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## Colby College Catalogue 1993 - 1994

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# Colby College Catalogue

1993-1994



# Colby College Catalogue

**SEPTEMBER 1993–AUGUST 1994**

Waterville, Maine

**Inquiries to the College should be directed as follows:**

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

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

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

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



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# Colby

Chartered 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 25 foreign countries. Alumni, numbering more than 19,000, are represented in all 50 states and in some 65 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. Golf is a coed varsity team sport. Rugby is a club sport for men and women. Water polo, crew, woodsmen, bicycling, fencing, 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 deplores 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/I PLAY** 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 Colby Visiting Writers Series, which includes the annual Edwin J. Kenney, Jr., Memorial Reading, brings distinguished writers of poetry, fiction, and nonfiction to the campus throughout the year. 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, Circle K, Coalition for Political Action, Coffeehouse, 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 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, 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 750,000 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 10,000 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 health professions professional preparation committee for these areas as early as possible in the first year, and those interested in law and business should see the pre-law or pre-business advisers.

The career library includes extensive information on career fields, job-search techniques, current employment openings for permanent and summer positions, internships, and graduate-degree programs. Computers and typewriters also are available for student use. Both facilities 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, New York City, and Washington, D.C. 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.

Eighty-four percent of the members of the Class of 1993 graduated in four years. The six-year graduation rate of the Class of 1991 was 88 percent.

## 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 the applicants for first-year student admission who did not apply early decision.

*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 or the Bangor International Airport.

**Tests** Colby requires either the College Board Scholastic Aptitude Test (SAT) or the ACT tests. Submission of the College Board Achievement Tests is optional, but 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 three fall-semester-abroad options, which are described on pages 36-38. A student who participates in one of the College's fall-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 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, diphtheria, and TB. 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 19 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) or the American College Test (ACT), if either of these tests is 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). Submission of the results from College Board Achievement Tests is optional. 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, 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 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 of the elementary 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	\$8,920	\$8,920	\$17,840
Board	1,340	1,340	2,680
Room	1,430	1,430	2,860
General Fee	425	425	850
	<u>\$12,115</u>	<u>\$12,115</u>	<u>\$24,230</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.	\$11,915	\$9,145
<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.	\$11,915	\$9,145

\*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 \$8,920 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 \$690 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 \$8,920 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 at a cost of \$300 per semester.

**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 \$20,500 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 \$21,500 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 \$12,115 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 (except as outlined below):

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

A modified refund policy will apply to first-time students (including transfer students) who receive Title IV funds based on newly established federal guidelines.

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 14th 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. No refund will 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 based on the percentage of total payments contributed by those sources. Federal regulations determine the order in which federal loans and scholarships are to be refunded.

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 \$10 million annually in grants, loans, and campus employment to approximately 1,100 students, or 65 percent of the enrollment.

The average need-based aid package awarded to 770 students in 1992–93 was \$13,080. In addition to Colby's own programs, these awards include the full range of federal and state financial aid programs, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Perkins Loans (formerly National Direct Student Loans), Federal College Work-Study, and Federal Stafford 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 Colby aid application forms, the College determines need within the context of Colby policy and federal regulations.

Early decision applicants for financial aid also must send a photocopy 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 and a number of parent loan programs. 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.

Aid is also available for programs of study abroad and domestic programs of study away that are approved by the Office of Off-Campus Study. The only domestic programs for which federal or Colby aid may be used are: Colby in Washington, the Washington Semester at American University, Woods Hole Sea Semester, Williams College/Mystic Seaport Semester, West Indies Laboratory Program, and Colby's official Claremont and Howard exchange programs.

Aid for programs of study off campus is based on the actual cost of the program up to a maximum of Colby's cost. Student loans may enable financial aid recipients to replace term-time student employment earnings, which are not available on foreign campuses.

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.

# Academic Program

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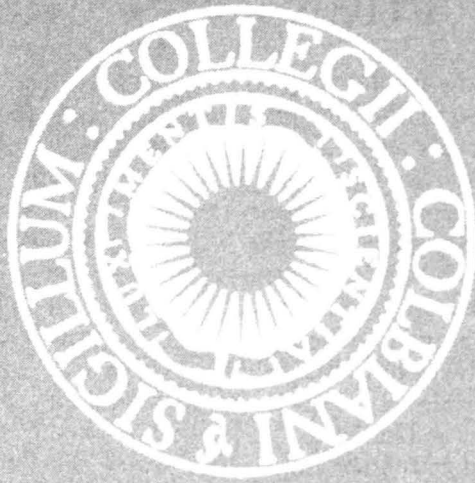
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# The Colby Plan

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, area (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 four 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 Cultures and Languages.

(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.

(4) By completing a previously approved intermediate level language course at an approved college or university (see "Transferred Credits").

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 three- or four-credit-hour 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 four 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 Cultures and Languages.

(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.

(4) By completing a previously approved intermediate level language course at an approved college or university (see "Transferred Credits").

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 SUSAN KENNEY):

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 RANDY NELSON):

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, ASSOCIATE PROFESSOR THOMAS SHATTUCK):

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-Chemistry
American Studies	German
Anthropology	Government
Art	History
Biology	International Studies
Chemistry	Mathematics
Classical Civilization	Music
Classical Civilization-English	Performing Arts
Classics	Philosophy
Classics-English	Philosophy-Mathematics
East Asian Cultures and Languages	Philosophy-Religious Studies
Economics	Physics
Economics-Mathematics	Psychology
English	Religious Studies
French	Russian Language and Culture
Geology	Sociology
Geology-Biology	Spanish

**Options** Specific options are available within above majors as follows:

Art: Art History	Chemistry: Cell and Molecular
Art: Studio Art	Biology/Biochemistry
Biology: Cell and Molecular	Chemistry: Environmental Science
Biology/Biochemistry	Geology: Earth 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	German
African-American Studies	Human Development
Anthropology	Japanese
Art	Mathematics
Chemistry	Music
Chinese	Performing Arts
Classical Civilization	Philosophy
Classics	Physics
Computer Science	Psychology
Creative Writing	Religious Studies
Economics	Russian Language and Literature
Education	Science-Technology Studies
Environmental Studies	Sociology
Geology	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 board chair.

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

Because the January Program assures most students considerable flexibility in 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 and for requesting approval for field experience or internship credit 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 or pass/fail 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 concerned 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.

Honors programs are offered in American studies, chemistry, economics, English, French, government, history, international studies, 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 upperclass students (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 six credit hours per semester to a project approved by the Senior Scholars Committee and pursued under the guidance of a faculty member. A final report is judged by three faculty readers and, upon successful completion, the senior scholar's report is deposited in the College library. Senior scholars are cited in the printed program for commencement exercises. Application must be made during the student's junior year. Inquiries should be directed to the chair, Professor Paul Greenwood.

**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 language and culture.

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 complete integration into the Universidad de Salamanca, where students can take courses in any division, alongside Spanish students. Students with any major may be accepted, but they must have taken at least Spanish 231 and one reading course. Participants choose to live with Spanish families or in apartments with Spanish students and agree to speak only Spanish for the duration of the program.

*Colby in Cork:* This is a program for students with any major, in the natural sciences, social sciences, and humanities. Students live in flats and take regular university courses at University College Cork, where a Colby professor, the resident director of the program, teaches in his or her discipline. There are frequent group activities and excursions. Students may apply for either semester or the entire academic year.

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. 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. The program includes a variety of theatrical productions to participate in or to attend and is designed to accommodate both beginning and more advanced students. A Colby professor serves as resident director. Information is available from the Performing Arts Program and the Office of Off-Campus Study.

*Colby in St. Petersburg (Russia):* This program, offered either semester, is available to students who have had at least two years of college Russian. It is small (maximum five students) and includes a set program of instruction in Russian language (grammar, phonetics, conversation, and composition), literature, and history (readings in Russian and English). Teaching is done by qualified instructors and takes place at the St. Petersburg Classical Gymnasium, where United States students teach two classes in English to Russian high-school students. Students live with Russian families, and there is a full cultural program, including excursions. Other opportunities for study in Russia include participation in the American Collegiate Consortium for East-West Educational Exchange, as well as approved non-Colby programs. Further information may be obtained from the Department of German and Russian or from 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 forests, rain forests, 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 and the Department of East Asian Cultures and Languages.

*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 Beijing. 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.

**Other Junior-Year-Abroad Programs** For programs not sponsored by Colby, the College requires that students obtain approval for their course of study before they leave; without such prior approval, credit will not be transferred back to Colby. Approval forms and a handbook of approved programs are available from the Office of Off-Campus Study. The deadline for approval of spring plans is October 15, and for fall or year-long plans, March 15. Students on financial aid continue to receive that aid if they attend a Colby-approved program. Particular areas of study include:

*Study in English-speaking Countries:* The College has relationships with many United Kingdom universities, among them Manchester College, Oxford, and the universities of Edinburgh, Glasgow, St. Andrews, Bristol, Essex, Kent, Reading, Sussex, Warwick, and York, as well as universities in London such as University College, King's College, and the London School of Economics. Students may also study in Canada, Australia, and South Africa at approved universities and programs.

*Study in non-English-speaking Countries:* The College requires that all students who attend programs in countries in which the language commonly spoken is not English either be fluent in the language of the country before leaving or take courses in that language while abroad for the duration of their program. In addition to study on the continent of Europe, opportunities are available in Latin America, Africa, Southeast Asia, East Asia, and the Middle East.

Students are encouraged to make their study-abroad plans as early as possible and in conjunction with their major requirements and overall plan of study. Information and counseling are 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.

*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 (Woods Hole, Massachusetts) 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 firsthand knowledge of the national government as it deals with the crucial problems of foreign policy, economic policy, criminal justice, environmental issues, 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 obtaining credit 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 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. Prelaw 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.

**Writers' Center** The Colby Writers' Center is available as a resource for all Colby students, faculty, and staff. The center is staffed by trained peer tutors and operates with the philosophy that writing is not a discrete skill but an important part of thinking and learning. The Writers' Center can help writers at all levels of development at any point during their writing process, from fuzzy notion to final draft. The tutors are trained to work with various forms of writing—lab reports, case studies, application essays, response writing, for example—as well as the standard academic essay, since writing occurs in courses across the curriculum at Colby. In addition to using the center from time to time on particular pieces of work, students can enter into an extended tutorial and meet regularly with any one of the tutors in order to work more intensively on their writing. The Writers' Center is not perceived as remedial but can help students with particular difficulties, including students for whom English is a second language and students with learning disabilities. The schedule includes both daytime and evening hours, and a Macintosh is available for students at the Writers' Center, which is located in Miller Library, Room 9.

**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 Science Cluster (Mudd 415) and the Library Cluster (Miller 16). Specialized computing facilities dedicated to particular departments are located in Biology, Chemistry, Economics, 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 an on-line catalogue. A Colby account is set up automatically for each student; passwords may be obtained at the Computer Services Office. A Hewlett-Packard 7000 provides centralized electronic mail, and a campus Gopher Server runs on a Sun workstation. These computers can be accessed from Macs in all public clusters and from student rooms by modem.

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. Hundreds of major U.S. library catalogues are available on the Internet, 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 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, Special Programs works with the Office of Scheduling and Facilities to coordinate arrangements for conferences during the academic 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 area (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. Grade reports may be withheld at the direction of the Business Office for students whose financial obligations to the College have not been met.

*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 arrange to audit courses with consent of the instructor and approval of the adviser. 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 two-hour final 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 1993–94.

†: course will *probably* be offered in 1994–95.

\*: course will *probably not* be offered in 1994–95.

Catalogue descriptions of courses that fill *Area Requirements* include a bold-faced 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-faced **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<sup>1</sup> and Nelson<sup>2,3</sup>; Associate Professor Leonard Reich<sup>4</sup>; Assistant Professor Batya Friedman<sup>5,6</sup>; Visiting Assistant Professors William Lee<sup>7</sup> and Elizabeth Fisher<sup>8</sup>

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.

<sup>1</sup>On leave first semester.

<sup>2</sup>Joint appointment in administrative science and economics.

<sup>3</sup>On leave second semester.

<sup>4</sup>Acting chair, second semester.

<sup>5</sup>On leave full year.

<sup>6</sup>Joint appointment in administrative science and mathematics.

<sup>7</sup>Part time second semester only.

<sup>8</sup>Part 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. REICH

**221d2 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, corpo-



rate 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*.

**[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** A 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

**297 Industry, Technology, and Environment** An examination of the changing effect on the environment of industry's use of technology, considering issues in agriculture, energy, and materials production; contemporary problems, particularly companies' responses to increasing pressures for environmental responsibility. *Three credit hours*. MR. REICH

**311 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*.

**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. REICH

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

**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

**371d2 The Computer and Decision Making** How does computer technology support, hinder, and transform human activity? At the core of our analysis is an understanding of human and computational decision making. Consideration of diverse situations that involve computer technology: management and work, communication, crime prevention, banking and credit, air traffic control, medicine, and national defense. Also listed as Computer Science 371. Enrollment limited. *Three credit hours.* INSTRUCTOR

**[373] Operations Research** Listed as Mathematics 373 (q.v.). *Prerequisite:* A previous course in statistics and linear algebra or permission of the instructor. *Three or four credit hours.* S.

**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 major. *Four credit hours.* FACULTY

## African-American Studies

*Director, ASSOCIATE PROFESSOR CHERYL TOWNSEND GILKES*

*ADVISORY COMMITTEE: Professors Charles Bassett (American Studies and English), Patrick Brancaccio (English and Performing Arts), Cedric Bryant (English), William Cotter (Government), Henry Gemery (Economics), Gilkes (Sociology and African-American Studies), Thomas Longstaff (Religious Studies), Paul Machlin (Music), Phyllis Mannocchi (English), David Nugent (Anthropology), John Sweney (English), Robert Weisbrot (History), and Sarah Willie (Sociology and Women's 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*: 272 African-American Cinema; 276 African-American Culture in the United States.

*Anthropology*: 112 Cultural Anthropology; 217 Race and Ethnicity: Cross-Cultural Perspectives; 254 Women of Color in the United States.

*Economics*: 293 Economic Development of 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; 493 Senior Seminar in 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; 233 Comparative World History, 1300–1800; 234 Comparative World History, 1800–1960; 277 African-American History; 319 Economic History of 20th-Century Africa; 321 African Voices/African History; 323 Debating the African Past; 415 Seminar: Women in the Civil War; 432 Seminar in African-American History: Black Thought and Leadership.

*Music*: 133 American Music; 232 Jazz History; 234 Rock's First Era: 1945–75.

*Sociology*: 214 African-American Elites and Middle Classes; 231 Contemporary Social Problems; 252 Race, Ethnicity, and Society; 298 Sociology Through African-American Women Writers; 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*), Christine Bowditch (*Sociology*), Patrick Brancaccio (*English and Performing Arts*), Cedric Bryant (*English*), Debra Campbell (*Religious Studies*), Anthony Corrado (*Government*), James Fleming (*Science-Technology Studies*), Henry Gemery (*Economics*), Cheryl Townsend Gilkes (*African-American Studies and Sociology*), Natalie Harris (*English*), Peter Harris (*English*), Yeager Hudson (*Philosophy*), Elizabeth Leonard (*History*), 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*), John Sweney (*English*), Robert Weisbrot (*History*), Sarah Willie (*Sociology and Women's Studies*); 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\*, 376, and 493; English 355\* and 356\*; History 123\* and 124\*; two additional English courses in American literature; two additional courses in American history;

and three additional courses other than American history or American literature (see lists below) with some interdisciplinary focus on American culture—coordinated with the approval of the major adviser according to chronology, theme, or method—to bring the total to a minimum of 14 courses. (Note: courses marked with \* are expected to be completed before the junior year.)

Students majoring in American studies may apply during their junior year for admission to the honors program. On successful completion of the work of the honors 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; 297 Industry, Technology, and Environment; 336 Business Ethics; 354 Law in American Society.

*American Studies*: -97, -98 Selected Topics (except at the 100 level); 272 African-American Cinema; 273 Introduction to American Material Culture; 276 African-American Culture in America; 279 The American Gothic; 331 Brooklyn: Fact and Symbol; 374 The Female Experience in America; 483, 484 Senior Honors Project; 491, 492 Independent Study.

*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; 313 Researching Cultural Diversity.

*Art*: 277, 278 American Visual Arts; 353 Contemporary Art, 1914 to the Present; 491, 492 Independent Study; 493 Seminar in Art History: Eakins and His World.

*Economics*: 231 Environmental and Natural Resource 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 Education; 332 Women, Girls, and the Culture of Education; 336 History of Education: American Schools.

*English*: 333 Modern American Drama, 1920–1970; 334 Contemporary American Drama; 338, 339 The American Renaissance I, II; 341 American Realism and Naturalism; 342 The Continuity of American Indian Literature; 343 African-American Literature; 344 19th-Century Poetry; 345 Modern American Fiction; 347 Modern American Poetry; 349 Contemporary American Fiction; 351 Contemporary American Poetry; 353 The American Short Story; 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; 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; 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 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; 398 Presidential Electoral Politics; 432 Seminar on Executive Leadership in the Federal Government; 433 American Government and the Press; 434 Women in American Politics; 438 Seminar in Policy Advocacy; 439 Public Policy Seminar; 451 The New Deal; 457 United States Foreign Policy Seminar.

*History*: 215 America and Asia: Attitudes and Relationships; 217 The Administration of John F. Kennedy; 267 American Women’s History, to 1870; 268 American Women’s History, 1870

to the Present; 275 The American Revolution; 277 African-American History; 312 The Atlantic Revolutions; 344 American Liberalism in Thought and Practice; 353 American Culture and Society 1865–1975; 372 The American Civil War; 376 America: 1607–1783; 377 The Coming of the Civil War; 378 Struggling from Revolution to Civil War: United States History 1775–1860; 393 American Cultural History 1600–1865; 415 Seminars in American History; 417 Seminar: The Cold War; 432 Seminar in African-American History: Black Thought and Leadership.

*Music*: 133 American Music; 232 Jazz History.

*Philosophy*: 252 American Philosophy.

*Psychology*: 232 Cognitive Psychology; 237 Psychology of Language; 253 Social Psychology; 356 Social Psychology Seminar.

*Religious Studies*: 217 Religion in America; 257 Women in American Religion; 318 Seminar: Mary Daly.

*Science-Technology Studies*: 213 Science and Technology in the Federal Government; 216 Aeronautics in America; 217 The Automobile in America: History, Business, and Culture; 219 The American Home, 1794–1994; 271 Science and Society in America.

*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; 277 Sociological Social Psychology; 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.

**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, 271j 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; three credit hours in January*. **V.** MR. LUBIN, MS. ROBERTS, AND MS. ROGERS

**[272] African-American Cinema** Exploration of the place of African-American films in American culture. Formerly listed as American Studies 298. *Four credit hours*. **A.**

**[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*.

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

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

**279 The American Gothic** Examination of the pervasive influence of the Gothic (and related genres such as Horror and the Grotesque) on American culture through a diverse range of "texts," including films, pop art, material objects, and fiction. The Gothic has been, in one form or another, an influential part of the American cultural landscape from the Puritans' fascination with evil to what Melville identified in Hawthorne as the "power of blackness ten times black"; to the Neo-Gothic revival in architecture in the 19th and 20th centuries; to Satanic cults and popular rituals like Halloween; to the fiction of Edgar Allan Poe, H.P. Lovecraft, and Stephen King; and to cult films like *The Night of the Living Dead* and *The Haunting of Hill House*. Exploration of how our collective "frame of mind" about class, nuclear holocaust, race, nationalism, technology, and gender is constructed in American gothicism. *Four credit hours.* MR. BRYANT

[331] **Brooklyn: Fact and Symbol** Brooklyn is more than one of the five boroughs of New York City. In the 19th century it was a city in its own right, and it has historically assumed a special place in the national imagination. With its diverse ethnic population, its lively popular culture, its rich architectural heritage as the "borough of churches" and the Brooklyn Bridge, Brooklyn has also been the home and birthplace of distinguished Americans such as writers Walt Whitman, Hart Crane, Marianne Moore, Thomas Wolfe, Henry Miller, Gloria Naylor, and Alfred Kazin. An exploration of this rich heritage from the point of view of literature, history, urban and ethnic studies, architecture, and popular culture. *Four credit hours.* L.

**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. MS. MANNOCCHI

**376d1 American Cultures** 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. MR. BASSETT

**398 Junior Seminar: Theories and Methods in American Studies** Discussion-intensive examination of key issues in American studies scholarship of the past 50 years as approached through a variety of compatible and/or competing methods of research such as myth and symbol, the consensus school, Marxism, feminism, race studies, cultural materialism, and postmodernism. Enrollment limited; priority to American studies majors. *Four credit hours.* MR. LUBIN

**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

**493d Seminar in American Studies** An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* V. MS. ROBERTS AND MS. ROGERS

## Ancient History

*In the Department of Classics.*

*Associate Professor Joseph Roisman*

**154 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 credit hours.* H. MR. ROISMAN

**158d1 Topics in Ancient History: 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

**[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.*

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

**[356] 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. *Four credit hours.* H.

**393d2 War and Society: Classical and Modern Perspectives** A seminar on the impact of war on society and the role of technology in shaping military history from antiquity to the present. Topics include causes of war, Greek infantry and morality, Hannibal, army and politics in the late Roman republic, mass production, total war, the rise of the national security state, and high-tech electronic and biological warfare. An examination of the relationship between

classical and modern themes in the history of warfare. Enrollment limited. Preference to classics and science-technology majors and minors. Also listed as Science-Technology 393. *Four credit hours.* H. MR. ROISMAN AND MR. FLEMING

**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, David Nugent<sup>1</sup>, Mary Beth Mills, and Catherine Besteman<sup>1</sup>;*  
*Visiting Assistant Professors Constantine Hriskos and Catherine Cutbill*

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; firsthand 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, 232, 233, 235, or 239; one topics course selected from Anthropology 214, 252, 253, 256, 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, 232, 233, 235, or 239; one topical course selected from Anthropology 214, 217, 252, 253, 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 Modern Chinese Society; 271 Japanese Women Through Films and Literature; 332 Money and Society in Japanese Literature; 457 Seminar on Japanese Culture.

*Economics:* 275 Comparative Economic Systems; 293 Economic Development of the Third World.

*Geology:* 141, 142 Introduction to Physical Geology; 352 Principles of Geomorphology.

*Government:* 332 Political Development in the Third World.

*History:* 319 Economic History of 20th-Century Africa.

*Music:* 232 Jazz History.

*Psychology:* 233 Physiological Psychology; 374 Human Neuropsychology.

*Religious Studies*: 117 Passage to India: India and the Western Imagination; 211 Religions of India; 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.

<sup>1</sup>On 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. MR. HRISKOS AND MS. CUTBILL

**[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. MS. ROGERS

**118d1 Archaeology** Listed as Religious Studies 118 (q.v.). *Three or four credit hours.* MR. LONGSTAFF

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

**211d2 Indigenous Peoples and Cultures of North America** An ethnographic survey of the sociocultural systems developed by indigenous Americans north of Mexico. Examines relationships between ecological factors, subsistence practices, social organizations, and belief systems, along with contemporary issues of change, contact, and cultural survival. *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

**216j Imagining the "Other"** 19th-century anthropologists proposed theories of cultural evolution that presented peoples outside European traditions as savage, exotic, primitive, and

deficient in the benefits of Western civilization. In the 20th century, anthropology rejected these reductionist images of different cultures, but their influence can still be seen in aspects of contemporary social practice and popular imagination. An examination of how the "other" was depicted in late-19th-century anthropological thought and how similar images and ideas are perpetuated in museums, exhibitions, art collecting, films, tourism, and the popular press of the 20th-century West. Prerequisite: Anthropology 112 or permission of the instructor. *Three credit hours.* S, D. MS. CUTBILL

[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.

218j **Place, Space, and Identity: The Ethnography of Travelers, Migrants, and Refugees** Anthropologists have conventionally identified human cultures as located in particular places, countries, or communities. What happens to cultural beliefs and identity in an age of widespread population mobility and global travel? This course explores processes of cultural change and continuity when people are moving both within countries and across national borders. Cases examined range from forced displacement to labor migration to tourism. Prerequisite: Anthropology 112 or permission of the instructor. *Three credit hours.* S, D. MS. MILLS

[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.

233 **Anthropology of a Region** A sociocultural analysis of a selected geographic area. In 1993-94: 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. *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.

237 **Ethnographies of Africa** An introduction to the continent of Africa, its peoples, and its many social worlds, beginning with a survey of the place (geography) and the ways in which Africa's inhabitants have been defined (classifications of language, race, and culture). Social and cultural diversity within the continent is examined through ethnographic case studies. Issues include experiences of economic change, political conflict, the creation of new identities and cultural forms in contemporary African societies, and perceptions of Africa in Western thought and history. Prerequisite: Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. CUTBILL

**239d2 Southeast Asian Cultures and Societies** Southeast Asia is a region of great diversity and has long been a focus of anthropological interest; in recent years dramatic political and economic changes have often made the region a focus of international as well as scholarly attention. This course examines the diverse social and cultural contexts that make up the region, exploring both historical roots and contemporary experiences of Southeast Asian peoples. Themes include the impact of European colonial regimes on indigenous societies, religious and ethnic diversity, peasant social organization and political resistance, and the effects of economic change and industrialization. Enrollment limited. *Prerequisite:* Anthropology 112 or permission of the instructor. *Four credit hours.* S, D. MS. MILLS

**[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

**298 Women, Islam, and Imperialism** The European imperial encounter with the historic core of the Islamic World—the Middle East—engendered images of veiled women, harems, and mystery. Contemporary social science literature on the Muslim Middle East continues to mark

women and gender arrangements as distinctive features of the area. These concepts are not neutral; rather they are highly charged with both negative and positive connotations. A consideration of how and why "women" have been used to define the boundaries between the social worlds of Islam and the West, including historical overviews, classic ethnographic descriptions, and the more recent challenges to conventional views. *Four credit hours.* D. MS. CUTBILL

**[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 Researching 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** Peasants 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. *Four credit hours.* MS. CUTBILL

**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.* MR. HRISKOS

**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.* MR. HRISKOS

**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.* MS. ROGERS

## Art

*Chair*, ASSOCIATE PROFESSOR MICHAEL MARLAIS

*Professors Harriett Matthews<sup>1</sup> and David Simon; Associate Professors Abbott Meader<sup>2</sup>, David Lubin, Marlais, and Sonia Simon<sup>2</sup>; Assistant Professors Nancy Goetz and Kenneth Ganza; Visiting Assistant Professors Scott Reed<sup>2</sup>, Imi Hwangbo, and Diane Vatne<sup>2</sup>; Adjunct Instructors Samuel Atmore<sup>3</sup>, Jere DeWaters<sup>3</sup>, Ludger Duplessis<sup>3</sup>, and Nancy Meader<sup>3</sup>*

The Colby Art Department includes practicing artists and art historians. With special studios for design, drawing, printmaking, and sculpture, 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, 173, and one course in any three of the following four groups:

- (1) Art 311, 312, 313, 314
- (2) Art 331, 332, 334, 335
- (3) Art 351, 352, 353
- (4) Art 273, 274, 376

and three additional graded art courses, which may be art history or studio courses in any proportion, making a total of 10 courses.

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 reading proficiency in two foreign languages.

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. The studio concentration must include at least a four-course sequence in either painting, printmaking, or sculpture among the requirements for the major, for a total of 13 courses. Students should make every effort to complete the drawing requirement as early as possible, thus allowing their advanced studio work to build upon that experience.

### Requirements for the Concentration in Art History

For students who are fulfilling the major in art, the art history concentration is offered to prepare the student for graduate work in the field. In addition to the standard requirements for the major, art history concentrators must take two additional art history courses, making sure to have at least one in each of the four distribution areas listed under requirements for the major. Art history concentrators are required to take an art history seminar at the 300 level or above, for a total of 12 courses.

### Requirements for the Minor in Art

An art minor is available and should be constructed according to the student's interests and on



the advice of an Art Department faculty member. The art minor requires at least seven art courses, including Art 131 (or 161 and 162); two of the following: 111, 112, 173; and four additional courses at the 200 level or above.

<sup>1</sup>On leave full year.

<sup>2</sup>Part time.

<sup>3</sup>January term only.

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

**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. *Three credit hours.* MS. HWANGBO

**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. *Prerequisite:* Art 161. *Three credit hours.* MS. HWANGBO

**173 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. Formerly listed as Art 197. *Three credit hours.* D. MR. GANZA

**175j 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

**221 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. HWANGBO

**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. HWANGBO

**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. *Prerequisite:* Art 162. *Three credit hours.* MS. HWANGBO

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

**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.* MR. LUBIN

**276j Field Experience in China** Field study in different aspects of Chinese art history at important cultural sites within the People's Republic of China, the Republic of China on Taiwan, or Hong Kong. *Three credit hours.* A, D. MR. GANZA

**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.*

[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.*

[313] **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.*

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.* MR. SIMON

[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.*

332d1 **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.* MS. VATNE

[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.*

335d2 **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.* MS. VATNE

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

352d1 **Modern Art, 1880–1914** History of avant-garde movements from Post-Impressionism through German Expressionism. *Prerequisite:* Art 112. *Three or four credit hours.* MR. MARLAIS

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

- 361 Sculpture V** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 262. *Three credit hours.* MS. HWANGBO
- 362 Sculpture VI** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 361. *Three credit hours.* MS. HWANGBO
- 373 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." Formerly listed as Art 397. Enrollment limited. *Three credit hours.* MR. MEADER
- [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. *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. SIMON
- 397 Museum Exhibition** A course designed to offer students the opportunity to curate an art history exhibition that will be on view in the Colby College Museum of Art. Students will be responsible for selecting works of art from the museum's collection, for researching individual objects, for exhibition design, and for writing the exhibition catalogue—in essence, for all facets of a quality museum exhibition. *Prerequisite:* Some background in art history. *Three credit hours.* MR. MARLAIS AND MR. SIMON
- 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. HWANGBO
- 462 Sculpture VIII** Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 461. *Three credit hours.* MS. HWANGBO
- 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: Eakins and His World** Research seminar examining the art and ideology of the French-trained realist Thomas Eakins and the late-19th-century America in which he lived. *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. LUBIN

# Astronomy

*In the Department of Physics and Astronomy.*

*Professor Murray Campbell*

**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.*

**298 Introduction to Astrophysics** An introduction to the theoretical and observational bases of modern astronomy. Gravity, light and radiation, spectroscopy, stellar structure, nucleosynthesis relativity, optics, and telescopes. Also listed as Physics 298. *Prerequisite:* High school chemistry. *Three credit hours.* **N.** MR. CAMPBELL

# Biology

*Chair, PROFESSOR DAVID FIRMAGE*

*Professors Arthur Champlin<sup>1</sup>, Firmage, and F. Russell Cole; Associate Professors Bruce Fowles, Jay Labov<sup>2</sup>, Frank Fekete, and Paul Greenwood; Assistant Professors Raymond Phillips<sup>3</sup>, W. Herbert Wilson, Jean Haley, and Barbara Best; 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, as teachers at the secondary level, and by private firms and government agencies. 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**

In biology, 33 hours of course work (excluding Advanced Placement credit), including 161, 162, 494, and at least one additional course with laboratory in population and evolutionary biology (Biology 211, 212 [no laboratory], 258j, 271, 351, 354, or 358j), in organismal biology (Biology

213, 234, 235, 237, 254, 313, 314, 357, 373, or 375), and in cell and molecular biology (Biology 277, 279, 332, 338, 367, 372, 374, or 376); Chemistry 141, 142; Mathematics 119 or 121 or equivalent, or 123 or equivalent, and one additional mathematics course numbered 112 or higher (excluding seminars). 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.

