

Colby



Colby College
Digital Commons @ Colby

[Colby Catalogues](#)

[Colby College Archives](#)

1994

Colby College Catalogue 1994 - 1995

Colby College

Follow this and additional works at: <https://digitalcommons.colby.edu/catalogs>



Part of the [Curriculum and Instruction Commons](#), and the [Higher Education Commons](#)

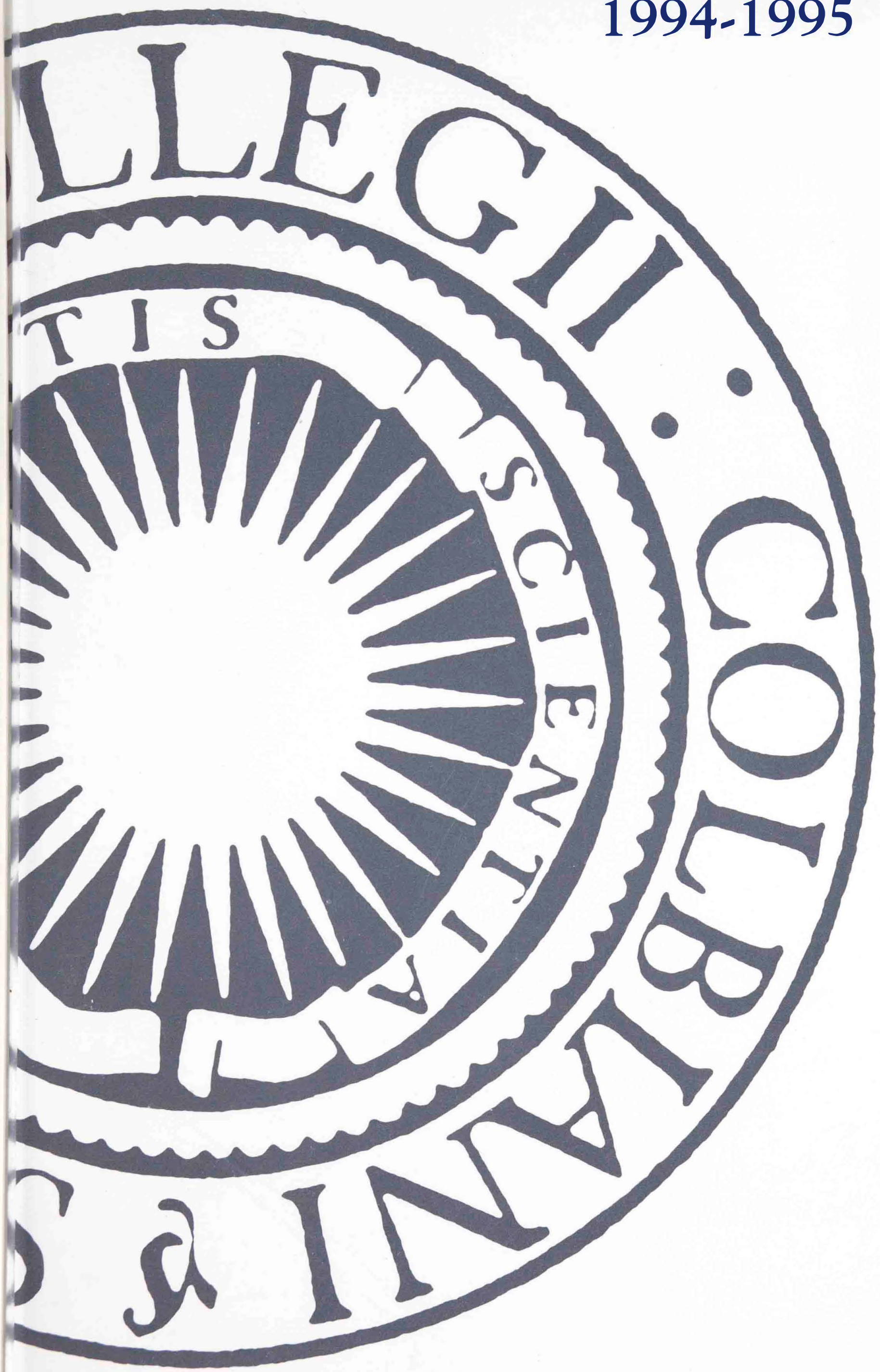
Recommended Citation

Colby College, "Colby College Catalogue 1994 - 1995" (1994). *Colby Catalogues*. 71.
<https://digitalcommons.colby.edu/catalogs/71>

This Book is brought to you for free and open access by the Colby College Archives at Digital Commons @ Colby. It has been accepted for inclusion in Colby Catalogues by an authorized administrator of Digital Commons @ Colby.

Colby College Catalogue

1994-1995



Colby College Catalogue

SEPTEMBER 1994-AUGUST 1995

Waterville, Maine

Inquiries to the College should be directed as follows:

Academic Counseling MARK R. SERDJENIAN, *Associate Dean of Students*, 872-3106

Admission PARKER J. BEVERAGE, *Dean of Admissions and Financial Aid*, 872-3168

Business Matters *Controller*, 872-3159

Grants, Loans, and Student Employment LUCIA WHITTELEY, *Director of Financial Aid*, 872-3379

Health and Medical Care MELANIE M. THOMPSON, M.D., *Medical Director*, 872-3394

Public Affairs SALLY BAKER, *Director of Communications*, 872-3220

Records and Transcripts GEORGE L. COLEMAN II, *Registrar*, 872-3197

Student Affairs JANICE KASSMAN, *Dean of Students*, 872-3103

Summer Programs and Conferences JOAN SANZENBACHER, *Director of Special Programs*, 872-3385

Mailing address: Colby College, Waterville, Maine 04901.

Telephone: (207) 872-3000.

FAX: (207) 872-3555.

A booklet, *Colby*, 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.

1
General
Information

Colby 5

Colby Values and the Commons Plan 7

Campus Life 8

The Library 12

Career Services 13

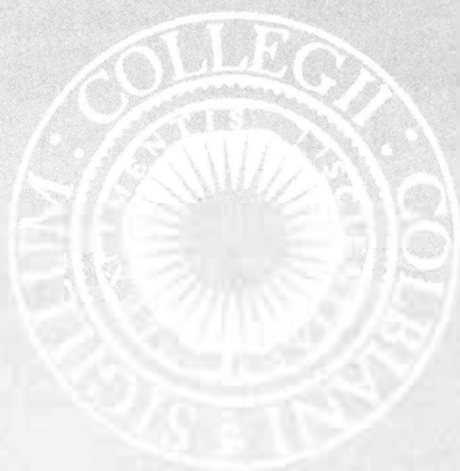
Admission 14

Orientation 17

Student Fees 18

Financial Aid 22

General Regulations 23



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 45 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 respect 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

1822-1833	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, Maine Department of Education, and American Chemical Society. Member of The College Board, College Scholarship Service, American Council on Education, National Association of Independent Colleges and Universities, New England Board of Higher Education, 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 Student Center serves as a focus for the Commons Plan and as a forum for campus-wide social and cultural activities.

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

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

Johnson Commons is named for Franklin Winslow Johnson, Colby's 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. Since 1991 the museum has had on loan for one semester every two years The Joan Whitney Payson Collection of Impressionist and Post-Impressionist Art.

The Colby Museum of Art Board of Governors was founded in 1993 to oversee and make recommendations concerning the operations of the museum, the purchase of new works for the collection (including the use of the Jere Abbott and the Edith and Ellerton Jetté Endowment Funds), and the organization of the Jere Abbott Emerging Artist Prize Competition. The board meets twice a year and assists the College in acquiring donated works of art and in securing additional financial support for the museum.

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, crew, 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, woodmen, 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, indoor and outdoor track, and crew. 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. 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 fully equipped for the production of computer-generated sound. 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 90.5 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 at Colby Although the Baptist religion was central to Colby life throughout the College's first century, its founders had insisted—and the 1813 charter required—that there be no religious test for either faculty or students. The College supports and respects the religious beliefs of all students and, at the same time, honors the heritage of the College.

The original campus in downtown Waterville had no free-standing chapel. A small chapel room on the first floor of Recitation Hall was built in 1836. Colby did not have a chaplain until 1947, ironically, the year that compulsory chapel attendance ceased. The post-World War II period brought increasing numbers of students of many other faiths, and by the 1990s, steps toward the widely-shared goal of improving Colby's diversity have brought an even broader representation.

