '88, 1989-
 Director of Annual Giving, PAMELA ALEXANDER, B.A., 1981-
 Associate Director of Annual Giving, NINA M. TILANDER, B.A., 1990-
 Assistant Director of Annual Giving, KIERAN J. SHEA, B.A. 1992-
 Director of Development, ERIC F. ROLFSON '73, M.A., 1982-
 Associate Director of Major Gifts, ANN JONES-WEINSTOCK, M.S., 1990-
 Assistant Director of Major Gifts, KIM KRUEGER, B.A., 1991-
 Research Specialist, BARBARA GUNVALDSEN, M.B.A., 1988-
 Director of Corporate and Foundation Relations, LINDA L. GOLDSTEIN, Ph.D., 1990-
 Associate Director of Corporate and Foundation Relations, ROBERT H. KANY, Ph.D., 1969-
 Dean of Admissions and Financial Aid, PARKER J. BEVERAGE, M.A., 1985-
 Director 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-
 Associate Director of Admissions, ROLAND M. ALLEN, M.S., 1990-
 Associate Director of Admissions, DAVID S. JONES, B.A., 1987-

- Associate Director of Admissions, NANCY MORRIONE '65, M.Ed., 1982-
 Assistant Director of Admissions, MARIA L. SHAGHAGHI '89, 1991-
 Assistant Director of Admissions, David L. Unruh '91, 1991-
 Admissions Counselor, ANNE M. BOWIE '92, 1992-
 Admissions Counselor,
 Director of Financial Aid, LUCIA W. WHITTELSEY '73, 1986-
 Associate Director of Financial Aid, LUDGER H. DUPLESSIS, B.A., 1990-
 Financial Aid Assistant, THERESA HUNNEWELL, A.S., 1976-
- Dean of the College, EARL H. SMITH, B.A., 1962-
 Administrative Assistant to the Dean of the College for Scheduling and Facilities, KAREN R. L. BOURASSA, B.S., 1981-
 Chaplains:
 Catholic, FATHER JOHN MARQUIS, S.M., B.A., 1989-
 Jewish, RABBI RAYMOND KRINSKY, M.H.L., 1984-
 Protestant, RONALD E. MORRELL, 1984-
- Director of Career Services, CYNTHIA P. YASINSKI, M.B.A., 1991-
 Associate Director of Career Services, CATE T. ASHTON '80, M.A., 1987-
 Administrative Assistant to the Director, PENNY A. SPEAR, A.S., 1978-
- Dean of Students, JANICE A. SEITZINGER, M.A., 1974-
 Director of Student Activities, TULLIO Z. NIEMAN, M.A., 1990-
 Assistant Director of Student Activities, PATRICIA HELM, M.A., 1988-
 Assistant Director of Student Activities, DAVID S. JORGENSEN '92, 1992-
 Director of Safety and Security, JOHN K. FRECHETTE, B.A., 1989-
 Associate Dean of Students, JOYCE H. MCPHETRES, M.A., 1981-
 Associate Dean of Students, PAUL E. JOHNSTON, B.A., 1982-
 Associate Dean of Students, MARK R. SERDJENIAN '73, 1982-
 Assistant Dean of Students, JUDY CARL-HENDRICK, M.A., 1992-
 Associate Dean of Students for Intercultural Activities, VICTORIA MARES HERSHEY, B.A., 1989-
- Director of Communications, EDWARD HERSHEY, B.A., 1987-
 Creative Director,
 Graphic Designer, GRETCHEN ANDEREGG, B.A., 1991-
 Graphic Designer, RON RECCHIO, B.S., 1992-
 College Editor, ROBERT GILLESPIE, Ph.D., 1971-77, 1982-
 Associate Director of Communications, MARY ELLEN MATAVA, B.A., 1988-
 Associate Director of Communications, SALLY A. BAKER, B.A., 1989-
 Associate Director of Communications,
 Communications Intern, ANDREA R. SOLOMITA '92, 1992-
- Director of Health Services, CARL E. NELSON, M.Ed., R.P.T.-A.T.C., 1959-
 Medical Director, H. ALAN HUME, M.D., 1990-
 College Physician,
 Clinical Psychologist, DANIEL A. HUGHES, Ph.D., 1985-
 Director of Counseling Services, PATRICIA N. HOPPERSTEAD, M.A., 1987-
 Physician Assistant, ALDEN R. KENT, PA-C/LCSW, 1991-
 Physician Assistant, JIMMIE J. WOODLEE, B.S., 1988-
 Head Nurse, MARTHA SEABURY, R.N., 1987-
 Assistant Athletic Trainer, TIMOTHY J. ADAMS, R.P.T., A.T.C., B.S., 1980-
 Physical Therapist/Athletic Trainer, PATTY A. THORNTON, M.S., 1991-
 Athletic Trainer/Physical Therapist,

Enrollment by States and Countries

Classified according to geographical locations of students' homes 1991-92.