In biology, 33 hours of course work (excluding Advanced Placement credit), including 161, 162, 271, 352 (with laboratory), 493, 494, and at least one additional course with laboratory in organismal biology (Biology 213, 234, 235, 237, 254, 313, 314, 357, 373, or 375), and in cell and molecular biology (Biology 277, 279, 332, 338, 367, 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, or similar approved programs.

The **concentration in cell and molecular biology/biochemistry** enables biology majors to concentrate their studies on the interdisciplinary field that lies at the interface between biology and chemistry.

In biology, 34 hours of course work (excluding Advanced Placement credit), including 161, 162, 279 (with laboratory), 367 (with laboratory), 368 (with laboratory), 376, 494, one additional course with laboratory in organismal biology, and one additional course with laboratory in population or evolution biology; Chemistry 141, 142, 241, 242; Mathematics 119 or 121 or 123 or equivalent, and one additional mathematics course numbered 112 or higher; and either Physics 141, 142 or one course chosen from Biology 277, 332, 338, 374, Chemistry 331, 332.

<sup>1</sup>On leave second semester.

<sup>2</sup>On leave, full year.

<sup>3</sup>Director 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.*

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

**\*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*. **MR. FEKETE**

**[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.**

**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. Lecture and laboratory. *Four credit hours*. **N.** **MS. BEST, MR. FEKETE, AND MS. HALEY**

**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. Lecture and laboratory. *Prerequisite:* Biology 161 or permission of the instructor. *Four credit hours*. **N.** **MR. FOWLES 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.**

**197j Architecture of Animals and Plants** Humans usually build structures out of dry, rigid materials such as brick, concrete, lumber, or steel. In contrast, animals and plants are wet and dynamic and usually consist of flexible, pliant materials such as chitin, collagen, cellulose, skin, and bone. How are organisms built to cope with crashing waves, rushing rivers, hurricane-like winds, or gentle breezes? An exploration of the shapes and sizes of organisms, the materials they use, and the environmental forces they encounter. Examples include contrasting "designs" between palm trees and skyscrapers, birds and airplanes, dolphins and submarines, sea anemones and radial tires. Demonstrations and hands-on exercises introduce students to general design principles. Intended as a course for nonscience majors. Enrollment limited. *Two credit hours*. **MS. BEST**



†[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 permission of the instructor. *Four credit hours.*

\*212d1 **Evolution** An introduction to the concepts of population genetics and evolution. Lecture only. *Prerequisite:* Biology 162. *Three credit hours.* N. MR. FOWLES

†[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.*

†[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. MR. WILSON

\*235 **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. Formerly listed as Biology 136. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* N. MR. FIRMAGE

[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 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 permission of the instructor. *Four credit hours.*

257j **Winter Ecology** An introduction to the ecological and physiological adaptations of plants and animals to the winter environment in central Maine. The course has an extensive field component. Enrollment limited. *Three 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.

271 **Introduction to Ecology** Introduction to ecological principles—structure and func-

tion 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 permission of the instructors. *Four credit hours.* MR. COLE AND MR. WILSON

**\*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 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 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 and Molecular Biology** The essential mechanisms of plant functions at the organismal and molecular levels. Lecture and laboratory. *Prerequisite:* Biology 161, 162, Chemistry 141, 142, or permission of the instructors. *Four credit hours.* MR. FOWLES AND MS. HALEY

**†[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 permission of the instructor. *Four credit hours.*

**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, 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, Chemistry 141, 142, or permission of the instructor. *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. COLE

**\*354 Marine Biology** A study of marine organisms and their environment with emphasis on coastal systems. Laboratory exercises will familiarize students with marine organisms, their environment, and the quantitative methods used to study them. Occasional weekend field trips to the coast. Lecture, laboratory, and discussion. Enrollment limited. *Prerequisite*: Biology 161, 162 (or 271) or permission of the instructors. *Four credit hours*. MR. COLE AND MR. FIRMAGE

**357 Physiological Ecology** An examination of the physiological and behavioral adaptations 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, 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*. MR. COLE AND MR. GREENWOOD

**367 Biomolecules** The structure, function, control, and cellular organization of biomolecules. Emphasis is on proteins, enzyme kinetics, membranes, and signal transduction. Also listed as Chemistry 367. *Prerequisite*: Biology 162 and Chemistry 242, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. GREENWOOD AND MS. MILLARD

**368 Metabolism and Bioenergetics** Investigations of the generation, storage, and use of metabolic energy and control of these processes. Also listed as Chemistry 368. *Prerequisite*: Biology 367 or Chemistry 367 or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. BOURGAIZE, MR. GREENWOOD, AND MS. MILLARD

**[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, Chemistry 141, 142, or permission of the instructor. *Four credit hours*.

**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*; lecture and laboratory: *four credit hours*. INSTRUCTOR

**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 permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. INSTRUCTOR

**375d2 Comparative Animal Physiology** A comparative study and broad overview of physiological systems and adaptations among animals from morphological, biochemical, and

mechanical perspectives. General physiological principles will be illustrated by examining variation in musculoskeletal, cardiovascular, respiratory, digestive, osmoregulatory, and sensory systems. Laboratory emphasizes an experimental approach to the measurement of physiological processes. Enrollment limited. *Prerequisite*: Biology 161, 162. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MS. BEST

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

**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, 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

**[473] Topics in Molecular Biology** Studies of the molecular biology of eukaryotic organisms emphasizing the genetics, biochemistry, and physiology of plants. Lectures, discussions, readings, and laboratory exercises will address the organization and function of the genome, functions of chloroplasts and mitochondria, development and differentiation, stress responses, and genetic engineering. Lecture and laboratory. *Prerequisite*: Biology 161, 162, 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 AND MR. COLE

**494d Biology Seminar** Discussion of contemporary topics in biology. Choice of several topics. Formerly listed as Biology 393. *Prerequisite*: Senior standing as a biology or geology-biology major. *Two credit hours*. FACULTY

## Chemistry

Chair, PROFESSOR BRADFORD MUNDY

Professors Wayne Smith and Mundy; Associate Professor Thomas Shattuck; Assistant Professors David Bourgaize, Whitney King, and Julie Millard; Senior 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 major with a concentration in cell and molecular biology/biochemistry, (4) the chemistry-biochemistry major, (5) the chemistry-public policy minor, (6) the chemistry-environmental sciences concentration, and (7) 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.

#### **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 with a Concentration in Cell and Molecular Biology/Biochemistry**

Chemistry 141, 142, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 376, 493, 494; Biology 161, 162, 279 (with laboratory); Mathematics 121, 122 or 123; Physics 141, 142.

#### **Requirements for the Major in Chemistry-Biochemistry**

Chemistry 141, 142, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493, 494; Mathematics 121, 122 or 123, 124; Physics 141, 142; Biology 161, 162, 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 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; 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 (which may be substituted for Chemistry 493, 494 for the chemistry major).

### 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. Chemistry/Biology 367, 368, and 376 cannot be used to fulfill the requirements for both a major and the chemistry minor.

**112, [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. Enrollment in laboratory is limited. Lecture only: *three credit hours*; lecture and laboratory (satisfies the laboratory science distribution requirement): *four credit hours*. **N.** MS. MILLARD

**[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*.

**118d1 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.** MR. BOURGAIZE

**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

**[217] 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*.

**[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 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, HETCOR), and nuclear overhauser effect (NOESY) spectroscopy. Lecture and laboratory. Enrollment limited. *Prerequisite:* Chemistry 241. *Two credit hours.*

**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 resonance, mass spectrometry, and chromatography. *Prerequisite:* Chemistry 331, 342 (may be taken concurrently). *Four credit hours.* MR. KING

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

**367 Biomolecules** The structure, function, control, and cellular organization of biomolecules. Emphasis is on proteins, enzyme kinetics, membranes, and signal transduction. Also listed as Chemistry 367. *Prerequisite:* Biology 162 and Chemistry 242, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. GREENWOOD AND MS. MILLARD

**368 Metabolism and Bioenergetics** Investigations of the generation, storage, and use of metabolic energy and control of these processes. Also listed as Biology 368. *Prerequisite:* Biology 367 or Chemistry 367, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. BOURGAIZE, MR. GREENWOOD, AND MS. MILLARD

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

**411 Inorganic Chemistry** Current models and concepts in inorganic chemistry, with emphasis on both structural and reaction aspects. Topics include bonding and structure, periodic properties, acid-base theories, nonaqueous solvents, applications of thermodynamics,



coordination compounds, and selected areas of descriptive chemistry of current interest. Lecture and discussion. *Prerequisite:* Chemistry 342. *Four credit hours.* MR. 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. 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 presentation 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.*

Assistant Professor Kimberly Besio; Visiting Instructor Rong Cai; Language Assistant Feng Xiaofeng  
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.* MS. BESIO

**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.* MS. CAI

**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.* MS. BESIO AND 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.* MS. CAI

**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<sup>1</sup> and Peyton R. Helm<sup>2</sup>; Associate Professors Roisman and Joseph Roisman<sup>3</sup>; Assistant Professor Kerill O'Neill

<sup>1</sup>On leave full year.

<sup>2</sup>Vice president for development and alumni relations.

<sup>3</sup>Joint 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 allows the acquiring of a liberal education by examining 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 and classical civilization, as well as majors in classics-English and classical civilization-English.

Students majoring in classics may concentrate in one of the following: Greek literature, Latin literature, in a combination of both, or in classical civilization. There is also the opportunity to study in Greece or Italy in programs especially for American students, as well as occasion for experiencing field archaeology through arrangement with other institutions.

### Requirements for the Major in Classics

While a student majoring in classics may concentrate in either Greek or Latin, it is recommended, however, that students planning to pursue the study of classics in graduate school study both Greek and Latin, electing a schedule of courses approved by the department.

Three courses numbered 200 or higher in Greek or Latin.

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

(a) Additional courses in either language.

(b) Two courses in Ancient History.

(c) Two courses elected from courses in translation offered by the Classics and other departments: Classics 133, 135, 139, 232, 258; Ancient History 154, 158, 356, 393; Art 311, 312; Philosophy 231, or the equivalent.

#### **Requirements for the Major in Classical Civilization**

(No knowledge of Latin or Greek is required.)

The major in classical civilization consists of 10 courses as follows:

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

(b) One course numbered 300 or higher in classics or ancient history.

(c) Five additional courses selected from the following: Classics 135, 139, 258; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311, 312; Government 213; Philosophy 212, 231, 492; Religious Studies 118, 201, 202, 203, 204, 353; or equivalent courses selected in consultation with the major adviser.

#### **Requirements for the Major in Classics-English**

In classics: six semester courses of Greek or Latin, three of which are numbered 200 or higher.

In English: six semester courses approved by the departments.

#### **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.

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**

The minor (concentrating in Greek, Latin, or combination of both) consists of six courses: Greek 111, 112, 131, or Latin 111, 112, 131; two courses in Greek or Latin numbered 200 or higher (in the case of a combination of both languages, courses in the other ancient language will be counted towards the requirement); one course selected from 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.

The courses are selected in consultation with the adviser.

#### **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, 158; Art 311, 312; Government 213; Philosophy 212, 231, 492; Religious Studies 118, 201, 202, 203, 204, 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**

**133 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 credit hours.* MR. ROISMAN

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

**232 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 first century Jewish historian Flavius Josephus. *Three credit hours.* H.

**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

Students are strongly encouraged to take Greek 111, 112, and 131 in consecutive semesters.

**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. *Prerequisite:* Greek 111. *Four credit hours.* MS. ROISMAN

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

†**[231] Greek Literature** Euripides, *Cyclops*. *Prerequisite:* Greek 112. *Four credit hours.* L.

**233 Greek Literature** Plato, *Symposium*. *Four credit hours.* MS. ROISMAN

- [235] **Greek Literature** Plato, *Apologia*. *Four credit hours*.
- [237] **Greek Literature** Theophrastus, *Characters*. *Four credit hours*.
- [352] **Attic Poetry** Euripides, *Hippolytos*. *Four credit hours*.
- 354 **Greek Literature** Homer, *Odyssey*. *Four credit hours*. MS. ROISMAN
- [356] **Greek Literature** Homer, *Iliad*. *Four credit hours*.
- [358] **Greek Literature** Thucydides. *Four credit hours*.
- [414] **Seminar** Greek elegy and lyrics. *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. Students are strongly encouraged to take Latin 111, 112, and 131 in consecutive semesters.

- 111 **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. *Prerequisite:* Latin 111. *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 111, 112. *Four credit hours*. L. MR. O'NEILL
- †[231] **Latin Literature** Tibullus and Propertius. *Four credit hours*. L.
- [233] **Latin Literature** Ovid, *The Remedies of Love*. *Four credit hours*.
- [235] **Latin Literature** Virgil, *Aeneid*. *Four credit hours*.
- 237 **Latin Literature** Livy, *History of Rome*. *Four credit hours*. MR. O'NEILL
- †[352] **Latin Literature** Roman Drama. *Four credit hours*. L.
- 354 **Latin Literature** Roman elegy and lyrics. *Four credit hours*. MS. ROISMAN
- [356] **Latin Literature** Cicero, selected speeches. *Four credit hours*.
- [358] **Latin Literature** Roman Drama. *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. *Four credit hours*.

# Computer Science

*In the Department of Mathematics and Computer Science.*

*Associate Professor Dale Skrien; Assistant Professors Batya Friedman<sup>1</sup> and Krishna Kumar*

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; Mathematics 274 or Philosophy 152; two additional courses in Computer Science numbered 200 or above (where 491 or 492 must be taken for at least three credits).

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.

## **Requirements for the Mathematics Major with a Concentration in Computer Science**

See the "Mathematics" section of this catalogue.

<sup>1</sup>On leave full year.

**[011] An Introduction to T<sub>E</sub>X** The T<sub>E</sub>X typesetting system has been described as a system for creating beautiful books, especially books containing large amounts of mathematics or other technical material. It can be used on many different kinds of computers, is extremely flexible, has powerful font-handling capabilities, and is fast becoming the standard in many fields, from mathematics to theoretical linguistics. The course provides a hands-on introduction to T<sub>E</sub>X on the Macintosh. *Noncredit.*

**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. MR. SKRIEN

**115d 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. MR. KUMAR

**[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.*

**231d 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.* FACULTY

**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. KUMAR

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

**333 Programming Languages** A survey of programming languages and programming language paradigms, including the history, design, and formal definitions of different languages. Includes study of imperative (e.g., C, Pascal, Ada, Fortran), logic (e.g., Prolog), functional (e.g., ML, Lisp, Scheme), and object-oriented (e.g., Object Pascal, Smalltalk, CLOS, C++, Eiffel) programming languages. Languages are compared to see how well they achieve the goals of solving various types of problems in an efficient and readable manner. Programming projects in some of the languages will be an integral part of the course. *Prerequisite:* Computer Science 115, 231. *Four credit hours.* MR. KUMAR

**[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.*

**[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. *Four credit hours.*

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

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

**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 program 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 intermediate and advanced writing courses is by manuscript submission. 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" 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), Mary Beth Mills (Anthropology), Tamae Prindle (Japanese), Nikky Singh (Religious Studies), Suisheng Zhao (Government); Visiting Instructors Rong Cai (Chinese) and Abe Hideko Normes (Japanese); Language Assistants Feng Xiaofeng (Chinese) and Hiromi Hiyagi (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 Peoples' 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 Anthropology, 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:* 173 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 The Chinese Novel: Vignettes of Life in Imperial China; 232 Literature of Japan in Translation; 238 Japanese Language and

Culture; 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*; 457 *Seminar on Japanese Culture*; 458 *Seminar in Modern Chinese History*; 491, 492 *Independent Study*.

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

*Government*: 211 *January in China*; 297 *Introduction to Chinese Politics*; 298 *Introduction to Japanese Politics*; 358 *Contemporary Japanese Politics*; 477 *Chinese Foreign Policy*.

*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

**231d2 The Chinese Novel: 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. All readings are in English translation. *Four credit hours*. L, D. MS. BESIO

**[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. All readings are in English translation. *Four credit hours*. L, D.

**238 Japanese Language and Culture** The course is designed to provide a cross-cultural perspective on how Japanese people interact in the context of their own language. Examining the linguistic manifestations of culture will throw light upon the areas where culture and language intersect. Topics include Japanese behavior and values; communicative strategies of Japanese language; levels of honorific speech; differences in men's and women's speech; changing gender roles, and the representation of women in language. *Four credit hours*. S, D. MS. NORNES

**251 Imaging Chinese Women: Ideas and Ideals in China** An examination 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

**252j, [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; three credit hours in January.* L, D. MS. CAI

[271], 271j **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; three credit hours in January.* L, D. MS. PRINDLE

278 **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. Formerly listed as East Asian 298. *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.* L, D.

457 **Seminar on Japanese Culture: How Can It Be Explained?** A search for ways to explain a variety of contemporary Japanese practices as ramifications from the systems in the past or as new cultural phenomena. It probes the presence or absence of consistent systems that make the Japanese cultural climate how it is. A study of Japanese literature, theoretical treatises, audiovisual material, and others. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MS. PRINDLE

458 **Seminar in Modern Chinese History: Chinese Reform Movement** 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, D. 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 THOMAS TIETENBERG

*Professors Jan Hogendorn<sup>1</sup>, Henry Gemery, James Meehan<sup>2</sup>, Tietenberg, Clifford Reid<sup>2</sup>, and Randy Nelson<sup>2,3</sup>; Associate Professors David Findlay<sup>1</sup> and Patrice Franko<sup>4</sup>; Visiting Associate Professor Ronald Norton<sup>5</sup>; Assistant Professors 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 gender 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.

#### **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.

To continue in the major, students must receive a grade of C- or better in Economics 223 and 224. All economic theory courses (223, 224) counting toward the major, Economics 391, and the senior seminar must be taken at Colby. Any student who has tried and failed to satisfy an intermediate theory requirement at Colby (i.e., received a grade of D+ or below for the major or F for the minor) may elect to take the same course elsewhere by securing the approval of the department chair on the standard credit transfer approval form. Any other student can secure approval for transferring credit for the intermediate theory course only by petitioning the Economics Department and having the petition approved by vote of the Economics Department faculty.

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.

<sup>1</sup>On leave first semester.

<sup>2</sup>On leave second semester.

<sup>3</sup>Joint appointment in administrative science and economics.

<sup>4</sup>Joint appointment in economics and international studies.

<sup>5</sup>Second semester only, part time.

**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.* (January section requires Economics 133 as prerequisite.) 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 environment. Fees for the trip to be announced. Enrollment limited. *Prerequisite:* Permission of the instructor. *Two credit hours.*

**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. *Four credit hours.* D. MS. FRANKO

**[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. REID AND MR. NORTON

**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 AND MR. FINDLAY

**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.*

**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 gender differences

in earnings and occupation, including the role of labor market discrimination in observed gender 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.*

**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. *Four credit hours.*

MS. FRANKO

**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.*

**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.*

**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

**338 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.*

**355d2 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 or four credit hours.* MS. THORNTON

**391d Analytical Research Paper in Economics** An analytical, not descriptive, research paper in economics, to be coordinated with an elective economics course numbered above 231 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. *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 1993–94: 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. Colby believes that best preparation for a teaching career 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, one practicum (351j, 353, or 355), 434, and four 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, 257, 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, 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 MS. KUSIAK

**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.). *Prerequisite:* Permission of the instructor. *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.

[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 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. *Prerequisite:* Education 215, 231, 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. *Prerequisite:* Education 215, 231, or permission of the instructor. *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.**

**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/Multicultural 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. 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 AND MS. MAVRINAC**

**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

**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 AND MS. MAVRINAC

## English

*Chair,* PROFESSOR JOHN MIZNER

*Associate Chair,* ASSOCIATE PROFESSOR PATRICIA ONION

*Professors Douglas Archibald, Patrick Brancaccio<sup>1</sup>, Charles Bassett, Howard Koonce<sup>2</sup>, Mizner, John Sweney, Susan Kenney<sup>3</sup>, Ira Sadoff<sup>4</sup>, Dianne Sadoff<sup>2</sup>, Peter Harris<sup>5</sup>, W. Arnold Yasinski<sup>6</sup>, and Richard Russo<sup>3</sup>; Associate Professors Phyllis Mannocchi, Onion, Jean Sanborn<sup>3</sup>, Natalie Harris<sup>2</sup>, and Linda Tatelbaum<sup>3</sup>; Assistant Professors Cedric Bryant, Laurie Osborne, Russell Potter, David Suchoff, and James Boylan<sup>3</sup>; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Michael Burke<sup>3</sup>, Susan Sterling<sup>3</sup>, and Jane Mead; Visiting Instructors Robin Sherlock, Karen Potter<sup>3</sup>, Stephanie Foote, and Anthony Hoagland<sup>3</sup>*

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. 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 (311-397); two studies in special subjects (411-429, 497-498); two additional courses, which 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 399 does 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 483, 484j, 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 (483, 484j), an independent study (English 491, 492), or 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 upper-level 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 upper-level 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 **creative writing minor**, open to all majors, under a separate heading 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.

<sup>1</sup>Resident director, Colby in London Program

<sup>2</sup>On leave full year.

<sup>3</sup>Part time.

<sup>4</sup>Shared position.

<sup>5</sup>Resident director, Colby in Cork Program.

<sup>6</sup>Administrative vice president.

**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

**[112] 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 department. Meets as individual tutorial. Nongraded. *One credit hour.*

**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

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

**[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.

**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: Dialogue and Debate in Medieval Literature** "Middle of what?" As we read literature of different genres, spanning the seventh through the 15th centuries, we will listen in on a debate between the many facets of literate medieval society. Dominated by church, by law, by men, medieval literature nonetheless gives place to irreverent, disputatious, even subversive elements, sometimes within a single text. As readers, we will position ourselves "in the middle" of this conversation, bringing contemporary literary and historical theory, as well as our own personal responses, into the dialogue. *Four credit hours.* **L.** MS. TATELBAUM

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

**[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.**

**\*318d1 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.** MR. ARCHIBALD

**†[321] 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.**

**323 Victorian Literature I** The development of the idea of "culture" in the mid-Victorian period and the social pressures of class, religion, gender, and race that formed and transformed it. Readings include Victorian predecessors such as Walter Scott before the course moves to novels by Dickens, Emily Brontë, and George Eliot, prose by Thomas Carlyle, J.S. Mill, and Mathew Arnold, and poems by Tennyson and the Rossettis. Novels, essays, and poems considered as participants in Victorian debates that created "culture" as a political category and helped shape modern literary and cultural criticism. *Four credit hours.* **L.** MR. SUCHOFF

**324 Victorian Literature II** An investigation of how cultural constructions of gender and class served particular ideological interests in the late 19th century. A consideration of literature as a site of contestation over social issues: married women's property, divorce, education and labor reforms, female suffrage, the New Woman. A dialogue between the canonical voices of James, Hardy, Wilde and the marginalized ones of Olive Schreinder, Margaret Oliphant, George Gissing, George Moore, Bram Stoker. *Four credit hours.* **L.** MS. SHERLOCK

**325 Modern British Fiction** What constitutes the "modernity" of early 20th-century British novels? An exploration of modernist experiments in narrative form, destabilization of narrative authority, representation of the ambiguous boundaries between self and other; in addition, the relations between gender, genre, and history; identity and nationality; modernism and postmodernism. Modernist and contemporary critical essays addressing these issues will form a frame for reading Conrad's *Heart of Darkness*, Forster's *A Passage to India* and *Howard's End*, Woolf's *To the Lighthouse* and *Orlando*, Lawrence's *The Rainbow* and *Women in Love*, Ford's *The Good Soldier*. *Four credit hours.* **L.** MS. SHERLOCK

†[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 were Yeats and Heaney. *Four credit hours.* L.

\*327 **The Development of Dramatic Art I** An examination of plays and theatrical traditions from Ancient Greece through the Restoration. *Four credit hours.* L. MS. WING

[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.

331 **Studies in Pre-Modern Drama: Staging Gender in Renaissance Drama** The issue of how men and women are created on a stage where all the roles are played by men. By exploring the relationships that Renaissance dramatists imagine between men and women, the course examines how the plays work to characterize and distinguish the gender of the character using such mechanisms as heroism, sexual vulnerability, and social status. *Four credit hours.* L. MS. OSBORNE

332 **Studies in Modern Drama: Contemporary Women Playwrights** An examination of plays and staging techniques of several women playwrights, including Caryl Churchill, Maria Irene Fornes, and Franca Rame. Emphasis on current feminist theory and criticism in order to investigate the implications of gender roles, stereotypes, and associated assumptions and conventions in theatrical performance. *Four credit hours.* L. MS. WING

†[333] **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.

†[334] **Contemporary American Drama** Beginning with the experimental theater groups and texts of the mid-sixties, the 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.

†[338] **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.

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

\*341d2 **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. MR. BASSETT

\*342d1 **Continuity of American Indian Literature** The decades since the sixties have seen a vigorous outpouring of literature from American Indian writers, many of whom merge oral tradition with Western literary forms to create a distinctively Indian voice. An examination of the sacred legends and stories of specific tribes and of contemporary writers (Silko, McNickles, Erdrich, Seals, and others) who continue and renew this tradition. Formerly offered as English 493. *Four credit hours.* L, D. MS. ONION

**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 artistically responded 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

**\*344d1 19th-Century Poetry** A detailed study of the works of Whitman and Dickinson: poems, correspondence, and prose, with an emphasis on the tensions between body and spirit, the social world and the individual, the sublime, and questions of gender and power. Some theoretical material will serve as context to the literary works. *Four credit hours.* L. MR. SADOFF

†[345] **Modern American Fiction** A noncanonical, pluralistic approach to modern American fiction emphasizing 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.” Topics, issues, and writers of primary concern include an exploration of 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.

†[347] **Modern American Poetry** Engagement with poems, and the worlds and consciousnesses they create, by first and second generation modern American poets. Poets to be considered in literary, historical, and cultural context will be chosen from among Robert Frost, T.S. Eliot, H.D., Marianne Moore, Wallace Stevens, William Carlos Williams, Elizabeth Bishop, and Robert Lowell. *Four credit hours.* L.

[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.

351j **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. *Three 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

355, 356 **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

**362 Art and Oppression: Lesbian and Gay Literature and Modern Society** How does a minority respond artistically to societal oppression that ranges from silencing and invisibility to censorship and persecution? An examination of the literary response/resistance of lesbian and gay people and their process of literary self-definition, in the face of what Adrienne Rich has defined as society's "compulsory heterosexuality." Opening with a study of the life and work of Oscar Wilde and Radclyffe Hall, the course moves to discussion of selected writing by H.D., E.M. Forster, Willa Cather, Gertrude Stein, Virginia Woolf, James Baldwin, John Rechy, Rita Mae Brown, Audre Lorde, Monique Wittig, Edmund White, Gloria Anzaldúa, Jeannette Winterson, and others. Images of the lesbian and gay experience in painting, photography, film, and television will be studied. Topics include sexuality and the transformation of literary convention, the artistic vision of the "double minority," the expression of a radical lesbian and gay political voice, and the emergence into mainstream society of lesbian and gay culture. Previously offered as English 397 and 398. *Four credit hours.* L, D. MS. MANNOCCI

**374 The Female Experience in America** Listed as American Studies 374 (q.v.). Enrollment limited. *Four credit hours.* L. MS. MANNOCCI

**378d 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.* MS. KENNEY AND 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.* MR. SADOFF AND MS. MEAD

†[397] **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. *Four credit hours.* L.

**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

**411j Shakespeare on Film** Exploration of four major Shakespearean texts in conjunction with two or three film versions of each. Close attention to the strategies of film editing and recent film theory illuminate Shakespearean films and their uses of the text. Assignments include film analysis as well as literary approaches to the plays. *Three credit hours.* L. MS. OSBORNE

**412 Shakespeare and Identity: Constructing the Self in Early Modern England** By exploring how constructed theatrical roles create identity, we will contrast the notion of the unique self with social demands on the self. The course will explore how gender, power, and

social place interact in the creations of selves in Shakespeare's plays and poems. *Four credit hours.* L. MS. OSBORNE

**413d Authors Courses** Course focusing on the works of one author. Topic for fall 1993 will be Chaucer; topic for spring 1994 will be Faulkner. *Four credit hours.* L. MR. POTTER AND MR. BRYANT

**415d2 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.* L. MR. POTTER

**417d2 Literary Criticism** A course in the development of contemporary political and cultural criticism from 18th- and 19th-century theories of culture and society. Topics include traditional notions of art, the emergence of mass society and the critique of mass culture, popular culture, the crisis of the intellectual, theories of modernist culture, and cultural studies as a discipline. Readings in Herder, Schiller, Kant, Carlyle, Arnold, Nietzsche, Benjamin, Adorno, Trilling, and postmodern cultural critics. *Four credit hours.* MR. SUCHOFF

†[419] **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.

†[421] **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.

\*423 **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. Formerly listed as English 497. *Four credit hours.* L, D. 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 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. MS. MANNOCCI

†[426] **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 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. *Four credit hours.* L, D.

**[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. *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. *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.

**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. 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. BOYLAN

**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

**483, 484j Honors Thesis** Arranged in consultation with the major adviser. *Prerequisite:* Permission of the department honors committee. 483 is prerequisite for 484j. Formerly listed as English 490. *Two 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 1993–94 include Beat literature, contemporary vernaculars, Jewish-American fiction, literature and industrialization, and studies in Romanticism. *Four credit hours; three credit hours in January.* L. MR. SWENEY, MR. POTTER, MR. SUCHOFF, MS. FOOTE, AND MR. MIZNER

# Environmental Studies

*Director*, PROFESSOR DAVID FIRMGAGE

ADVISORY COMMITTEE: *Professors F. Russell Cole and Firmage (Biology), James Fleming (Science-Technology Studies), Whitney King (Chemistry), Paul Doss (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 352 or Chemistry 141 and 142 (Chemistry 217 is recommended for students electing the latter option).