While often used for religious services, Lorimer Chapel was never consecrated as a church and has always been a multi-purpose facility frequently used for secular events. In fact, it was always intended as a building to be used by all faiths.

In the early 1980s, the College expanded its chaplains program with Catholic and Jewish chaplains joining the on-going Protestant chaplain as co-equal faith leaders for students and others. The tri-partite chaplaincy publishes an academic-year calendar highlighting the special holidays of the world's most common religions. A room also has been made available for Muslim students to pray.

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*; and *Pequod*, devoted to art, literature, and photography.

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 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), 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, Men's Volleyball, New Moon Rising, Off-Campus Society, Outing Club, Photography Club, Pottery Club, Powder and Wig, 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), Tuxedo Junction, Ultimate Frisbee, 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 770,000 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 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. AV maintains a full complement of equipment, from overhead projectors to portable video recorders and video editing stations for student and faculty use. Through its satellite downlink facilities, AV provides multilingual and special interest programming to the campus via cable TV. The center broadcasts lectures, discussions, and other campus events over "Moosenet," the College's own cable TV channel.

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 and two-tenths percent of the members of the Class of 1994 graduated in four years. The six-year graduation rate of the Class of 1992 was 92 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 I) or the ACT tests. Submission of the College Board SAT II Subject Tests is optional, but a foreign language Subject 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 and of a TB skin test is required, as well as immunization for polio, tetanus, and diphtheria. Verification of proof for **two** immunizations for mumps, rubella, and rubeola is also required. In compliance with Maine state law, Colby requires such proof of immunization as photocopies of standard immunization cards and/or pages from a physician's medical record, which must be signed or stamped by the health-care provider who administered the immunization. Photocopies of lab slips of titers proving previous disease may be submitted if applicable. All of this information **must** be received by July 15 at the latest.

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

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

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

International Students Colby has traditionally encouraged the enrollment of students from other countries and is actively engaged in programs of international cooperation and exchange. During the summer, Colby also offers an intensive English language and American culture institute for international students.

Applicants to Colby must be able to understand and be understood in English. Oral and writing skills are essential for successful work at Colby. Colby requires the Scholastic Aptitude Test (SAT I) 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 SAT II Subject 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 academic 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 or 112) 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 1994-95

	Sem. I	Sem. II	Total
Tuition	\$9,465	\$9,465	\$18,930
Board	1,350	1,350	2,700
Room	1,445	1,445	2,890
General Fee	450	450	900
	<u>\$12,710</u>	<u>\$12,710</u>	<u>\$25,420</u>

Calendar of Payments 1994-95*

	On Campus	Off Campus
<i>Upon Acceptance for Admission:</i> Admission deposit— new students only (non refundable).	\$200	\$200
<i>April 1:</i> Attendance deposit for first semester—return- ing students only (non refundable after July 1, 1994).	\$200	\$200
<i>August 1:</i> One half of annual basic charges, less admis- sion or attendance deposit.	\$12,510	\$9,715
<i>November 1:</i> Attendance deposit for second semester— returning students only (non refundable).	\$200	\$200
<i>January 1:</i> One half of annual basic charges, less ad- mission or attendance deposit.	\$12,510	\$9,715
<i>April 1, 1995:</i> Attendance deposit for first semester— returning students only (non refundable after July 1, 1995).	\$200	\$200

*Full year payment for the Caen, Cork, Oxford, 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 \$9,465 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 \$730 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 \$9,465 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 of \$450 per semester 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.

Off-Campus Study Charges

Two types of off-campus study programs are available at Colby: *approved* non-Colby off-campus study and *Colby* programs abroad.

Students in the Classes of 1995, 1996, 1997, and 1998 who are engaged in approved non-Colby off-campus foreign or domestic study programs pay all fees directly to the host institution. For Colby programs abroad and domestic exchanges, a comprehensive fee including tuition, room, board, and travel applies. Financial aid is available to students enrolled in the approved off-campus programs as well as to those enrolled in the Colby abroad programs. All Colby abroad programs require a \$500 attendance deposit. Fees for the 1994-95 Colby abroad programs are as follows:

Full-Year Programs

Colby in Caen	\$22,000
Colby in Cork	\$23,000
Colby in Oxford	\$23,000
Colby in Salamanca	\$22,000

Semester Programs

Colby in Cork	\$12,710
Colby in Cuernavaca	\$12,710
Colby in Dijon	\$12,710
Colby in London	\$12,710
Colby in Oxford	\$12,710
Colby in St. Petersburg	\$12,710

Beginning with the Class of 1999, students engaged in approved non-Colby off-campus foreign or domestic study will pay Colby's tuition charge in order to receive academic credit from Colby. If the host institution's tuition fee is higher than Colby's tuition, students will be responsible for paying the difference as well as the room, board, travel, and other fees. Students enrolled in a Colby foreign program or a domestic exchange program will continue to pay a comprehensive fee.

Information regarding application deadlines and other program details may be obtained from the Off-Campus Study Office.

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 and minors 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.

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. If the balance on the account is to be paid by an outside scholarship, a 30-day late fee waiver will be granted only if the student notifies the Business Office of this information prior to registration. It is the student's responsibility to ensure that all financial matters are resolved prior to registration. 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, London, and St. Petersburg semesters.

Students who withdraw voluntarily or upon the advice of a physician from the Caen, Cork, Oxford, 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%

The College offers an optional tuition refund insurance designed to reduce the financial loss caused by a medical withdrawal. Brochures are mailed in July to the billing address.

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 amount and 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.

Future Tuition and Fees The College projects that Colby costs will likely increase 1½ percent to 3 percent per year above inflation in order to: maintain the real growth in salaries comparable to professionals outside of higher education; to continue a financial aid grant program for about one third of all of our students; to maintain and update our physical plant and our sophisticated equipment; and to retain flexibility for currently unforeseen but essential investments that we will need to make to keep Colby in the forefront of innovation and excellence in national liberal arts colleges.

General Information The College Business Office is located on the first floor of the Garrison-Foster 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 full-time students, or 65 percent of the enrollment.

The average need-based aid package awarded to 730 students in 1993-94 was \$13,700. 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), Federal Perkins 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 Free Application for Federal Student Aid (FAFSA) to the federal processor and the Financial Aid Form (FAF) to the CSS, Princeton, New Jersey, before February 1. On the basis of the FAF, FAFSA, parents' and students' tax returns, and Colby supplemental information forms, the College determines need within the context of Colby policy and federal regulations. Students who do not apply for financial aid prior to admission will not be considered for Colby grant assistance until their junior year, unless their family financial circumstances change unexpectedly.

Early decision applicants for financial aid must file the early version of the FAF and 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 (currently under review), 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 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.

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.

Persons wishing to file a complaint must show evidence that they have first attempted to resolve the issues by utilizing the Colby complaint procedure prior to contacting the State Program Review Entity. To be considered by the State Program Review Entity, a complaint must be filed no later than 60 days after the completion of the Colby complaint procedure.

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.

The College prohibits social fraternities and sororities. 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.

As a residential college, Colby requires most students to live in campus residence halls. Special permission to live off the campus is given each year to a limited number of upperclass students, chosen in a spring lottery administered by the Dean of Students Office, with preference given to those who will be seniors.

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

The Colby Plan 27

Academic Requirements 28

Academic Honors 34

Academic Honors Programs 35

Academic Programs 36

Academic Procedures 42

Courses of Study 46



The Colby Plan

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

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

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

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

Academic Requirements

Graduation Requirements To qualify for the degree of bachelor of arts, a candidate must meet specific requirements in *residence, quantity, quality, distribution, major, and January Program*. Only those seniors who have met all graduation requirements are eligible to participate in the commencement exercises. Students who, because of extreme extenuating circumstances, find themselves unable to graduate with their class, may appeal to the Administrative Committee of the College to allow them to march with their class and receive an empty diploma cover.

The following statements define the graduation requirements.

Residence Requirement 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 Requirement (Credits and Semesters) A minimum of 120 credit hours earned in at least eight semesters of full-time college-level study. Among the 120 credit hours, up to 15 may be earned in courses taken on a satisfactory/unsatisfactory basis, and up to 15 may be applied from field experience credits.

Quality Requirement 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 Requirement 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 Studies.

(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 students whose native language is not English, knowledge of that language will be recognized as fulfilling the requirement. For a language taught at Colby, confirmation from the chair of the appropriate department must be filed with the Registrar's Office. For languages not taught at Colby, confirmation must be attained from International Student Services in the Dean of Students Office. 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. Courses meeting this requirement are identified in catalogue descriptions.