	Men	Women	Total		Men	Women	Total
All Areas	819	861	1680	Texas	4	4	8
Alabama	1	1	2	Utah	1	1	2
Alaska	2	2	4	Vermont	7	17	24
Arizona	1	-	1	Virginia	4	10	14
California	16	34	50	Washington	6	14	20
Colorado	7	7	14	West Virginia	1	-	1
Connecticut	77	90	167	Wisconsin	5	3	8
Delaware	2	1	3	Wyoming	-	1	1
District of Columbia	6	6	12				
Florida	5	7	12	Foreign			
Georgia	2	4	6	Countries	16	17	33
Idaho	1	4	5	Bangladesh	-	1	1
Illinois	16	14	30	Belgium	2	2	4
Indiana	1	-	1	Brazil	-	1	1
Iowa	1	1	2	Canada	5	2	7
Kansas	1	-	1	France	1	4	5
Kentucky	-	3	3	Germany	1	-	1
Louisiana	1	1	2	India	-	1	1
Maine	85	127	212	Japan	1	1	2
Maryland	10	12	22	Malawi	-	2	2
Massachusetts	299	261	561	Nepal	1	-	1
Michigan	7	1	8	South Africa	-	1	1
Minnesota	10	5	15	Sri Lanka	2	-	2
Missouri	4	2	6	Switzerland	1	-	1
Nebraska	1	-	1	Uganda	1	-	1
Nevada	-	1	1	United Arab Emirates	-	1	1
New Hampshire	40	44	84	U.S.S.R.	1	1	2
New Jersey	25	30	55				
New Mexico	1	-	1				
New York	83	56	139				
North Carolina	2	3	5				
North Dakota	-	1	1				
Ohio	13	21	34				
Oklahoma	1	1	2				
Oregon	4	7	11				
Pennsylvania	26	20	46				
Puerto Rico	-	1	1				
Rhode Island	23	23	46				
Tennessee	1	3	4				

Degrees Awarded at Commencement Sunday, May 24, 1992

Bachelor of Arts

As of the Class of 1936

Louis G. Rancourt, *Waterville, Maine*

As of the Class of 1943

Robert C. Cornell, *Mountain Lakes, N.J.*

As of the Class of 1956

L. Clifford Warner, *Waterbury, Conn.*

As of the Class of 1966

Edgar S. Downs III, *Worthington, Ohio*

As of the Class of 1975

Thomas A. Nangle, *Nobleboro, Maine*

As of the Class of 1985

Colette DiPhilippo, *Portland, Maine*

As of the Class of 1989

Courtney Jane Broderick McCormick, *Springfield, Mass.*

As of the Class of 1991

Andrew Boody O'Brien, *Pownal, Maine*

Karin Lyn Wagner, *South Salem, N.Y.*

Edward Blevins Warren, *Cornwall, N.Y.*

The Class of 1992

Phillip C. Aberbach, *Wayland, Mass.*

Mandy Jill Abkowitz, *Glastonbury, Conn.*

Jodi Lynn Adams, *Richmond, Maine*

Whitney Elizabeth Adams, *Chatham, Mass.*

Steven Thomas Albani, *Darien, Conn.*

Erik Christopher Alberich, *Andover, Mass.*

James Thomas Albright, *Cumberland, R.I.*

Todd Mitchell Alexander, *Waterville, Maine*

Jennifer Grace Alford, *Weston, Mass.*

Michael Scott Alprin, *Washington, D.C.*

Gary Wayne Anderson, Jr., *Charlestown, R.I.*

Peter Beal Andrews, *York, Maine.*

Marianne Hilde Ansdell, *Merrimack, N.H.*

Craig H. Appelbaum, *Beachwood, Ohio*

Paul E. Argiro, *Stoneham, Mass.*

Laura Christine Armstrong, *Boulder, Colo.*

Christopher Daniel Arnold, *Scarsdale, N.Y.*

Patricia Langham Baldrige, *Pittsburgh, Pa.*

William Bradley Baldwin, *Dexter, Maine*

Daniel Price Bar-Zeev, *Summit, N.J.*

Kyle Marsh Barnard, *Wayland, Mass.*

Andrew Paul Barnett, *Hollywood, Fla.*

Jonathan Russell Bartlett, *Hingham, Mass.*

Diana Jean Barton, *Newfane, Vt.*

Beth Marie Baumer, *Lisbon Falls, Maine*

Mary Dunning Beale, *Chatham, Pa.*

Sherri Lynn Beals, *Westbrook, Conn.*

Benjamin Wilson Parkhill Beatie, *New York, N.Y.*

John Middleton Beaver, *Wellesley, Mass.*

Gregory A. Becker, *Fairfield, Conn.*

Curt Guthrie Beckwith, *Pittsburgh, Pa.*

Chantal Nathalie Begin, *Carrabassett Valley, Maine*

Adam John Belanger, *Cumberland, Maine*

Heather Gail Belanger, *Caribou, Maine*

Stephen Alexander Bell, *Lynchburgh, Va.*

Daniel Stuart Belvin, *Amherst, N.H.*

Andrew Jay Benson, *West Simsbury, Conn.*

Jennifer Cain Berger, *Troy, N.Y.*

Nicolle Diane Berger, *Montgomery, Mass.*

Derek Alan Bettencourt, *Murrysville, Pa.*

Tania Archer Biddle, *Wyndmoor, Pa.*

Sandra Eve Billitti, *Brussels, Belgium*

Melissa Lyn Biron, *Colebrook, N.H.*

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Lisa Harcourt Black, *Seattle, Wash.*

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Suzanne Gaye Bober, *Summit, N.J.*

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Sherri Marie Bossie, *Caribou, Maine*

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Kristian Charles Boynton, *Pembroke, Mass.*