(4) One course selected from: Administrative Science 251, 297; 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 course 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.). *Four credit hours.* N. MR. FLEMING

**217d2 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.*

*Professors Guy Filosof, Jonathan Weiss<sup>1</sup>, Jane Moss, and Arthur Greenspan; Associate Professors Charles Ferguson and Suellen Diaconoff; Assistant Professor Adrianna Paliyenko; Instructor Dace Weiss<sup>2</sup>*

*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). The student who has not taken French 221 must take French 311. 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. Majors must take at least one course given in French each semester.
- (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 seek guidance from members of the department during the junior year.

<sup>1</sup>Director of Off-Campus Study and Academic Affairs.

<sup>2</sup>Part time.

[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. MOSS AND MS. PALIYENKO

**131d2 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. FILOSOFF

**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. FILOSOFF AND MS. PALIYENKO

**221, 222 History of French Literature and Culture** Parallel developments in literature and culture in France. The first semester will encompass the Middle Ages, Renaissance, and Age of Classicism and will use literary texts, historical documents, and masterpieces of art and architecture to explore the values underlying society and artistic production. Second semester will focus on competing forces in the Age of the Enlightenment, including the French Revolution, and the literary, intellectual, and artistic movements of Romanticism, Realism, and Symbolism in the 19th century. *Four credit hours.* L. MS. DIACONOFF

**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 emphasis on the socio-political fabric of contemporary France—class structure, the educational system, political parties, the problem of immigration—and continuing practice in improving oral and written language skills. Recommended for international studies students. *Four credit hours.* MR. GREENSPAN

**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

**311 Literature of the Ancien Régime** Critical inquiry into early French literature, from the Middle Ages through the Revolution, through the agency of a theme, genre, or problem. Topics may include The Romance, The Hero, Problems of Representation. In 1993–94: The Romance. The evolution of the ideology of love from the medieval romances of *Tristan et Iseut*, Chrétien de Troyes, and Marie de France to the unraveling of the notion of courtly love in Marguerite de Navarre and *La Princesse de Clèves* and its final disintegration in the novel of seduction in the 18th century. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L. MS. DIACONOFF

**[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. French majors taking this course must simultaneously be enrolled in another literature course given in French. *Four credit hours.* L, D.

**335d2 17th-Century French Theater** The tragedies of Corneille and Racine. In-depth study of the essence of two distinct forms of classical tragedy as revealed through the opposition between situational tragedy and the tragedy of character, the 17th-century transformation of myth, and the formal structure of a dramatic work. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L. MR. GREENSPAN

**351 French Canadian Literature** Analysis of important literary works from Québec, focusing on problems of cultural identity, language, and the French-English conflict as seen in contemporary fiction, poetry, theater, and film. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L. MS. MOSS

**[353], 353j Francophone Women Authors** The female literary tradition through detailed analysis of major French and Québécois 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. This course may occasionally be taught in English; French majors taking the course in English must simultaneously be enrolled in another literature course given in French. *Four credit hours; three credit hours in January.* L, D. MS. MOSS

**355 Poetic Scenes** Literary investigations into the poetic imagination in the 19th century.

Topics may include Romanticism, Decadence, Symbolism; The Prose Poem. In 1993–94: Romanticism, Decadence, Symbolism. An examination of the revolution in poetic language, through the stages of the self, from the explosion of Romantic lyricism to the Symbolist dissolution of poetic voice. Non-French majors may elect to write papers and examinations in English. *Four credit hours.* L. MS. PALIYENKO

[358] **19th-Century Narratives** Study of the novels or short stories of writers such as Balzac, Stendhal, Flaubert, Maupassant, and Zola and the literary movements of Romanticism, Realism, and Naturalism. Recent topics have included Real and Fantastic Visions, Self and Society: Texts and Contexts. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

[374] **French Fiction and Film** Comparative studies of works of fiction (novels or drama) and the films that these works have inspired. Specific approaches may concentrate on problems of representation, adaptation, myth, or image. Recent topics have included World War II in French Novels and Films, Encounters Between Word and Image. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

[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** An examination of the theater in France in the 19th or 20th centuries. Topics may include the history and evolution of the French stage, Romantic Theater, the Theater of Naturalism, the Theater of Existentialism, the Theater of the Absurd, and contemporary trends. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

412 **Stylistics** 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.* MR. FILOSOF

483, 483j, 484 **Senior Honors Thesis** Any French major with a 3.5 average or higher in the major at the end of the junior year is eligible to apply for consideration for writing a senior honors thesis. The senior honors thesis will be undertaken in addition to all required courses for the major; it does not replace any part of the major. The thesis is to be a substantial study of a carefully defined literary subject—an original thesis, supported by critical sources. It will be written in French. The student will enroll for the full year. Formerly listed as French 494. *Two 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. *Two to four credit hours.* FACULTY

493 **Seminar in French Literature** Topics may cover an author, a genre, a literary theme, or movement. In 1993–94: The Voyage in Modern French and Québécois Literature. Fictional and nonfictional accounts of voyages (to other lands, in one's own land, in one's own self) by major French and Québécoise writers, in a context that compares and contrasts European and North American culture. Authors may include André Gide, Albert Camus, André Malraux, Gabrielle Roy, Jacques Poulin, and Rejean Ducharme. *Four credit hours.* MR. WEISS

# Geology

*Chair:* ASSOCIATE PROFESSOR ROBERT NELSON

*Professors Donald Allen and Harold Pestana; Professor Emeritus E. Donaldson Koons<sup>1</sup>; Associate Professor Nelson; Assistant Professor Paul Doss; Teaching Associate Bruce Rueger*

If one is interested in our planet—how it developed its present characteristics and what may happen to it in the future, where we came from and what supports us on the planet, our resources and their use—geology is a central area of study. The Department of Geology features unusually fine rock, mineral, and fossil collections 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 two scanning electron microscopes, one of which is housed in the department laboratories. 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.

Field work is an integral part of many courses and introduces students to many aspects of local and regional geology. Multi-day off-campus trips are also regularly scheduled to localities and areas of particular geologic interest, such as the Hartford Basin of Connecticut or Campobello Island in New Brunswick.

The department offers four major programs and a minor for students with different interests. For each major option, at least one independent program should 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; it is intended for those students who are particularly interested in the geological aspects of environmental science. 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, 177, 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.

<sup>1</sup>Part time, January only.

**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

**141, 141d2 Introduction to Physical Geology** The study of the Earth as a physical environment. Includes study of the composition of earth materials and the processes that create mountains as well as those that act to erode them, from plate tectonics to glaciation. Lecture and laboratory; laboratories include mandatory field trips, including an all-day weekend trip to the Maine coast. Enrollment limited; when preregistration exceeds capacity, priority for enrollment will be according to class standing: first-year students have highest priority, seniors lowest. *Four credit hours.* N. FACULTY

**142 Introduction to Historical Geology** The study of the physical and biological evolution of the Earth, from its earliest beginnings to the modern day, with emphasis on the tectonic and paleontologic history of North America. Includes study of different techniques for determining numerical ages of rock units as well as of paleoenvironments. Lecture and laboratory; laboratory includes a two-week field mapping project at the end of the semester. *Prerequisite:* Geology 141. *Four credit hours.* N. MR. NELSON

**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. MR. PESTANA

**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. Lecture. *Three credit hours.* N. MR. PESTANA

**177j Wetlands and Wetland Science** Wetlands are ecosystems that have come under intense scientific, social, economic, and political focus in recent years. The course will examine the diversity of wetland types found in the world (while focusing on wetlands in the United States) and the role of wetlands in natural ecosystem function. Physical as well as organic-based processes examined with particular emphasis placed on a multi-disciplinary scope of investigation. The cause and effect of wetland destruction and degradation in the United States will be considered within social, economic, and regulatory frameworks—to learn about swamps. Enrollment limited. *Prerequisite:* One or more of the following: Biology 161, Chemistry 112 or 141, Geology 131 or 141. *Two credit hours.* MR. DOSS

**225 Mineralogy** Physical properties and chemical structure of minerals leading to investigation of the chemical composition and optical properties of minerals. Lecture and laboratory.

*Prerequisite:* Geology 141, Chemistry 141 (may be taken concurrently), or permission of the instructor. *Four credit hours.* MR. ALLEN

**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. *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. *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. 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. *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. *Two credit hours.*

**331 Structural Geology** Processes and results of deformation of rocks, including stress and strain, faults, folds, joints, and rock fabrics. *Prerequisite:* Geology 142. *Four credit hours.* MR. 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. 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. *Prerequisite:* Geology 142 or 331 or permission of the instructor. *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). Normally offered in even-numbered years. *Prerequisite:* Geology 142. *Four credit hours.*

[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. Lecture only. *Prerequisite:* Geology 142, Chemistry 141. *Two credit hours.*

**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 Paleoecology** Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis will be on the use of pollen in reconstructing past vegetation types, but other groups of organisms will be included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. Normally offered in odd-numbered years. *Prerequisite:* Geology 142 and Chemistry 141. Geology 251 or Biology 271 is recommended. *Four credit hours.* MR. NELSON

[374] **Ore Deposits** An investigation of the genesis and localization of ore deposits. Topics may include the history of mineral deposits, materials, and formation of ore deposits, supergene sulfide enrichment, paragenesis and zoning, epigenetic versus syngenetic deposits, magmatic segregation deposits, and mineral deposits related to regional tectonic environments. *Prerequisite:* Geology 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. 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. Students should consult with prospective advisers in the spring of their junior years. *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.*

*Associate Professors Hubert Kueter and James McIntyre<sup>1</sup>; Assistant Professor Ursula Reidel-Schrewe<sup>2</sup>; Visiting Assistant Professor Margrit Lichterfeld Thomas<sup>3</sup>; Language Assistant Daniel Dietrich*

The German program focuses on the establishment of a firm foundation in the language as the basis for further study in the literature and culture of the German-speaking countries. While the emphasis may vary after the intermediate level, continued practice and improvement in the four language skills (speaking, listening, reading, and writing) is an inherent goal of instruction throughout the curriculum. Upper-level courses also seek to develop ability in literary and cultural analysis and understanding.

Students are urged from the outset to enhance their language skills and cultural awareness through study abroad, attendance at the German table, and participation in extracurricular activities. The January Program in Konstanz gives lower-level students an early opportunity to experience life in Germany while living with a German family and attending classes at a local *gymnasium*. Majors are expected, and minors are strongly encouraged, to spend at least one semester on an approved program abroad. The German faculty welcomes inquiries from all students regarding the choice and timing of foreign study options in the German-speaking countries.

*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**

Nine semester courses numbered above German 127, including German 131, 135, 231, 232 or 233, at least three courses numbered 300 or above, 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.

German majors are expected to spend at least one semester, preferably the spring semester



of their junior year, in Germany or Austria at a program approved by the Office of Off-Campus Study and the department.

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.

<sup>1</sup>On leave second semester.

<sup>2</sup>On leave first semester.

<sup>3</sup>Part time first semester.

**[119] Introduction to Intermediate German** Practice in speaking and listening skills and review of basic grammar. Intended for students electing German 127j in Konstanz. Does not fulfill the language requirement. Enrollment limited. *Prerequisite:* German 126 or appropriate score on the College Board German achievement test. *One credit hour.*

**125, 126 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

**127 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. *Prerequisite:* German 131 or equivalent. *Three credit hours.* L. MR. 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.* MS. REIDEL

**[234] 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. Formerly listed as German 233. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.*

**[331] Business German** Introduction to the terminology necessary to understand the socioeconomic 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.*

**[334] 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. Formerly listed as German 333. *Three or four credit hours.* L, D.

**[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.

**353 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. MS. LICHTERFELD THOMAS

**[355] 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.

**[358] 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.* MS. REIDEL

## German and Russian

*Courses offered by the department are listed separately under "German" and "Russian Language and Culture."*

*Chair*, ASSOCIATE PROFESSOR JAMES MCINTYRE

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, a major in Russian language and culture, or a minor in Russian language and literature.

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 awareness of one's own culture. Majors in both German and Russian are expected 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" and "Russian Language and Culture."

## Government

*Chair*, PROFESSOR G. CALVIN MACKENZIE

*Professors William Cotter<sup>1</sup>, L. Sandy Maisel<sup>2</sup>, Mackenzie; Visiting Professor Morton Brody<sup>3</sup>; Associate Professors Kenneth Rodman and Jane Curry; Assistant Professors Guilain Denoeux<sup>2</sup>, Anthony Corrado, Deborah Norden, and Suisheng Zhao*

The Government Department 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.

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. No government major may take any government course satisfactory/unsatisfactory.

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, 398.

*Comparative Government and Politics*: Government 233, 235, 251, 253, 254, 258\*, 259, 272, 297, 332\*, 358, 359, 375.

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

\*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.

<sup>1</sup>President of the College.

<sup>2</sup>On leave full year.

<sup>3</sup>Part time second semester only.

**111 Introduction to American Government and Politics** An examination of the ideas and values that underlie the American political system and of their contemporary manifestations in institutions, processes, and policies. Coordinated lectures presented by several members of the government faculty in their areas of specialization. Open to 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 Eastern Europe** A trip to Eastern Europe, 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*.

**211j January in China** Travel to Beijing, Hafei, and Shanghai. The focus will be the social change brought about by economic reform and political liberalization in recent years. Activities include meetings with local government officials and scholars, visits to China's universities, research institutions, new economic development zones, and rural villages, and excursions to sites of historical, cultural, or scenic interest. *Three credit hours*. D. MR. ZHAO

**[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.

**219 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

**[233] West European Political Systems** An exploration of politics and political development in the democracies of Western Europe, focusing on their institutions, political traditions, popular attitudes, and public policies. *Prerequisite*: Government 112 or permission of the instructor. *Four credit hours*.

**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.

**253d2 The Politics of Post-Communist Countries** The changes that swept across Eastern Europe in 1989 and the Soviet Union after that. Because what came after communism has been overlaid with the legacies of decades of communist rule, the course examines the communist heritage, the dynamics of the transformation, and the systems that are emerging. A consideration of not only the changes in the system of politics but also the experience of leaders and individuals. *Four credit hours.* S. MS. CURRY

**[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.

**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.

**[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.

**[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.

**[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.* D.

**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. MR. RODMAN

[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.*

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.* MR. MACKENZIE

[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

297 **Introduction to Chinese Politics** The political system of China since 1949, including political institutions, the policy-making process, political culture, and the relationship between state and society. The main focus is on the post-Mao era reforms beginning in 1978. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D. MR. ZHAO

298 **Introduction to Japanese Politics** The political, cultural, historical, and economic dynamics of modern Japanese politics. The course will first examine the origin and evolution of political systems in modern Japan, then analyze those political systems in detailed historical and comparative perspective. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D. MR. ZHAO

[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.*

**[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.*

**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.* MR. RODMAN

**[341] 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.

[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*. MR. MACKENZIE AND MR. WEISBROT

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*.

[356] **Parties and the Electoral Process** An analysis of partisan politics and elections in the United States, emphasizing the role of parties and dealing with candidates, their staffs, the electorate, and the media. *Prerequisite*: Government 111. *Four credit hours*.

[357] **Transforming the Communist Political System** The transformation process from the perspectives of both theory and reality: why it took so long, why it happened in 1989 and 1991, how it worked at the elite and mass levels, and why it has not been easy. Students will delve deeply into the process in one formerly communist country and prepare critiques of democratization theories that developed from Latin America and Southern European realities. *Prerequisite*: Government 112 or permission of the instructor. *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*.

359d2 **Comparative Political Parties and Party Systems** In the context of Europe, how have parties and electoral systems developed, how do they work, and what impact do they have on popular attitudes and participation and on the kinds of policies that come out of political systems? With the West European systems as models, a look at the development of parties and party systems in post-communist states in Eastern Europe. *Prerequisite*: Government 112 or permission of the instructor. *Four credit hours*. MS. CURRY

[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.

[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.*

397 **Introduction to Ancient and Modern Political Thought** A survey of the history of political thought including such theorists as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Rousseau, Hobbes, Locke, and Montesquieu. *Four credit hours.* S. MR. CORRADO

398 **Presidential Electoral Politics** An examination of the procedural and strategic environment of presidential general election contests and the strategic decision making that takes place in presidential campaigns. An introduction to recent controversies concerning polling techniques, the role of the media in covering elections, negative advertising, and candidate debates. The issues are examined in part through a case study of the 1992 election. *Four credit hours.* MR. CORRADO

[413] **The Fate of the Left in Europe** In the aftermath of the "defeat" of communism, a look at what has happened to both leftist ideas and left-wing socialist and communist parties in Western and Eastern Europe. *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.*

[433] **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.*

**[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.*

**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. *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

**[453] Pluralism and Civil Society** A seminar in which theories of pluralism and civil society are read and critiqued in terms of whether they "work" in specific cases and, if they don't, why not. *Four credit hours.*

**456 Militaries and Politics** A seminar exploring the political roles of militaries in different areas of the world. Various approaches to studying these issues, as well as cases from different kinds of political systems *Prerequisite:* Government 112 and permission of the instructor. *Four credit hours.* MS. NORDEN

**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

**477 Chinese Foreign Policy** An analytic overview of China's foreign policy issues: the changing patterns of Chinese foreign policy since 1949, the political economy of China's turn outward in recent years, and the formation of foreign policy. Analysis of China's relations with

the United States, U.S.S.R. (Russia), Japan, and the Third World, as well as China's role in the post-Cold War period. *Four credit hours.* MR. ZHAO

**[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 Gillum<sup>1</sup>, Harold Raymond<sup>1</sup>, Moss, Robert Weisbrot, and Lee Feigon<sup>2</sup>; Visiting Professor Lev Lurie; Associate Professors Marilyn Mavrinac<sup>3</sup> and Joseph Roisman<sup>4</sup>; Assistant Professors Lindsay Wilson, James Webb, Elizabeth Leonard; and Julie Kay Mueller<sup>5</sup>*

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.

<sup>1</sup>Reduced time.

<sup>2</sup>Joint appointment in history and East Asian cultures and languages.

<sup>3</sup>Joint appointment in history and education.

<sup>4</sup>Joint appointment in history and classics.

<sup>5</sup>On leave first semester.

[NOTE: all three- or four-credit hour 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.]

**118 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

**133d2 A Survey of Modern Europe** An introduction to some of the major trends of European political, economic, social, and intellectual history, with attention to the divergent developmental patterns of Western and Eastern Europe. Intended for first- and second-year students; open to others only with permission of the instructor. *Four credit hours.* MS. MUELLER

**139j Athens, Rome, and Jerusalem** Listed as Classics 139j (q.v.). *Two 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.* D. MR. FEIGON AND MR. GANZA

**158d1 Greek History** Listed as Ancient History 158 (q.v.). *Three credit hours.* MR. ROISMAN

**211d2 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. *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. *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.*

[231] **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.*

†[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, 1300–1800** A comparative examination of processes of historical change in Africa, South America, North America, Australia, and Eurasia. Topics include patterns of global ecological change, colonization and overseas trade, slavery in world history, and social change and resistance. Designed to provide solid, historical knowledge of the world beyond the West and to put historical knowledge of the West into comparative perspective. *Four credit hours.* MR. WEBB

**234 Comparative World History, 1800–1960** A sequel to History 233. Topics include European colonial empires, systems of forced labor, the phenomenon of secondary empire, the evolution of the global economy, and anti-colonial struggles for independence. *Four credit hours.* MR. WEBB

[236] **History of Women in Europe** European gender roles and women's experiences from the mid-19th century through 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.

[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.*

[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.*

**262 History of Russia, 1861–1991** 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 American Women’s History, to 1870** An examination of key themes in the varied lives of women in America from colonial times to the end of the Civil War, such as their relationship to the 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 American Women’s History, 1870 to the Present** An exploration of critical topics in the history of women in America 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 Shaping Minds: Persuasion and Propaganda in the 20th Century** What do Soviet Russia in the 1920s and 1930s, Hitler’s Nazi Germany, and America during World War II have in common? In each case, propaganda was created and used to mold the thoughts and behavior

of the citizenry in what were portrayed as extraordinary times. Examples of propaganda from these periods include leaflets, posters, literature, and film and are used to examine the role of propaganda in modern mass society. *Two credit hours.* MS. MUELLER

**275j The American Revolution** A social, cultural, and political study of the American Revolution as a central event in American history, in which we will examine the forces leading up to the war, the war itself, the people who fought it, and the ways in which it did (and did not) transform what had been a colonial society into something new. *Two credit hours.* MS. LEONARD

**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

**297 U.S.S.R. Post-Mortem: The History of 15 New Independent States** With 15 new embassies in Washington, D.C., the United States faces a large group of post-Soviet successor states, each with its own history, culture, and problems. An examination of these states from earliest times through the period of the Russian Empire and U.S.S.R. to independence today, including a geographical, ethnographic, and political survey of the states. *Four credit hours.* MR. LURIE

**[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.* MR. GILLUM

**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.



†[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/African History** An exploration of the social and cultural history of 20th-century Africa through film and literature. Topics include European-African relations in the colonial period, urbanization and cultural change, apartheid in South Africa, and contemporary African gender issues. *Three credit hours*. D. MR. WEBB

323 **Debating the African Past** A seminar that examines major contemporary debates about the African past. Topics include the early relationship between black Africa and Egypt, the impact of the Atlantic slave trade on Africa, slavery within Africa, Islamic imperialism, the impact of colonial rule, and the nature of the post-colonial state. *Four 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.

332d1 **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. Formerly listed as History 419. Enrollment limited. *Four credit hours*. D. MS. WILSON

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

[334] **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. *Four credit hours*.

[335] **Tudor-Stuart England** The contest of religious doctrines and the conflict of political concepts, from the Renaissance despotisms of Henry VII, Henry VIII, and Elizabeth to the Stuart rulers, the English Civil Wars, the "reign" of Oliver Cromwell, and the "Glorious Revolution" of 1688. *Four credit hours*.

†[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.* MR. WEISBROT AND MR. MACKENZIE

[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 firsthand 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

[356] **Alexander the Great** Listed as Ancient History 356 (q.v.). *Three or four credit hours.*

**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.*

[366] **Alexander the Great** Listed as Ancient History 356 (q.v.). *Three or 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. *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.*

**378d1 Struggling from Revolution to Civil War: United States History, 1775–1860** The course explores, in a junior-level seminar, political and cultural conflicts and debates in the United States from the Revolution to the outbreak of the Civil War. Topics include loyalism versus patriotism in the Revolution, federalism versus antifederalism in the Constitutional period, the competition between Jacksonian-era political parties for the loyalty of an expanding electorate, etc. *Prerequisite:* Permission of the instructor. *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. *Four credit hours.* MR. MOSS

**397A Late Imperial Russia, 1861–1917** The reign of the last three Russian emperors—Alexander II, Alexander III, and Nicholas II—was a period of flourishing culture (Tolstoy, Dostoevsky, Chekhov, Tchaikovsky) but also a time of assassinations, riots, and wars. What was wrong with Imperial Russia, and why did it end with one of the most momentous revolutions in world history? *Three or four credit hours.* MR. LURIE

**397B The Roots and Structure of Russian Civilization** What is unique about Russian customs, traditions, culture, and daily life? The course examines historically such typical Russian institutions as the peasant commune, authoritarian rule, alcoholism, “Russian hospitality,” attitudes toward national minorities and the outside world, and relationships between the intelligentsia, the elite, and the masses and between the citizen and the state. *Three or four credit hours.* MR. LURIE

**415d2 Seminar: Women in the Civil War** An in-depth study of 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; the significance of their willingness to maintain the home front; relations between women and men 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 Seminar: 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: The Other Side of the Renaissance** How did Europeans, in their quest for community, respond to the problem of difference? Was there a Renaissance for women, children, Jews, heretics, non-Europeans? Topics include the Black Death, feuds and violence, pictures and punishment, infanticide, sexuality and disease, ritual murder, the Inquisition. *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.

**458 Seminar in Modern Chinese History** Listed as East Asian Cultures and Languages 458

(q.v.). *Prerequisite:* Permission of the instructor. *Four credit hours.* D. 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:* Professors Guilain Denooux (*Government*), Patrice Franko (*Economics and International Studies*), Mary Beth Mills (*Anthropology*), Deborah Norden (*Government*), David Nugent (*Anthropology*), Tamae Prindle (*East Asian Cultures and Languages*), Rodman (*Government*), Betty Sasaki (*Romance Languages and Literatures*), and 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 (International Studies 494). 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, one course from a different region, and (b) courses must be drawn from at least two disciplines.

### Latin America:

*Anthropology:* 235 Latin American Culture and Society.

*Economics:* 213 The 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.

*International Studies*: 213 Central American Politics and Economics.

*Spanish*: 232 Spanish American Culture.

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

**Western Europe:**

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

*English*: 423 The Holocaust: History, Literature, Film.

*French*: 232 Introduction to French Culture; 374 French Fiction and Film.

*German*: 232 Survey of German Culture; 234 Introduction to Contemporary German Culture.

*Government*: 233 West European Political Systems; 359 Comparative Political Parties and Party Systems.

*History*: 133 Survey of Modern Europe; 213 European Cultural History before 1815; 214 European Cultural History Since 1815; 236 History of Women in Europe; 238 Modern Britain, 1867-1990; 259 Modern France; 315 The Era of the First World War; 355 The French Revolution and Napoleon; 357 Modern Germany.

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

**Russia and Eastern Europe:**

*Government*: 253 The Politics of Post-Communist Countries; 357 Transforming the Communist Political System; 359 Comparative Political Parties and Party Systems.

*History*: 261 History of Russia, 862–1861; 262 History of Russia, 1861–1991; 297 U.S.S.R. Post-Mortem: The History of 15 New Independent States; 358 The History of Russian Communism; 397A Late Imperial Russia, 1861–1917; 397B The Roots and Structure of Russian Civilization.

*Russian*: 237, 238 Russian Literature.

**Africa:**

*Anthropology*: 237 Ethnographies of Africa.

*English*: 419 African Prose.

*History*: 319 Economic History of 20th-Century Africa; 321 African Voices/African History; 323 Debating the African Past.

**The Middle East:**

*Anthropology*: 298 Women, Islam, and Imperialism.

*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:**

*Anthropology*: 239 Southeast Asian Cultures and Societies.

*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 Through Films and Literature; 278 History of Tibet; 332 Money and Society in Japanese Literature; 457 Seminar on Japanese Culture.

*Government*: 297 Introduction to Chinese Politics; 298 Introduction to Japanese Politics; 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*: 256 Indian Thought.

*Religious Studies*: 117 Passage to India: India and the Western Imagination; 211 Religions of India; 212 Religions of China and Japan; 213 Contemporary Asian Ideas and Values; 218 Buddhist Literature in Asia; 312 South Asian Women at the Cross-Roads: Tradition and Modernity; 314 Religion in Modern India; 315 Zen Buddhism; 317 Sikhism: Scripture, Sacred Music, and Art.

**Courses Approved to Fulfill the Policy Studies Component:**

Courses must be drawn from two different disciplines.

*Anthropology*: 252 Hunger, Poverty, and Population: The Anthropology of Development; 253 Anthropology of Gender; 256 Land, Food, Culture, and Power; 316 Peasant Society and Rural Rebellion.

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

*Environmental Studies*: 118 Environment and Society.

*Government*: 252 United States Foreign Policy; 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 Militaries and Politics; 457 United States Foreign Policy Seminar; 458 Ethics and Realpolitik: Dilemmas of Justice and Power in International Relations; 477 Chinese Foreign Policy.

*History*: 215 America and Asia, Attitudes and Relationships; 233, 234 Comparative World History (if not used to satisfy the core curriculum); 273 Shaping Minds: Persuasion and Propaganda in the 20th Century; 316 The Era of the Second World War; 319 Economic History of 20th-Century Africa; 417 Seminar: The Cold War.

*Science-Technology Studies*: 393 Seminar: War and Society: Classical and Modern Perspectives.

**Courses Approved to Fulfill the Seminar Requirement:**

*East Asian Cultures and Languages*: 457 Seminar in Japanese Culture; 458 Seminar in Modern Chinese History: Chinese Reform Movement.

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

*Government*: 413 The Fate of the Left in Europe; 416 Western Intervention in the Non-Western World; 437 Political Violence, Conflict, and Revolution; 456 Militaries and Politics; 457 United States Foreign Policy Seminar; 477 Chinese Foreign Policy.

*History*: 472 Seminar in Russian and East European History.

*Note*: Students can petition the director of the program to count a seminar-style 200- or 300-level course toward the seminar requirement. In such cases, students will be expected to enroll in the course and to sign up for two additional credits of independent study (International Studies 494) to compose an original research paper. Approval of this option is at the discretion of the instructor and the advisory committee.

*Note*: Some courses are listed under two or three categories; 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.

**213j Central American Politics and Economics** Political and economic issues in Central America, including economic stabilization, land reform, export promotion, environment, political stability and change, revolution, and relations with the United States. Study will take place in Costa Rica, Nicaragua, and Guatemala. *Prerequisite*: Permission of the instructors. *Three credit hours*. **H, D.** MS. FRANKO AND MS. NORDEN

**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. *One to four credit hours*. FACULTY

**494 Senior Project** An independent study taken in the senior year that can be substituted for the senior seminar requirement. It can either be taken freestanding for four credits or in association with a seminar-style 200- or 300-level class for two credits. The former option requires prior course work in the chosen field and the approval of an appropriate supervisor. Permission to take the latter option is at the discretion of the instructor and the program director. *Two or four credit hours.* FACULTY

## Italian

*In the Department of Romance Languages and Literatures.*

*Associate Professor Charles Ferguson*

**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

Selected courses, offered in January, may be used to fulfill the January Program requirement, which is described under "Academic Requirements." 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.

Most courses to be offered in January are described in this catalogue with the regular semester offerings of each department or program (a "j" following the course number indicates a January Program course). Some courses, however, are independent of any specific department and are described below.

**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 EMT program plus certification in basic CPR, and requires at least 10 additional 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. *Two credit hours.* 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

## Japanese

*In the Department of East Asian Cultures and Languages.*

*Associate Professor Tamae Prindle; Visiting Instructor Abe Hideko Nornes; Language Assistant Hiromi Hiyagi*

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.* MS. NORNES

**321, 322 Third-Year Japanese** Advanced reading, audiovisual comprehension, and writing practices 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.* MS. PRINDLE

**421, 422 Fourth-Year Japanese** Further reading, writing, listening, and speaking in Japanese, using current audiovisual materials. *Prerequisite:* Japanese 322 or permission of the instructor; Japanese 421 is prerequisite for 422. *Four credit hours.* MS. NORNES AND 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 The Chinese Novel: 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; 353 Francophone Women Authors (may be given in translation).

*In Russian:*

231, 232 Topics in Russian Literature; 237 19th-Century Russian Literature; 238 20th-Century Russian Literature.