Wellness: The former requirement in physical education has been revised. The objective of the new Wellness Program is to assist in and encourage the development of self-responsibility for one's lifestyle. The program will emphasize mental, emotional, social, and spiritual fitness as well. The required four credits can be earned in any of the following ways: wellness seminars, fitness classes, varsity athletics, activities classes, and club sports.

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/African-American Studies	German
American Studies	Government
Anthropology	History
Art	International Studies
Biology	Mathematics
Chemistry	Mathematics-Mathematical Sciences
Classical Civilization	Music
Classical Civilization-English	Performing Arts
Classics	Philosophy
Classics-English	Philosophy-Mathematics
East Asian Studies	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
Art: Studio Art
Biology: Cell and Molecular Biology/Biochemistry
Biology: Environmental Science
Chemistry: A.C.S.
Chemistry: Biochemistry
Chemistry: Cell and Molecular Biology/Biochemistry
Chemistry: Environmental Science
Geology: Earth Science
Geology: Environmental 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 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 coursework representing from one quarter to one third of the total credit hours required for graduation and an independent study in the senior year. Implementation requires the written approval of the independent major board, a subcommittee of the Independent Study Committee. An annual report is required from each independent major and adviser, which will include any minor changes in the program; substantial changes, or a change of adviser, must be referred to the board. Inquiries about independent majors should be directed to the chair, Associate Professor Daniel Cohen (fall semester) or Associate Professor Fernando Gouvêa (spring semester).

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. No more than three credit hours may be earned in any January.

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 in the Office of Off-Campus Study. 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 and those specified in the sections on "Residence Requirement" and "Quantity Requirement" in this catalogue.

(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) Students seeking to study abroad or participate in any of Colby's exchange programs must file application forms with the Office of Off-Campus Study and gain approval in advance. Note specific deadlines listed under "Other Junior-Year Abroad Programs" in this catalogue.

(5) Regularly graded credits earned on the home campus of a regionally accredited college or university may be transferred toward a Colby degree by matriculated students, including students dismissed for academic reasons by the Committee on Standing, if approved in advance by the appropriate College authorities. Forms on which to seek approval can be obtained from the Office of the Registrar.

(6) All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned.

(7) 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 department concerned.

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 attain 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.

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

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

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

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

Academic Honors 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, Associate Professor Daniel Cohen (fall semester) or Associate Professor Fernando Gouvêa (spring semester).

Honors Programs in Major Honors programs are offered in American studies, chemistry, economics, English, French, government, history, international studies, mathematics, philosophy, physics, psychology, religious studies, sociology, and Spanish. Successful completion of an honors program, as determined by the department, will enable a student to graduate with "Honors in [major]."

Senior Thesis

Academic Programs

Divisions, Departments, and Programs Colby College academic departments and programs are classified in the following divisions:

Division of Humanities, Professor Susan Kenney, chair, includes the departments of Art, Classics, East Asian Studies, English, French, German and Russian, Music, Philosophy, Religious Studies, Spanish.

Division of Social Sciences, Professor Randy Nelson, chair, includes the departments of Administrative Science, Economics, Government, History, Psychology, Sociology and Anthropology.

Division of Natural Sciences, Associate Professor Thomas Shattuck, chair, includes the departments of Biology, Chemistry, Geology, Mathematics and Computer Sciences, Physics and Astronomy.

Division of Interdisciplinary Studies, Associate Professor David Lubin, chair, includes the departments of Education and Human Development, Performing Arts, and Physical Education and the programs of African-American Studies, American Studies, Creative Writing, Environmental Studies, International Studies, Science-Technology Studies, and Women's Studies.

Foreign-Language Semesters Abroad Colby offers an opportunity for students to satisfy the College's language requirement (and earn a semester's credit) by living abroad and studying the language intensively. 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, only grades earned in “core” courses count toward students’ grade point averages. For Colby in Cork, grades for all courses count toward students’ grade point averages. 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, usually offered each semester, provides students an opportunity to study professional theater with a performing arts core of required courses and some other options. The program includes a variety of theatrical productions 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 Department 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 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 Studies.

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 studies majors and others interested in the area 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 Studies 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. For study abroad in the spring of 1995, the deadline for approval of plans is October 15, 1994. For study abroad in the fall of 1995, or for the academic year 1995-96, the deadline is March 15, 1995. For study abroad in the spring of 1996, the deadline is April 15, 1995. Students on financial aid continue to receive 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. For information about payment of fees, see "Off-Campus Study Charges" in "Student Fees." Students also 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. Prewlaw students may major in any field, but they will profit from early consultation with the prelaw adviser on courses that provide the strongest possible liberal arts background for the study of law.

Medicine and Dentistry: Medical schools do not require a particular major but do require high academic standing and the inclusion of biology, chemistry, physics, mathematics, and English in the student's college program. The Health Professions Preparation Committee provides formal advising and other support to assist students throughout their years at Colby.

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

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 first 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 direct access or 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 this 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, ophthalmology, pediatrics, 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 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 Leadership. 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 unusual 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 unless requested to do so by the student. 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 without charge. 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 Services, 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.

Religious Holidays In order that no students at Colby suffer academic penalty because of the conscientious observance of a *major* religious holiday, it is important that faculty members follow a uniform policy regarding such observance.

It is reasonable to consider major religious holidays for the Colby student body as a whole to be the following: Rosh Hashanah, Yom Kippur, the first day of Passover, Good Friday, and Easter. Quizzes or exams will not be scheduled and papers in courses will not be due on any of these holidays. In addition, no student will be required to participate in major College events such as athletic contests, major lectures, or concerts on these holidays.

Students whose conscientious religious observance requires their absence on days other than or in addition to those named above can make use of the following procedure prior to the holiday. If written notification is delivered to the course instructor at least one week before the holiday, the student's absence on the holiday will be regarded as an authorized one, and the student will be excused from quizzes and exams for that day. Under these circumstances the student will be permitted to take the exam or a make-up exam without penalty. A similar option exists with respect to papers: if proper notification is delivered to the course instructor before the holiday, the student will be excused from submitting a paper due on that holiday.

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 1994-95.

†: course will *probably* be offered in 1995-96.

*: course will *probably not* be offered in 1995-96.

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

Professor Nelson¹; Associate Professor Leonard Reich; Assistant Professor Batya Friedman²; Visiting Assistant Professors William Lee³, Elizabeth Turesky⁴, Barry Farber³, George Miaoulis³, and Rudolph Snowadzky⁵

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. (*Note:* The faculty is considering whether or not the major in administrative science will be offered after 1997-98. The minor *will* continue to be offered after that date.)

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 132 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; Economics 133, 134; and two courses chosen from Economics 331, Government 392, Mathematics 112 or 231, Sociology 332, or other courses in administrative science.

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

¹Joint appointment in administrative science and economics.

²Joint appointment in administrative science and mathematics.

³Part time second semester only.

⁴Part time.

⁵Part time first semester only.

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 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.* MR. FARRER

[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.*

[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*.

[241] 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. Formerly listed as Administrative Science 297. *Three credit hours*.

251 Industry, Technology, and Society 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 environment. *Prerequisite*: History 132. *Three or four credit hours*. MR. REICH

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. TURESKY

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

333d2 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. MR. MIAOULIS

[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 and Strategy 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 relationship of ethics to effective corporate strategies. *Prerequisite*: Economics 133, 134. *Three or four credit hours*. MR. REICH

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

354 Law in American Society The course is designed to provide an understanding of the law and its application to individuals, groups, and organizations. The origin and purpose of law,

legal research, contracts, criminal law, torts, and administrative law; emphasis on class participation through discussions, debate, and mock trials. *Four credit hours.* S. MR. LEE

371 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.* MS. FRIEDMAN

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

391 Analytic Research Paper *Prerequisite:* Permission of the instructor. *One to three credit hours.* FACULTY

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

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

African-American Studies

Director, ASSOCIATE PROFESSOR CHERYL TOWNSEND GILKES

ADVISORY COMMITTEE: Professors Charles Bassett (*American Studies and English*), Catherine Besteman (*Anthropology*), 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*), David Lubin (*American Studies and Art*), Paul Machlin (*Music*), Phyllis Mannocchi (*English*), David Nugent (*Anthropology*), John Sweney (*English*), Robert Weisbrot (*History*), and Sarah Willie (*African-American Studies, Sociology, and Women's Studies*); also Frances Parker (*associate director, library*), Geraldine Roseboro (*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 major in African-American and American studies or they 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 Major in African-American and American Studies

African-American Studies 312 or 318 or Sociology 355 or 356, or a Sociology/Anthropology course focused on the African-American experience; American Studies 271, 276, 493; English 355, 356, 343, 413, 426, 427, 428 or 434; Government 319 or Anthropology 211 or 254; History

131, 132, 247, 435, 442; Music 232 or 234; and one course focused on Africa, preferably History 361, 363 or 364.