Sarah Strickland Bramhall, *Falmouth, Maine*

Judd Matthew Braverman, *Danvers, Mass.*

Katherine Mary Bredbeck, *Newport, R.I.*

- John Carroll Brockelman, *Holden, Mass.*
 Jeffrey Chad Brown, *Hudson, Ohio*
 James Francis Brown, *Nahant, Mass.*
 Linda Lee Brown, *Foxborough, Mass.*
 Matthew Anderson Brown, *Watertown, Mass.*
 Elaine Elizabeth Bueschen, *Birmingham, Ala.*
 Donna Lynn Burbank, *Millis, Mass.*
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 James Michael Burke, *Manchester, Conn.*
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 Sarah Averill Burns, *Salem, Mass.*
 Alycia Lamb Butchman, *Potomac, Md.*
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 Kate Barksdale Cain, *Nashville, Tenn.*
 Scott John Callan, *Enfield, Conn.*
 Jill Marie Camuso, *Lynnfield, Mass.*
 Thomas Anthony Capozza, *Gorham, Maine*
 Deborah Lee Carney, *Marshfield, Mass.*
 Peter J. Carney, *Hingham, Mass.*
 Kellie Lorette Caron, *Fort Kent, Maine*
 Jeremy Carver, *Merion, Pa.*
 Jeanine Ann Caunt, *Concord, Mass.*
 Lisa Marie Cavallaro, *Providence, R.I.*
 August Bradley Cename, *Columbus, Ohio*
 Carol Ann Chamberlain, *Canton, Mass.*
 Bryan Edward Chase, *Haverhill, Mass.*
 Philip Thompson Chase, *Wells, Maine*
 Jocelyn Reeve Childs, *New York, N.Y.*
 Mi-Sun Elizabeth Cho, *Denver, Colo.*
 Erika Lee Christensen, *Beverly, Mass.*
 Timothy Mark Christensen, *South Berwick, Maine*
 Lisa L. Churchill, *Augusta, Maine*
 Elizabeth Victoria Cimino, *Portland, Maine*
 Edith Jane Clark, *North Canton, Ohio*
 Warren Ingersoll Claytor, *Radnor, Pa.*
 Stephanie Mackay Clement, *Toano, Va.*
 David Hackett Cody, *Wellesley, Mass.*
 Jennifer Lee Coffin, *Walpole, Mass.*
 Freddie Cole, *Sedgwick, Maine*
 Brooke Danielle Coleman, *Salem, Mass.*
 Jill Brooks Collett, *Huntington, Conn.*
 James Lawrence Condron, *Wilton, Conn.*
 James Whittingham Tunmore Conrad, *Darien, Conn.*
 John Martin Cook, *Burlington, Conn.*
 Meredith Alice Corbett, *Franklin, Mass.*
 Kristen Anne Corey, *Auburn, Maine*
 Michelle Lee Corrigan, *Oakland, Maine*
 Jessica Elsa D'Ercole, *West Simsbury, Conn.*
 John Michael Daileanes, *Dracut, Mass.*
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 Stephen Paul DeCastro, *Southboro, Mass.*
 Robert Anthony DeLello, *Canton, Mass.*
 Jane Elizabeth DeStefano, *Fairfield, Conn.*
 Danielle Marie DesMarais, *Wolfboro, N.H.*
 Jennifer Coia Devine, *West Hartford, Conn.*
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 Marie Elizabeth DiBenedetto, *North Andover, Mass.*
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 Louis Charles Dorogi, *Topsham, Maine*
 Michael Patrick Downes, Jr., *Lowell, Mass.*
 Kathleen Morgan Drowne, *Holliston, Mass.*
 Sura Alexia DuBow, *Evanston, Ill.*
 Edouard Wylie Dufresne, *New York, N.Y.*
 Karen Dunn, *Woodbridge, Conn.*
 Patrick Sullivan Durkin, *Weston, Mass.*
 Laura Ann Dwyer, *Manchester, Mass.*
 Caroline Ruth Earle, *Canton, Mass.*
 Steven Russell Earp, *Dudley, Mass.*
 David Benjamin Edelstein, *Fairfield, Conn.*
 Julie Kathleen Eells, *Essex Junction, Vt.*
 Andrew Harwood Eldredge, *Chatham, Mass.*
 Kristen Margaret Ellis, *Chelmsford, Mass.*
 Kimberly Marie Ereminas, *Harwinton, Conn.*
 Jodi Anne Ernest, *Roanoke, Va.*
 Jason Philip Eslick, *Andover, N.H.*
 Harry Davidson Evans IV, *Lanesborough, Mass.*
 Kelly Jean Evans, *Cincinnati, Ohio*
 Mary Margaret Ewing, *Chevy Chase, Md.*
 Amy Fang, *Union, Maine*
 Nicole Elisabeth Farkas, *Washington, D.C.*
 Fred Bingham Fead III, *Denver, Colo.*
 Nathaniel Kinsman Fenollosa, *Hopkinton, N.H.*
 Walker Fenton, *Denver, Colo.*
 Heather Lees Ferguson, *Sherborn, Mass.*
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 Mark Thomas Flaherty, *Reading, Mass.*
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 Katey Ellen Ford, *Gardiner, Maine*