## Mathematics

*In the Department of Mathematics and Computer Science.*

Chair, ASSOCIATE PROFESSOR DALE SKRIEN

*Professor Homer Hayslett; Associate Professor Skrien<sup>1</sup>; Assistant Professors Carol Bassett<sup>2</sup>, Dexter Whittinghill, Benjamin Mathes, Batya Friedman<sup>1,3</sup>, and Fernando Gouvêa; Visiting Assistant Professors Amy Boyd<sup>2</sup> and George Welch*

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 computer science. 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."

<sup>1</sup>Joint appointment in mathematics and computer science.

<sup>2</sup>Part time.

<sup>3</sup>On leave full year.

**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.* MR. WELCH

**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.* Q. MR. WELCH

**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. *Four credit hours.* Q. MR. GOUVEA AND FACULTY

**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.*

**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. MR. WELCH AND MR. HAYSLETT

**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.* Q. MR. MATHES

**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.* MR. MATHES

**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. GOUVEA

**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. GOUVEA

**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 102, 121, or 123. *Four credit hours.* Q. MR. WHITTINGHILL AND MS. BOYD

**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. MATHES 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.* MR. WELCH

**[272j] Introduction to Mathematical Modeling** Deterministic, probabilistic, and simulation modeling of situations and phenomena—such as arms races, spread of epidemics, cultural stability, population growth, political coalitions—from a variety of subject areas. *Prerequisite:* Mathematics 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. *Four credit hours.* 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. *Four credit hours.* FACULTY

**[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. *Four credit hours.*

**313 Differential Geometry** An introduction to the differential geometry of curves and surfaces in three-dimensional space. Curves: tangent, normal, and binormal vectors, curvature and torsion, the moving frame. Surfaces: the first and second fundamental forms, the Theorema Egregium, sectional and gaussian curvature, and selected additional topics. *Prerequisite:* Mathematics 122 or 124, 253, 274. *Three credit hours.* MR. GOUVEA

**[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. *Four 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. MATHES

**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. *Four credit hours.* MR. WELCH

**372d1 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, and 274. *Four credit hours.* MR. SKRIEN

**[373] Operations Research** Listed as Administrative Science 373 (q.v.). *Three or four credit hours.*

**[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. *Four credit hours.* H.

**[378] Introduction to the Theory of Computation** Formal languages, automata theory, computability, recursive function theory, complexity classes, undecidability. *Prerequisite:* Mathematics 274. *Four credit hours.*

**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. *Four credit hours.* MR. WHITTINGHILL

**434 Topics in Abstract Algebra** A sequel to Mathematics 333. Topics may vary from year to year. *Prerequisite:* Mathematics 333. *Four 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. *Four credit hours.* MR. MATHES

**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 Professors Hallstrom and Eva Linfield; Assistant Professors Steven Saunders<sup>1</sup>, Richard Argosh<sup>1</sup>, and Michael Golden*

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 academic 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.

### Requirements for the Minor in Music

Music 111, 181, 182; two semesters of music history chosen from Music 241, 242, 341, or 342; one four-credit music elective; two semesters of applied music (both of which must be taken on the same instrument). For additional information concerning applied music options, fees, scheduling, and related matters, refer to the applied music statement below.

Attention is also called to the interdisciplinary majors in American studies and performing arts and to the minor in women's studies.

**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. Music minors are not eligible for the applied music subsidy.

<sup>1</sup>On leave full year.

[NOTE: all three- or four-credit hour courses offered by the Music Department fulfill the area requirement in Arts (A). Those that also fulfill the Diversity requirement include the D designation.]

**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 above. 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.* MS. LINFIELD

**115j History of Chamber Music** A history of music for string quartet offered by the members of the Portland String Quartet, artists in residence at Colby College. Representative works by Haydn, Mozart, Beethoven, Schubert, and others will be studied in their cultural and historical context. *Two credit hours.* FACULTY

**133d2 American Music** A survey of American music from the time of the Pilgrims to the present, examining the cultivated traditions of art song, symphony, chamber music, and opera, as well as the vernacular heritage of hymnody, folk and popular song, African-American music (including the blues, ragtime, and jazz), Tin Pan Alley, Broadway musical, and rock. Includes close reading of selected works, study of selected composers (Billings, Ives, Joplin, Gershwin, and Ellington), consideration of relationships between music and cultural context. *Four credit hours.* MR. MACHLIN

[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.*

**[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.*

**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.* MR. GOLDEN

**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.* MR. HALLSTROM

**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 or 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 above. May be repeated for additional credit. *Prerequisite for graded credit:* Music 153 or 181 (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 large ensembles listed below, 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

**Chorale** The largest choral ensemble, its repertoire includes unaccompanied works of the 18th through 20th centuries by Western European, American, and African-American composers as well as major works for chorus and orchestra. Tours and exchange concerts are arranged. Enrollment, open to all students, is through auditions early in the fall semester. MR. MACHLIN

**Collegium Musicum** A chamber ensemble, performing music from the Medieval, Renaissance, and Baroque periods and consisting of a vocal group and an instrumental group (recorders, cornamuse, psaltery, Gothic harp, lute, harpsichord, and percussion). Students with



little or no previous experience on early music instruments but who play guitar, woodwinds, brass, or piano are encouraged to enroll. MS. LINFIELD

**Orchestra** A symphony orchestra comprising students, local amateurs, and professionals performs four concerts per year of works spanning the entire range of major symphonic literature. Non-competitive auditions are held at the beginning of each semester. MR. HALLSTROM

**Wind Ensemble and Jazz Band** The Wind Ensemble presents a concert each semester of works drawn from the standard wind ensemble literature. The Jazz Band performs music from the swing era to current rock tunes and funk for various college functions. Open to all interested brass, wind, and percussion players without audition. MR. WHITE

[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.

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.* MR. MACHLIN

[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. *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.*

[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. LINFIELD

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.* MS. LINFIELD

**252 Introduction to World Music** Cultures throughout the world have made their music in bewilderingly diverse ways. Listening to that diversity, students will develop and refine listening skills to enable them to approach world musics as a rich reserve of cultural knowledge; a particularly sonic way of knowing. Music cultures of Africa, India, indigenous America, Indonesia, and Japan are among those explored. Listening-lab, selected readings, and writing projects; no knowledge of musical notation necessary. *Four credit hours.* D. MR. GOLDEN

**[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. GOLDEN

**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. GOLDEN

**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 song cycles, opera, and music of the post-Wagnerian symphonists will form the core repertoire, 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. GOLDEN

**[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.*

**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.*

## Performing Arts

*Chair, ADJUNCT ASSOCIATE PROFESSOR CHRISTINE WENTZEL*

*Professor Howard Koonce<sup>1</sup>; Adjunct Associate Professors Wentzel and Richard Sewell<sup>2</sup>; Assistant Professor Jolyynn Wing; Adjunct Assistant Professor James Thurston; Technical Director John Ervin; Artist in Residence, Pamela Scofield*

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.
- (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) Seven 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, and one culminating experience.
- (4) Significant participation in faculty-directed 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.

<sup>1</sup>On leave full year.

<sup>2</sup>On leave second semester.

[NOTE: all three- or four-credit hour courses offered by the Performing Arts Department fulfill the area requirement in Arts (A).]

[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 instructor. *Noncredit*. FACULTY

**111d Theater Production** An introduction to the theatrical technical production process. Course focus is on technical production organization and management, the stage and its equipment, tools, materials, and methods used to execute scenery, 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*. 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*.

**131j London Theater** See off-campus January Program listing. *Three credit hours*. FACULTY

**136 Foundations of Voice and Movement** A foundations course that explores the physiological process of vocalization and its relationship to breathing and movement and studies the basic structures and functions of the vocal mechanism and the use of breath as support for vocalization and physical movement. Major focus on the student's understanding of the interrelationships of these general principles and the student's ability to apply these principles to performance. *Three credit hours*. MS. WENTZEL

**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*. 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

**171 Introduction to Performing Arts** A team-taught overview of the techniques of stage performance. A focus on invention and structured improvisational problems. Through the use of theater games and sports, performance skills will be approached from two perspectives: concentration 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. *Three credit hours*. MS. WING AND MS. WENTZEL

**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.* MR. THURSTON

†[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.*

**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.* MS. WENTZEL

[218] **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.*

**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. *Four credit hours.* MR. THURSTON

†[232] **Stage Lighting** The theory and art of stage lighting. The lighting design process is explored through projects concentrating on script analysis, research, drafting, and work on Performing Arts Department productions. Attendance at performing arts and Powder and Wig productions required. Enrollment limited. *Prerequisite:* Performing Arts 111 or permission of the instructor. *Three or four credit hours.*

\*233d2 **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.* MS. SCOFIELD

**235, 236 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.* 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.*

**254d Drama in Performance II** See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three or four credit hours.* FACULTY

**255, 256 Modes of Interpretation and Creativity in the British Theater II** See Performing Arts 155, 156. Offered in Colby in London. *Four credit hours.* FACULTY

**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 Stage Make-up** The study of stage make-up as a method of enhancing character, illustrating age, defining personalities, and showing social, economic, and psychological attributes of the characters of assigned plays. Research in certain historical periods to determine styles of dress, make-up, hairstyle, and body adornment for a variety of social/economic levels. Attention to making masks for classical tragedy. *Three credit hours.* MS. SCOFIELD

**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.* MS. WING

†**[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.*

**354d Drama in Performance III** See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* FACULTY

†[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.*

**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.*

**454d Drama in Performance IV** See description for Performing Arts 153. *Prerequisite:* All registrants must be members of the cast or crew. *Three credit hours.* FACULTY

**472d1 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. For 1993–94 the topic is Acting the Classics. Enrollment limited. *Prerequisite:* Performing Arts 171 and permission of the instructor. *Three credit hours.* MR. SEWELL

**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

## Philosophy

*Chair,* ASSOCIATE PROFESSOR DANIEL COHEN

*Professors Yeager Hudson and Robert McArthur*<sup>1</sup>; *Associate Professors Cohen and Cheshire Calhoun*<sup>2</sup>; *Assistant Professor Jill Gordon*; *Visiting Assistant Professor Derek Stanovsky*

“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, 231, 232, 353, either 491 or 492, and four additional courses in philosophy, at least three 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, 231, 232, 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**

In philosophy: 152; 111 or 211; 231, 232, 258, and 353. In mathematics: 121 or 123; 122 or 124; 274, 333, and 338.

Physics 121, 122 is recommended for the major.

In addition, one of these—Mathematics 491, 492, Philosophy 491, 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.

**Requirements for the Minor in Philosophy**

Six courses in philosophy, totaling at least 18 semester hours, which must include (1) one introductory course selected from Philosophy 111, 114, 135, 152, 174, or 211; (2) either Philosophy 231 or 232; (3) one additional course in the history of Western philosophy selected from Philosophy 231, 232, 252, 353, 359, 373, 374, 378; and (4) three additional courses at or above the 200 level.

**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, and a grade point average in the major of at least 3.25, the student will graduate from the College “With Honors in Philosophy,” “With Honors in Philosophy-Religious Studies,” or “With Honors in Philosophy-Mathematics.”

<sup>1</sup>Dean of faculty.

<sup>2</sup>On leave full year.

**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.*

135j **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. *Two credit hours.* S. MR. COHEN

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 AND MR. MCARTHUR

[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.* D.

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. MR. STANOVSKY

231 **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 Sceptics, and the Stoics. Formerly listed as Philosophy 331. *Four credit hours.* H. MS. GORDON

232 **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. Formerly listed as Philosophy 332. *Four credit hours.* H. MR. COHEN

[234] **History of Science** A survey of the growth of scientific theories from the Aristotelian-Ptolemaic world view through Newton's mechanical philosophy and Darwin's theory of evolution. *Three credit hours.* 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, Jagggar, Hood, Davis, and others. *Three or four credit hours.* S. MS. GORDON

**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.* MR. HUDSON

**252 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

†[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.

\*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.* MR. COHEN

[259] **Topics in the Philosophy of Mind** An overview of classical and contemporary theories of mind, including dualism, materialism, behaviorism, and functionalism. Attention to such special topics as personal identity, artificial intelligence, the emotions, and the impact of science psychology and sociology on our understanding of mind. *Three credit hours.*

**272j Applied Ethics: Race and Gender** An examination of the intersection between racism and sexism as well as between various theories of race and gender. Possible readings include selections from Frantz Fanon, Michelle Foucault, Patricia Hall Collins, bell hooks, and others. Focus is on specific problems associated with each of these oppressions as well as the added complications that emerge when they are considered together and alongside other issues such as sexual orientation and class. *Three credit hours.* S, D. MR. STANOVSKY

**312 Philosophical Topics in Feminist Theory** An overview of a wide variety of feminist philosophies, ranging from contemporary feminist approaches to social and political philosophy, ethics, and aesthetics, to current theoretical debates concerning the uses of Marxism and psychoanalytic and poststructuralist theories for feminist purposes. Special emphasis is given to the complex issues raised by the relationships of lesbian and Third World women to feminist theory and politics. *Three credit hours.* MR. STANOVSKY

[316] **Metaphysics** Metaphysics deals with questions about the kinds of things there are and their modes of being. The course will survey metaphysics in the Western tradition, focusing on major thinkers from classical, medieval, modern, and contemporary sources. Readings from such philosophers as Parmenides, Plato, Aristotle, Aquinas, Ockham, Descartes, Leibniz, Spinoza, Locke, Kant, Hume, Russell, Quine, Peirce, Dewey, and Wittgenstein. The course will focus on major issues in metaphysics such as the existence of universals and their relations to particulars, the nature of change and causality, the debate between rationalism and empiricism, and the differences among realism, idealism, pragmatism, and nominalism. *Prerequisite:* Two courses in philosophy or permission of the instructor. *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. *Prerequisite:* One course in philosophy or permission of the instructor. *Three credit hours.*

[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. *Prerequisite:* Two courses in philosophy or permission of the instructor. *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 232 or permission of the instructor. *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 232 or permission of the instructor. *Four credit hours.*

372d1 **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

[373] **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 231 or permission of the instructor. *Three or four credit hours.* H.

[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. *Prerequisite:* One course in philosophy or permission of the instructor. *Four credit hours.* L.

378 **Contemporary Continental Philosophy** An examination of the main currents of contemporary European philosophy with special emphasis on its connections to the works of Marx and Freud. Possible readings include selections from Habermas, Foucault, Derrida, Deleuze and Guattari, Baudrillard, Lacan, Irigaray, and others. *Three credit hours.* MR. STANOVSKY

†[391] **Philosophy Seminar** Seminars in selected areas of philosophy. *Three or four credit hours.*

392 **Philosophy Seminar: Aristotle, *On Rhetoric*** The art of persuasive speech—rhetoric—was an essential part of Athenian civic life. Close examination of Aristotle's work *On Rhetoric*, considering also the cultural and historical context in which it was written. Examples

drawn from rhetorical discourse in contemporary cultural media: radio, print, film, and music. *Prerequisite:* Philosophy 231 or permission of the instructor. *Four credit hours.* MS. GORDON

**[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." Enrollment limited. *Prerequisite:* Senior standing and a 3.0 grade point average in the major at the end of the junior year. *Three credit hours.* FACULTY

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

## Physical Education

*Chair, ADJUNCT PROFESSOR RICHARD WHITMORE*

*Professor Richard McGee; Adjunct Professor Whitmore; Adjunct Associate Professors Tom Austin, James Wescott, and Deborah Aitken; Adjunct Assistant Professors Edward Mestieri, Sheila Cain, Gerald McDowell, and Scott Borek; Adjunct Instructors Thomas Dexter, Alfred Holliday, Laura Halldorson, Carol Anne Beach, and Raymond Gee*

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, and cultural, sociostructural, and situational factors affecting the nature or dynamics of sport and sport experience. *Prerequisite:* Permission of the instructor. *Two credit hours.*

## Physics

*In the Department of Physics and Astronomy.*

*Chair,* PROFESSOR MURRAY CAMPBELL

*Professor Campbell; Assistant Professors James Fleming<sup>1</sup>, Charles Conover, Robert Bluhm<sup>2</sup>, Duncan Tate, and Shelby Nelson*

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, and engineering. Special emphasis is placed upon independent work and cooperative research with the faculty in atomic and molecular physics, semiconductor physics, field theory, and infrared astronomy. Research projects make use of the department's laser and semiconductor laboratories, workstations, and supporting machine, electronic, and technical shops.

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, 241, and 242 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, 494, two additional courses in physics numbered at 300 or 400 levels, 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 Physics 311, 321, 332, 333, 431, 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, physics majors 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, 321, 322, 332, 333, 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.

<sup>1</sup>Joint appointment in science-technology studies.

<sup>2</sup>On leave second semester.

†[111] **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. Laboratory work includes 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. A working knowledge of high-school algebra is required. Limited enrollment in laboratory. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. N.

112d1 **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. MS. NELSON

141, 142 **Foundations of Physics** A calculus-based survey of mechanics of solids and fluids, momentum, work and energy, gravitation, waves, electromagnetism, and optics. 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*.

241 **Modern Physics I** Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schrodinger 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, Schrodinger theory, atomic spectra, and electron spin. Lecture and laboratory. *Prerequisite*: Physics 241 and Mathematics 262 (may be taken concurrently). *Four credit hours*. MS. NELSON

**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. *Prerequisite:* Physics 142. *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

**298 Introduction to Astrophysics** Listed as Astronomy 298 (q.v.). *Prerequisite:* High-school chemistry. *Three credit hours.* N. MR. CAMPBELL

**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. *Four 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.*

†[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.*

**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.* MS. NELSON

**333d2 Experimental Physics** Survey of major areas of modern experimental physics. Lecture and laboratory. *Prerequisite:* Physics 241, 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.*

**338d1 Particle and Nuclear Physics** Symmetries, fundamental particles and their interactions, and nuclear models and reactions. Lecture and discussion. *Prerequisite:* Physics 242. *Four credit hours.* MR. BLUHM

**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 Schroedinger 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.*

**[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.*

**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

**494d 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.*

*Professor Priscilla Doel*

†**[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 Winn, and Yeterian; Associate Professor Dorin Zohner; Assistant Professors William Klein and Bill Henry; 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. There are also laboratories for social, personality, and developmental research. The department maintains electronic and wood shops for the construction of unique apparatus. Several small research laboratories are dedicated for use by advanced students. The data center is equipped with micro-computers as well as mainframe access.

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. Colby psychology students have presented numerous papers at professional meetings and have been awarded prizes for undergraduate research excellence at various scientific meetings.

## Requirements for the Major in Psychology

Psychology 121, 122, 214, 215, 477, 478; at least one course from 251, 253, 255; at least one course from 231, 239, 257, 274, 276; at least one course from 233, 272; 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, 397, 398A, 398B.

One year of laboratory science is recommended.

Candidates for distinction in the major and/or 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.

## 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

Psychology 121, 122, 214; at least one course from 251, 253, 255; at least one course from 233, 272; at least one course from 231, 232, 234, 237, 239, 257, 274, 276; at least one course from 331, 352, 354, 356, 372, 374, 376, 397, 398A, 398B.

**115j Psychology of Antisocial Behavior** A survey of psychological research on antisocial behavior from childhood to adulthood. Topics include the definition and measurement of antisocial behavior, epidemiology and etiology, as well as family, peer, cognitive, and personality factors related to antisocial behavior. Special issues, such as the stability of antisocial behavior, and the interrelationships between factors associated with antisocial behavior, will be emphasized. Enrollment limited. Cannot be counted toward the psychology major or minor. *Two credit hours.* MR. HENRY

**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.* MR. KLEIN

**121 Introduction to Psychology I** An examination of classical and contemporary issues in psychology: history and systems, research methods, physiological psychology, sensation, perception, consciousness, learning, memory, cognition, and language. Participation as a subject in psychological research is required. *Four credit hours.* S. MR. ROHRMAN, MS. WINN, AND MR. YETERIAN

**122 Introduction to Psychology II** Further examination of classical and contemporary issues in psychology: development, motivation, emotion, intelligence, personality, psychopathology, psychotherapy, social psychology, applied psychology. Participation as a subject in psychological research is required. *Prerequisite:* Psychology 121. *Four credit hours.* MR. ZOHNER, MR. KLEIN, AND MR. HENRY

**132j History of Psychobiology** An exploration of philosophical, technological, and historical viewpoints on the relationships between the nervous system and behavior, from prehistory to the 20th century. Emphasis placed on the ways in which advances in the understanding of the nervous system are related to shifts in thinking about human nature and about the bases of human thought, emotion, and action. Consideration given to attempts to account for both normal and abnormal behavior in terms of the nervous system, drawing upon neuropsychological, neuroanatomical, neurophysiological, and neurological perspectives. Cannot be counted toward the psychology major or minor. Enrollment limited. *Prerequisite:* Psychology 121. *Two credit hours.* MR. YETERIAN

**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 122 or permission of the instructor. *Four credit hours.* Q. MS. WINN 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.* MR. KLEIN AND MS. WINN

**[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. *Prerequisite:* Psychology 121. *Four credit hours.*

**232 Cognitive Psychology** The human information-processing system: how stimulus in-

formation is transformed, stored, retrieved, and used. Lecture and laboratory. Enrollment limited. *Prerequisite:* Psychology 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 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 122. *Four credit hours.* MR. YETERIAN

**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 122. *Four credit hours.* MR. ROHRMAN

**239 States of Consciousness** The psychology of perceptual-cognitive experiences in states of consciousness such as sleep, hypnosis, meditation, and trance. May be taken for two credits by students who have earned credit for Psychology 211j. *Prerequisite:* Psychology 121. *Two or four credit hours.* MS. WINN

**251 Theories of Personality** An examination of historical and current perspectives on the study of personality. Psychoanalytic, dispositional, sociocultural, and existential-humanistic theories of personality will be covered. In addition, issues relevant to the study of personality, such as personality assessment, the stability and continuity of personality traits, and disorders of personality, will be included. *Prerequisite:* Psychology 122 or permission of the instructor. *Four credit hours.* MR. HENRY

**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 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 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. *Prerequisite:* Psychology 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. *Prerequisite:* Psychology 122 or permission of the instructor. *Four credit hours.* MS. WINN

**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 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 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.*

**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 clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as the cross-cultural study of psychopathology, the legal implications of diagnostic classifications, and the importance of comorbidity in the study of psychopathology will be addressed. *Prerequisite:* Psychology 251 or permission of the instructor. *Four credit hours.* MR. HENRY

**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 214, 253, and permission of the instructor. *Four credit hours.* MR. KLEIN

**[359j] The Mental Health Service Delivery System** 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 at one of several area agencies (e.g., Augusta Mental Health Institute, Kennebec Valley Mental Health Center, Waterville Social Club). 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; privileged communication; 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.*

**[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; neurotransmitters and behavior; developmental disorders (e.g., autism); dementias and memory disorders (e.g., Alzheimer's disease); degenerative disorders (e.g., Parkinson's disease); infectious diseases (e.g., AIDS); seizures; traumatic brain injury; disorders of communication; and emotional-motivational dysfunction. Emphasis is given to the way in which disorders of the nervous system aid in understanding normal psychological processes. *Prerequisite:* Psychology 233. *Four credit hours.* MR. YETERIAN

**[376] Seminar in Vision** 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 272. *Four credit hours.*

**397 Psychological Tests and Measurement** The theory and problems of psychological measurement, with special emphasis on the construction and application of psychological tests. Topics include the definition and assessment of the validity and reliability of measures, as well as measurement issues such as considerations of shared source and method variance, response bias, and assessment of differential deficits. *Prerequisite:* Psychology 214 or permission of the instructor. *Four credit hours.* MR. HENRY

**398A Seminar on Trance States** A survey of states of consciousness characterized by dissociation from external stimulation. Topics covered will depend on the interests of the participants but are likely to include hypnagogic states, meditative states, possession trance, the

shamanic journey, mediumistic trance and channeling, and religious ecstasy. Enrollment limited. *Prerequisite:* Psychology 239 and permission of the instructor. *Four credit hours.* MS. WINN

**398B Seminar on Child Emotional Development** An in-depth examination of the emotional development of the infant and preschool child. While the focus will remain solidly on emotional development, the relationships with temperament, attachment, cognition, gender, culture, and social development will be considered. *Prerequisite:* Psychology 255 or 257. *Four credit hours.* MR. ZOHNER

**[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. *Prerequisite:* Psychology 354 and permission of the instructor. *Four credit hours.*

**477 History and Systems of Psychology** The historical background of modern psychology from the Greeks to Wundt and the development of systematic modern viewpoints such as structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis. *Prerequisite:* Senior standing as a psychology major or permission of the instructor. Formerly listed as Psychology 479. *Two credit hours.* MR. ROHRMAN

**478 Historical Research in Psychology** A continuation of Psychology 477. Each student will conduct a historical research project tracing the development of a modern psychological concept to its origins. Projects will be developed with the instructor and in consultation with other faculty members who are knowledgeable in the student's area of interest. Projects will culminate with a defensible thesis and an oral presentation to the department. *Prerequisite:* Psychology 477. *Two 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. 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. *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

# Religious Studies

Chair, PROFESSOR THOMAS LONGSTAFF

Professor Longstaff; Associate Professors Debra Campbell and Nikky Singh

The study of religion in a college curriculum involves the historical and comparative scrutiny of the world's religious traditions: Christianity, Judaism, Islam, Buddhism, Hinduism, Confucianism, Sikhism, and Shinto. Inevitably, the examination of basic questions about religion, such as the existence and nature of God, religious experience, and the role of religion in society, are central to the discipline.

## Requirements for the Major in Religious Studies

A minimum of 10 courses is required for the major in religious studies. These must include at least three of the following courses that survey the major religions of the world, although all four are recommended (211, 212; 233, 234); Religious Studies 216; 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 Minor in Religious Studies

Seven courses in religious studies, totaling at least 22 credit hours, and including 211 or 212, 215, 233 or 234, 316, 494, and two additional courses, at least one of which must be at or above the 300 level. Students are also encouraged to take at least one course with a substantial writing component or a program of independent study.

## 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."

†[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.

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

\*118d1 **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 is limited and may involve excavation at a Colby site and other exercises designed to allow students to develop archaeological skills. *Three or four credit hours.* MR. LONGSTAFF

[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.* MR. LONGSTAFF

**211 Religions of India** A study of Hinduism, Buddhism, Jainism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of the self, and their views of the social—as expressed in ritual, myth, and poetry. *Four credit hours.* 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.* S, D. 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.** MS. CAMPBELL

**\*217d2 Religion in America** A survey of the religious components of American history as they are related to the broader aspects of American culture. Attention will be given to the beliefs and practices of Protestantism, Catholicism, and Judaism and to the issues, past and present, that are important for understanding religion in America. *Three or four credit hours*. **S.** MS. CAMPBELL

[218] **Buddhist Literature in Asia** A study of Asian story anthologies, biographies, epics, novels, plays, poems, and sermons inspired by Buddhism in India, Tibet, China, Japan, Sri Lanka, and Burma; the diverse relationships between religious intentions and literary form. *Three credit hours*. **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.** MS. CAMPBELL

**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. LONGSTAFF

**234 Biblical Literature II** Intended as a sequel to Religion 233; an introduction to the specifically Christian scriptures (the Old Testament Apocrypha and the New Testament). Beginning with the intertestamental period, an exploration of the literature 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*.

†[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.**

†[254] **Islam and the Middle East** An introduction to Islam, beginning with Muhammad

and the Qur'an and exploring the major beliefs, practices, and institutions of this religion. Consideration will be given to the diversity within Islam (e.g., Sunni, Mu'tazilite, Sufi, Shi'ite, etc.) as well as to its general characteristics. Attention will be given both to Islam in its formative period and to Islam as a dominant religion in the contemporary Middle East. *Three or four credit hours.* S, D.

**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.).

[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.*

**312 South Asian Women at the Crossroads: Tradition and Modernity** The departure of the British and the partition of the Indian subcontinent created a new world in which indigenous traditions, Western imperialism, and independence deeply affected women and the rise of the women's movement. The course provides a study of both South Asian women who live in the subcontinent and those who have made their homes abroad and focuses on issues of gender, race, and class. In the writings of the South Asian women, literary ideals, religious traditions, and societal issues overlap; caste and hierarchy, colonialism and its aftermath, sexuality, and the search for identity emerge vigorously in their speeches, novels, biographies, and poetry. Enrollment limited; priority to senior majors and minors in religious studies, international studies, and women's studies. *Four credit hours.* L, D. MS. SINGH

[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.

\*316d1 **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.* MS. CAMPBELL

†[317] **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.

318 **Seminar: Mary Daly** An examination of the theological, spiritual, and ideological development of the radical feminist Mary Daly evident in her major works from *The Church and the Second Sex* (1968) to the present day. Special attention to Daly’s controversial use of language and the various ways in which theologians and feminists have reacted to and been influenced by her work during her eventful and highly publicized career. *Prerequisite:* Religious Studies 215 or 216 or 257 or permission of the instructor. *Four credit hours.* MS. CAMPBELL

[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 that 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 first-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. *Four credit hours.* MR. LONGSTAFF

**372 Philosophy of Religion** Listed as Philosophy 372 (q.v.). *Three or four credit hours.*  
S. MR. HUDSON

**[373] History of Medieval Philosophy** Listed as Philosophy 373 (q.v.). *Three or four credit hours.*

**[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.*

**†[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

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.

## Russian Language and Culture

*In the Department of German and Russian.*

*Associate Professor Sheila McCarthy; Assistant Professor Julie de Sherbinin; Visiting Instructor Andrei Strukov*

The major emphasizes Russian language and literature as the foundation for study in other disciplines such as history and government in order that students develop a multi-disciplinary understanding of Russia in the past and the present. Students are encouraged to participate in extracurricular activities on the campus, including guest lectures and seminars, discussion group meetings, films, weekly Russian table dinners, and live Russian television broadcasts.

Students majoring in Russian language and culture are expected to study in Russia for at least one semester. Instructors advise beginning students carefully about the variety of high quality summer and semester programs available in many Russian institutions. The Colby in St. Petersburg Program offers students highly individualized study of language, literature, and history, in addition to the opportunity to teach English in a private high school. 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.

### **Requirements for the Major in Russian Language and Culture**

- (1) A minimum of seven courses (three or four credits) numbered above Russian 127 in the Department of German and Russian, including Russian 428, and at least one course each in 19th- and 20th-century literature (in English).
- (2) History 261 and 262.
- (3) A seminar in Russian literature or Russian history.

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.

### **Requirements for the Minor in Russian Language and Literature**

- (1) Four introductory Russian languages courses: Russian 125, 126, 127, 128.
- (2) Two courses in Russian literature in translation: one course in 19th-century literature and one course in 20th-century literature, to be chosen from Russian 231, 232, 237, or 238.
- (3) One course in Russian literature in the original, chosen from Russian 325 or 326.