Requirements for the Minor in African-American Studies

African-American or American Studies 276, English 343, History 247, Music 232 or 234; Sociology 254, 355, 356, or any Sociology/Anthropology course focused on the African or African-American experience, and one elective from the remaining courses in the program.

Interested students may consider an independent major in African-American studies.

Courses Approved for African-American Studies

American Studies: 272 African-American Cinema; 276 African-American Culture in the United States.

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

Economics: 293 Economic Development in the Third World.

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

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

History: 131 Survey of United States History; 132 Survey of United States History: 1865 to the Present; 247 African-American History: From Slavery to Freedom; 275 Comparative World History, 1300-1800; 276 Comparative World History, 1800-1960; 361 African Voices/African History; 363 Debating the African Past; 364 Economic Change in 20th-Century Africa; 442 Seminar: African-American Thought and Leadership

Music: 231 Jazz; 234 Rock's First Era: 1945-75.

Sociology: 214 African-American Elites and Middle Classes; 231 Contemporary Social Issues; 252 Race, Ethnicity, and Society; 254 Sociology Through African-American Women Writers; 355 African-American Women and Social Change; 356 African-American Religious Experience; 357 Race Relations and Social Change.

276 African-American Culture in the United States 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. Also listed as American Studies 276. *Four credit hours.* S, D. MS. GILKES

312 Twentieth-Century Black Political Thought An examination of the political thought of African Americans across the disciplines of history, literature, sociology, anthropology, and theology beginning at the turn of the 20th century. The course will analyze thinkers' justifications for the existence of self and their understandings of and responsibility to the community. Genres under consideration will include scholarship, sermons, political treatises, speeches, poems, hymns, and short stories. *Prerequisite*: Sociology 131. *Four credit hours.* S, D. MS. WILLIE

318 The Sanctified Imagination in African-American Life and Culture An exploration of the social worlds and religious ideas that gave rise to "the Sanctified Church" in the late 19th and early 20th centuries among African Americans. Particular attention is paid to African antecedents and New World parallels such as Vodun, Umbanda, Santeria, and Macumba. The subsequent impact of the Sanctified Church (African-American Holiness and Pentecostal denominations and congregations) on African-American culture and United States popular culture is examined. *Prerequisite*: African-American Studies 276, American Studies 276, Sociology 235, or permission of the instructor. *Four credit hours.* S, D. MS. GILKES

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

American Studies

Director, PROFESSOR CHARLES BASSETT

ADVISORY COMMITTEE: Professors Bassett (*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 and 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*), 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 and History*), Robin Roberts (*American Studies and Women's Studies*), John Sweney (*English*), Robert Weisbrot (*History*), Sarah Willie (*Sociology, African-American Studies, 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 (except for the Class of '95), and 493; English 355* and 356*; History 131* and 132*; 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.)

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.

Honors Program

Students majoring in American studies may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors project, and of the major, will enable the student to graduate "With Honors in American Studies."

Attention is called to the major in American/African-American studies; requirements are listed under African-American studies.

Courses Approved for the Major in American Studies

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

American Studies: -97, -98 Selected Topics (except at the 100 level); 213 Medicine in 19th- and 20th-Century America; 251 American Culture in the 1950s; 258 American Musical Theater in the 20th Century; 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; 378 American Dreams; 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 Investigating Cultural Diversity.

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

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

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

English: 333 Modern American Drama, 1920-1970; 334 Contemporary American Drama; 338, 339 American Renaissance I, II; 341 The Realistic Imagination; 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; 434 "Race" and the American Literary Imagination; 493 Seminar in American Literature.

Government: 252 United States Foreign Policy; 255 Introduction to American Political Thought; 256 State Government; 257 United States and the Third World; 275 The Committee System in the United States Congress; 276 The American Presidency; 312 Directions in Feminist Theory; 313, 314 American Constitutional Law I, II; 315 Federal Budget Policy; 316 Foundations of American Constitutionalism; 317 The Policymaking Process; 319 Law and Social Change: Women and Minorities; 337 Business and American Foreign Policy; 341 United States Foreign Policy Toward the Middle East; 344 20th-Century American Liberalism; 352 The Judicial Process; 356 Parties and the Electoral Process; 373 The American Congress; 376 Presidential Electoral Politics; 392 Governing; 432 Seminar on Executive Leadership in the Federal Government; 433 American Government and the Press; 434 Women in American Politics; 438 Public Policy Advocacy; 439 Public Policy Seminar; 451 The New Deal; 457 United States Foreign Policy Seminar.

History: 231 American Women's History, to 1870; 232 American Women's History, 1870 to the Present; 234 The American Revolution; 239 The Era of the Civil War; 247 African-American History: From Slavery to Freedom; 255 America and Asia: Attitudes and Relationships; 333 American Cultural History, 1600-1865; 334 United States Cultural History: 1860-1974; 336 America: The New World, 1607-1783; 338 Struggling from Revolution to Civil War: United States History, 1775-1860; 340 Seminar: Biographies and Autobiographies of Great American Women; 342 Crisis and Reform: American Society and Politics in the 1960s; 344 American Liberalism in Thought and Practice; 347 America in Vietnam; 382 The Atlantic Revolutions; 435 Seminar: Women in the Civil War; 442 Seminar: African-American Thought and Leadership; 447 Seminar: The Cold War.

Music: 133 American Music; 232 Jazz History.

Philosophy: 252 American Thought; 352 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 Mary Daly Seminar.

Science and Technology Studies: 213 Science and Technology in the Federal Government; 216 Aeronautics in America; 217 The Automobile in America: History, Business, and Culture; 218

The American Home, 1792-1992; 271 Science and Society in America.

Sociology: 231 Contemporary Social Problems; 233 Crime in American Society; 238 The School in American Society; 252 Race, Ethnicity, and Society; 254 Sociology Through African-American Women Writers; 276 Women and Men in Society; 277 Sociological Social Psychology; 292 Social Change; 318 Contemporary Theory; 334 Seminar: Deviance and Conformity; 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.

251 **American Culture in the 1950s** Interdisciplinary study of the United States during the Truman and Eisenhower administrations, with emphasis on social and cultural issues as evidenced by popular film, fiction, music, television, sports, sociology, and other forms of public representation. Weekly lectures, discussions, and required outside film viewings. *Four credit hours*. MR. LUBIN

258 **American Musical Theater in the 20th Century** A history of American musical theater in the 20th century, focusing on African-American shows of the pre-Broadway era and the jazz age; cabarets and revues; Broadway's golden years—the works of Berlin, Gershwin, Kern, and Porter; modernist trends in the works of Rodgers, Weill, Blitzstein, and Bernstein; revivals (Waller and Ellington); classics of the second golden age (Lerner and Lowe, Styne, Loesser); and postmodernism on Broadway (Sondheim). *Four credit hours*. A. MR. MACHLIN

271d, 271j **Introduction to American Studies: The Material Culture of Modern Life** Introduction to methods and themes in American studies as an interdisciplinary examination of past and present United States culture. Topics to be considered include class conflict, educational doctrine, popular culture debates, race relations, radicalism and anti-radicalism, sexuality and gender, technology, and the history of American studies. *Four credit hours*. V. MR. LUBIN AND INSTRUCTOR

[272] **African-American Cinema** Exploration of the place of African-American films in American culture. *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.* MR. LUBIN

[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.*

[298] **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.*

[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.

[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.