- Christian Kimball Forman, *Topsfield, Mass.*
 Keith Edmund Fortier, *Somerset, Mass.*
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 Bruce Joseph Fougere, *Dartmouth, N.S.*
 Elizabeth Virginia Frado, *Norwell, Mass.*
 Kirt Frederickson, *Hingham, Mass.*
 Jane Stephanie Friedman, *Ridgefield, Conn.*
 Christopher Alden Frothingham, *Andover, Mass.*
 Deborah Elizabeth Fuller, *Harvard, Mass.*
 Shawn Elizabeth Gager, *Manchester, Mass.*
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 A. William Gasperoni III, *Beverly, Mass.*
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 Michael Alain Gerard, *Lebanon, N.H.*
 Ethan Lowell Gettman, *Littleton, N.H.*
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 Peter Raymond Ginolfi, *Billerica, Mass.*
 Jason John Gleeson, *Belfast, Maine*
 Dakota Anne Glenn, *Ketchum, Idaho*
 Maya Cushman Glos, *New York, N.Y.*
 Heather Maureen Glynn, *Riverside, Conn.*
 Sandra Louise Goldstein, *Lynn, Mass.*
 Edwin Burpee Goodell II, *Lexington, Mass.*
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 Michael Ferris Gorra, *New Preston, Conn.*
 Michael W. Gosk, *South Windsor, Conn.*
 John Geoffrey Benjamin Gowan, *Gainesville, Fla.*
 Rebecca Lynn Graham, *Elmira, N.Y.*
 Scott Christensen Graham, *Darien, Conn.*
 Robert Eugene Gramling, *Holden, Mass.*
 Gregory Richard Greco, *East Providence, R.I.*
 Joshua Colby Green, *Pelham, N.Y.*
 Jennifer Catherine Greenleaf, *Norway, Maine*
 Leah H. Greenman, *Chappaqua, N.Y.*
 Erica Sue Gregg, *Woodstock, Conn.*
 Jennifer Elizabeth Griffin, *Greenwich, Conn.*
 Grace Elizabeth Grindle, *Orono, Maine*
 Michael Darin Groff, *Canby, Oreg.*
 Bethany Jane Grohs, *Camden, Maine*
 Timothy John Groves, *Saunderstown, R.I.*
 Christian Joseph Haag, *Kennebunk, Maine*
 Alec Norheim Haavik, *Norwalk, Conn.*
 Claudia Maria Octavia Regia Hackethal, *Rialto, Calif.*
 Heather Shaw Hamilton, *Avon, Conn.*
 Sarah Ruth Hamilton, *Cohasset, Mass.*
 Parkman Dexter Harding, *Lawrenceville, N.J.*
 Tracey Elise Hardman, *Zephyrhills, Fla.*
 Kelly Watson Harris, *Boston, Mass.*
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 Mary Elizabeth Heiskell, *Garden City, N.Y.*
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 Drew Walter Hoyt, *Winsted, Conn.*
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 Juan Manuel Holden Huerta, *Lexington, Mass.*
 Margaret Sedgely Igoe, *Killingworth, Conn.*
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 Jennifer M. Jarvis, *Chelmsford, Mass.*
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 Alyson Clair Kessel, *Winchester, Mass.*
 Rachel Samantha Klein, *Cumberland Foreside, Maine*
 John Christian Klick, *Norwell, Mass.*
 Michael Stephen Kolp, *Bethesda, Md.*
 Jennifer Suzanne Kosek, *Blue Bell, Pa.*
 Elizabeth Anne Kowal, *Lexington, Mass.*
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 Yong Kwon, *Bedford, Mass.*
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 Heather Monica Lang, *Xenia, Ohio*
 Karen Larson, *Norwell, Mass.*
 Jeremiah Richard Leary, *Little Compton, R.I.*
 David Christopher Leavy, *Westport, Conn.*
 Yuk Fong Susan Lee, *Dhaka, Bangladesh*
 Nicole Marie Letendre, *Cape Coral, Fla.*
 Steven Benjamin Lilley, *Reading, Mass.*
 George Martin Linge, *Sewickley, Pa.*
 Kyle Lewis Lissack, *Haverford, Pa.*
 Mark Christopher Lombard, *Danvers, Mass.*
 Gregory Louis Long, *Menlo Park, Calif.*