Russian majors and minors are strongly encouraged to broaden their study through related courses in other departments, particularly courses in the History Department, such as History 133, 214, 234, 254, 316, 358, 417, 472, and in the Government Department, such as Government 112, 215, 218, 233, 253, 336, 413, 416, 457.

**125, 125j, 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; three credit hours in January.* 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

**139j January in Russia** 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.* MR. STRUKOV

**[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 20th century. In 1994: Literature of the Russian Revolution. The literature of the 1910s and 1920s offers literary understandings of revolution that ranged from political radicalism to linguistic experimentation to anti-utopias. Readings, lectures, discussions of works by Mayakovsky, Khlebnikov, Blok, Babel, Zoshchenko, Zamyatin, Bulgakov, Platonov, Pasternak, and Akhmatova. Conducted in English, no knowledge of Russian required. *Four credit hours.* MS. DESHERBININ

**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.

**[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.

**297j 20th-Century Women's Voices** This course explores Russian women's voices through literature and film during the 70 years of Soviet rule and in the post-perestroika period. Readings include the poetry of Anna Akhmatova and Marina Tsvetaeva, memoirs of Evgenia Ginzburg and Nadezhda Mandelstam, and short stories by contemporary women writers. Conducted in English, no knowledge of Russian required. *Three credit hours.* L. MS. DESHERBININ

**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.* MR. STRUKOV AND MS. MCCARTHY

**397, 398 Conversational Practice** Weekly meetings focus on guided and free conversations on topics that include biographical sketches, city tours, theater and art, foods, school and study, transportation, work, medicine, and others. Conducted entirely in Russian. May be

repeated for additional credit. Nongraded. *Prerequisite*: Russian 127 or equivalent. *One credit hour*. 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. MS. DESHERBININ

**426 The Russian Novel** A seminar that analyzes one major Russian novel of the 19th or 20th century. Additional readings and discussions on the life and times of the author and the political, social, and historical context of the novel. Conducted entirely in Russian. May be repeated for additional credit. *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*.

**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

## Science-Technology Studies

*Director*, ASSISTANT PROFESSOR JAMES FLEMING

ADVISORY COMMITTEE: *Professors Charles Bassett (English and American Studies), Murray Campbell (Physics and Astronomy), F. Russell Cole (Biology), Henry Gemery (Economics), 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), Dale Skrien (Mathematics and Computer Science); Assistant Professors James Fleming (Science-Technology Studies) and Barya 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. A two-credit hour course counts as one-half an elective.

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; 297 Industry, Technology, and Environment.

*American Studies*: 213 Medicine in 19th- and 20th-Century America: Women as Pioneer Healers.

*Economics*: 493 Senior Seminar (when appropriate).

*Psychology*: 477 History and Systems of Psychology; 478 Historical Research in 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, 1794–1994; 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.

*Economics*: 231 Environmental and Natural Resource Economics.

*Environmental Studies*: 118 Environment and Society.

*Music*: 213 Introduction to Computer Music.

*Psychology*: 374 Human Neuropsychology.

**112 Introduction to Science-Technology Studies** The interactions of science, technology, and society presented 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. FLEMING

**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 tours of federal establishments involved in science and technology. Enrollment limited. *Prerequisite*: Permission of the instructor. *Three credit hours*. S. MR. FLEMING

**215 Atmospheric Science** Comprehensive introduction to the Earth's atmosphere: origin, composition, structure, general circulation, weather systems, climate, air pollution, ozone depletion, climate change, and social aspects. May be counted toward the science distribution requirement but not offered for laboratory credit. Enrollment limited. *Four credit hours*. N. MR. FLEMING

**[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. Emphasis will be placed on the evolution and influence of the automobile industry and on changing patterns of residence, commerce, and leisure. *Three credit hours*.

**219j The American Home, 1794–1994: Design, Construction, and Use** A study of American single-family dwellings during the last 200 years, with an emphasis on form and function. Tours of area homes, studying techniques of design and construction and learning about mechanical systems. Each student will design a home as a major project. *Three credit hours*. MR. REICH

**[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: War and Society: Classical and Modern Perspectives** The impact of war on society and the role of technology in shaping military history from antiquity to the present. Topics include the causes of war, Greek infantry and morality, Hannibal, army and politics in the late Roman republic, mass production, total war, the rise of the national security state, and high-tech electronic and biological warfare. An examination of the relationship between classical and modern themes in the history of warfare. Enrollment limited; priority to classics and science-technology studies majors and minors. Also listed as Ancient History 393. *Four credit hours*. H. MR. FLEMING AND MR. ROISMAN

**483, 484 Senior Research Project** Students will design and complete a final integrative project in science-technology studies. Required of minors and open to other seniors. *Two 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*

*Professor Morrione<sup>1</sup>; Associate Professor Cheryl Townsend Gilkes; Assistant Professors Adam Weisberger<sup>2</sup> and Christine Bowditch; Visiting Instructors Sarah Willie and Linda Pinkow*

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, perspective, and 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.

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.

<sup>1</sup>On leave second semester.

<sup>2</sup>On 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.

[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 science 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. MS. BOWDITCH AND MS. WILLIE

151j **Beyond the Canon: Sociology Through Women's Writing** Parting from tradition, the course will explore the works of extraordinary American and English contemporary female scholars who have not been trained as sociologists. The importance of perspective in labeling social "truths" and in deciphering social patterns. Close reading of texts for social significance, literary appreciation, and personal relevance. Enrollment limited. *Three credit hours.* MS. WILLIE

[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.* MS. WILLIE

[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. MS. GILKES

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, and religious economy. *Three credit hours.* S.

**238 The School in American Society** An examination of the structure, organization, and practices of schools in American society; the role of schools in relation to other social institutions; and the opportunities and obstacles experienced by various populations of students. Enrollment limited. Readings and discussions will engage the debate over whether, or to what extent, schools enable social mobility or reproduce inequality in our society. *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

**256 Health and Illness** Application of sociological principles to the medical care system, its institutions and its 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. PINKOW

**[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.

**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.* MS. PINKOW

**277 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.*

**297 Sociology of Mass Communication** The role of the mass media in contemporary American society. The organization of communications industries, analysis of media content, the effects of mass communication on individuals and on society. *Prerequisite:* Sociology 131. *Four credit hours.* MS. PINKOW

[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 nonfiction—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.

[315] **Politics and Society** A survey of sociological perspectives on politics and political processes. Topics include state theory, political parties, the politics of production, social movements, and ideology. Enrollment limited. *Prerequisite:* Sociology 131. *Three credit hours.*

[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, the work settings, and the organization of work. *Prerequisite:* Sociology 131. *Four credit hours.*

**334d1 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.* MR. MORRIONE

**355 African-American Women and Social Change** Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus is on the contradictions between lived experience and cultural expectations surrounding gender and 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.* D. MS. GILKES

**[356] African-American Religious Experience** A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis on the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. *Prerequisite:* An introductory sociology or anthropology course or American Studies 274 or 276 or Religion 217 or permission of the instructor. *Three credit hours.* D.

**357j 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. *Three credit hours.* D. MS. GILKES

**[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. *Prerequisite:* Sociology 131 and 271. *Four credit hours.*

**[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: 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.* MS. BOWDITCH

## 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.*

*Professors Priscilla Doel and Jorge Olivares<sup>1</sup>; Assistant Professor Betty Sasaki; Instructors Barbara Nelson<sup>2</sup>, Alison Maginn, and John O'Neill<sup>3</sup>; Visiting Instructor Ivette Hernández; Language Assistant Raquel Taracena Notario*

*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 must take a literature course at the 300 or 400 level each semester. If taken during the senior year, Spanish 231 does not replace a literature course. 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.

<sup>1</sup>Chair of Romance Languages and Literatures Department.

<sup>2</sup>Part time.

<sup>3</sup>Resident director, Colby in Cuernavaca.

**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 I, II** 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.* MR. OLIVARES AND MS. SASAKI

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. MAGINN AND MS. SASAKI

135d **Introduction to Hispanic Literature** Introduction to literary analysis through Spanish and Spanish American texts. *Prerequisite:* Spanish 131 or permission of the instructor. *Three credit hours.* L. MS. HERNANDEZ AND MS. MAGINN

[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.

[257] **Modern Spanish Literature** The literature of 20th-century Spain. *Four credit hours.* L.

261 **Spanish American Literature I** Spanish American literature from the Colonial period to 1888: discovery, colonization, and independence. *Four credit hours.* L. MS. DOEL

262 **Spanish American Literature II** Spanish American literature from 1888 to the present. *Four credit hours.* L. MS. DOEL

[273] **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.

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. MR. OLIVARES

[334] **Women in Hispanic Poetry and Fiction** Works by both male and female Hispanic authors are included in this study of the portrayal of women in Hispanic poetry and fiction. Selections from the Middle Ages through modern times will reflect both traditional and 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. MS. SASAKI

[352] **Don Quijote** Analysis of Miguel de Cervantes's masterpiece. *Four credit hours.* L.

[353] **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.* L.

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. MS. MAGINN

483, 483j, 484 **Senior Honors Thesis** Any Spanish major with a 3.5 average or higher in the major at the end of the junior year is eligible to apply for consideration for writing a senior

honors thesis. The senior honors thesis will be undertaken in addition to all required courses for the major; it does not replace any part of the major. The thesis—an original thesis—is to be a substantial study of a carefully defined literary subject supported by critical sources. It will be written in Spanish. The student will enroll for the full year. *Two 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. *Two to four credit hours.* FACULTY

**493 Seminar in Spanish and Spanish American Literatur—The Picaresque Novel** An examination of key picaresque works as responses to Spain's rapidly changing (in the 16th century) and rapidly declining (in the 17th century) social and political order. *Four credit hours.*  
L. MS. SASAKI

## Women's Studies

*Director,* PROFESSOR JANE MOSS

APPOINTMENTS IN WOMEN'S STUDIES: *Associate Professor Robin Roberts; Visiting Assistant Professor Elizabeth Steiner-Scott; Visiting Instructor Sarah Willie*

The Women's Studies Program is devoted to analyzing the social, psychological, political, economic, historical, and artistic dimensions of women's experience, drawing on courses from a broad range of disciplines to reflect the complexities of women's lives. It encourages the development of new methods of analysis and the introduction of previously neglected fields of study with the goal of enriching the entire college curriculum.

Students may pursue a minor in women's studies or structure a major under the auspices of the independent major board with the guidance of the 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, 311, 493, 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; 279 The American Gothic; 374 The Female Experience in America; 376 American Cultures; 493 Seminar in American Studies (when appropriate).

*Anthropology:* 253 Anthropology of Gender; 254 Women of Color in the United States; 298 Women, Islam, and Imperialism.

*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; 332 Studies in Modern Drama: Contemporary Women Playwrights; 343 African-American Literature; 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; 353 Francophone Women Authors; 493 Seminar in French Literature (as appropriate).

*German:* 334 German Women Writers.

*Government:* 319 Law and Social Change: Women and Minorities; 375 Race, Religion, and Gender in Latin America; 434 Women in American Politics.

*History*: 211 Public Lives/Private Lives: Men and Women in Europe from the Middle Ages to the Present; 267 American Women's History, to 1870; 268 American Women's History, 1870 to the Present; 331 Women, The Family, and the State in Europe, 400 B.C.–1850 A.D.; 332 Seminar in European History: Women, Law, and Medicine in Early Modern Europe—The Witch Craze; 415 Seminar: Women in the Civil War; 419 Seminar in European History: The Other Side of the Renaissance.

*Philosophy*: 155 Feminist Philosophies; 272 Applied Ethics: Race and Gender; 312 Philosophical Topics in Feminist Theory.

*Religious Studies*: 255 The Goddess: A Hermeneutics in Theology; 257 Women in American Religion; 312 South Asian Women at the Crossroads: Tradition and Modernity; 316 Seminar: Contemporary Western Theology; 318 Seminar: Mary Daly; 391 Seminar (when appropriate).

*Russian*: 297 20th-Century Women's Voices

*Sociology*: 151 Beyond the Canon: Sociology Through Women's Writing; 273 The Family; 276 Women and Men in Society; 298 Sociology Through African-American Women Writers: Indiscreet Variables; 355 African-American Women and Social Change; 391 Gender and Public Policy.

*Women's Studies*: 111 Introduction to Women's Studies; 198 Sexuality: Myth and Reality; 211 Women in Myth and Fairy Tale; 311 Seminar in Feminist Theory; 398 Sex, Gender, and Identity, 1880–1980; 493 Women's Studies Senior Seminar: Women, Fantasy, and Science Fiction; 498 Seminar: History of Irish Women, 1880–1992.

<sup>1</sup>Second semester.

**111 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. ROBERTS

**[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*.

**211 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*. D. MS. PUKKILA

**311 Seminar in Feminist Theory** An exploration of the major issues and methodologies in feminism through the writings of theorists. Particular attention to the ways that feminists create new theories and the ways in which theories such as poststructuralism are appropriated by feminists. *Four credit hours*. MS. ROBERTS

**398 Sex, Gender, and Identity, 1880–1980** The social construction of sexuality, femininity, and masculinity in Western Europe, focusing on how one could write a history of sexuality and on how different theories of sexuality have affected the ways that men and women create different “sexual scripts.” *Three credit hours.* D. MS. STEINER-SCOTT

**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: Women, Fantasy, and Science Fiction** Only in alternative worlds can feminists create worlds in which there is no sexism, misogyny, or homophobia. An exploration of the use of fantasy and science fiction tropes (such as utopias) by feminist novelists and theorists. *Prerequisite:* Women's Studies 111 or permission of the instructor. *Four credit hours.* MS. ROBERTS

**498 Seminar: History of Irish Women, 1880–1992** A broad overview of the important historical and social developments in Ireland from the Ladies Land League to the recent campaigns by women for reproductive rights. Changing attitudes toward sexuality and the family challenge the notion that Ireland's rural, conservative nature has stifled women's voices. *Three credit hours.* D. MS. STEINER-SCOTT

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# The Corporation 1993-94

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CHARLES WALKER BASSETT, M.A. '80, Ph.D., Waterville, Maine, *Dana Professor of American Studies and of English* (1996)

**Student Representatives**

MARINEL S. MATEO '94, Chicago, Illinois (1994)

BONNIE K. JOHNSON '94, Wilbraham, Massachusetts (1994)

<sup>1</sup>Former chair of the board.

<sup>2</sup>Life member.

<sup>3</sup>On leave 1993-95.

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SUSAN FAIRCHILD BEAN '57, M.A. '76, 1976-1982

ANNE LAWRENCE BONDY '46, M.A. '81, 1981-1987

WILLIAM LAFRENTZ BRYAN '48, M.A. '72, 1972-1978

ROBERT WILLIAM BURKE '61, M.A. '81, M.B.A., 1981-1987

JOHN LAWRENCE BURNS, M.A. '78, D.Sc., 1978-1982

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EDITH EILENE EMERY '37, M.A. '60, M.A., 1960-1966

RODERICK EWEN FARNHAM '31, M.A. '59, 1959-1965

WARREN JOHN FINEGAN '51, M.A. '80, 1980-1989

WILLIAM HOWE GOLDFARB '68, M.A. '85, J.D., 1985-1993

RAE JEAN BRAUNMULLER GOODMAN '69, M.A. '83, Ph.D., 1983-1989

NISSIE GROSSMAN '32, M.A. '65, M.B.A., 1965-1970, 1971-1981

EUGENIE HAHLBOHM HAMPTON '55, M.A. '72, 1972-1978

WALLACE MEREDITH HASELTON, M.A. '71, 1971-1977, 1978-1981

DORIS HARDY HAWEELI '25, M.A. '52, 1952-1958

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CLAYTON WEARE JOHNSON '26, M.A. '65, 1965-1971<sup>4</sup>



- BEVERLY FAYE NALBANDIAN MADDEN '80, M.A. '86, M.A., 1986-1992  
 ROBERT ALLEN MARDEN '50, M.A. '68, LL.B., 1968-1993  
 DAVID MARVIN MARSON '48, M.A. '84, 1984-1993  
 LEONARD WITHINGTON MAYO '22, M.A. '57, D.D.S. '42, 1957-1969<sup>5</sup>  
 RITA ANN McCABE '45, M.A. '66, 1966-1972, 1973-1983  
 LAWRENCE CARROLL McQUADE, M.A. '81, LL.B., 1981-1989  
 MATTHEW TAYLOR MELLON, M.A. '44, Ph.D., 1944-1959<sup>6</sup>  
 C. DAVID O'BRIEN '58, M.A. '75, 1975-1985  
 BETTINA WELLINGTON PIPER '35, M.A. '64, 1964-1970<sup>7</sup>  
 KERSHAW ELIAS POWELL '51, M.A. '82, D.M.D., 1982-1988  
 PATRICIA RACHAL '74, M.A. '80, Ph.D., 1983-1986  
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 ROBERT CONVERSE ROWELL '49, M.A. '61, 1961-1967  
 ROBERT SAGE '49, M.A. '74, 1974-1993  
 DWIGHT EMERSON SARGENT '39, M.A. '56, M.A. '58, 1958-1964, 1971-1974  
 RUSSELL MILLARD SQUIRE, SR. '25, M.A. '48, 1948-1955  
 EUGENE CHARLES STRUCKHOFF '44, M.A. '67, LL.B., 1967-1970  
 W. CLARKE SWANSON, JR., M.A. '70, LL.B., 1970-1976  
 ARTHUR TOTTEN THOMPSON '40, M.A. '70, M.B.A., Sc.D. '69, 1970-1974  
 SIGRID EMMA TOMPKINS '38, M.A. '70, LL.B., 1970-1976, 1977-1985  
 EDWARD HILL TURNER, A.B., M.A. '83, L.H.D. '73, 1983-1991  
 PETER AUSTIN VLACHOS '58, M.A. '77, 1977-1980  
 JEAN MARGARET WATSON '29, M.A. '65, M.A., 1965-1971  
 ESTHER ZISKIND WELTMAN, M.A. '58, M.Ed., LL.D. '66, 1958-1973, 1974-1977  
 RALPH SAMUEL WILLIAMS '35, M.A. '73, L.H.D. '72, M.B.A., 1973-1983  
 ROBERT FREDERIC WOOLWORTH, M.A. '65, 1965-1977

<sup>5</sup>Died January 1, 1993.

<sup>6</sup>Died September 1, 1992.

<sup>6</sup>Died July 24, 1992.

<sup>7</sup>Died July 27, 1992.

## Overseers

- HAROLD ALFOND, L.H.D. '80, Waterville, Maine, *Chairman of the Board, Dexter Shoe Company*, Visiting Committee on Physical Education and Athletics (1997)  
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MARY MABON COLONNA '76, Pittsburgh, Pennsylvania, Visiting Committees on Administrative Science and on Education (1994)

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JUDITH DE LUCE '68, Ph.D., Cincinnati, Ohio, *Professor, Classics Department, Miami University of Ohio*, Visiting Committees on Classics, on Philosophy, and on Women's Studies (1996)

ROGER FREDERIC DUMAS '60, M.B.A., Boston, Massachusetts, *Investment Consultant, R. F. Dumas & Co.*, Visiting Committees on Mathematics and on Student Affairs (1997)

JOHN WARNER FIELD, JR. '66, Greenville, Delaware, *President and Chief Executive Officer, J. P. Morgan, Delaware*, Visiting Committees on Computer Services and on Student Affairs (1997)

ROBERT ALAN FRIEDMAN, M.A. '88, M.B.A., Scarsdale, New York, *Limited Partner, The Goldman, Sachs Group L.P.*, Investment Committee of the Board of Trustees (1996)

PETER GEOFFREY GORDON '64, M.B.A., Mill Valley, California, *Co-founder and Chairman, Crystal Geyser Water Company*, Visiting Committee on Admissions and Financial Aid (1995)

CURTIS E. GOWDY, JR. '75, New Canaan, Connecticut, *Executive Producer, ABC Wide World of Sports* (1996)

CURTIS C. HARRIS, M.D., Bethesda, Maryland, *Chief, Laboratory of Human Carcinogenesis, National Cancer Institute*, Visiting Committees on East Asian Cultures and Languages and on Biology (1995)

KENNETH N. HART '51, LL.B., Pound Ridge, New York, *Senior Partner, Donovan Leisure Newton & Irvine*, Visiting Committees on Biology and on Physical Plant (1995)

JANET GAY HAWKINS '48, Shelter Island Heights, New York, Visiting Committees on the Library and on Health Services (1997)

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SOL HURWITZ, B.A., Rye, New York, *President, Committee for Economic Development*, Visiting Committees on Psychology, on Communications, on English, and on Music (1997)

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- JOHN J. LATTANZIO, New York, New York, *General Partner, Steinhardt Partners, Visiting Committee on Religion* (1997)
- CHARLES CUTLER LEIGHTON '60, M.D., Ambler, Pennsylvania, *Senior Vice President, Merck, Sharp & Dohme Research Laboratories, Visiting Committee on Biology* (1994)<sup>8</sup>
- ROBERT ALF LINDGREN, J.D., New York, New York, *Partner, Rogers and Wells, Visiting Committees on Music and the Performing Arts, on Art and the Museum of Art, and on Dining Services* (1995)
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- WILLIAM THOMAS MASON, JR. '47, LL.B., Norfolk, Virginia, *Attorney, Robinson, Zaleski & Lindsey, Visiting Committees on African-American Studies and on Women's Studies* (1995)
- DAVID WILLIAM MILLER '51, M.A., Centerport, New York, *President & CEO, Geraghty & Miller* (1996)
- ALAN BENNETT MIRKEN '51, New York, New York, *Executive Vice President & Associate Publisher, Abbeville Press, Visiting Committees on American Studies and on the Library* (1996)
- JEAN PRATT MOODY '56, M.Ed., Cape Elizabeth, Maine, *Visiting Committee on Student Affairs* (1995)
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- MILDRED PAFUNDI ROSEN, LL.B., New York, New York, *Attorney, N. Hilton Rosen, P.C., Visiting Committee on Dining Services* (1996)
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- PETER C. SCHWARTZ, LL.B., Glastonbury, Connecticut, *Partner, Gordon, Muir and Foley, Visiting Committees on Student Affairs and on Development and Alumni Relations* (1996)
- GREGORY WHITE SMITH '73, J.D., Aiken, South Carolina, *President, Woodward/White, Inc., Visiting Committees on American Studies, on Anthropology and Sociology, and on the Library* (1996)

HENRY JOSEPH SOCKBESON '73, J.D., *Tribal Attorney, Mashantucket Pequot Tribe in Connecticut*, Visiting Committees on History and on Music (1997)

PAUL GERARD SPILLANE, JR. '79, M.B.A., New York, New York, *Vice President, Goldman Sachs, Inc.*, Visiting Committee on Physical Plant (1997)

LAEL SWINNEY STEGALL '62, M.S., Washington, D.C., *Vice President for Development, Communications Consortium Media Center*, Visiting Committees on Russian Studies, on Women's Studies, and on American Studies (1996)

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JUDITH PROPHETT TIMKEN '57, Lafayette, California, *Art Docent, Oakland Museum, Trustee, California College of Arts and Crafts*, Visiting Committees on Music and the Performing Arts and on Art and the Museum of Art (1996)

ALLAN VAN GESTEL '57, LL.B., Boston, Massachusetts, *Partner, Goodwin, Procter & Hoar*, Visiting Committee on English (1995)

DIANE GERTH VAN WYCK '66, J.D., Brooklyn, New York, *Senior Vice President, Taxes, American Express Travel Related Services*, Visiting Committees on Classics, on East Asian Cultures and Languages, and on Health Services (1997)

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ANDREW JAY WEILAND '64, M.D., New York, New York, *Surgeon-in-Chief, Hospital for Special Surgery*, Visiting Committee on Geology (1994)

### Overseers Visiting Committees 1992-93

**Philosophy** October 13-15, 1992 / Reginald J. Blaxton '74, chair; Jane W. Coddington '55; Judith de Luce '68; John K. Roth, Claremont McKenna College, consultant.

**Psychology** November 8-10, 1992 / George E. Haskell, Jr. '55, chair; Paul O. Boghossian III '76; Alan Hume; Robert Kavanaugh, Williams College, consultant.

**International Studies** December 6-8, 1992 / John Field, Sr., chair; John G. Christy; Ellen B. Haweeli '69; Martha Crenshaw, Wesleyan University, consultant.

**Dining Services** February 18-20, 1993 / James B. Crawford '64, chair; David Preston; Mildred P. Rosen; Norman Cleveland, director of Food Services, Brown University, consultant.

**History** February 21-23, 1993 / Henry Sockbeson III '73, chair; Leon R. Allen; Alan M. Parker; Professor Sarah Hanley, University of Iowa, consultant.

**Education** March 7-9, 1993 / Richard Peterson '60, chair; Mary M. Colonna '76; Professor Andrew Garrod, Dartmouth College, consultant.

**Health Services** April 4-6, 1993 / Diane G. Van Wyck '66, chair; Frank O. Apantaku '71; John R. Cornell '65; Alan Johnson M.D., Lafayette College, medical services consultant; Gary Margolis Ph.D., Middlebury College, college counseling services consultant.

**American Studies** April 18-20, 1993 / Lael S. Stegall '62, chair; Carol M. Beaumier '72; Alan Mirken '51; Professor Gregory M. Pfitzer '79, Skidmore College, consultant.

<sup>8</sup>Died June 1, 1993.

# Faculty 1992-94

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D. (Harvard), 1979-  
*Professor of Government; President*

ROBERT PAUL MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-  
*Professor of Philosophy; Vice President for Academic Affairs and Dean of Faculty, 1988-*

## Emeriti

ROBERT EDWARD LEE STRIDER II, M.A. '57, Ph.D., Litt.D. '79, 1957-79  
*Professor of English, Emeritus; President, Emeritus*

DENNISON BANCROFT, M.A. '59, Ph.D., 1959-74  
*Professor of Physics, Emeritus*

ROBERT MARK BENBOW, M.A. '62, Ph.D., 1950-90  
*Roberts Professor of English Literature, Emeritus*

MIRIAM FRANCES BENNETT, M.A. '73, Ph.D., 1973-93  
*William R. Kenan, Jr., Professor of Biology, Emerita*

CLIFFORD JOSEPH BERSCHNEIDER, M.A. '78, M.A., 1949-85  
*Professor of History, Emeritus*

ARCHILLE HENRI BIRON, M.A. '74, A.M., 1950-77  
*Professor of Modern Languages, Emeritus; Visiting Lecturer in French 1980, 1981*

MARJORIE DUFFY BITHER, M.A. '76, M.A., 1935-41, 1957-79  
*Professor of Physical Education, Emerita*

PHILIP STEWART BITHER '30, M.A. '73, M.A., 1932-74  
*Professor of Modern Languages, Emeritus*

DAVID GORDON BRIDGMAN, Ph.D., 1955-78  
*Associate Professor of History, Emeritus*

JEAN D. BUNDY, M.A. '63, Ph.D., 1963-89  
*Dana Professor of French Literature, Emeritus*

FRANCISCO ANTONIO CAUZ, M.A. '77, Ph.D., 1957-93  
*Professor of Spanish, Emeritus; Resident Director of Colby in Salamanca Program, Emeritus*

ALICE PATTEE COMPARETTI, M.A. '61, Ph.D., 1936-73  
*Professor of English, Emerita*

ERMANNIO FRANCIS COMPARETTI, M.A. '53, Ph.D., 1941-74  
*Professor of Music, Emeritus*

FLORENCE ELIZABETH LIBBEY CRAWFORD '29, M.S., 1948-71  
*Associate Professor of Library Science, Emerita*

EILEEN MARY CURRAN, M.A. '73, Ph. D., 1958-92  
*Professor of English, Emerita*

JOHN MINOT DUDLEY, M.A. '86, Ph.D., 1964-92  
*Professor of Physics, Emeritus*

RICHARD NYE DYER, B.A., 1950-83  
*Assistant to the President, Emeritus*

JACK DONALD FONER, M.A. '73, Ph.D., L.H.D. '82, February 1969-74; Visiting Scholar in Residence, September-December 1983, September-December 1985  
*Professor of History, Emeritus*

FREDERICK ARTHUR GEIB, M.A. '75, Ph.D., 1955-91  
*Professor of Sociology, Emeritus*

ADEL VERNA HEINRICH, A.Mus.D., 1964-88  
*Associate Professor of Music, Emerita; Director of Chapel Music, Emerita*

HENRY HOLLAND, M.A. '66, Ph.D., 1952-88  
*Professor of Modern Languages (Spanish), Emeritus; Resident Director of Colby in Cuernavaca Program, Emeritus*

DONALDSON KOONS, M.A. '51, Ph.D., 1947-82, January 1984, 1985, 1986, 1987, 1988  
*Dana Professor of Geology, Emeritus*

PAUL EWERS MACHEMER, M.A. '67, Ph.D., 1955-83  
*Merrill Professor of Chemistry, Emeritus*

COLIN EDWARD MACKAY, M.A. '73, Ph.D., 1956-December 1990  
*Professor of English, Emeritus*

GEORGE DOUGLAS MAIER, M.A. '83, Ph.D., 1965-86  
*Professor of Chemistry, Emeritus*

E. JANET MARCHANT, M.A., 1940-65  
*Associate Professor of Physical Education, Emerita*

ALBERT ANTHONY MAVRINAC, M.A. '58, Ph.D., J.D., 1958-92  
*Dana Professor of Government, Emeritus*

LEONARD WITHINGTON MAYO '22<sup>1</sup>, M.A. '57, D.S.S. '42, 1966-71  
*Professor of Human Development, Emeritus*

EARLE ALTON MCKEEN '29, M.Ed., 1955-71  
*Associate Professor of Education, Emeritus*

WILLIAM BLACKALL MILLER, M.A. '74, Ph.D., 1956-82, February-June 1984  
*Professor of Art, Emeritus*

CARL E. NELSON, M.Ed., November 1967-93  
*Adjunct Professor of Physical Education, Emeritus; Director of Health Services*

STANLEY A. NICHOLSON, M.A. '81, Ph.D., 1981-90  
*Professor of Economics, Emeritus; Administrative Vice President, Emeritus*

GEORGE THOMAS NICKERSON '24, M.A., 1948-67  
*Dean of Men, Emeritus*

LUELLA FREDERICKA NORWOOD<sup>2</sup>, M.A. '52, Ph.D., February 1943-53  
*Professor of English, Emerita*

CLIFFORD HAZELDINE OSBORNE, B.A., D.D. '49, 1949-65  
*Professor of Religion, Emeritus; Chaplain, Emeritus*

FRANCIS HOWARD PARKER, M.A. '71, Ph.D., 1971-86  
*Dana Professor of Philosophy, Emeritus; Visiting Professor of Philosophy 1990-91*

PAUL POWERS PEREZ, M.A. '73, Ph.D., February 1960-85  
*Professor of Psychology, Emeritus*

ROBERT WHITE PULLEN '41, M.A. '59, Ph.D., 1945-81  
*Professor of Economics, Emeritus; Administrative Vice President, Emeritus*

WENDELL AUGUSTUS RAY, M.A. '54, Ph.D., 1938-76  
*Professor of Chemistry, Emeritus*

PETER JOSEPH RÉ, M.A. '65, M.A., 1951-84  
*Professor of Music, Emeritus*

EVANS BURTON REID, M.A. '58, Ph.D., 1954-78  
*Merrill Professor of Chemistry, Emeritus*

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*

<sup>1</sup>Died September 1, 1992.