378 **American Dreams** Houston Baker, Jr., has written: "During the past quarter century . . . we who have been othered have awakened." This course attempts to reflect that awakening in representing the range of cultural identities that compose America. Using the lens of popular culture, a multicultural perspective on the American experience will be developed, emphasizing the autobiography, fiction, photography, television, and films that reflect, among others, African Americans, Asian Americans, American Indians, Latino(a)s, Chicano(a)s, and Italian Americans. As the myth of the melting pot gives way before the new imaging of difference, theories of multiculturalism will be discussed, exploring ongoing dialogues among identities. Videotape documentaries on the themes of the course will be produced by students. *Four credit hours.* D. MS. MANNOCCHI

[398] **Science Fiction in America** An examination of the history of American science fiction and the issues the genre raises: the place of science and technology in American society; race; gender. Texts will include film, novels, and short stories. *Four credit hours.*

483, 484 Senior Honors Project Research conducted under the guidance of a faculty member and focused on an approved interdisciplinary topic leading to the writing of a thesis. *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. In 1994-95 seminars include American Modernism, Studies in American Material Culture, and Popular Culture in America. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* V. MR. BASSETT AND MR. MOSS, MR. LUBIN, AND INSTRUCTOR

Ancient History

In the Department of Classics.

Associate Professor Joseph Roisman

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

158 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.). *Two 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.

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

[393] **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 and technology majors and minors. Also listed as Science-Technology 393. *Four 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 four credit hours.* FACULTY

Anthropology

In the Department of Sociology and Anthropology.

Chair, ASSOCIATE PROFESSOR TERRY ARENDELL

Associate Professor Arendell; Assistant Professors David Nugent, Mary Beth Mills, and Catherine Besteman; Visiting Assistant Professor Constantine Hriskos¹

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 list of electives below 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:

African-American Studies: 276 African-American Culture in the United States; 318 The Sanctified Imagination in African-American Life and Culture.

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

East Asian Studies: 252 Hell on Earth: Chinese Writers on 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.

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

Government: 332 Political Development in the Third World.

History: 364 Economic Change in 20th-Century Africa; 442 Seminar: African-American Thought and Leadership.

Music: 232 Jazz History.

Psychology: 233 Physiological Psychology; 374 Human Neuropsychology.

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

Sociology: 235 Sociology of Religion; 252 Race, Ethnicity, and Society; 273 The Family; 355 African-American Women and Social Change; 356 African-American Religious Experience.

Spanish: 232 Spanish-American Culture.

¹On leave fall semester.

[NOTE: all three- or four-credit hour courses in anthropology fulfill the area requirement in social sciences (S). Those that also fulfill the diversity requirement include the D designation.]

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. D.* MR. NUGENT AND MS. BESTEMAN

[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.*

115j Visual Anthropology The course will explore the ways in which still photography, film, and museum exhibits shape 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, photography, and other media. Enrollment limited. *Three credit hours. D.* MS. BESTEMAN

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

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

[211] 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. D.*

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. 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.* D.

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.* D. MR. NUGENT

218j **Place, Space, and Identity: The Ethnography of Travelers, Migrants, and Refugees** Anthropologists conventionally have 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. *Three credit hours.* 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.* D. MR. HRISKOS

233 **Anthropology of a Region: China** 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.* D. MR. HRISKOS

235d2 **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.* D. MR. NUGENT

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.* D. MS. BESTEMAN

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.* D. MS. MILLS

252d1 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.* D. MR. NUGENT

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.* 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.* 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.* D. MS. MILLS

[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.*

331d2 **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.* MR. NUGENT

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

[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.*

332d1 **Ancestors, Descendants, and Legacies—Anthropology and Its Histories** Anthropology emerged as a separate discipline in the 1800s, the first systematic attempt to study human social and cultural diversity. While early anthropologists often operated under assumptions that have no place in today’s discipline, many of the questions that intrigued these ancestors continue to fascinate their intellectual descendants in the 20th century. This course explores the personalities, social currents, and ideas that have shaped the development of anthropology. Course materials include diaries, films, biographies, literature, and original ethnographies, and link the contributions of individual anthropologists both to their particular social contexts and to their legacies for contemporary anthropological thought and practice. *Prerequisite:* One course in anthropology or permission of the instructor. *Four credit hours.* MS. MILLS

333d2 **Contemporary Theory** An analysis of the contemporary state of anthropology as a discipline. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist anthropology. *Prerequisite:* One course in anthropology or permission of the instructor. *Four credit hours.* MS. BESTEMAN

[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. D.*

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. BESTEMAN*

Art

Chair, ASSOCIATE PROFESSOR MICHAEL MARLAIS

Professors Harriett Matthews and David Simon¹; Associate Professors Abbott Meader², David Lubin, Marlais, and Sonia Simon¹; Assistant Professors Nancy Goetz and Kenneth Ganz¹; Visiting Assistant Professors Scott Reed³, Véronique Plesch, and Christopher Pfaff; Adjunct Instructors Samuel Atmore⁴, Jere DeWaters⁴, Ludger Duplessis⁴, and Nancy Meader⁴

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.

¹On leave full year.

²On leave second semester.

³Part time.

⁴January Program only.

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.* A. MR. MARLAIS, MR. PFAFF, AND MS. PLESCH

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

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

115j Advanced Photography Nongraded. *Prerequisite:* Permission of the instructor. *Two credit hours.* MR. ATMORE

116j 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. Formerly listed as Art 175j. Nongraded. *Three credit hours.* A. MR. DUPLESSIS

131d Foundations in Studio Art A rigorous 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. Out-of-class work is essential. No prior experience is required. Enrollment limited. *Three credit hours.* A. FACULTY

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

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

[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. *Three credit hours.* A, D.

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. MATTHEWS

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

232d1 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. MATTHEWS

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

[273] 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.

[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.* A.

[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.* D.

[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.* A.

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

297j Rome in the American Imagination Three-week study trip to Rome and other locations in central Italy, examining historical, architectural, and geographic sites that inspired American artists and writers from the late 18th century to the present. *Prerequisite:* Permission of the instructor. *Three credit hours.* A. MR. LUBIN

311 Art of the Aegean and Greece Architecture, sculpture, and painting from the development of the Minoan civilization through the Hellenistic period. *Prerequisite:* Art 111 or permission of the instructor. *Three or four credit hours.* MR. PFAFF

312 Etruscan and Roman Art Architecture, sculpture, and painting from the founding of Rome in the eighth century B.C. through its Christianization in the fourth century A.D. *Prerequisite:* Art 111 or permission of the instructor. *Three or four credit hours.* MR. PFAFF

[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.*

331d2 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.* MS. PLESCH

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

[334] **Baroque and Rococo Art in Northern Europe** Painting, sculpture, and architecture of the 17th and early 18th centuries in Flanders, Holland, England, France, and Germany. Relationships to Spain will also be explored. *Prerequisite:* Art 112 or permission of the instructor. *Three or four credit hours.*

[335] **Mannerism and Baroque Art in Italy** Painting, sculpture, and architecture from the late works of Michelangelo in the 16th century through the domes of Guarini in the late 17th century. *Prerequisite:* Art 112. *Three or four credit hours.*

341 Painting III Further exploration of the materials, techniques, and ideas developed in Painting II. Out-of-class work is essential. *Prerequisite:* Art 221 (may be taken concurrently), 242, or permission of the instructor. *Three credit hours.* MS. GOETZ

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

[351] **European Art, 1780-1880** Emphasis on European art of the Neoclassic, Romantic, Realist, and Impressionist movements. *Prerequisite:* Art 112. *Three or four credit hours.*

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

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

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

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

[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.* A.

[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.* A.

397A **Baroque Art** European art of the 17th century in Italy, France, Spain, and the Low Countries. *Three credit hours.* A. MS. PLESCH

397B **Women in Art** A seminar investigation of issues regarding women as subjects in, and as producers of, art in 19th- and 20th-century Europe and America. *Prerequisite:* Permission of the instructor. *Three credit hours.* A, D. MR. MARLAIS

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

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

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

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

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

[493] 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.* A.

Astronomy

In the Department of Physics and Astronomy.

Visiting Assistant Professor Rhodi Evans

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. EVANS

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. EVANS

[152] Historical and Planetary Astronomy Listed as Science and Technology Studies 152 (q.v.). *Three or four credit hours.*

231d2 Introduction to Astrophysics A study of the great laws of physics as they are applied to observational astronomy using the Collins Observatory. Theoretical topics include structure and energy generation for the sun and normal stars, and the structure of white dwarfs, neutron stars, and black holes. Observational topics include acquisition of images with a CCD electronic camera, image analysis, spectroscopy, and broad-band CCD photometry. Formerly listed as Astronomy 298. *Prerequisite:* High school chemistry, algebra, and trigonometry. Enrollment limited. *Three credit hours.* N. MR. EVANS

Biology

Chair, PROFESSOR DAVID FIRMAGE

Professors Arthur Champlin¹, Firmage, and F. Russell Cole; Associate Professors Bruce Fowles, Jay Labov², Frank Fekete, and Paul Greenwood²; Assistant Professors Raymond Phillips³, W. Herbert Wilson, Jean Haley, Barbara Best, and William Romey; Research Associate Betsy Brown; Senior Teaching Associate Elizabeth Champlin, Teaching Associates Timothy Christensen and Lindsey Colby; Teaching Assistants Scott Guay and Holly Carmichael; 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. No more than six hours of independent study may be counted toward the major.