- Mark Jacob Longsjo, *Westmoreland, N.H.*
 Laura C. Longsworth, *Williamsburg, Va.*
 Adria Wells Lowell, *Bridgton, Maine*
 Kwok Way Lui, *New York, N.Y.*
 Krista Liane Lundborg, *Woodbridge, Conn.*
 Thornton Sherman Luth, *Orchard Park, N.Y.*
 Kathryn M. Lyford, *Dover-Foxcroft, Maine*
 Dana Ruth Mackin, *Pasadena, Calif.*
 Jessica Maclachlan, *Atlanta, Ga.*
 Anne Bigelow Maddocks, *Glen Falls, N.Y.*
 Elena Browning Maddox, *Englewood, Colo.*
 Gregory Vincent Mahoney, *Milton, Mass.*
 Lyzbeth Cooke Makely, *Jewett, N.Y.*
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 Kristen Elaine McMahan, *Monroe, Conn.*
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 Japan*
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 Tanya Louise Nygaard, *Cairo, Egypt*
 John Edmund O'Brien, *Lewiston, Maine*
 Christy Merrill O'Rourke, *Alamo, Calif.*
 Emily Claire Olson, *Olympia, Wash.*
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 Douglas Taft Oppenheimer, *Wellesley Hills, Mass.*
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 Alexandria Jennifer Peary, *Sidney, Maine*
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 Jennifer Beth Penni, *Duxbury, Mass.*
 Nancy Cornice Penrose, *Seattle, Wash.*
 Peter Joseph Perroni, *Derry, N.H.*
 Tobias Isaac Perse, *West Hartford, Conn.*
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 Catherine Elizabeth Ryan, *Woodbridge, Conn.*
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 Karen Grace Santoro, *Marlborough, Mass.*
 Christea Marie Sardella, *Haverhill, Mass.*
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 Rebecca Littlefield Sawyer, *Kennebunk, Maine*
 Erika Juall Sayewich, *Exeter, N.H.*
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 Melissa Ann Schmidt, *Medfield, Mass.*
 Roger Benjamin Schulman, *Buffalo, N.Y.*
 KC Scott, *Shrewsbury, Mass.*
 Brendan Joseph Scully, *Oakland, Maine*
 Amy Robinson Selinger, *Washington, D.C.*
 Zachary Rootberg Shapiro, *Chestnut Hill, Mass.*
 Polly Christine Sheridan, *Wheaton, Ill.*
 Kristin Lynn Short, *Manchester, Mass.*
 Samir Raj Shrestha, *Kathmandu, Nepal*
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 Trevor Matthew Sides, *Kent, Conn.*
 Arielle Yolande Silver, *Presque Isle, Maine*
 Marah Elizabeth Silverberg, *East Haven, Conn.*
 Dilan Vepul K. Siritunga, *Colombo, Sri Lanka*
 Melissa Ann Small, *Leominster, Mass.*
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 Kendra Lynne Smith, *Danvers, Mass.*
 Kevin David Smith, *Reading, Mass.*
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 Andrea Page Stanley, *Riverside, Calif.*
 Michael John Stanton, *Dedham, Mass.*
 Scott Allen Stanwood, *Beverly, Mass.*
 Daniel Aaron Starr, *St. Louis Park, Minn.*
 Joshua Michael Steinberger, *Marblehead, Mass.*
 Arthur Kennedy Steinert, *Manchester, Mass.*
 Curtis David Stevenson, *Needham, Mass.*
 John Dunham Stewart, *Wayne, Pa.*
 Norman Jeffrey Stillman, *Auburn, Mass.*
 Debra Marie Stinchfield, *Old Town, Maine*
 Ryan James Strowger, *Grosse Pointe Shores, Mich.*
 Helen Eunhee Suh, *North Andover, Mass.*
 Timothy James Sullivan, *Walpole, Mass.*
 Cathryn Gwen Swaffar, *Pittsfield, Mass.*

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 Joseph Pasquale Tamburini, *Providence, R.I.*
 Torin August Taylor, *Beverly, Mass.*
 Michael Karl Edgar Thiele, *Cobourg, Ont.*
 Jonathan Alan Thometz, *Elm Grove, Wis.*
 Elizabeth Harrington Thornton, *Washington, D.C.*
 Frank R. Toce, Jr., *Billerica, Mass.*
 Angela Marie Toms, *Keene, N.H.*
 Julianne Leigh Trodella, *Lexington, Mass.*
 Devon Neff Tucker, *Bethesda, Md.*
 Michelle Lela Tupesis, *Whitefish Bay, Wis.*
 Eric James Turner, *Augusta, Maine*
 Kathryn Miriam Tyler, *Potsdam, N.Y.*
 Joshua Elliott Ulick, *Scarsdale, N.Y.*
 Sara Ann Vacco, *Stow, Mass.*
 Nicole Frances Vadeboncoeur, *Jackson, N.H.*
 Brenden Daniel Van Wynsberghe, *Delhi, Ont.*
 Yvonne Michele van Veenendaal, *Greenwich, Conn.*
 Ann M. Varanese, *Chesterland, Ohio*
 Lizzette Vazquez, *New York, N.Y.*
 Todd Robert Ver Hoeven, *North Kingstown, R.I.*
 Stephen Anthony Vidic, *Cheswick, Pa.*
 Burnell Wayne Vincent III, *Washington, D.C.*
 Theodore Norton von Wallmenich III, *Montpelier, Vt.*
 Amy Leigh Vreeland, *Chatham, Mass.*
 Andrew Jefferies Wallace, *Chappaqua, N.Y.*
 Kristin Lynn Wallace, *North Andover, Mass.*
 Christopher Allen Ward, *West Boylston, Mass.*
 Tristan Urquhart Warren, *Prides Crossing, Mass.*
 Elizabeth Carol Welch, *Wyomissing, Pa.*
 Ashley Nichols Weld, *Ridgefield, Conn.*
 Andrew Bruce Wellnitz, *Foxborough, Mass.*
 Kelly Lynn Wenger, *Newark, Del.*
 Hilda Elizabeth Westervelt, *Waterville, Maine*
 Wendy Ilene Westman, *Weston, Mass.*
 Laura Lynn Weymouth, *Bailey Island, Maine*
 Kevin Francis Whalen, *Beverly, Mass.*
 Calbraith Rodgers Wheaton, *Sacramento, Calif.*
 Christopher Francis Whelan, *Stanhope, N.J.*
 Tiare Danielle White, *Los Angeles, Calif.*
 Brian Wiercinski, *Brunswick, Maine*
 Stephen G. C. Wong, *Washington, D.C.*
 Robert Scott Wood, *Baltimore, Md.*
 Karen Wan Yee Wu, *Cos Cob, Conn.*
 David Allen Yarrington, *Columbus, Ohio*
 Jennifer Zampell, *Prides Crossing, Mass.*
 Aaron Mark Zeisler, *Milford, Conn.*

Kimberly Anne Zimmerman, *Warwick, R.I.*

James Douglas Zinman, *Irvington, N.Y.*

John Andrew Zuccotti, *Brooklyn, N.Y.*

Degree Awarded in October

As of the Class of 1991

Charles Evan Metcalf, Jr., *Princeton, N.J.*

Honorary Degree Recipients

William H. Cosby, Jr.