<sup>2</sup>Deceased.

## Faculty

The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received.

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), 1992-93  
*Visiting Assistant Professor of Mathematics*

DONALD BRUCE ALLEN, M.A. '82, Ph.D. (Fresno State, Illinois), 1967-  
*Professor of Geology*

DOUGLAS NELSON ARCHIBALD, M.A. '73, Ph.D.<sup>3</sup> (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.<sup>2</sup> (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), 1991-92  
*Visiting Instructor in Physics*

ROSS K. BAKER, Ph.D. (Pennsylvania), February 1994-  
*Visiting Professor of Government*

DEBRA ANN BARBEZAT, Ph.D. (Smith, Michigan), 1992-  
*Assistant Professor of Economics*

CAROL HOFFER BASSETT, M.A.<sup>7,12</sup> (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.<sup>1</sup> (Carleton, Mount Holyoke, Northwestern),  
1973-93  
*William R. Kenan, Jr., Professor of Biology, Emerita*

KIMBERLY ANN BESIO, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-  
*Assistant Professor of Chinese*

BARBARA ANNE BEST, Ph.D. (Florida, Johns Hopkins, Duke), 1993-  
*Assistant Professor of Biology*



CATHERINE LOWE BESTEMAN, Ph.D.<sup>2</sup> (Amherst, Arizona), 1993-  
*Assistant Professor of Anthropology*

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), 1985-93  
*Assistant Professor of Government and of Women's Studies*

ROBERT T. BLUHM, JR., Ph.D.<sup>6</sup> (New York University, Princeton, Columbia, Rockefeller),  
 1990-  
*Assistant Professor of Physics*

SCOTT G. BOREK, B.A. (Dartmouth), 1992-  
*Adjunct Assistant Professor of Physical Education*

DAVID BRUCE BOURGAIZE, Ph.D.<sup>1</sup> (Ohio Northern, Massachusetts at Amherst), 1988-  
*Assistant Professor of Chemistry*

CHRISTINE BOWDITCH, Ph.D. (Bates, Pennsylvania), 1991-  
*Assistant Professor of Sociology*

AMY HANCOCK BOYD, Ph.D. (Michigan, Stanford, Michigan), 1991-  
*Visiting Assistant Professor of Mathematics*

JAMES BOYLAN, M.A.<sup>7</sup> (Wesleyan, Johns Hopkins), 1988-  
*Assistant Professor of English*

PATRICK BRANCACCIO, M.A. '79, Ph.D. (Brooklyn, Ohio State, Rutgers), 1963-  
*Distinguished Teaching Professor of Humanities, Resident Director of Colby in London Program,  
 1993-94*

FRANCIS THOMAS BRIGHT, Ph.D. (Notre Dame, Cornell), 1990-93  
*Visiting Assistant Professor of French*

MORTON AARON BRODY, J.D.<sup>7</sup> (Bates, Chicago), 1984-  
*Professor of Government*

LYN MIKEL BROWN, Ed.D.<sup>11</sup> (Ottawa [Canada], Harvard), 1991-  
*Assistant Professor of Education*

CEDRIC GAEL BRYANT, Ph.D. (California at San Diego), 1988-  
*Assistant Professor of English*

MICHAEL DAVID BURKE, M.F.A.<sup>7</sup> (California at Berkeley, Massachusetts at Amherst), 1987-  
*Visiting Assistant Professor of English*

RONG CAI, M.A. (Washington, Nanjing [China]), 1993-  
*Visiting Instructor in Chinese*

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.<sup>2</sup> (Northwestern, Texas at Austin), 1991-  
*Associate Professor of Philosophy*

DEBRA CAMPBELL, Ph.D.<sup>1</sup> (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*

FRANCISCO ANTONIO CAUZ, M.A. '77, Ph.D.<sup>1</sup> (Villanova, Middlebury, Rutgers), 1957-93  
*Professor of Spanish, Emeritus; Resident Director of Colby in Salamanca Program, 1990-92*

ARTHUR KINGSLEY CHAMPLIN, M.A. '87, Ph.D.<sup>9</sup> (Williams, Rochester), 1971-  
*Leslie Brainerd Arey Professor of Biosciences*

DANIEL HARRY COHEN '75, Ph.D. (Colby, Indiana), 1983-  
*Associate Professor of Philosophy*

FREDERICK RUSSELL COLE, M.A. '90, Ph.D.<sup>1</sup> (Massachusetts, Illinois), 1977-  
*Oak Professor of Biological Sciences*

SUSAN WESTERBERG COLE, M.S.<sup>1</sup> (Knox, Illinois), 1978-  
*Faculty Member without Rank: Science Librarian*

GEORGE LEIDIGH COLEMAN II, M.A. (Cornell, Kansas), 1963-  
*Associate Professor of Geology; Registrar*

STEVEN WAYNE COLLINS, Ph.D. (Virginia), 1992-93  
*Visiting Assistant Professor of Government*

CHARLES W.S. CONOVER III, Ph.D. (Middlebury, Virginia), 1990-  
*Assistant Professor of Physics*

ANTHONY J. CORRADO, JR., Ph.D. (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*

JANE LEFTWICH CURRY, Ph.D. (Vassar, Indiana, Columbia), 1993-  
*Associate Professor of Government*

CATHERINE C. CUTBILL, Ph.D. (Georgetown, Virginia), 1993-  
*Visiting Assistant Professor of Anthropology*

ALAN ROBERT DAVISON, M.A. (Universidad Interamericana [Puerto Rico], Utah), 1991-  
December 1992  
*Visiting Instructor in Spanish; Resident Director of Colby in Cuernavaca Program, 1991-  
December 1992*

GUILAIN PIERRE DENOEU, Ph.D.<sup>2</sup> (Grenoble [France], Georgetown, Princeton), 1990-  
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JULIE W. DE SHERBININ, Ph.D. (Yale, Amherst, Cornell), 1993-  
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KEITH J. DEVLIN, M.A. '89, Ph.D. (King's College [London], University of Bristol [England]),  
1989-93  
*Carter Professor of Mathematics*

THOMAS A. DEXTER, M.S. (SUNY at Cortland), 1989-  
*Adjunct Instructor in Physical Education*

PETER A. DIACONOFF, Ph.D. (California at Los Angeles, George Washington, Indiana),  
1992-93  
*Visiting Assistant Professor of History*

SUELLEN DIACONOFF, Ph.D. (Willamette, Indiana), 1986-  
*Associate Professor of French*

PRISCILLA ALLEN DOEL, M.A. '93, M.A. (Colby Junior, New York University), 1965-  
*Professor of Portuguese and Spanish*

MICHAEL REYNOLDS DONIHUE '79, Ph.D. (Colby, Michigan), 1989-  
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PAUL KENNETH DOSS, Ph.D. (Indiana, Northern Illinois), 1991-  
*Assistant Professor of Geology*

SIDNEY WEYMOUTH FARR '55, M.A., M.B.A. (Colby, Maine), 1960-  
*Associate Professor; Alumni Secretary; Secretary of the Corporation*

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*Professor of History and of East Asian Cultures and Languages*

FRANK ALEXANDER FEKETE, Ph.D. (Rhode Island at Kingston, Rutgers), 1983-  
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CHARLES ANTHONY FERGUSON, Ph.D. (Oberlin, Ohio State), 1967-  
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GUY THEOPHILE FILOSOF, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-  
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*Associate Professor of Economics*

DAVID H. FIRMAGE, M.A. '88, Ph.D. (Brigham Young, Montana), February 1975-  
*Clara C. Piper Professor of Biology*

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*Chiang Ching-Kuo Foundation Assistant Professor of Art*

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*Assistant Professor of Music*

CHERYL TOWNSEND GILKES, Ph.D.<sup>1</sup> (Northeastern), 1987-  
*John D. MacArthur Associate Professor of Sociology and of African-American Studies*

ROBERT A. GILLESPIE, Ph.D. (Cornell, Iowa), 1971-77, 1982-  
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HOMER T. HAYSLETT, JR., M.A. '88, Ph.D. (Bridgewater, Virginia Polytechnic, Dartmouth), 1962-

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LIZA HENDERSON, M.F.A. (McGill, Bryn Mawr, Yale School of Drama), 1992-93

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WILLIAM CONARD HENRY, Ph.D. (Maine, Wisconsin at Madison), 1993-

*Assistant Professor of Psychology*

IVETTE N. HERNÁNDEZ-TORRES, M.A. (Puerto Rico, Brown), 1993-

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CONSTANTINE HRISKOS, M.A. (Lafayette, New School for Social Research), 1990-

*Visiting Assistant Professor of Anthropology*

YEAGER HUDSON, M.A. '77, Ph.D. (Millsaps, Boston University), 1959-

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ROBERT HURD KANY, Ph.D. (Michigan, Pennsylvania State), February 1970-  
*Associate Professor of History; Associate Director of Corporate and Foundation Relations, 1991-*

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EDWIN JAMES KENNEY, JR., M.A. '82, Ph.D.<sup>14</sup> (Hamilton, Cornell), 1968-92  
*Distinguished Teaching Professor of Humanities*

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*Dana Professor of Creative Writing*

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.<sup>4</sup> (Colby, Cornell), 1958-  
*Professor of Administrative Science*

DOROTHY MARIE KOONCE, M.A. '80, Ph.D.<sup>15</sup> (Cornell, Pennsylvania), 1963-92  
*Professor of Classics*

HOWARD LEE KOONCE, M.A. '80, Ph.D.<sup>2</sup> (Dartmouth, Pennsylvania), 1963-  
*Professor of English and of Performing Arts*

HUBERT CHRISTIAN KUETER, Ph.D.<sup>5</sup> (Valparaiso, Michigan), 1965-  
*Associate Professor of German*

KRISHNA KUMAR, M.S., (Banares Hindu [India], Texas A&M), 1993-  
*Visiting Assistant Professor of Mathematics and Computer Sciences*

KAREN KUSIAK '75, M.Ed.<sup>7</sup> (Colby, Lesley), 1990-  
*Instructor in Education*

JAY BRIAN LABOV, Ph.D.<sup>2</sup> (Miami [Florida], Rhode Island), 1979-  
*Associate Professor of Biology*

CHARLES RICHARD LAKIN, M.L.S. (U.S. Naval Academy, Iowa), 1985-  
*Faculty Member without Rank: Reference Librarian*

RONALD LANTZ, D.Mus. '86, B.Mus. (Indiana, Juilliard), 1986-  
*Artist in Residence in Music*

WILLIAM A. LEE, J.D.<sup>7</sup> (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. (Colgate, Simmons), November 1984-  
*Faculty Member without Rank: Technical Services Librarian*
- EVA LINFIELD, Ph.D. (Wellesley, Brandeis), 1993-  
*Associate Professor of Music*
- THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D. (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*
- LEV IAKOVLEVICH LURIE, Ph.D. (Leningrad State University [Russia]) 1990-91, 1993-94  
*Visiting Professor of Russian History*
- PAUL STUART MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-  
*Professor of Music*
- GEORGE CALVIN MACKENZIE, M.A. '86, Ph.D. (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-  
*Instructor in Spanish*
- CYNTHIA KEPPLER MAHMOOD, Ph.D.<sup>1</sup> (New College, Tulane), 1992-93  
*Visiting Assistant Professor of Anthropology*
- L. SANDY MAISEL, M.A. '83, Ph.D.<sup>2</sup> (Harvard, Columbia), 1971-  
*William R. Kenan, Jr., Professor of Government; Director of Colby in Washington Program, 1987-*
- PHYLLIS FRANCES MANNOCCI, Ph.D. (Pennsylvania, Columbia), 1977-  
*Associate Professor of English; Resident Director of Colby in London Program, 1992-93*
- PETER MARK, M.S. (Harvard, Cornell), 1992-93  
*Visiting Instructor in Mathematics and Computer Sciences*
- MICHAEL ANDREW MARLAIS, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-  
*Associate Professor of Art*
- JOHN L. MARTIN, B.A.<sup>1</sup> (Maine), 1989-92  
*Visiting Instructor in Government*
- D. BENJAMIN MATHES, Ph.D.<sup>1</sup> (Middlebury, New Hampshire), 1990-  
*Assistant Professor of Mathematics*
- HARRIETT MATTHEWS, M.A. '84, M.F.A.<sup>2</sup> (Sullins Junior, Georgia), 1966-  
*Professor of Art*

- MARILYN SWEENEY MAVRINAC, Ph.D.<sup>6,7</sup> (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*
- GERALD THOMAS MCDOWELL '76, B.A. (Colby), 1989-  
*Adjunct Assistant Professor of Physical Education*
- RICHARD JOHN MCGEE, M.A. '86, M.S. (Maine), 1967-  
*Professor of Physical Education; Director of Athletics, 1967-87*
- JAMES RICHARD MCINTYRE, Ph.D.<sup>6</sup> (Michigan State), 1976-  
*Associate Professor of German; Director of Career Services, 1988-91*
- JANE MEAD, M.F.A. (Syracuse, Vassar, Iowa), 1993-  
*Visiting Assistant Professor of English*
- CHARLES ABBOTT MEADER, M.F.A. (Dartmouth, Colorado), 1961-1974, 1983-  
*Associate Professor of Art*
- JAMES WILLIAM MEEHAN, JR., M.A. '82, Ph.D.<sup>6</sup> (Saint Vincent, Boston College), 1973-  
*Herbert E. Wadsworth Professor of Economics*
- MARGARET PACKARD MENCHEN, M.L.S. (Southampton, 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, Ph.D. (Western Ontario, California at Berkeley), 1992-  
*Assistant Professor of Anthropology*
- JOHN S. MIZNER, M.A. '80, Ph.D. (Antioch, Pennsylvania), 1963-  
*Professor of English*
- THOMAS JACK MORRIONE '65, M.A. '85, Ph.D.<sup>6</sup> (Colby, New Hampshire, Brigham Young), 1971-  
*Professor of Sociology*
- JANE MERYL MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-  
*Dana Professor of Women's Studies and of French*
- RICHARD JAMES MOSS, M.A. '90, Ph.D. (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, Ph.D.<sup>4</sup> (Swarthmore, California at Berkeley), 1992-  
*Assistant Professor of History*
- BRADFORD PHILIP MUNDY, M.A. '92, Ph.D. (SUNY at Albany, Vermont), 1992-  
*Miselis Professor of Chemistry*
- JESSICA MUNNS, Ph.D. (Essex [England], Warwick [England]), 1983-84, 1992-93  
*Visiting Associate Professor of English*
- HITOMI NAKATA, B.A. (Kanagawa University [Japan]), 1992-93  
*Visiting Instructor in Japanese*
- BARBARA KUCZUN NELSON '68, M.A.<sup>7</sup> (Colby, Middlebury), 1978-  
*Instructor in Spanish*
- CARL E. NELSON, M.Ed. (Boston University, Maine), November 1967-93  
*Adjunct Professor of Physical Education, Emeritus; Director of Health Services*
- RANDY ALAN NELSON, M.A. '90, Ph.D.<sup>6</sup> (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*
- SHELBY F. NELSON, Ph.D. (Smith, Cornell), 1993-  
*Clare Boothe Luce Assistant Professor of Physics*
- DEBORAH LEE NORDEN, Ph.D. (Michigan, California at Berkeley), 1992-  
*Assistant Professor of Government*
- ABÉ HIDEKO NORNES, M.A. (Shikoku [Japan], Arizona State), 1993-  
*Ziskind Lecturer in East Asian Cultures and Languages*
- RONALD N. NORTON, Ph.D. (Maine at Portland, Iowa, Boston College), February-May 1994  
*Visiting Associate Professor of Economics*
- DAVID LESLIE NUGENT, Ph.D.<sup>1,2</sup> (Michigan, Columbia), 1989-  
*Assistant Professor of Anthropology*
- JORGE OLIVARES, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-  
*Allen Family Professor of Latin American Literature*
- JOHN O'NEILL, M.A. (New University of Ulster [Ireland], Wisconsin at Madison), 1992-  
*Visiting Instructor in Spanish; Resident Director of Colby in Cuernavaca Program, 1993-94*
- KERILL O'NEILL, Ph.D. (Trinity College [Dublin], Cornell), 1992-  
*Visiting Assistant Professor of Classics*
- PATRICIA ARNOLD ONION, Ph.D.<sup>7</sup> (Connecticut College, Harvard), 1974-  
*Associate Professor of English*

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ADRIANNA MARIA PALIYENKO, Ph.D.<sup>1</sup> (North Carolina at Chapel Hill, Boston University, North Carolina at Chapel Hill), 1989-  
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FRANCES M. PARKER, M.L.S. (Harpur, Columbia), August 1974-  
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HAROLD RICHARD PESTANA, M.A. '85, Ph.D. (California, Iowa), 1959-  
*Professor of Geology*

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TAMAE KOBAYASHI PRINDLE, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-  
*Associate Professor of Japanese*

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HAROLD BRADFORD RAYMOND, M.A. '68, Ph.D.<sup>8</sup> (Black Mountain, Harvard), 1952-  
*Professor of History*

SCOTT HALL REED III, M.F.A.<sup>7</sup> (Rhode Island School of Design), February 1987-  
*Visiting Assistant Professor of Art*

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*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-  
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SONYA ORLEANS ROSE, Ph.D. (Antioch, Northwestern), 1977-92  
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JONAS OETTINGER ROSENTHAL, M.A. '83, M.A.<sup>16</sup> (Swarthmore, North Carolina), 1957-92  
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IRA SADOFF, M.A. '88, M.F.A.<sup>10</sup> (Cornell, Oregon), 1977-  
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HEIDI MERRIN SALIN, M.A. (William and Mary, Trinity College), 1993-  
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JEAN MARIE SANBORN, Ph.D. (Mount Holyoke, Harvard, Union for Experimenting Colleges  
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*Associate Professor of English; Director of the Writers' Center*

BETTY GAIL SASAKI, Ph.D. (California at Santa Barbara, California at Berkeley), 1990-  
*Assistant Professor of Spanish*

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*Dana Faculty Fellow Assistant Professor of Music*

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*Adjunct Associate Professor of Performing Arts; Director of Powder and Wig*

THOMAS WAYNE SHATTUCK, Ph.D. (Lake Forest, California at Berkeley), 1976-  
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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.<sup>7</sup> (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.<sup>3</sup> (Saint Olaf, Washington), 1980-  
*Associate Professor of Mathematics and Computer Sciences*
- DONALD BRIDGHAM SMALL, Ph.D.<sup>1</sup> (Middlebury, Kansas, Connecticut), 1968-93  
*Associate Professor of Mathematics and Computer Sciences*
- EARL HAROLD SMITH, B.A. (Maine), 1962-  
*Associate Professor; Dean of the College*
- WAYNE LEE SMITH, M.A. '83, Ph.D. (Hartwick, Pennsylvania State), 1967-  
*Professor of Chemistry*
- DEREK J. STANOVSKY, B.A. (Texas at Austin), 1993-  
*Visiting Instructor in Philosophy*
- ELIZABETH STEINER-SCOTT, M.A. (Vassar, Rutgers), February-May 1994  
*Visiting Assistant Professor of Women's Studies*
- SUSAN BLAIR STERLING, Ph.D.<sup>7</sup> (Wellesley, California at Berkeley), 1988-89, 1992-  
*Visiting Assistant Professor of English*
- ANDREI V. STRUKOV, B.S. (Komi State Pedagogical Institute [Russia]), 1992-  
*Visiting Instructor in Russian*
- DAVID SUCHOFF, Ph.D. (California at Berkeley), 1993-  
*Assistant Professor of English*
- 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*
- XU TAO, M.A. (People's University [China]), 1990-93  
*Visiting Exchange Instructor in Chinese*
- MARK BENNETT TAPPAN, Ed.D.<sup>11</sup> (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.<sup>7</sup> (Cornell), 1982-  
*Associate Professor of English*
- MARGRIT LICHTERFELD THOMAS, M.A.<sup>7</sup> (Harvard), 1985-  
*Visiting Instructor in German; Associate Dean of Faculty, 1989-92*
- SARANNA THORNTON '81, Ph.D. (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-  
*Mitchell Family Professor of Economics*

ELIZABETH A.F. TURESKY, Ph.D.<sup>7</sup> (Wheaton, Colorado, Case Western Reserve), 1990-  
*Visiting Assistant Professor of Administrative Science*

THOMAS VALENTE, M.A. (Colgate, Wesleyan), 1992-93  
*Visiting Assistant Professor of Mathematics and Computer Sciences*

MARGARET M.M. VANDEBROEK, M.A. (Rhode Island), February-May 1992  
*Visiting Instructor in Sociology*

DIANE C. VATNE, Ph.D. (Smith, Indiana) 1986-87, 1993-  
*Visiting Assistant Professor of Art*

NEAL H. WALLS, Ph.D. (William and Mary, Virginia, Johns Hopkins), 1991-93  
*Visiting Assistant Professor of Religion*

JAMES L.A. WEBB, JR., Ph.D. (Johns Hopkins), 1987-  
*Assistant Professor of History*

ADAM MURRAY WEISBERGER, Ph.D.<sup>2</sup> (Haverford, Pennsylvania), 1989-  
*Assistant Professor of Sociology*

ROBERT STEPHEN WEISBROT, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-  
*Christian A. Johnson Distinguished Teaching Professor of History*

DACE WEISS, M.A.<sup>7</sup> (Toronto), 1981-  
*Instructor in French*

JONATHAN MARK WEISS, M.A. '86, Ph.D. (Columbia, Yale), 1972-  
*Professor of French; Director of Academic Affairs and Off-Campus Study, 1991-*

GEORGE A. WELCH, Ph.D. (Cornell, Vermont, Alaska, Dartmouth), 1992-94  
*Visiting Assistant Professor of Mathematics and Computer Science*

CHRISTINE M. WENTZEL, M.A. (Massachusetts, Michigan), 1973-  
*Adjunct Associate Professor of Performing Arts (Dance)*

JAMES BENJAMIN WESCOTT, M.S. (Plymouth State, Indiana), 1978-  
*Adjunct Associate Professor of Physical Education*

PETER WESTERVELT, M.A. '78, Ph.D.<sup>13</sup> (Harvard), 1961-  
*Professor of Classics*

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.<sup>5</sup> (Middlebury, Wisconsin at Milwaukee, Purdue),  
1989-  
*Assistant Professor of Mathematics*

SARAH SUSANNAH WILLIE, M.A. (Haverford, Northwestern), 1990-  
*Visiting Instructor in Sociology and in Women's Studies*

LINDSAY B. WILSON, Ph.D. (Wesleyan, Stanford), 1985-94  
*Assistant Professor of History*

WILLIAM HERBERT WILSON, JR., Ph.D. (North Carolina, Johns Hopkins), 1990-  
*Assistant Professor of Biology*

JOYLYNN WING, Ph.D. (San Francisco State, Stanford), 1988-  
*Assistant Professor of Performing Arts and of English*

DIANE SKOWBO WINN, M.A. '89, Ph.D. (Miami [Ohio], Brandeis), 1974-  
*Professor of Psychology*

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.<sup>5</sup> (Trinity, Connecticut), 1978-  
*Dana Professor of Psychology*

SUIHENG ZHAO, Ph.D. (Peking [China], Missouri at Kansas City, California at San Diego)  
1993-  
*Assistant Professor of East Asian Politics*

GLENN DORIN ZOHNER, Ph.D. (Brigham Young, Massachusetts), 1963-66, 1969-  
*Associate Professor of Psychology*

<sup>1</sup>On leave full year 1992-93.

<sup>2</sup>On leave full year 1993-94.

<sup>3</sup>On leave first semester 1992-93.

<sup>4</sup>On leave first semester 1993-94.

<sup>5</sup>On leave second semester 1992-93.

<sup>6</sup>On leave second semester 1993-94.

<sup>7</sup>Part time.

<sup>8</sup>Reduced time.

<sup>9</sup>On leave calendar year 1994.

<sup>10</sup>Professors Dianne Sadoff and Ira Sadoff share a joint appointment.

<sup>11</sup>Professors Lyn Brown and Mark Tappan share a joint appointment.

<sup>12</sup>On medical leave first semester 1992-93.

<sup>13</sup>On medical leave.

<sup>14</sup>Died December 8, 1992.

<sup>15</sup>Died October 31, 1992.

<sup>16</sup>Died October 31, 1992.

## 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), 1987-92  
*Trumpet*

PATRICIA BURTON HELM, M.A. (Colorado College, Pennsylvania), 1990-  
*Piano*

MARK LEIGHTON, M.A. (New England Conservatory), 1981-  
*Classical Guitar*

ELIZABETH E. PATCHES, M.M. (Michigan), 1992-  
*Voice*

JEAN ROSENBLUM, B.A. (Oberlin), 1973-  
*Flute*

CHERYL A. TSCHANZ, D.M.A. (Indiana, SUNY at Stony Brook), 1991-  
*Piano*

CHRISTOPHER K. WHITE, M.Mus (California State, Southwestern Louisiana), 1990-  
*Director of Band Activities*

## **Marshals**

YVONNE RICHMOND KNIGHT '55, M.B.A.  
*College Marshal*

YEAGER HUDSON, Ph.D.

CAROL HOFFER BASSETT, M.A.

THOMAS WAYNE SHATTUCK, Ph.D.

*Assistant College Marshals*

EARL HAROLD SMITH, B.A.

*Platform Marshal*

## **Research Associates**

LINDA LEHMANN GOLDSTEIN, Ph.D., 1990-  
*Research Associate in American Studies*

BETSY BROWN, Ph.D., 1990-  
*Research Associate in Biology*

DAVID SUCHOFF, Ph.D., 1992-93  
*Research Associate in English*

HENRY WALKER, Ph.D., 1993-  
*Research Associate in Religious Studies*

JEFF DUNHAM, Ph.D., 1993-  
*Research Associate in Physics*

SONYA ORLEANS ROSE, Ph.D., January-August 1993  
*Research Associate in Sociology*

SHARON CONOVER, A.B., 1991-  
*Research Technical Associate in Biology*

## **Associates, Assistants, and Interns**

ELIZABETH S. CHAMPLIN '65, M.S., 1971-  
*Senior Teaching Associate in Biology*

TIMOTHY CHRISTENSEN, B.S., 1985-  
*Teaching Associate in Biology*

LINDSEY W. COLBY, M.S., 1986-  
*Teaching Associate in Biology*

- SCOTT L. GUAY, M.A., 1993-  
*Teaching Assistant 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, M.A., 1990-  
*Teaching Assistant in Chemistry*
- FENG XIAO FENG, B.A., 1993-94  
*Language Assistant, Chinese*
- BRUCE RUEGER, M.S., 1984-  
*Teaching Associate in Geology*
- PRANOTI MENSINH ASHER, M.S., 1992-93  
*Teaching Assistant in Geology*
- SUSANNE-KATI CSAK, 1992-93  
*Language Assistant, German*
- DANIEL DIETRICH, 1993-94  
*Language Assistant, German*
- YUKO YAMAGUCHI, 1992-93  
*International Intern of Japanese*
- HIROMI MIYAGI, B.A., 1993-94  
*Language Assistant, Japanese*
- JOHN DOUGLAS ERVIN, M.A., 1989-  
*Technical Director, Performing Arts*
- AARON T. PICKERING '85, M.S., 1988-93  
*Teaching Associate in Physics*
- COLLEEN BURNHAM, 1992-  
*Teaching Assistant in Psychology*
- MARY ANN RYSHINA, 1993-94  
*Language Assistant, Russian*
- PAUL CHUNKO, 1984-  
*Scientific Instrument Maintenance Technician*
- RAQUEL TARACENA, 1993-94  
*Language Assistant, Spanish*
- ANABEL TORRES-BLANCO, 1992-93  
*Language Assistant, Spanish*
- MARGARET RUSSELL '92, B.A., 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  
 Athletic Advisory  
 Bookstore  
 Computer  
 Cultural Events  
     Lipman Lecture  
 Educational Policy  
     Course Approval  
     Off-Campus Study  
 Financial Aid  
 Financial Priorities  
 Independent Study  
 Judicial Board  
 Library  
 Student Affairs

### **Faculty Committees**

Advisory Committee on Faculty Personnel Policies  
 Committee on Standing  
 Faculty Course Evaluation  
 Grievance  
 Hearing Committee for Dismissal Proceedings  
 Nominating  
 Promotion and Tenure  
 Research, Travel, and Sabbatical Leaves

### **Other Committees or Councils**

Advising Task Force  
 Advisory Committee on Investment Responsibility  
 Campus Community Committee  
 Fellowship Advisory Board  
 Harassment Advisory  
 Health Care Advisory Committee  
 Humanities Grants Committee  
 Institutional Animal Care and Use Committee  
 Institutional Biohazards Safety  
 Institutional Review Board: Human Subjects  
 Interdisciplinary Grants Committee  
 Natural Sciences Grants Committee  
 Professional Preparation, Business and Law  
 Professional Preparation, Health Professions  
 Radiation Safety Committee  
 Science Planning  
 Social Sciences Grants Committee

# Administration 1993-94

*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-

*Administrative Assistant*, LILLIAN LEVESQUE, 1978-  
*Director of Academic Affairs and Off-Campus Study*, JONATHAN M. WEISS, M.A. '86, Ph.D., 1972-

*Director of Colby in Caen*, P. BIFF ATCLASS, M.A.T., 1993-  
*Director of Colby in Cork*, PETER HARRIS, M.A. '89, Ph.D., 1974-  
*Director of Colby in Cuernavaca*, JOHN O'NEILL, M.A., 1992-  
*Director of Colby in Dijon*, ERIC ROLFSON '73, M.A., 1982-  
*Director of Colby in London*, PATRICK BRANCACCIO, M.A. '79, Ph.D., 1963-  
*Director of Colby in Salamanca*, JAVIER GONZALEZ-ALONSO, Ph.D., 1985-  
*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-

*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-ATCLASS, M.A., 1989-

*Museum Preparator*, GREGORY J. WILLIAMS, 1990-

*Administrative Vice President*, W. ARNOLD YASINSKI, M.A. '90, 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-

*Director of Security*, JOHN K. FRECHETTE, B.A., 1989-

*Associate Vice President for Finance and Treasurer*, DOUGLAS E. REINHARDT '71, M.B.A., 1972-

*Assistant to the Treasurer*, PAMELA LEO, 1981-

*Controller*, ROBERT ST. PIERRE, M.B.A., 1985-

*Associate Controller*, SCOTT D. SMITH '88, M.B.A., 1993-

*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, WAYNE L. DUBAY, 1989-  
 Lovejoy Commons, JOEL LAVINE, B.S., 1989-  
 Mary Low Commons, JOSEPH MCCLAIN, 1988-  
 Spa,  
 Catering Manager, JEFFREY H. BRIDGES, A.A.S., 1993-  
 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 Alumni Relations, SUSAN F. COOK '75, 1981-  
 Assistant Director of Alumni Relations,  
 Director of Annual Giving, PAMELA ALEXANDER, B.A., 1981-  
 Associate Director of Annual Giving, NINA M. TILANDER, B.A., 1990-  
 Assistant Director of Annual Giving, SARA L.C. WAISANEN, B.A., 1993-  
 Director of Development, ERIC F. ROLFSON '73, M.A., 1982-  
 Director of Campaign Marketing, THOMAS MCMILLAN, M.A., 1993-  
 Director of Major Gifts, ANNE JONES-WEINSTOCK, M.S., 1990  
 Major Gifts Officer, PETER L. BENSEN, Ph.D., 1993-  
 Assistant Director of Major Gifts, KIM KRUEGER, B.A., 1991-  
 Research Specialist, BARBARA GUNVALDSEN, M.B.A., 1988-  
 Director of Planned Giving,

*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*,  
*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*, ANNE M. BOWIE '92, 1992-  
*Assistant Director of Admissions*, MARNIE E.E. HILL, B.A., 1992-  
*Admissions Counselor*, MATTHEW R. ISHAM '93, 1993-  
*Director of Financial Aid*, LUCIA W. WHITTELEY '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., M.Div., 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. KASSMAN, 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*, BENJAMIN DAVID S. JORGENSEN '92,  
 1992-

*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-  
*Associate Dean of Students for Intercultural Activities*, VICTORIA MARES HERSHEY,  
 B.A., 1989-

*Assistant Dean of Students*, JUDY CARL-HENDRICK, M.A., 1992-

*Director of Communications*, SALLY A. BAKER, B.A., 1989-  
*Graphic Designer*, DOROTHY M. RICHARD, B.S., 1992-  
*Graphic Designer*, BRIAN D. SPEER, B.F.A., 1993-  
*College Editor*, ROBERT GILLESPIE, Ph.D., 1971-77, 1982-  
*Associate Director of Communications*, STEPHEN B. COLLINS '74, 1993-  
*Assistant Director of Communications*, ANESTES G. FOTIADES '89, M.L.S., 1993-  
*Assistant Director of Communications*, LYNN K. SULLIVAN '89, 1993-

*Medical Director*, H. ALAN HUME, M.D., 1990-

*College Physician*, MELANIE M. THOMPSON, M.D., 1993-  
*Physician Assistant*, ALDEN R. KENT, PA-C/L.C.S.W., 1991-  
*Physician Assistant*, JIMMIE J. WOODLEE, B.S., 1988-

*Head Nurse*, MARTHA SEABURY, R.N., 1987

*Head Trainer*, TIMOTHY J. ADAMS, R.P.T., A.T.C., B.S., 1980-

*Assistant Athletic Trainer/Physical Therapist*, PATTY A. THORNTON, M.S.,  
1991-

*Assistant Athletic Trainer*, TIMOTHY S. WESTON, B.S., 1992-

*Director of Counseling Services*, PATRICIA N. HOPPERSTEAD, M.A., 1987-

*Psychological Counselor*, JUNE THORNTON-MARSH, M.S.W., L.C.S.W., 1992-

*Clinical Psychologist*, DANIEL A. HUGHES, Ph.D., 1985-

# Enrollment by States and Countries

Classified according to geographical locations of students' homes 1992-93.