Requirements for the Basic Major in Biology

In biology, 32 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, 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 232, 238, 277, 279, 351, 367, 372, 374, or 376); Chemistry 141, 142; Mathematics 121 or equivalent, or 123 or equivalent, and one additional mathematics course numbered 112 or higher (excluding seminars).

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.

Environmental science concentration: 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, 32 hours of course work (excluding Advanced Placement credit), including 161, 162, 271, 352 (with laboratory), 493, 494 (must be taken in conjunction with 493), 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 232, 238, 277, 279, 351, 367, 372, 374, or 376); Chemistry 141, 142; Economics 133, 231; Mathematics 112 (or 231), 121 (or equivalent) or 123; two courses selected from the following: Environmental Studies 118, Geology 141, 142, 171, Chemistry 217, 241, 242. 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.

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, 33 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 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 232, 238, 277, 374, Chemistry 331, 332. In addition, a substantial independent research project is required.

¹On leave first semester.

²On leave full year.

³Director 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.* MS. BROWN

†[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.

*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

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

*177 **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. Formerly listed as Biology 197. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* N. MS. HALEY

[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.*

*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.* MR. PHILLIPS

*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.* MR. FOWLES

*219 **Conservation Biology** Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity will be discussed. Enrollment limited. *Prerequisite:* Biology 161 or permission of the instructor. *Three credit hours.* N. MR. COLE

*232 **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. Formerly listed as Biology 332. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or permission of the instructor. *Four credit hours.* MR. CHAMPLIN

†[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.

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

[237] **The Reproductive Biology of Flowering Plants** A study of the flowering process and the mechanisms of pollination they employ. Pollinator-plant interactions will be stressed. Seed and fruit production and dispersal, including animal vectors, as well as vegetational propagation

strategies will be considered. Lecture and laboratory. *Prerequisite*: Biology 161, 162 or permission of the instructor. *Four credit hours*.

238 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. Formerly listed as Biology 338. Lecture and laboratory. *Prerequisite*: Biology 161, 162, Chemistry 141, 142, or permission of the instructor. *Four credit hours*. MR. FEKETE

***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*. MR. WILSON

[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*.

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

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

279d2 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

312 Vertebrate Zoology A study of the vertebrates with emphasis on functional anatomy, natural history, and evolutionary relationships. The adaptive strategies of vertebrates to interactions with their environment are considered. Species common to New England are emphasized. Formerly listed as Biology 313. Lecture and laboratory. *Prerequisite*: Biology 161, 162 or permission of the instructor. *Four credit hours*. MR. COLE

314 Plant Physiology 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*. MS. HALEY

351 Environmental Microbiology 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 environmental microbiology. Lecture and laboratory. *Prerequisite*: Biology 161, 162, 238, 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 laboratory. *Prerequisite*: Biology 271 or permission of the instructors. *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 permission of the instructors. *Four credit hours*.

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*.

367, 368 Biochemistry of the Cell Topics include: The structure, function, and cellular organization of biomolecules; the generation and use of metabolic energy; and the integrated control of cellular functions. Also listed as Chemistry 367, 368. *Prerequisite*: Biology 162 and Chemistry 242, or permission of the instructor; 367 is prerequisite for 368; 367 lab is prerequisite for 368 lab. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MS. MILLARD AND MR. BOURGAIZE

[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*. MR. ROMNEY

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*. MR. ROMÉY

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, and osmoregulatory systems. Laboratory emphasizes an experimental approach to the measurement of physiological processes. *Prerequisite*: Biology 161, 162, Chemistry 141, 142 or permission of the instructor. 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 279 and Chemistry 242 (may be taken concurrently) or permission of the instructors. *Four credit hours*. MS. HALEY AND MR. BOURGAIZE

379j 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*; *three credit hours in January*. MR. CHAMPLIN

397A Biomechanics An analysis of organismal design—in terms of shape, size, functional morphology and material properties—and its relationship to the physical environment. The influence of physical forces on organismal design will be emphasized by examining structure and function in terms of basic mechanical design principles. The dependence of mechanical behavior on the structure of molecules, tissues, structural elements, whole organisms, and habitats will be discussed. *Prerequisite*: Biology 161, 162, and either 271 or 375, or permission of the instructor. *Three credit hours*. MS. BEST

397B Topics in Cell and Molecular Biochemistry Discussion of advanced topics of current interest based on the primary literature. Also listed as Chemistry 397. *Prerequisite*: Junior standing or permission of the instructor. *One credit hour*. MR. BOURGAIZE

[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, senior standing, and permission of the instructors. *Four credit hours.* MR. FIRMAGE AND MR. COLE

494d Biology Seminar Reading and discussion about contemporary topics in biology. Choice of several topics. *Prerequisite:* Senior standing as a biology or geology-biology major. *One credit hour.* FACULTY

Chemistry

Chair, PROFESSOR BRADFORD MUNDY

Professors Wayne Smith and Mundy; Associate Professors Thomas Shattuck and David Bourgaize; Assistant Professors Whitney King and Julie Millard; Senior Teaching Associate Jean McIntyre; Teaching Associates Rosemary Fowles and Holly Carmichael

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-environmental sciences concentration, and (6) the chemistry minor. Of these majors, the ACS major is focused most sharply toward graduate work in chemistry. It should be noted that chemistry majors who intend to apply for admission to medical, dental, or veterinary schools must take a biology course with laboratory. For maximum flexibility, students are encouraged to take Chemistry 141 and 142 in their first year. All prospective majors should meet with the chair of the department as early as possible to plan their full chemistry programs.

Attention is called to the interdepartmental geology-chemistry major.

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

Requirements for the Major in Chemistry

Chemistry 141, 142, 241, 242, 331, 341, 342, 494; Mathematics 121, 122 or 123, 124; Physics 141, 142.

Requirements for the Major in Chemistry-ACS

All courses required for the basic major, plus Chemistry 332, 411, 413, and six additional credit hours selected from 367, 368 or any 400-level course. Up to three credits of senior-level research or independent study may be included in the six credits. 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), and one additional biology course numbered 200 or higher; Mathematics 121, 122 or 123, 124; 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; either Chemistry 376 or one additional biology course numbered 200 or higher; and one course from Chemistry 331, 342, or 411.

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. This requirement can be satisfied through independent study, January Program, or summer research project and forms the basis of the seminar presentation in Chemistry 494. In certain cases, January Program courses may be substituted.

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

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.

Honors project in Chemistry

Majors in chemistry are encouraged to elect an honors research project with approval of a faculty sponsor in the department. Successful completion of the work of the honors research project, and of the major, will enable the student to graduate "With Honors in Chemistry." Attention is also called to the Senior Scholars Program.

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. MUNDY AND MR. KING

217 Environmental Chemistry Application of chemical principles to the environment with an emphasis on the interaction among chemical, physical, geological, and biological processes. Current topics such as acid deposition, global warming, atmospheric ozone loss, and the fate and toxicity of heavy metals will be discussed in the context of natural environmental processes. *Prerequisite:* Chemistry 142. *Three credit hours.* MR. KING

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.* MR. SHATTUCK

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

†[332] **Instrumental Methods of Analysis** Instruction in instrumental methods, including modern electroanalytical methods, absorption spectroscopy, fluorescence, nuclear magnetic resonance, mass spectrometry, and chromatography. *Prerequisite:* Chemistry 331, 342 (may be taken concurrently), or permission of instructor. *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, 368 Biochemistry of the Cell Topics include the structure, function, and cellular organization of biomolecules; the generation and use of metabolic energy; and the integrated control of cellular functions. Also listed as Biology 367, 368. *Prerequisite:* Biology 162 and Chemistry 242, or permission of the instructor; 367 is prerequisite for 368; 367 lab is prerequisite for 368 lab. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MS. MILLARD AND MR. BOURGAIZE

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 Biology 376. Lecture and laboratory. *Prerequisite*: Biology 279 and Chemistry 242 (may be taken concurrently), or permission of the instructors. *Four credit hours*. MS. HALEY AND MR. BOURGAIZE

397 Topics in Cell and Molecular Biochemistry Discussion of advanced topics of current interest based on the primary literature. Also listed as Biology 397B. *Prerequisite*: Junior standing or permission of the instructor. *One credit hour*. 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 only. *Prerequisite*: Chemistry 342. *Four credit hours*. MR. SMITH

413 Inorganic Laboratory Studies Synthesis and characterization of inorganic and organometallic compounds of both the representative and transition elements. Discussion and laboratory. *Corequisite*: Chemistry 411. *Two credit hours*. MR. SMITH

431 Physical Organic Chemistry Computational methods for examining organic reaction mechanisms are explored. Molecular orbital theory is used to study the effects of orbital symmetry on the course of pericyclic reactions. Lecture only. *Prerequisite*: Chemistry 242. *Three credit hours*. MR. MUNDY AND MR. SHATTUCK

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 only. *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, interpreting molecular vibrational and electronic spectroscopy, and rationalizing symmetry control of reactions. *Prerequisite*: Chemistry 411 or permission of the instructor. *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. *One credit hour*. FACULTY

Chinese

In the Department of East Asian Studies.