Doctor of Laws

Lorene E. Cary

Doctor of Letters

Leo Marx

Doctor of Letters

John Sculley

Doctor of Laws

Honors

Senior Marshal

Hilda Elizabeth Westervelt

Bachelor's Degree with Honors

Summa Cum Laude

Chantal Nathalie Begin
 Peter J. Carney
 August Bradley Cenname
 John Martin Cook
 Kristen Anne Corey
 Pika Ghosh
 Masashi Nakagome
 Jason Oliver Nixon
 Alexandria Jennifer Peary
 Karen Grace Santoro
 Erika Juall Sayewich
 Robert Neavyn Sibley
 Sara Ann Vacco
 Ashley Nichols Weld
 Hilda Elizabeth Westervelt
 Wendy Ilene Westman

Magna Cum Laude

James Thomas Albright
 Craig H. Appelbaum
 Patricia Langham Baldrige
 Katherine Mary Bredbeck
 Thomas Anthony Capozza
 Michelle Lee Corrigan
 Jane Elizabeth DeStefano
 Karen Lynn Dixon
 Louis Charles Dorogi
 Kathleen Morgan Drowne
 Amy Fang
 Emily Caroline Fisher
 Joshua Dennison Fitzhugh
 Jane Stephanie Friedman
 Michael Alain Gerard
 Joshua Colby Green
 Erica Sue Gregg
 Alec Norheim Haavik
 Claudia Maria Octavia Regia Hackethal
 Sarah Ruth Hamilton
 James Vincent Hayes
 Jennie Jean Holman
 Christopher James Jordan
 Steven Benjamin Lilley

Jessica Maclachlan
 Traci Jean Marquis
 Christopher Clark McQuilkin
 Craig D. Mertens
 Caroline Stafford Morris
 Stephen John Murphy
 Anne Kathryn Phipps
 David Paul Provencal
 Ruth Nisha Purushotham
 Nancy Wilson Putnam
 Suzanne Marie Regnier
 Amy M. Richters
 Gregory Bert Rideout
 Michele Lee Rowell
 Margaret Annette Russell
 Katherine Angela Ryneerson
 Polly Christine Sheridan
 Daniel Aaron Starr
 Curtis David Stevenson
 Elizabeth Harrington Thornton
 Angela Marie Toms
 Eric James Turner
 Calbraith Rodgers Wheaton
 Stephen G. C. Wong
 Aaron Mark Zeisler

Cum Laude

Jodi Lynn Adams
 Jennifer Grace Alford
 Michael Scott Alprin
 Gary Wayne Anderson, Jr.
 Christopher Daniel Arnold
 Adam John Belanger
 Heather Gail Belanger
 Andrew Jay Benson
 Lisa Harcourt Black
 Anne Merrick Bowie
 Jeffrey Chad Brown
 Linda Lee Brown
 Donna Lynn Burbank
 Bryan Edward Chase
 Philip Thompson Chase
 Jocelyn Reeve Childs
 Mi-Sun Elizabeth Cho
 Lisa L. Churchill
 Stephanie Mackay Clement
 Meredith Alice Corbett
 Jessica Elsa D'Ercole

Matthew Thomas Davie
 Aaron Fiske Davis
 Robert Anthony DeLello
 Bonnie Jean Dewsbury
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 Caroline Ruth Earle
 Steven Russell Earp
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 Kimberly Marie Ereminas
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 Heather Lees Ferguson
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 Michelle Yvette Fortier
 Kirt Frederickson
 Krista Mari Gai
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 Felicia Catherine Gefvert
 Dakota Anne Glenn
 Sandra Louise Goldstein
 Robert Eugene Gramling
 Leah H. Greenman
 Grace Elizabeth Grindle
 Timothy John Groves
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 Carolyn N. Harvey
 Peter Ridgeway Hayden
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 Jerome Michael Hermsen, Jr.
 Helen Arscott Hopkins
 Drew Walter Hoyt
 Kathryn Lucy Keogh
 John Christian Klick
 Jennifer Suzanne Kosek
 Laura Eileen Kuske
 Heather Monica Lang
 Nicole Marie Letendre
 Gregory Louis Long
 Anne Bigelow Maddocks
 Joy Anne Marean
 Jason Thomas Mazzola
 Natalie Ann Minton
 Amy Elizabeth Moody
 David Miles Moore
 Kristin Ann Nixon
 Jennifer Lee Pelson
 Sarah Poriss
 Glen Alan Porter
 John Patrick Purcell, Jr.
 Joshua East Reynolds

David Robert Roderick, Jr.
 Kristen Elizabeth Russo
 Melissa Ann Schmidt
 Marah Elizabeth Silverberg
 Dilan Vepul K. Siritunga
 Katherine Abigail Smith
 Peter Dennis Read Smith
 Eric Fohs Sohn
 Debra Marie Stinchfield
 Helen Eunhee Suh
 Cathryn Gwen Swaffar
 Michael Karl Edgar Thiele
 Jonathan Alan Thometz
 Kathryn Miriam Tyler
 Nicole Frances Vadeboncoeur
 Yvonne Michèle vanVeenendaal
 Burnell Wayne Vincent III
 Theodore Norton von Wallmenich III
 Andrew Jefferies Wallace
 Andrew Bruce Wellnitz
 Tiare Danielle White
 Robert Scott Wood
 James Douglas Zinman