	Men	Women	Total		Men	Women	Total
<b>All Areas</b>	<b>833</b>	<b>914</b>	<b>1747</b>	Tennessee	4	3	7
Alabama	2	-	2	Texas	8	7	15
Alaska	1	3	4	Utah	-	1	1
Arizona	2	2	4	Vermont	9	12	21
California	15	40	55	Virginia	7	9	16
Colorado	6	8	14	Washington	11	14	25
Connecticut	77	78	155	Wisconsin	5	6	11
Delaware	1	-	1	Wyoming	-	1	1
District of Columbia	4	4	8				
Florida	1	11	12				
Georgia	3	2	5	<b>Foreign Countries</b>	<b>24</b>	<b>17</b>	<b>41</b>
Hawaii	-	2	2	Belgium	1	1	2
Idaho	-	3	3	Brazil	-	1	1
Illinois	18	16	34	Bulgaria	1	-	1
Indiana	-	3	3	Canada	6	2	8
Iowa	1	1	2	China	1	-	1
Kansas	1	2	3	Colombia	-	1	1
Kentucky	-	2	2	France	1	3	4
Louisiana	3	1	4	Germany	1	-	1
Maine	91	128	219	Greece	2	-	2
Maryland	13	17	30	India	1	1	2
Massachusetts	290	260	550	Japan	2	2	4
Michigan	5	4	9	Russia	1	1	2
Minnesota	9	8	17	Saudi Arabia	1	-	1
Missouri	6	2	8	Singapore	1	-	1
Montana	-	1	1	South Africa	1	-	1
Nevada	-	2	2	Spain	1	1	2
New Hampshire	39	51	90	Sri Lanka	1	-	1
New Jersey	29	47	76	Switzerland	1	1	2
New Mexico	3	1	4	Turkey	-	1	1
New York	77	62	139	Uganda	1	-	1
North Carolina	4	4	8	United Arab Emirates	-	1	1
North Dakota	-	1	1	Venezuela	-	1	1
Ohio	12	24	36				
Oklahoma	2	1	3				
Oregon	2	6	8				
Pennsylvania	25	25	50				
Puerto Rico	-	1	1				
Rhode Island	23	19	42				
South Carolina	-	2	2				

# Degrees Awarded at Commencement Sunday, May 23, 1993

## Bachelor of Arts

### *As of the Class of 1971*

Frederick Henry Osborn III, *Merion Station, Pa.*

### *As of the Class of 1973*

Robert S. Jarnes, *Newburyport, Mass.*

Dennis Rhodes Powers, *Cranston, R. I.*

### *As of the Class of 1990*

Randall Alan Yaras, *Warwick, R. I.*

### *As of the Class of 1992*

Eric Carlo Albano, *Peabody, Mass.*

Colin Douglas MacArthur, *St. Louis, Mo.*

Andrea Rose Solomita, *Stoneham, Mass.*

### *The Class of 1993*

Emilie Louise Abair, *Sturbridge, Mass.*

Scott David Abrams, *Potomac, Md.*

Michelle Lea Addario, *Exeter, N.H.*

Sibel Akbay, *Istanbul, Turkey*

Christopher S. Anderson, *Melrose, Mass.*

Nichole Lynn Anderson, *Brunswick, Maine*

Kristin Ransom Archer, *Stamford, Conn.*

Elizabeth Porter Arden, *Harwich Port, Mass.*

Elizabeth Suzanne Artwick, *Evanston, Ill.*

Katherine Awtrey, *Newton, Mass.*

Michele Lee Ayan, *Boston, Mass.*

Molly S. Bach, *North Haven Island, Maine*

Amira Mary Bahu, *Northfield, Ill.*

Leonard Stanley Baker, Jr., *Cranston, R.I.*

Kris Ann Balser, *Worcester, Mass.*

Jason Colton Barnes, *Hastings, N.Y.*

Jennifer Jean Barnicle, *East Bridgewater, Mass.*

Jeffrey S. Baron, *Natick, Mass.*

Charles David Bartlett, *Madison, N.J.*

Kathleen Kerry Bartlett, *Flemington, N.J.*

Jamile D. Bassett, *Chatham, Mass.*

Christopher David Baynes, *North Easton, Mass.*

Tina M. Beachy, *Pittsburgh, Pa.*

David Crystopher Beatus, *Croton-on-Hudson, N.Y.*

Karen Nancy Beauchesne, *Lewiston, Maine*

Charles Dempwolf Beeler, *Rochester, Minn.*

Shawn Ruth Behling, *Topeka, Kans.*

Gregory Normand Belanger, *Hudson, N.H.*

Christopher Edward Benecchi, *Auburn, Mass.*

Wilson Smith Berglund, Jr., *Hanson, Mass.*

Ingrid Ekholm Bernhard, *Westport, Conn.*

Lisen Story Biersach, *Hartland, Wis.*

Jennifer Lynn Bierwirth, *Malvern, Pa.*

Donald Edward Bindler, Jr., *Shelter Island, N.Y.*

Wesley Corbett Bishop, *Houston, Texas*

Christopher Stewart Bither, *Spruce Head, Maine*

Sloan W. Black, *Atlanta, Ga.*

Kimberley Blatz, *Front Royal, Va.*

Alexander James Blue, *Rockville, Md.*

Dana Scott Blum, *Reading, Pa.*

Richard S. Blumenthal, *Newton, Mass.*

Jorgen J.C. Bocklage, *Minnetrissa, Minn.*

John Louis Bonello, *Sea Bright, N.J.*

Hilarie Mae Boone, *Milwaukee, Wis.*

Todd Philip Bosselait, *Ashburnham, Mass.*

Linda Marie Bourell, *Adams, Mass.*

Meredith Leah Bradt, *Seattle, Wash.*

Julie Ann Brady, *Buzzards Bay, Mass.*

Karyl Kristina Brewster, *Hudson, Mass.*

Thomas W. Briggs, *Litchfield, Conn.*

Edward Cleveland Brown IV, *Long Lake, Minn.*

Shawn Derek Bryant, *Auburn, Maine*

Joshua Morrison Bubar, *Waterville, Maine*

Heather Lynn Bucha, *South Salem, N.Y.*

Christina McKenzie Buffum, *Milford, N.H.*

Annelise Bunger, *Pittsfield, Mass.*

Gordon Elliott Bunting, *Stilwell, Kans.*

Kristin Ann Burati, *Maynard, Mass.*

Sarah Beth Burditt, *Rutland, Vt.*

John Gregory Burns, *Augusta, Maine*

Signe Lucia Burns, *Gladwyne, Pa.*

Bryan Robert Bushley, *Seattle, Wash.*

Paul Scott Butler, *Bangor, Maine*

Patricia Jayne Caldwell, *Greenwich, Conn.*

Tracy Elizabeth Callan, *Enfield, Conn.*

Leslie Ann Campbell, *Lowell, Mass.*

Shawn Scott Campbell, *Brussels, Belgium*  
 Robert Harrison Carbone, *Boothbay Harbor, Maine*  
 Heather Ruth Carey, *Waterville, Maine*  
 Kimberly Ann Carlson, *New Britain, Conn.*  
 Kimberly L. Carr, *Framingham, Mass.*  
 Peter James Caruso II, *Andover, Mass.*  
 Simone Marie Cella, *Hazlet, N.J.*  
 Christopher Holbrook Chamberlain, *Duxbury, Mass.*  
 Reena Chandra, *Madison, Wis.*  
 William Laurence Charron, *Holliston, Mass.*  
 Jeffrey Robert Chenard, *Saco, Maine*  
 Christopher Matthew Chin, *Duxbury, Mass.*  
 Julie S. Chipman, *Sharon, Mass.*  
 Siddhartha S. Choudhury, *Calcutta, India*  
 Diana Marcia Christensen, *South Berwick, Maine*  
 Danaé Elizabeth Clohan, *Los Altos, Calif.*  
 Benjamin Richards Clough, *Contoocook, N.H.*  
 Alison Joy Coburn, *St. Louis, Mo.*  
 Cristen Marie Coleman, *Wakefield, Mass.*  
 Julien Hampton Collins III, *Kenilworth, Ill.*  
 Maureen Patricia Collins, *Wellesley Hills, Mass.*  
 Jennifer Gwynne Comstock, *Westfield, N.J.*  
 Daniel William Connolly, *Hanson, Mass.*  
 Caleb Quaye Cooks, *Washington, D.C.*  
 Roderick Neil Corey, *Lanesboro, Mass.*  
 Anthony David Couvillon, *Concord, Mass.*  
 Jennifer Anne Cowle, *Rockport, Maine*  
 Holly Hershey Cox, *Brunswick, Maine*  
 Stephanie Sarah Crane, *Camden, Maine*  
 Pamela Joyce Crebase, *Wallingford, Conn.*  
 Kathleen Marie Creeden, *Dennis, Mass.*  
 David Richard Crittenden, *Teaneck, N.J.*  
 James Michael Cronin, *Orleans, Mass.*  
 Mary-Beth Cronin, *Milton, Mass.*  
 John Francis Cully, *Weymouth, Mass.*  
 Matthew Xavier Curinga, *Montrose, N.Y.*  
 Elizabeth Eleanor Curran, *West Hyannisport, Mass.*  
 Jennifer Lynn Curtis, *Belfast, Maine*  
 Emily C. Dahmen, *Concord, Mass.*  
 Robert George Danis, Jr., *East Greenwich, R.I.*  
 Kevin Howard Darling, *Canton, Mass.*  
 Tamiko Na Davies, *Londonderry, N.H.*  
 Alison Mary Davis, *Palmira, Colombia*  
 Ariane de Braux, *Greenwich, Conn.*  
 Eric Michael DeCosta, *Taunton, Mass.*  
 Diane M. Decker, *Hillsdale, N.Y.*  
 Janine Louise Deforge, *Pepperell, Mass.*  
 Kristine Elizabeth Deupree, *Ann Arbor, Mich.*

Amy Nichols Devin, *Norwell, Mass.*  
 Charles Joseph DiGrande, *Nahant, Mass.*  
 John L. Dingée, *Braintree, Mass.*  
 Catherine Marie Donovan, *Abington, Mass.*  
 Jason William Dorion, *Bath, Maine*  
 Ari Maurice Dorros, *Milwaukee, Wis.*  
 Jennifer Meredith Dorsey, *Ketchikan, Alaska*  
 Marshall Livingston Dostal, *Darien, Conn.*  
 Heather Mary Dowds, *Chatham, N.J.*  
 Jonathan William Dowdy, *Vassalboro, Maine*  
 Stephanie Laurette Doyon, *Lisbon, Maine*  
 Michael William Dreeben, *Evanston, Ill.*  
 Ari Michael Druker, *Brooklyn, N.Y.*  
 Amy Elizabeth Duncan, *Sudbury, Mass.*  
 Kathleen Anne Dunn, *North Vassalboro, Maine*  
 Keith Edward Dupuis, *Shrewsbury, Mass.*  
 Amy Dzija, *Philadelphia, Pa.*  
 Michael Andrew Eash, *Sherman Mills, Maine*  
 Jonathan James Eddinger, *Manchester, N.H.*  
 Martin Cooper Eitreim, *Seattle, Wash.*  
 Brenda Lynn Eller, *New Sharon, Maine*  
 Kristin Laura Ellinger, *Cohasset, Mass.*  
 Nancy Cartland Emerson, *Canterbury, N.H.*  
 Beth Alicia Fialko, *Middletown, Conn.*  
 Nive Kathleen Filipo, *Portland, Ore.*  
 James Lien Fitz-Gerald, *Princeton Junction, N.J.*  
 Mary Kate Fitzgerald, *Walpole, Mass.*  
 Kevin Walter Flynn, *Charlotte, Vt.*  
 Laura Katherine Fogarty, *Barrington, R.I.*  
 Beth Alyson Foohey, *Arlington, Mass.*  
 Daphne Lynne Foran, *Haverhill, Mass.*  
 Virginia J. Fowles, *Camden, Maine*  
 Ryan Woodward Friel, *Melrose, Mass.*  
 Paul Gulli Froio, *Cohasset, Mass.*  
 David Lord Frothingham, *Andover, Mass.*  
 Lesley Gannon Frymier, *Orange Village, Ohio*  
 Suzanne Kathryn Furlong, *Rye, N.Y.*  
 Lynn Marie Furrow, *Bath, Maine*  
 Susan Chamberlin Furst, *New Canaan, Conn.*  
 Isabelle Eleanor Gagnon, *Danbury, Conn.*  
 Sasha Ann Galland, *Acton, Mass.*  
 Hilary Strelshla Gehman, *Wolfeboro, N.H.*  
 Michael Lee Genco, *Orono, Maine*  
 William Rodney Gerdson, *Chaplin, Conn.*  
 Christopher Scott Gieszl, *Tempe, Ariz.*  
 Alfred Gerald Gillis, Jr., *Berwyn, Pa.*  
 Laurie Jean Girard, *Manchester, N.H.*  
 Suzanne E. Girard, *San Luis Obispo, Calif.*  
 Jefferson P. Goethals, *Williamstown, Mass.*  
 Jason Thomas Goldberger, *Pittsburgh, Pa.*  
 John L. Goodson, *Seattle, Wash.*



Meghan Anne Goughan, *Norwell, Mass.*  
 Jule Ann Gourdeau, *South Hamilton, Mass.*  
 Jessica Natalie Graef, *Bethesda, Md.*  
 Roxann B.C. Greenaway, *Mattapan, Mass.*  
 Sean David Greene, *Delmar, N.Y.*  
 Scott David Greenfield, *University City, Mo.*  
 Elinor Wood Gregory, *Dover, Mass.*  
 Amanda Hallowell, *North Haven, Maine*  
 Patrick K. Hanley, *Old Greenwich, Conn.*  
 Brown Harris III, *Harrison, N.Y.*  
 Caryn Margaret Harris, *Lewiston, Idaho*  
 Daniel Benjamin Harris, *Waban, Mass.*  
 Hallet Anne Hastert, *Honolulu, Hawaii*  
 Stephan Lindsay Hatch II, *North Bridgton, Maine*  
 David Martin Hergert, *Blue Springs, Mo.*  
 Cristen Ann Herlihy, *Stoughton, Mass.*  
 Beth Jean Hermanson, *Fair Haven, N.J.*  
 Aliza Naomi Hernández, *Queens Village, N.Y.*  
 Heather Lynn Hews, *Brewer, Maine*  
 David Geoffrey Higgins, *Castine, Maine*  
 John Barbour Osborn Higgins, *Needham, Mass.*  
 William Francis Higgins, *Hingham, Mass.*  
 Lael Barrie Hinman, *Barrington, Ill.*  
 Peter Merrill Hobart, Jr., *New London, Conn.*  
 Jason Jude Hogg, *South Nyack, N.Y.*  
 William S. Hokanson, Jr., *Old Saybrook, Conn.*  
 Gwendolyn Noel Holcombe, *Kent, Conn.*  
 Sean Robert Holland, *Milford, Mass.*  
 Steven Barry Holsten, Jr., *Monson, Mass.*  
 Robert Charles Hostler, *Strafford, Pa.*  
 Shawna Sullivan Huffman, *Dayton, Ohio*  
 Hillery Leonore Hugg, *Houston, Texas*  
 Douglas Scott Hutton, *Tolland, Conn.*  
 Christopher Paul Iannini, *Newtown, Conn.*  
 Alison Rebecca Inch, *Sun Valley, Idaho*  
 Sarah Karoline Inman, *Coventry, R.I.*  
 Robert Eric Isaacson, *Sudbury, Mass.*  
 Matthew Robert Isham, *Claremont, N.H.*  
 Heather Lynn Jagels, *Ellsworth, Maine*  
 Louise Rita Jalbert, *Freeport, Maine*  
 Ta-Tanisha Demetrius James, *New York, N.Y.*  
 Shawn Patrick Jenkins, *Melrose, Mass.*  
 Kaj Lund Jensen, *Scituate, Mass.*  
 Gabriella Brignole Jeppson, *New York, N.Y.*  
 Eric David Johnson, *Jefferson, Mass.*  
 Brigid Roux Jordan, *Eliot, Maine*  
 Amy Elizabeth Joyner, *Wenham, Mass.*  
 Susan Elizabeth Kairnes, *Warwick, R.I.*  
 Trent Gerald Kamke, *Lisbon, Maine*  
 Colleen Marie Kane, *Gibson Island, Md.*  
 Brandon Ira Kashfian, *Santa Monica, Calif.*

Theodore Mitchell Kasten, *Milwaukee, Wis.*  
 Howard Loren Katz, *Rocky Hill, N.J.*  
 William Degen Kaufman, *Santa Monica, Calif.*  
 Matthew T. Kearns, *Amherst, Mass.*  
 James Joseph Kelley, *Coventry, R.I.*  
 Henry Warren Kelly II, *Tijeras, N.M.*  
 Michele Marie Kennedy, *East Greenwich, R.I.*  
 Aaron Campbell Kielhack, *Chatham, Mass.*  
 Candace Elisa Killmer, *Prospect, Ky.*  
 Maria Mikyong Kim, *Glendale, Calif.*  
 Elizabeth Harrington King, *Lawrenceville, N.J.*  
 Sabina Katherine King, *South Windsor, Conn.*  
 Jason Michael Kirkfield, *Watertown, Conn.*  
 Abigale Oley Knapp, *New York, N.Y.*  
 Jennifer Alice Knapp, *Hatchville, Mass.*  
 Jeffrey Kosc, *Medfield, Mass.*  
 Andrea Lynne Krasker, *Fryeburg, Maine*  
 Amy Elizabeth Kraunz, *Dover, N.H.*  
 Rachael Melissa Kriteaman, *Marblehead, Mass.*  
 Susan Alice Krolicki, *Narragansett, R.I.*  
 Hoon-Christoph Kueter, *Oakland, Maine*  
 Krishna Menon Kumar, *Brecksville, Ohio*  
 Jorma W. Kurry, *Bangor, Maine*  
 Brian K. LaRose, *Worcester, Mass.*  
 Karen Patricia Laidley, *Bernardsville, N.J.*  
 Shawn Laurien Lambert, *Biddeford, Maine*  
 Jennifer Anne Larsen, *Salisbury, Mass.*  
 David William Lauman, *Seattle, Wash.*  
 Robin Jean Lauzon, *Peabody, Mass.*  
 Paul Renaud Lavallee, *Goffstown, N.H.*  
 Adam Seth Learner, *Nantucket, Mass.*  
 Sarah Choi Lee, *Bridgewater, N.J.*  
 Valerie Leeds, *New York, N.Y.*  
 Kerry-Jo Lemerise, *Charlton, Mass.*  
 Sumner Pike Lemon, *Chapel Hill, N.C.*  
 Laura Beth Lepler, *Metairie, La.*  
 Nathan Garland Lewis, *Arlington, Mass.*  
 Tyler Loud Lewis, *Waterville, Maine*  
 Patricia M. Leyne, *Newton, Mass.*  
 Suzanne Liacos, *Danvers, Mass.*  
 Karen Elizabeth Lipman, *Augusta, Maine*  
 Vanessa Constance Lloyd, *Westfield, N.J.*  
 Sarah Mary Longde, *Fairfield, Conn.*  
 Diana Dye MacKendrick, *Milford, Conn.*  
 Shirley Corinne Macbeth, *Westford, Mass.*  
 Joel Aubrey Mackall, *Acton, Mass.*  
 Elizabeth Burbank Maclin, *Alexandria, Va.*  
 Deborah Leah Mades, *Georgetown, Mass.*  
 Elisabeth Anne Mahoney, *Bend, Ore.*  
 Patrick Michael Mannix, *Narragansett, R.I.*  
 Andronicki Michelle Maraganore, *Skokie, Ill.*

- Bernard Howard Marglin, *Newton, Mass.*  
 Martha Linn Mars, *North Monmouth, Maine*  
 Ronald Charles Martin, Jr., *Wellesley, Mass.*  
 Poppyann Robin Mastrovita, *Duxbury, Mass.*  
 Denise Anne Matulis, *Roslindale, Mass.*  
 Katharine Michelle Mazuy, *Beverly, Mass.*  
 Robert Vinton McCarley, *Newton, Mass.*  
 David Eric McCarthy, *Rockland, Mass.*  
 Dana Lars McClintock, *Winchester, Mass.*  
 Siobhan Mari McCloskey, *New York, N.Y.*  
 March O. McCubrey, *Nashua, N.H.*  
 Kelly Jo McEntee, *Caribou, Maine*  
 David Russell McKee, *West Chester, Pa.*  
 Joseph Paul McKenna, *Harwichport, Mass.*  
 David Farnsworth McPhaul, Jr., *Sugar Hill, N.H.*  
 Erin D. McTernan, *Norwood, Mass.*  
 John Thompson Mechem, *Annisquam, Mass.*  
 Kelly A. Mendonca, *Wenham, Mass.*  
 Louisa P. Merianos, *West Roxbury, Mass.*  
 Benjamin Matthew Merowitz, *Wellesley, Mass.*  
 Timothy Lane Merrigan, *Milton, Mass.*  
 William Tyler Merritt, *Darien, Conn.*  
 Leif John Merryfield, *Salem, N.H.*  
 William James Michels, *Manhasset, N.Y.*  
 Elisabeth Ann Miklus, *Simsbury, Conn.*  
 Eric Todd Miles, *Bethesda, Md.*  
 Jennifer Barbara Millard, *Jenkintown, Pa.*  
 William James Miller, Jr., *Plymouth, Mich.*  
 Marshall Adam Mintz, *New York, N.Y.*  
 Kristen Rose Mobilia, *Sharon, Mass.*  
 Lorenzo Montezemolo, *Newton, Mass.*  
 Elizabeth Ann Montgomery, *Rockland, Maine*  
 Sia Aminata Moody, *Nashua, N.H.*  
 John Joseph Moore, *Winchester, Mass.*  
 Jill B Moran, *Waterford, Wis.*  
 Douglas Jack Morrione, *Winslow, Maine*  
 Jeannette Morss, *Gloucester, Mass.*  
 Eric David Most, *Scarsdale, N.Y.*  
 Mark Richard Muir, *Jackson, Minn.*  
 Emily Teresa Elizabeth Muldoon, *Andover, Mass.*  
 Christopher Mark Ross Munro, *Dallas, Texas*  
 Michael Christopher Murphy, *Chelmsford, Mass.*  
 Sarah Harris Nagle, *Edina, Minn.*  
 Catherine L. Nash, *Dixfield, Maine*  
 Karen Lee Nelson, *Los Altos, Calif.*  
 Andrew Paul Nemiccolo, *Watertown, Conn.*  
 Diantha Neskey, *Topsfield, Mass.*  
 Renate Dagmar Neumann, *Wayland, Mass.*  
 Lisa Faith Newman, *Poughkeepsie, N.Y.*  
 Glenice Joy Nickerson, *Washburn, Maine*  
 Eleanor Ann North, *Braintree, Mass.*  
 Daniel Francis O'Grady III, *Winchester, Mass.*  
 Brian T. O'Halloran, *Weymouth, Mass.*  
 Amy Elizabeth O'Mara, *Hingham, Mass.*  
 Michael Gerard O'Neil, Jr., *West Newbury, Mass.*  
 Robert Mason O'Neil, Jr., *Ogunquit, Maine*  
 James Patrick O'Neill, *Providence, R.I.*  
 David James O'Shea, *Worcester, Mass.*  
 Sarah Jane Oelkers, *Amesbury, Mass.*  
 Karen Susanne Oh, *Worthington, Ohio*  
 Karl Andrew Oliver, *Arden Hills, Minn.*  
 Katherine Caller Olsen, *Rochester, Minn.*  
 Kristin E. Ostrom, *Clifton Park, N.Y.*  
 Ashley Elizabeth Owen, *San Marino, Calif.*  
 Kristin Leigh Owens, *Derby, Conn.*  
 Michelle Kimberly Parady, *Riverview, Fla.*  
 Scott Andrew Parker, *Wilbraham, Mass.*  
 Amy Stuart Partridge, *Baltimore, Md.*  
 Gaynelle Clarette Peebles, *Nashua, N.H.*  
 Kevin LeRoy Pennell, *Northfield, Maine*  
 Jamie Seth Perlman, *Houston, Texas*  
 Heather Lynn Perry, *Greenwich, Conn.*  
 Sheri Lynn Petelle, *Danvers, Mass.*  
 Michael Thomas Pietraszek, *Portsmouth, R.I.*  
 Naomi Pietrucha, *Verona, N.J.*  
 Stuart Grant Pitrat, *Florence, Mass.*  
 Jason Howard Pizer, *Rochester, N.Y.*  
 John Reginald Poirier, *West Kingston, R.I.*  
 Jennifer Porter, *Camden, Maine*  
 Michael Joseph Powers, *Duxbury, Mass.*  
 Thomas John Powers, *Blackstone, Mass.*  
 Lisa Bentley Prenaveau, *Newton, N.H.*  
 Stephanie Beth Pulver, *Pine Brook, N.J.*  
 Brian William Quinn, *Norwood, Mass.*  
 Mark Denzer Radcliffe, *Auburn, Maine*  
 Colin Patrick Rafferty, *Sharon, Mass.*  
 Brittany Elaine Ray, *Milbridge, Maine*  
 David Hamilton Rea, *Lincoln University, Pa.*  
 Scott Whitman Reed, *Fairfield, Conn.*  
 Sara Felice Regan, *Turner, Maine*  
 Romany Rehkamp, *Sturbridge, Mass.*  
 John Douglass Rehm, Jr., *Boxford, Mass.*  
 Christopher Skidmore Reinhart, *Storrs, Conn.*  
 Elizabeth Catherine RePass, *Portland, Maine*  
 Christopher Joseph Richards, *Norway, Maine*  
 Nancy Marie Richards, *Simsbury, Conn.*  
 Stephanie Eaton Richardson, *Jaffrey, N.H.*  
 Claude Bruno Richter, *West Southport, Maine*  
 Karyn Jean Rimas, *Methuen, Mass.*  
 Andrew Scott Ritch, *Duxbury, Mass.*  
 Lee Warren Robbins III, *Franklin, Mass.*  
 Patrick Finlay Robbins, *North Whitefield, Maine*