Assistant Professor Kimberly Besio; Visiting Instructor Rong Cai; Language Assistant Jianping Xhang
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 Studies" 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. BESIO AND 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.* 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 Westervelt¹ and Peyton R. Helm²; Associate Professors Roisman and Joseph Roisman³; Assistant Professor Kerill O'Neill

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, a combination of both, or 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, 392; 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 the 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.

¹On leave full year.

²Vice president for development and alumni relations.

³Joint appointment in classics and history.

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.

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

136 **Roman Legends and Literature** This course covers the great legends of Rome as they are presented in Latin literature. *Four credit hours.* L. MR. O'NEILL

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? Were there 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

151 **Anatomy of Bioscientific Terminology** The course teaches the Greek and Latin word elements that combine to form most of the specialized terms in biological sciences. The student who learns the meanings of these elements and the rules of word formation will usually recognize the basic meaning of any unfamiliar word in this field. Attention will also be paid to misformation, common errors, and words still in use that reflect scientific theories since rejected. *Three credit hours.* MS. 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 fifth 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.

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. *Two credit hours.* MR. ROISMAN

491, 492 **Independent Study** Individual projects in areas where the student has demon-

strated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four 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).* MS. ROISMAN

112 **Intermediate Greek** Greek grammar and syntax. Selected readings. *Prerequisite:* Greek 111. *Four credit hours.* MS. ROISMAN

131 **Introduction to Greek Literature (in 1994-95, Euripides: *Electra*)** Successful completion of this course fulfills the College language requirement. *Prerequisite:* Greek 112. *Four credit hours.* L. MS. ROISMAN

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

[233] **Plato: *Symposium*.** *Four credit hours.*

[235] **Plato: *Apologia*.** *Four credit hours.*

[237] **Theophrastus: *Characters*.** *Four credit hours.*

[352] **Euripides: *Hippolytos*.** *Four credit hours.*

239 **Euripides: *Electra*.** *Four credit hours.* L. MS. ROISMAN

[354] **Homer: *Odyssey*.** *Four credit hours.*

[356] **Homer: *Iliad*.** *Four credit hours.*

358 **Sophocles: *Electra*.** *Four credit hours.* L. MS. ROISMAN

[360] **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 four 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] **Tibullus and Propertius** *Four credit hours.* L.

[233] **Ovid: *The Remedies of Love***. *Four credit hours.*

[235] **Virgil: *Aeneid***. *Four credit hours.*

[237] **Livy: *History of Rome***. *Four credit hours.*

251 **Ovid: *Metamorphoses***. *Four credit hours.* L. MR. O'NEILL

†[352] **Roman Drama** *Four credit hours.* L.

[354] **Roman Elegy and Lyrics** *Four credit hours.*

[356] **Cicero: Selected Speeches** *Four credit hours.*

362 **Virgil: *Eclogues***. *Four credit hours.* L. MR. O'NEILL

[358] **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 four 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 and Krishna Kumar

The department offers a minor 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.

[011] **An Introduction to T_EX** The T_EX 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_EX 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. MS. FRIEDMAN

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. *Four credit hours.*

231 Data Structures and Algorithms An introduction to the primary data structures and the algorithms that operate on them. Data structures to be studied include arrays, graphs, trees, stacks, and queues. The algorithms include searching, sorting, insertion, deletion, and traversal. *Prerequisite:* Computer Science 115. *Four credit hours.* MS. FRIEDMAN

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. *Four 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.*

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. *Four credit hours.* MS. FRIEDMAN

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

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

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

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

Creative Writing

Director, PROFESSOR PETER HARRIS

ADVISORY COMMITTEE: Professors Harris, Susan 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 Studies

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

Chair, ASSOCIATE PROFESSOR TAMAE PRINDLE

Professors Hideko Abe-Nornes (Japanese); Kimberly Ann Besio (Chinese), Lee Feigon (History), Kenneth Ganza (Art and East Asian Studies), Constantine Hriskos (Anthropology), Robert Lafleur (History), Mary Beth Mills (Anthropology), Prindle (Japanese), Nikky Singh (Religious Studies), Suisheng Zhao (Government); *Visiting Instructor* Rong Cai (Chinese) and *Language Assistants* Jianping Xhang (Chinese) and Ako Fukushima (Japanese)

The East Asian studies major contributes a new dimension to the traditional liberal arts curriculum by exposing the student to rich cultures outside the scope of Western civilization. East Asian studies 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 in Japan and People's University in Beijing, China.

Requirements for the Major in East Asian Studies

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 studies 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 Studies

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; 239 Language and Gender; 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.

Government: 237 Introduction to Chinese Politics; 238 Introduction to Japanese Politics; 265 The Pacific Challenge; 269 East Asian International Political Economy; 346 International Relations in East Asia; 358 Contemporary Japanese Politics; 477 Chinese Foreign Policy.

History: 255 America and Asia: Attitudes and Relationships; 256 The Chinese Revolution; 258 Modern Japan; 357 The Introduction of Marxism into China; 358 The People's Republic of China; 456 Seminar: Reading Asian Histories (in Translation).

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

Philosophy: 391, 392 Philosophy Seminar (when appropriate).

Religious Studies: 212 Religions of China and Japan; 355 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. LAFLEUR

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. *Four credit hours.* L, D.

237d2 Introduction to Chinese Politics Listed as Government 237 (q.v.). *Four credit hours.* MR. ZHAO

[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.

239 Language and Gender An introduction to the field of language and gender (as a subfield of socio-linguistics) and an exploration of the relationship between language use and culturally constructed views of gender, covering three general areas: language and gender stereotypes; male vs. female style in communication and linguistic interaction; language and power. Issues include the perpetuation and manifestations of gender difference through language use, the potential existence of "women's language," and the problem of promoting gender equality in language use. English and East Asian languages (Japanese, Korean, Chinese) are emphasized, but the concepts and theories apply equally to all languages. Students from any language background are encouraged to participate. *Four credit hours.* MS. ABE-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.

252d1, [252j] 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.

[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.

457d2 Seminar on Japanese Culture: The Invention of Japan Japanese culture is a hybrid of heterogeneous discourses. This course examines how tradition is invented at each moment in history. Focusing on issues surrounding World War II, minorities, women, language, law, and

citizens' movements and approaching topics through a variety of routes, from official and academic histories to the products of popular culture such as television, comic books, and movies. *Four credit hours.* D. MS. ABE-NORNES

[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.

477 **Chinese Foreign Policy** Listed as Government 477 (q.v.). *Four credit hours.* MR. ZHAO

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, Henry Gemery, James Meehan, Tietenberg, Clifford Reid, and Randy Nelson¹; *Associate Professors* David Findlay and Patrice Franko²; *Assistant Professors* Michael Donihue³, 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 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 even if begun the second year.

**Note:* 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.

The point scale for retention of the major applies only to courses in economics and to Mathematics 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.

Honors Program in Economics

Students majoring in economics may apply during the second semester of their junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors project and of the major will enable the student to graduate "With Honors in Economics."

Requirements for the Major in Economics-Mathematics

Economics 133, 134, 223, 224, 336, 393, 472; one additional elective economics course numbered 300 or above (excluding Economics 493); Mathematics 122 or 124, 253, 381, 382; two additional elective mathematics courses from Mathematics 274, 311, 313, 331, 332, 338, 352, and 372. The comprehensive examination administered during the senior year must be passed. 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.