Honors Program

Honors in American Studies

John Martin Cook
 Laura Ann Dwyer
 Katey Ellen Ford
 Elizabeth Anne Kowal

Honors in Chemistry

Claudia Maria Octavia Regia Hackethal

Honors in Economics

Calbraith Rodgers Wheaton

Honors in English

Christopher Daniel Arnold
 Andrew Jay Benson
 Jeanine Ann Caunt
 Jessica Elsa D'Ercole
 Jane Elizabeth DeStefano
 Michael Alain Gerard
 Erica Sue Gregg
 Sarah Ruth Hamilton
 James Vincent Hayes
 Laura Eileen Kuske
 Gregory Louis Long
 Laura C. Longworth
 John Patrick Purcell, Jr.
 Erika Juall Sayewich
 Cathryn Gwen Swaffar

Honors in French

Kimberly Marie Ereminas
 Caroline Stafford Morris
 Yvonne Michele vanVeenendal

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Peter J. Carney
 Allison Bea Morrill
 Caroline Stafford Morris

Honors in History

Jonathan Alan Thometz

Honors in International Studies

Joshua Dennison Fitzhugh

Honors in Mathematics

Steven Benjamin Lilley
 Karen Grace Santoro

Honors in Philosophy

Tracey Elise Hardman
 Joshua East Reynolds

Honors in Religious Studies

Bryan Edward Chase
 David Miles Moore

Distinction in the Major*Administrative Science*

Paula Margaret Gardner
 Debra Marie Stinchfield

American Studies

Rebecca Lynn Birrell
 John Martin Cook
 Matthew Thomas Davie
 Karen Lynn Dixon
 Laura Ann Dwyer
 Katey Ellen Ford
 Leah H. Greenman
 Carolyn N. Harvey
 Helen Arscott Hopkins
 Elizabeth Anne Kowal
 George Martin Linge
 Adria Wells Lowell
 Suzanne Marie Regnier
 David Robert Roderick, Jr.
 Margaret Annette Russell
 Carla B. Swanson

Anthropology

Joshua Dennison Fitzhugh
 Lyzbeth Cooke Makely

Craig D. Mertens

Tanya Louise Nygaard
 Ruth Nisha Purushotham
 Nicole Felicia St. John

Art

Lisa Harcourt Black
 James Lawrence Condron
 Karen Lynn Dixon
 Pika Ghosh
 Edwin Burpee Goodell II
 Galen Conway Nelson
 Suzanne Marie Regnier
 Hilda Elizabeth Westervelt

Art, Studio Concentration

Gregory Louis Long
 Matthew Anthony Noyes
 Jennifer Zampell

Biology

Mandy Jill Abkowicz
 Jodi Lynn Adams
 Thomas Anthony Capozza
 Nathaniel Kinsman Fenollosa
 Heather Lees Ferguson
 Robert Eugene Gramling
 Traci Jean Marquis
 David August Prause
 Daniel Aaron Starr
 Angela Marie Toms

Biology: Environmental Science Concentration

Stephanie Mackay Clement
 David Benjamin Edelstein
 Parkman Dexter Harding
 Jerome Michael Hermsen, Jr.
 Michael Stephen Kolp
 Kristen Elaine McMahon
 Ashley Nichols Weld

Chemistry: A.C.S.

David Paul Provencal
 Robert Neavyn Sibley

Chemistry: Biochemistry

Claudia Maria Octavia Regia Hackethal
 Anne Kathryn Phipps

Classical Civilization

Krista Mari Gai
 Jason Oliver Nixon

Classics

Amy Fang
 Hilda Elizabeth Westervelt

East Asian Cultures and Languages

Michael Scott Alprin
 Jeremy Carver
 Mi-Sun Elizabeth Cho
 Julie Kathleen Eells
 Peter Dennis Read Smith
 Tiare Danielle White

Economics

Gary Wayne Anderson, Jr.
 Donna Lynn Burbank
 August Bradley Cename
 Jill Brooks Collett
 Wright Calhoun Dickinson
 Kristin Ann Nixon
 Michele Lee Rowell
 Dilan Vepul K. Siritunga
 Katherine Abigail Smith
 Curtis David Stevenson
 Calbraith Rodgers Wheaton
 Stephen G. C. Wong
 Aaron Mark Zeisler

English

Craig H. Appelbaum
 Christopher Daniel Arnold
 Mary Dunning Beale
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 Donna Lynn Burbank
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 Jeanine Ann Caunt
 James Lawrence Condron
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 Craig King Damrauer
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 Erika Juall Sayewich
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 Norman Jeffrey Stillman
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 Kimberly Marie Ereminas
 Felicia Catherine Gefvert
 Joy Anne Marean
 Caroline Stafford Morris
 Sarah Poriss
 Yvonne Michèle vanVeenendaal

Geology-Biology

Lisa L. Churchill

Geophysics

Harry Davidson Evans IV

German

Craig H. Appelbaum
 Jessica Elsa D'Ercole
 Louis Charles Dorogi
 Caroline Ruth Earle
 Nicole Marie Letendre
 Devon Neff Tucker

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James Thomas Albright
 Kate Barksdale Cain
 Peter J. Carney
 Michelle Lee Corrigan
 Matthew Thomas Davie
 Christian Kimball Forman
 Jane Stephanie Friedman
 Joshua Colby Green
 Erica Sue Gregg
 Jennifer Suzanne Kosek
 David Christopher Leavy
 Jason Thomas Mazzola
 Allison Bea Morrill