- Franklin Herman Robison, *Chicago, Ill.*  
 Elizabeth Edwards Rogers, *North Hampton, N.H.*  
 Katherine Goodrich Rogers, *Dallas, Texas*  
 Milton Patrick Rogers III, *Fall River, Mass.*  
 John Tyler Rohrer, *York, Maine*  
 Sharon Robin Rosen, *New York, N.Y.*  
 Michael David Rosenblum, *Madison, Conn.*  
 Andrew David Rossi, *Cohasset, Mass.*  
 Jennifer Marilyn Roy, *Suffield, Conn.*  
 Shannon D. Roy, *Seekonk, Mass.*  
 Hillary Denise Rubin, *Lower Gwynedd, Pa.*  
 Michael James Saad, *Avon, Mass.*  
 Jeremy Greenfield Samuels, *Houston, Texas*  
 Kimberly Ann Sarajian, *Lexington, Mass.*  
 Susan Marie Sarno, *Boston, Mass.*  
 Douglas Harry Satran, *Newton, Mass.*  
 Kristen Marie Schuler, *Arlington, Mass.*  
 Laura Parrish Schuler, *Hartford, Maine*  
 Sarah Tefft Scott, *Delmar, N.Y.*  
 Matthew Andreas Scott-Hansen, *Irvington, N.Y.*  
 Christopher Joseph Selicious, *Guilford, Maine*  
 Timothy Christopher Seston, *Evanston, Ill.*  
 Daniel Severo Sevilla, *Portland, Maine*  
 Dean Anthony Shaddock, *Houston, Texas*  
 Helen-Ruth Brandon Shafter, *New Canaan, Conn.*  
 Justin Alan Sheetz, *Philadelphia, Pa.*  
 Mary Anne Sheridan, *Belmont, Mass.*  
 Steven Arthur Simchock, *Medfield, Mass.*  
 Horace Anthony Simpson, *Brooklyn, N.Y.*  
 Gretchen Lynn Skea, *Montpelier, Vt.*  
 Emily O'Neill Slater, *Shaker Heights, Ohio*  
 Tobin Davis Slaven, *Blue Hill, Maine*  
 Barrett Leete Smith, *Kingston, N.Y.*  
 Carrie Maloy Smith, *Manchester, Mass.*  
 David Michael Smith, *Newburyport, Mass.*  
 Kathaleen Mae Smyth, *Boothbay, Maine*  
 Julia Ellen Snyder, *Denver, Colo.*  
 Jill Irene Soper, *Saugus, Mass.*  
 Michael Joseph Soth, *Gainesville, Ga.*  
 Jason Houston Soules, *Cambridge, Mass. and Seattle, Wash.*  
 John Clifford Southall, *Grosse Pointe, Mich.*  
 Jessica Ann Sprague, *Brewer, Maine*  
 Andrew Hutchins Stanley, *Storrs, Conn.*  
 Taylor Reed Steahly, *Springfield, Ill.*  
 Kathryn Elaine Steele, *Amherst, N.Y.*  
 Krista Keturah Stein, *Boca Raton, Fla.*  
 Laura Elizabeth Steinbrink, *Cleveland, Ohio*  
 Sarah Ann Steindel, *Clarks Summit, Pa.*  
 Manuel J. Stevos, *Providence, R.I.*  
 Amy Louise Stickney, *Rumford, Maine*  
 Staci Lynn Strauss, *Greenwich, Conn.*  
 Crawford John Strunk, *McKees Rocks, Pa.*  
 Gregg Suffredini, *Lexington, Mass.*  
 Anne Marie Sullivan, *Madison, Conn.*  
 David John Sullivan III, *Holliston, Mass.*  
 Matthew Joseph Sullivan, *New Fairfield, Conn.*  
 Kristen Barbara Suslowicz, *Arlington, Mass.*  
 Dév Ribhu Tandon, *Minneapolis, Minn.*  
 Leslie Beth Tane, *Huntington, N.Y.*  
 Richard Gerald Taylor, *Washington, D.C.*  
 Claudia Elizabeth Tejada, *West Hartford, Conn.*  
 Angela Lynn Tennett, *Bangor, Maine*  
 Joseph Alden Terry, *Wakefield, R.I.*  
 Christopher Read Thayer, *Madison, N.J.*  
 Alison Cecilia Thomas, *Waterford, Vt.*  
 Katharine Cruikshank Thomas, *Bala Cynwyd, Pa.*  
 Laura Elaine Thompson, *Lexington, Mass.*  
 Patricia A. Thorpe, *Kings Park, N.Y.*  
 Bethany H. Tilton, *Jay, Maine*  
 Michael Scott Tracy, *Byfield, Mass.*  
 Benjamin Frederick Trevor, *Reading, Mass.*  
 Michelle Jeanne Valko, *Export, Pa.*  
 John R. Veilleux, *Winslow, Maine*  
 Philip Gatchalian Vilar, *St. Louis, Mo.*  
 Bruce A. Villineau, *Lowell, Mass.*  
 Sandra Elizabeth Vines, *Athens, Ohio*  
 Timothy James von Jess, *Acton, Mass.*  
 Cecily Brooke von Ziegesar, *New York, N.Y.*  
 Christine Eleana Vore, *Amherst, N.H.*  
 Heather Anne Vultee, *Montclair, N.J.*  
 P. Richard Wachs, *Independence, Ohio*  
 Brian Thomas Waldes, *Baldwin, N.Y.*  
 Andrea Lynne Walker, *Holden, Mass.*  
 Helen Anne Walker, *Larchmont, N.Y.*  
 Richard Anthony Wallace, *Winsted, Conn.*  
 Jonathan Walker Walsh, *Brooklyn, N.Y.*  
 Robert K. Ward, *Salem, Mass.*  
 Richard Lee Weafer, *Brunswick, Maine*  
 Sarah Anne Weiland, *Baltimore, Md.*  
 Christopher MacLellan West, *Washington, D.C.*  
 Jeffrey Mark Wexler, *Natick, Mass.*  
 Christopher Hayes Wheeler, *Gainesville, Fla.*  
 Amanda Deborah White, *Worcester, Mass.*  
 Maude Marion White, *Spring Valley, Calif.*  
 Matthew Damon Wiacek, *Bristol, R.I.*  
 Kenneth Drew Wilcox, *Nantucket, Mass.*  
 Christopher Michael Wilder, *Needham, Mass.*  
 Mary Megan Winchester, *Larchmont, N.Y.*  
 Peter Hale Wingate, *Scarsdale, N.Y.*  
 Kristin Jane Winkler, *Montrose, Colo.*

Elizabeth Ann Winslow, *Augusta, Maine*  
Greta Kate Wood, *Chatham, N.J.*  
Tasha Ann Worster, *Jackman, Maine*  
Margaret Lara Nelson Wrenn, *Great Falls, Va.*  
Andrew Hix Wright, *Shelburne, Vt.*  
Anna Marie Wrin, *Washington, D.C.*  
Marjorie Lucille Yeager, *St. Petersburg, Fla.*  
Jonathon Kent Yormak, *Neponsit, N.Y.*  
Amy Kathleen Young, *Newtown, Conn.*  
Jonathan Samuel Zack, *Boston, Mass.*  
Erik Matthew Zavasnik, *Portland, Maine*  
Michael Charles Zhe, *Wilbraham, Mass.*  
Kristen Lorraine Zilling, *Westport, Conn.*  
Sarah Hansen Zimmerli, *Falmouth, Mass.*  
Jeffrey Louis Zlot, *Ross, Calif.*

### Honorary Degree Recipients

Robert J. Dole  
*Doctor of Laws*

Brian P. Lamb  
*Doctor of Laws*

David T. Kearns  
*Doctor of Laws*

# Honors

## Senior Marshal

Brittany Elaine Ray

## Bachelor's Degree with Honors

### *Summa Cum Laude*

Diane M. Decker  
 Daniel Benjamin Harris  
 Christopher Paul Iannini  
 Henry Warren Kelly II  
 Shawn Laurien Lambert  
 Brittany Elaine Ray  
 Elizabeth Edwards Rogers  
 Amy Louise Stickney  
 Andrea Lynne Walker  
 Jeffrey Mark Wexler  
 Kristin Jane Winkler

### *Magna Cum Laude*

Emilie Louise Abair  
 Nichole Lynn Anderson  
 Kris Ann Balser  
 Tina M. Beachy  
 Christopher Edward Benecchi  
 Donald Edward Bindler, Jr.  
 Karyl Kristina Brewster  
 Sarah Beth Burditt  
 John Gregory Burns  
 Signe Lucia Burns  
 Tracy Elizabeth Callan  
 Kimberly L. Carr  
 William Laurence Charron  
 Julie S. Chipman  
 Cristen Marie Coleman  
 Emily C. Dahmen  
 Kristine Elizabeth Deupree  
 Ari Maurice Dorros  
 Jennifer Meredith Dorsey  
 Michael William Dreeben  
 Mary Kate Fitzgerald  
 Beth Alyson Foohey  
 Lesley Gannon Frymier  
 Lynn Marie Furrow  
 Michael Lee Genco  
 Meghan Anne Goughan  
 Jessica Natalie Graef  
 Elinor Wood Gregory  
 David Martin Hergert

Sean Robert Holland  
 Steven Barry Holsten, Jr.  
 Robert Eric Isaacson  
 Matthew Robert Isham  
 Heather Lynn Jagels  
 Brandon Ira Kashfian  
 Brian K. LaRose  
 Jennifer Anne Larsen  
 Paul Renaud Lavallee  
 Shirley Corinne Macbeth  
 March O. McCubrey  
 Leif John Merryfield  
 Eric Todd Miles  
 Jill B Moran  
 Jeannette Morss  
 Eric David Most  
 Sarah Harris Nagle  
 Catherine L. Nash  
 Sarah Jane Oelkers  
 Karl Andrew Oliver  
 Kristin E. Ostrom  
 Lisa Bentley Prenaveau  
 Scott Whitman Reed  
 Sara Felice Regan  
 Romany Rehkamp  
 Nancy Marie Richards  
 Stephanie Eaton Richardson  
 Kristen Marie Schuler  
 Matthew Andreas Scott-Hansen  
 Barrett Leete Smith  
 Crawford John Strunk  
 Leslie Beth Tane  
 Joseph Alden Terry  
 Katharine Cruikshank Thomas  
 Bethany H. Tilton  
 Christine Eleana Vore  
 Christopher Hayes Wheeler

### *Cum Laude*

Michelle Lea Addario  
 Sibel Akbay  
 Kristin Ransom Archer  
 Amira Mary Bahu  
 Charles David Bartlett  
 Kathleen Kerry Bartlett  
 Charles Dempwolf Beeler  
 Jennifer Lynn Bierwirth  
 Hilarie Mae Boone

Linda Marie Bourell  
 Meredith Leah Bradt  
 Julie Ann Brady  
 Shawn Derek Bryant  
 Heather Lynn Bucha  
 Annelise Bunger  
 Patricia Jayne Caldwell  
 Kimberly Ann Carlson  
 Peter James Caruso II  
 Christopher Holbrook Chamberlain  
 Jeffrey Robert Chenard  
 Siddhartha S. Choudhury  
 Holly Hershey Coxe  
 Matthew Xavier Curinga  
 Elizabeth Eleanor Curran  
 Tamiko Na Davies  
 Janine Louise Deforge  
 Jason William Dorion  
 Marshall Livingston Dostal  
 Heather Mary Dowds  
 Jonathan William Dowdy  
 Amy Elizabeth Duncan  
 Amy Dzija  
 Jonathan James Eddinger  
 Nancy Cartland Emerson  
 Laura Katherine Fogarty  
 Daphne Lynne Foran  
 Virginia J. Fowles  
 David Lord Frothingham  
 Suzanne Kathryn Furlong  
 Susan Chamberlin Furst  
 John L. Goodson  
 Patrick K. Hanley  
 Caryn Margaret Harris  
 Hallet Anne Hastert  
 Beth Jean Hermanson  
 Heather Lynn Hews  
 Sarah Karoline Inman  
 Susan Elizabeth Kairnes  
 Trent Gerald Kamke  
 William Degen Kaufman  
 James Joseph Kelley  
 Maria Mikyong Kim  
 Jorma W. Kurry  
 Adam Seth Learner  
 Nathan Garland Lewis  
 Suzanne Liacos  
 Andronicki Michelle Maraganore  
 Martha Linn Mars  
 Denise Anne Matulis  
 Katharine Michelle Mazuy

Robert Vinton McCarley  
 Dana Lars McClintock  
 Erin D. McTernan  
 Louisa P. Merianos  
 Benjamin Matthew Merowitz  
 Mark Richard Muir  
 Emily Teresa Elizabeth Muldoon  
 Andrew Paul Nemiccolo  
 Lisa Faith Newman  
 Brian T. O'Halloran  
 Amy Stuart Partridge  
 Jamie Seth Perlman  
 Sheri Lynn Petelle  
 Jason Howard Pizer  
 Mark Denzer Radcliffe  
 Colin Patrick Rafferty  
 David Hamilton Rea  
 Christopher Skidmore Reinhart  
 Karyn Jean Rimas  
 Frank Herman Robison  
 Shannon D. Roy  
 Michael James Saad  
 Kimberly Ann Sarajian  
 Susan Marie Sarno  
 Laura Parrish Schuler  
 Christopher Joseph Selicious  
 Gretchen Lynn Skea  
 Tobin Davis Slaven  
 Julia Ellen Snyder  
 Jill Irene Soper  
 Michael Joseph Soth  
 John Clifford Southall  
 Jessica Ann Sprague  
 Taylor Reed Steahly  
 Sarah Ann Steindel  
 Matthew Joseph Sullivan  
 Bruce A. Villineau  
 Sandra Elizabeth Vines  
 Timothy James von Jess  
 Cecily Brooke von Ziegesar  
 Heather Anne Vultee  
 Richard Lee Weafer  
 Sarah Anne Weiland  
 Christopher MacLellan West  
 Maude Marion White  
 Christopher Michael Wilder  
 Greta Kate Wood  
 Andrew Hix Wright  
 Anna Marie Wrin  
 Jonathon Kent Yormak  
 Sarah Hansen Zimmerli

## Honors Program

### *Honors in Chemistry*

Louise Rita Jalbert  
Michael Joseph Soth

### *Honors in Economics*

Charles Dempwolf Beeler  
Robert Charles Hostler

### *Honors in English*

Signe Lucia Burns  
Christopher Holbrook Chamberlain  
Alison Joy Coburn  
Mary-Beth Cronin  
David Martin Hergert  
Hillery Leonore Hugg  
Matthew Robert Isham  
Matthew T. Kearns  
Shawn Laurien Lambert  
Catherine L. Nash  
Sarah Jane Oelkers  
Mark Denzer Radcliffe  
Elizabeth Edwards Rogers  
Leslie Beth Tane  
Katharine Cruikshank Thomas

### *Honors in French*

Sandra Elizabeth Vines

### *Honors in Government*

Jeffrey Robert Chenard  
Brian T. O'Halloran

### *Honors in History*

Jason Colton Barnes  
Michael William Dreeben

### *Honors in International Studies*

Jessica Natalie Graef  
Hallet Anne Hastert

### *Honors in Philosophy-Mathematics*

Mark Richard Muir

### *Honors in Psychology*

Adam Seth Learner  
Andronicki Michelle Maraganore

### *Honors in Sociology*

Diana Marcia Christensen

Holly Hershey Coxe

Pamela Joyce Crebase

Meghan Anne Goughan

Brandon Ira Kashfian

Patricia M. Leyne

## Distinction in the Major

### *Administrative Science*

Sarah Beth Burditt  
Cristen Marie Coleman  
Brian K. LaRose

### *American Studies*

Joshua Morrison Bubar  
Jason William Dorion  
Heather Lynn Hews  
Michele Marie Kennedy  
Dana Lars McClintock  
William Tyler Merritt  
Dév R. Tandon  
John R. Veilleux  
Sarah Hansen Zimmerli

### *Anthropology*

Lisen Story Biersach  
Julie Ann Brady  
Simone Marie Cella  
Meghan Anne Goughan  
Peter Merrill Hobart, Jr.  
Karen Patricia Laidley  
Paul Renaud Lavallee  
Valerie Leeds  
March O. McCubrey  
Leif John Merryfield

### *Art*

Donald Edward Bindler, Jr.  
Jule Ann Gourdeau  
Amy Elizabeth Joyner  
William Degen Kaufman  
Amy Elizabeth Kraunz  
Eric Todd Miles  
Emily Teresa Elizabeth Muldoon  
Amy Stuart Partridge  
Sheri Lynn Petelle  
Stephanie Eaton Richardson  
Sharon Robin Rosen  
Sarah Ann Steindel  
Kristen Barbara Suslowicz

*Biology*

Nichole Lynn Anderson  
 Elizabeth Porter Arden  
 Karyl Kristina Brewster  
 Lesley Gannon Frymier  
 Patrick K. Hanley  
 Steven Barry Holsten, Jr.  
 Colleen Marie Kane  
 Lisa Faith Newman  
 Jeannette Morss  
 Lisa Faith Newman  
 Michael David Rosenblum  
 Gretchen Lynn Skea  
 Matthew Joseph Sullivan  
 Bethany H. Tilton

*Chemistry*

Tina M. Beachy  
 Ari Maurice Dorros  
 Michael Lee Genco  
 Michael Joseph Soth  
 Maude Marion White

*Classical Civilization*

Eric Michael DeCosta  
 Hilary Strelshla Gehman

*Classics*

Crawford John Strunk  
 Andrea Lynne Walker

*East Asian Cultures and Languages*

Christopher Edward Benecchi  
 Linda Marie Bourell  
 Lynn Marie Furrow  
 Hallet Anne Hastert  
 Maria Mikyong Kim  
 Elisabeth Anne Mahoney  
 Joseph Paul McKenna  
 Andrew Paul Nemiccolo  
 David Hamilton Rea  
 Karyn Jean Rimas  
 Sarah Ann Steindel

*Economics*

Sibel Akbay  
 Kris Ann Balsler  
 Charles David Bartlett  
 Charles Dempwolf Beeler  
 Siddhartha S. Choudhury  
 Tamiko Na Davies

Theodore Mitchell Kasten  
 Scott Whitman Reed  
 Kimberly Ann Sarajian  
 Christopher Hayes Wheeler

*Economics-Mathematics*

Donald Edward Bindler, Jr.

*English*

Amira Mary Bahu  
 David Crystopher Beatus  
 Heather Lynn Bucha  
 Signe Lucia Burns  
 Paul Scott Butler  
 Patricia Jayne Caldwell  
 Peter James Caruso II  
 Christopher Holbrook Chamberlain  
 Alison Joy Coburn  
 Holly Hershey Coxé  
 Mary-Beth Cronin  
 Matthew Xavier Curinga  
 Elizabeth Eleanor Curran  
 Marshall Livingston Dostal  
 Jonathan William Dowdy  
 Stephanie Laurette Doyon  
 Kathleen Anne Dunn  
 Keith Edward Dupuis  
 Beth Alyson Foohey  
 Elinor Wood Gregory  
 David Martin Hergert  
 Hillery Leonore Hugg  
 Christopher Paul Iannini  
 Sarah Karoline Inman  
 Robert Eric Isaacson  
 Matthew Robert Isham  
 Matthew T. Kearns  
 James Joseph Kelley  
 Jennifer Alice Knapp  
 Andrea Lynne Krasker  
 Shawn Laurien Lambert  
 Jennifer Anne Larsen  
 Kerry-Jo Lemerise  
 Shirley Corinne Macbeth  
 Denise Anne Matulis  
 Katharine Michelle Mazuy  
 Kelly A. Mendonca  
 Benjamin Matthew Merowitz  
 Jill B Moran  
 Sarah Harris Nagle  
 Catherine L. Nash  
 Sarah Jane Oelkers



Mark Denzer Radcliffe  
 Colin Patrick Rafferty  
 Brittany Elaine Ray  
 Nancy Marie Richards  
 Patrick Finlay Robbins  
 Elizabeth Edwards Rogers  
 Tobin Davis Slaven  
 Julia Ellen Snyder  
 Amy Louise Stickney  
 Anne Marie Sullivan  
 Leslie Beth Tane  
 Katharine Cruikshank Thomas  
 Bruce A. Villineau  
 Cecily Brooke von Ziegesar  
 Andrea Lynne Walker  
 Kristin Jane Winkler  
 Greta Kate Wood  
 Amy Kathleen Young  
 Jonathan Samuel Zack  
 Erik Matthew Zavasnik

*Environmental Studies (Independent)*

Eric David Most

*French*

Jamile D. Bassett  
 Julie Ann Brady  
 Shirley Corinne Macbeth  
 Stephanie Eaton Richardson  
 Jessica Ann Sprague  
 Sandra Elizabeth Vines

*Geology*

Christopher MacLellan West

*Geology-Biology*

Diane M. Decker  
 Barrett Leete Smith

*German*

Sibel Akbay  
 Meredith Leah Bradt  
 Kimberly L. Carr  
 Catherine Marie Donovan  
 David Lord Frothingham  
 John L. Goodson  
 Hoon-Christoph Kueter  
 Emily Teresa Elizabeth Muldoon  
 Renate Dagmar Neumann  
 Matthew Andreas Scott-Hansen  
 Kathaleen Mae Smyth

*Government*

Kristin Ransom Archer  
 Jennifer Lynn Bierwirth  
 Shawn Derek Bryant  
 John Gregory Burns  
 Kimberly Ann Carlson  
 William Laurence Charron  
 Jeffrey Robert Chenard  
 Mary Kate Fitzgerald  
 Caryn Margaret Harris  
 Daniel Benjamin Harris  
 Beth Jean Hermanson  
 Heather Lynn Jagels  
 Eric David Most  
 Brian T. O'Halloran  
 Karl Andrew Oliver  
 Lisa Bentley Prenaveau  
 Romany Rehkamp  
 Christopher Skidman Reinhart  
 Hillary Denise Rubin  
 Kristen Marie Schuler  
 Laura Parrish Schuler  
 Christopher Joseph Selicious  
 Christopher Michael Wilder  
 Jonathon Kent Yormak

*History*

Jason Colton Barnes  
 John Louis Bonello  
 Hilarie Mae Boone  
 Thomas W. Briggs  
 John Gregory Burns  
 Michael William Dreeben  
 Amy Dzija  
 Krishna Menon Kumar  
 Karl Andrew Oliver  
 Jill Irene Soper  
 Taylor Reed Steahly  
 Timothy James von Jess  
 Richard Lee Weafer  
 Sarah Hansen Zimmerli

*International Studies*

Kristin Ransom Archer  
 Kris Ann Balsler  
 Janine Louise Deforge  
 Daphne Lynne Foran  
 John L. Goodson  
 Jessica Natalie Graef  
 Hallet Anne Hastert  
 Nathan Garland Lewis

Michael Christopher Murphy  
 Jason Howard Pizer  
 Matthew Andreas Scott-Hansen

*Mathematics*

Nancy Cartland Emerson  
 Douglas Scott Hutton  
 Jorma W. Kurry  
 Jeffrey Mark Wexler

*Music*

Vanessa Constance Lloyd  
 Crawford John Strunk

*Music/Creative Writing (Independent)*

Alfred Gerald Gillis, Jr.

*Performing Arts*

Edward Cleveland Brown IV  
 Heather Lynn Bucha  
 Beth Alicia Fialko  
 Robert Eric Isaacson  
 William Degen Kaufman  
 James Joseph Kelley  
 Sara Felice Regan  
 Bruce A. Villineau

*Philosophy*

Jefferson P. Goethals  
 Sean Robert Holland  
 Henry Warren Kelly II  
 Mark Richard Muir  
 Joseph Alden Terry

*Philosophy-Mathematics*

Mark Richard Muir

*Physics*

Douglas Scott Hutton  
 Trent Gerald Kamke

*Psychology*

Jennifer Meredith Dorsey  
 Adam Seth Learner  
 Andronicki Michelle Maraganore

*Religious Studies*

Susan Chamberlin Furst  
 Heather Anne Vultee

*Russian Studies*

Bryan Robert Bushley  
 Laura Katherine Fogarty  
 Brian T. O'Halloran

*Sociology*

Annelise Bunger  
 Tracy Elizabeth Callan  
 Diana Marcia Christensen  
 Holly Hershey Cox  
 Pamela Joyce Crebase  
 Suzanne Kathryn Furlong  
 Meghan Anne Goughan  
 Roxann B.C. Greenaway  
 Brandon Ira Kashfian  
 Patricia M. Leyne

*Spanish*

Emilie Louise Abair  
 Michelle Lea Addario  
 Julie S. Chipman  
 Cristen Marie Coleman  
 Stephanie Sarah Crane  
 Kristine Elizabeth Deupree  
 Henry Warren Kelly II  
 Louisa P. Merianos  
 Lorenzo Montezemolo  
 Jamie Seth Perlman  
 Sheri Lynn Petelle  
 Sandra Elizabeth Vines  
 Anna Marie Wrin

*Women's Studies (Independent)*

Emily C. Dahmen  
 Sarah Tefft Scott

**Senior Scholars**

Gregory Normand Belanger  
*A Study in Playwriting*

Donald Edward Bindler, Jr.  
*Insuring Cleaner Oceans: The Economics of Oil  
 Pollution Prevention*

William Laurence Charron  
*The Presidential Precampaign and the Press*

Michael Lee Genco  
*Determination of the Role of Microtubules and*

*Microfilaments in the Movement of Developing Nematocysts and Spirocysts in Sea Anemones*

Christopher Paul Iannini  
*Something Whole Has Made the Shovel Groan: Poems*

Sarah Karoline Inman  
*Softly Spoken*

Henry Warren Kelly II  
*Latin America Liberation Philosophy and Literature: Differing Approaches Towards an Authentic Cultural Identity (A study of José María Arguedas's Los ríos profundos)*

Sumner Pike Lemon  
*The Role of Zhov Enlai in China's Great Proletarian Cultural Revolution*

March O. McCubrey  
*The Cultural Construction of the Maine Sporting Camps*

Eric Todd Miles  
*Exploration in Observational and Conceptual Painting*

Sara Felice Regan  
*A Choreographic Exploration of Physical Duress: Motivation for and Responses to Exhaustion (A Project in Performance)*

Cecily Brooke von Ziegesar  
*Bleeding: A Collection of Poetry and Short Fiction*

Kristin Jane Winkler  
*A Portfolio of Poems*

## Phi Beta Kappa

Emilie Louise Abair  
Nichole Lynn Anderson  
Kris Ann Balsler  
Tina M. Beachy  
Christopher Edward Benecchi  
Karyl Kristina Brewster  
Sarah Beth Burditt  
John Gregory Burns  
Signe Lucia Burns  
Tracy Elizabeth Callan

Kimberly L. Carr  
William Laurence Charron  
Jeffrey Robert Chenard  
Julie S. Chipman  
Diane M. Decker  
Kristine Elizabeth Deupree  
Ari Maurice Dorros  
Jennifer Meredith Dorsey  
Michael William Dreeben  
Daphne Lynne Foran  
Lynn Marie Furrow  
Michael Lee Genco  
Meghan Anne Goughan  
Jessica Natalie Graef  
Daniel Benjamin Harris  
Sean Robert Holland  
Christopher Paul Iannini  
Heather Lynn Jagels  
Brandon Ira Kashfian  
Henry Warren Kelly II  
Brian K. LaRose  
Shawn Laurien Lambert  
Jennifer Anne Larsen  
Paul Renaud Lavallee  
March O. McCubrey  
Leif John Merryfield  
Eric Todd Miles  
Jill B Moran  
Jeannette Mors  
Sarah Harris Nagle  
Sarah Jane Oelkers  
Karl Andrew Oliver  
Lisa Bentley Prenaveau  
Brittany Elaine Ray\*  
Scott Whitman Reed  
Romany Rehkamp  
Elizabeth Edwards Rogers  
Kristen Marie Schuler  
Barrett Leete Smith  
Amy Louise Stickney  
Crawford John Strunk  
Joseph Alden Terry  
Katharine Cruikshank Thomas  
Bethany H. Tilton  
Christine Eleana Vore  
Andrea Lynne Walker  
Jeffrey Mark Wexler  
Christopher Hayes Wheeler  
Kristin Jane Winkler

\*Elected in Junior Year

## **Julius Seelye Bixler Scholars**

*Class of 1993*

Diane M. Decker, *Hillsdale, N.Y.*

Daniel Benjamin Harris, *Waban, Mass.*

Christopher Paul Iannini, *Newtown, Conn.*

Henry Warren Kelly II, *Tijeras, N.M.*

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Brittany Elaine Ray, *Milbridge, Maine*

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*Class of 1993*

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Aliza Naomi Hernández, *Queens Village, N.Y.*

Ta-Tanisha Demetrius James, *New York, N.Y.*

Sia Aminata Moody, *Nashua, N.H.*

Karen Susanne Oh, *Worthington, Ohio*

## **L.L. Bean Scholars**

*Class of 1993*

Stephanie Laurette Doyon, *Lisbon, Maine*

Kevin LeRoy Pennell, *Whitneyville, Maine*

Brittany Elaine Ray, *Milbridge, Maine*

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# College Calendar 1993-94

## First Semester

Tuesday, August 31	Class of '97 arrives for COOT COOT trips
Wednesday, September 1, <i>through</i> Saturday, September 4	
Sunday, September 5, <i>through</i> Monday, September 6	Orientation on campus
Tuesday, September 7	Registration
Wednesday, September 8	First classes
Monday and Tuesday, October 11, 12	Fall break (no classes)
Friday, October 15, <i>through</i> Sunday, October 17	Homecoming Weekend
Friday, October 29, <i>through</i> Sunday, October 31	Fall Parents Weekend
Wednesday, November 24, <i>through</i> Sunday, November 28	Thanksgiving recess
Friday, December 10	Last classes of first semester
Saturday, December 11	Last day for scheduled events
Wednesday, December 15, <i>through</i> Monday, December 20	Semester examinations
Tuesday, December 21	Make-up examinations (residence halls close for winter recess)

## January Term

Sunday, January 2	Students arrive for January Program
Monday, January 3, <i>through</i> Thursday, January 27	January Program

## Second Semester

Tuesday, February 1	Registration
Wednesday, February 2	First classes
Saturday, March 19, <i>through</i> Sunday, March 27	Spring recess (residence halls closed)
Friday, May 6	Last classes of second semester
Saturday, May 7	Last day for scheduled events
Wednesday, May 11, <i>through</i> Monday, May 16	Semester examinations
Tuesday, May 17	Make-up examinations
Saturday, May 21	Baccalaureate
Sunday, May 22	Commencement

# College Calendar 1994-95

## First Semester

Wednesday, August 24

Thursday, August 25, *through*  
Sunday, August 28

Monday, August 29, *through*  
Wednesday, August 31

Wednesday, August 31

Thursday, September 1

Monday and Tuesday, October 17, 18

Wednesday, November 23, *through*  
Sunday, November 27

Wednesday, December 7

Thursday, December 8

Monday, December 12, *through*  
Saturday, December 17

Sunday, December 18

## January Term

Wednesday, January 4, *through*  
Tuesday, January 31

## Second Semester

Sunday, February 5

Monday, February 6

Saturday, March 25, *through*  
Sunday, April 2

Friday, May 12

Saturday, May 13

Wednesday, May 17 *through*

Monday, May 22

Tuesday, May 23

Saturday, May 27

Sunday, May 28

First-year students arrive  
COOT trips

Orientation

Registration

First classes

Fall break (no classes)

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Make-up examinations (residence  
halls close for winter recess)

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.

## NOTES

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