Caroline Stafford Morris
 Scott Butler Nussbaum
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 Nicole Frances Vadeboncoeur
 Andrew Jefferies Wallace

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 Philip Thompson Chase
 Edith Jane Clark
 Aaron Fiske Davis
 Louis Charles Dorogi
 Steven Russell Earp
 Andrew Hamer Finn
 James Vincent Hayes
 Michael Karl Edgar Thiele
 Jonathan Alan Thometz
 Nicole Frances Vadeboncoeur

International Studies

Joshua Dennison Fitzhugh
 Jennifer Suzanne Kosek
 Masashi Nakagome

Mathematics

Steven Benjamin Lilley
 David Miles Moore
 Amy M. Richters
 Karen Grace Santoro

Performing Arts

Steven Thomas Albani
 Katherine Mary Bredbeck
 Jennie Jean Holman
 Jessica Maclachlan
 Tara McDonough
 Glen Alan Porter
 Marah Elizabeth Silverberg
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 Alec Norheim Haavik
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 Peter Ridgeway Hayden
 Drew Walter Hoyt
 Eric James Turner

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Christopher Clark McQuilkin

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Patricia Langham Baldrige
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 Heather Gail Belanger

Meredith Alice Corbett
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 Emily Caroline Fisher
 John Christian Klick
 Jennifer Lee Pelson
 Gregory Bert Rideout

Religious Studies

Adam John Belanger
 Bryan Edward Chase
 David Miles Moore
Russian Studies
 Jennifer Grace Alfond
 Jason Thomas Mazzola
 Katherine Angela Rynearson
 Eric Fohs Sohn

Sociology

Anne Merrick Bowie
 Sarah Strickland Bramhall
 Scott John Callan
 Alyson Clair Kessel
 Polly Christine Sheridan
 Eric James Turner

Spanish

Michelle Lee Corrigan
 Krista Mari Gai
 Grace Elizabeth Grindle
 Jason Oliver Nixon
 Melissa Ann Schmidt
 Elizabeth Harrington Thornton
 Burnell Wayne Vincent III
Independent: Women's Studies
 Kathryn Miriam Tyler

Senior Scholars

Bryan Edward Chase
*The Religious Justification of Violence: A Look into
 the Crusades*

Lisa L. Churchill
*Paleoenvironmental Analysis of Three Subfossil
 Coleopteran Faunas from the Toklat River Valley,
 Central Alaska*

Brooke Danielle Coleman
Voices: Three Stories and a Novella

Craig King Damrauer
A Momentary Loss, Stories by Craig Damrauer

Pika Ghosh
The Third Eye of the Hindu Goddess Durga

Alexandria Jennifer Peary
The Imperial Shoe Palace: A Collection of Poems

David Paul Provencal
*Involvement of Free Radicals in Peroxidatic Reactions
Catalyzed by Chloroperoxidase*

Robert Neavyn Sibley
Characterization and Implementation of a Continuous Flow Trace Metal Pre-Concentration System for Inductively Coupled Plasma Atomic Emission Spectrometry

Theodore Norton von Wallmenich III
Paleofloristic Trends in Devonshire Marsh, Bermuda

Phi Beta Kappa

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College Calendar 1992-93

First Semester

Tuesday, September 1, *through*
 Saturday, September 5
 Sunday, September 6, *through*
 Monday, September 7
 Tuesday, September 8
 Wednesday, September 9
 Friday, October 2, *through*
 Sunday, October 4
 Friday, October 9, *through*
 Sunday, October 11
 Monday and Tuesday, October 19, 20
 Wednesday, November 25, *through*
 Sunday, November 29
 Friday, December 11
 Saturday, December 12
 Wednesday, December 16, *through*
 Monday, December 21
 Tuesday, December 22

January Term

Saturday, January 2
 Monday, January 4, *through*
 Thursday, January 7
 Monday, January 4
 Thursday, January 28

Second Semester

Tuesday, February 2
 Wednesday, February 3
 Saturday, March 20, *through*
 Sunday, March 28

Friday, May 7
 Saturday, May 8
 Wednesday, May 12, *through*
 Monday, May 17
 Tuesday, May 18
 Saturday, May 22
 Sunday, May 23

COOT trips

Orientation on campus

Registration

First classes

Fall Parents Weekend

Homecoming Weekend

Fall 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)

COOT trips

Orientation (during evening hours)

First classes, January program

Last classes, January program

Registration and orientation

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 1993-94

First Semester

Saturday, August 31

Sunday, September 1, *through*

Wednesday, September 4

Tuesday, September 7

Wednesday, September 8

Friday, September 27, *through*

Sunday, September 29

Monday and Tuesday, October 11, 12

Friday, November 1, *through*

Sunday, November 3

Wednesday, November 24, *through*

Sunday, November 28

Friday, December 10

Saturday, December 11

Wednesday, December 15, *through*

Monday, December 20

Tuesday, December 21

January Term

Saturday, January 4

Monday, January 3, *through*

Thursday, January 27

Second Semester

Tuesday, February 1

Wednesday, February 2

Saturday, March 19, *through*

Sunday, March 27

Friday, May 6

Saturday, May 7

Wednesday, May 11, *through*

Monday, May 16

Tuesday, May 17

Saturday, May 21

Sunday, May 22

Orientation program begins

COOT trips

Registration

First classes

Homecoming Weekend

Fall break (no classes)

Fall Parents Weekend

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Make-up examinations (residence halls closed for winter recess)

Orientation

January program

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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1992-1993

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