Honors Program in Economics-Mathematics

Students majoring in economics-mathematics may apply during the second semester of their junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors project and of the major will enable the student to graduate "With Honors in Economics-Mathematics."

Requirements for the Minor in Economics

Economics 133, 134, 223, 224, and two elective courses in economics totaling at least six credit hours, of which at least three credit hours must be at the 300 level or higher. No requirement for the minor may be taken satisfactory/unsatisfactory.

¹Joint appointment in administrative science and economics.

²Joint appointment in economics and international studies.

³On leave full year.

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

217d2, 218j 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.

This year the topics are health economics and the economics of technical change (a January course). *Prerequisite:* Economics 133 and/or 134 depending on offering. *Two, three, or four credit hours.* MS. BARBEZAT AND MR. GEMERY

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. MEEHAN

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

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

239d2 Seminar in Economic History: 20th-Century Western Europe European growth in this century has been marked by two world wars, by depression, by major participation in international trade and finance, by decolonization, and by moves toward integration. An examination, beginning with World War I and its economic repercussions, of the economic experience of the Western European countries through the present European community. *Prerequisite:* Economics 133, 134. *Two credit hours.* MR. GEMERY

[254] The Economics of Women, Men, and Work 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.

[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.

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.* MR. HOGENDORN

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

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

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

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

[336] Mathematical Economics A course in advanced economic theory designed to provide students with the fundamental mathematical tools necessary to prepare for graduate work in economics or business administration and for professional careers in the public or private sector. Topics include the development of portions of consumer and producer theory, the study of static and dynamic models, linear programming techniques, matrix algebra, and the consideration of general equilibrium analysis. *Prerequisite:* Economics 223 and 224 and Mathematics 122 or 124. *Three or four credit hours.*

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. Particular emphasis will be placed on the importance of financial markets in determining interest rates, influencing bank behavior and affecting monetary policy. Research paper required. Enrollment limited. *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 223. *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, constraints on the formulation and implementation of 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 historical and current events. *Prerequisite:* Economics 224. *Three or four credit hours.*

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. Enrollment limited. *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 A 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 1994-5: economic forecasting, the economics of organization, and U.S. monetary policy. Enrollment limited. *Prerequisite:* Senior standing as an economics major or permission of the instructor. *Four credit hours.* MR. MEEHAN AND MS. THORNTON

Education and Human Development

Director, ASSOCIATE PROFESSOR MARILYN MAVRINAC

Associate Professors Mavrinc (Education and History), Jean Sanborn (English), and Dorin Zohner (Psychology); Assistant Professors Christine Bowditch (Sociology), Lyn Brown (Education), Peter Kahn (Education), and Mark 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 department. 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 215 or 257, 231, 374, 399, 433, 435j, 493, 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 two electives from other departments, to be approved by the chair.

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

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. Enrollment limited. *Four credit hours.* S. MS. KUSIAK

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

257 Educational Psychology Listed as Psychology 257 (q.v.). *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. ZOHNER

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

[311] Theories of Human Development An examination of theories of human development by focusing, in a reading seminar format, on a different foundational theorist each time the course is offered. Potential theorists include John Dewey, Jean Piaget, J.M. Baldwin, Sigmund Freud, Jane Loevinger, Wilhelm Dilthey, and Lev Vygotsky. The course has two broad

goals: to read a difficult text slowly, carefully, and critically; and to bring a thorough knowledge of a developmental theory to bear on practical problems in education and human development. *Prerequisite:* Education 215 or permission of the instructor. *Three credit hours.*

318 Moral Development 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 philosophical, psychological, and sociocultural premises, and their implications for education. *Prerequisite:* Education 215, 231, or permission of the instructor. *Four credit hours.* MR. KAHN

†[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:* Permission of the instructor. *Four credit hours.* S, D.

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

351j, 353 Practicum in Education and Human Development Students will gain practical experience working in an institution or agency devoted to fostering human development and improving human lives. Placement may occur in an educational setting (usually an elementary, middle, or junior-high school), where the student will serve as an assistant teacher. It may also occur in an institutional, clinical, or community setting. Each student will prepare appropriate plans for work during the practicum (e.g., lesson plans) and write critical essays relating assigned readings to the practicum experience. Meeting weekly in seminar with College supervisor. Nongraded. *Prerequisite:* Permission of the instructor. *One to four credit hours.* MS. MAVRINAC

355j Urban/Multi-cultural 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 215, 231, 257, 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.*
MS. MAVRINAC

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.* MR. KAHN

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 Brancaccio¹, Charles Bassett, Mizner, John Sweney², Susan Kenney³, Ira Sadoff⁴, Dianne Sadoff⁵, Peter Harris², W. Arnold Yasinski⁶, and Richard Russo³;

Associate Professors Phyllis Mannocchi, Cedric Bryant, Onion³, Jean Sanborn³, Robert Gillespie,⁷ Natalie Harris³, Linda Tattelbaum³, and James Boylan³; Assistant Professors Laurie Osborne, Russell Potter, David Suchoff, Elizabeth Sagaser, and Debra Spark³; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Michael Burke³, Susan Sterling³, Karen Potter³, and Anthony Hoagland³

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 (311-374; 397-398); 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 278, 279, 399, and 474 do not count toward the major.

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.

Honors in English

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.

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 upperclass writing courses in other genres (nonfiction, autobiography) as the opportunity arises. The sequence can be completed beginning either in the sophomore or junior year, but because of limited enrollments in the workshops, serious, committed students should elect the concentration as soon as possible, as

early as the spring of their first year. Admission to upperclass workshops is by manuscript submission only.

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 the programs in American studies, African-American studies, women's studies, and performing arts.

¹Resident director, Colby in London Program.

²On leave second semester.

³Part time.

⁴Shared position.

⁵On leave full year.

⁶Administrative vice president.

⁷College editor.

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 any student who wants extra work in writing. Taken in conjunction with English 115 or with a writing-emphasis course in another department at any level. Meets as individual tutorial in the Writers' Center. Nongraded. *One credit hour.* MS. SANBORN AND WRITERS' CENTER TUTORS

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

152 Reading and Writing About Literature Topics, texts, and genres will vary from section to section, but all sections will emphasize close reading, detailed analysis of imaginative literature from different times and cultures, and careful critical writing. *Prerequisite:* English 115 or exemption. *Four credit hours.* L. FACULTY

172d, 172j Literary Studies "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. Does not count toward the College-wide literature requirement. *Four credit hours; three credit hours in January.* 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

218d1 Play Wrihting Listed as Performing Arts 218 (q.v.). *Prerequisite:* One course in the literature of the performing arts, any performing arts course, or permission of the instructor. *Three credit hours.* A. MR. SEWELL

[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 **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 **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

311 **The Middle Ages: Dialogue and Debate in Medieval Literature** Just what are the "Middle Ages"? Are we in some sense, as Umberto Eco has said, "living in the New Middle Ages"? This course will explore the multiple cultural histories of Europe and North Africa during the time from the fourth to the 15th centuries, using a broad variety of texts ranging from medieval women mystics (Hadewijch, Hildegard, Margery Kempe) to the Kabbalah, from witchcraft trials to troubadour lyrics. Also an examination of the contemporary historical and theoretical work of writers such as Umberto Eco, Caroline Walker Bynum, and Jacques leGoff and viewing of a number of recent films that have produced (and continue to produce) our imaginary conceptions of the Middle Ages. *Four credit hours*. L. MR. POTTER

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

*317 **The 18th Century I** Selected works by writers of the first half of the century including Daniel Defoe, Alexander Pope, Jonathan Swift, Anne Finch, Lady Mary Wortley Montague, and Henry Fielding. *Four credit hours*. L. MR. SWENEY

†[318] **The 18th 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.

†[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

Matthew Arnold, and poems by Tennyson and the Rossetts. 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 A course examining the conflict between elite and an emerging mass culture in later 19th-century British society and culture, and how issues raised by colonialism, commodity culture, and emergent socialist and feminist movements shaped that divide. Narrative texts that related the crisis in high-cultural Victorian values to questions of racial and ethnic "otherness" will be emphasized, including works by Oscar Wilde, H.G. Wells, George Gissing, Bram Stoker, George Eliot, Rudyard Kipling, William Morris, and others. *Four credit hours.* L. MR. SUCHOFF

†[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.

*326 **Modern Irish Poetry** The origins, contexts, nature, and achievements of Irish poetry after Yeats. Five or six poets selected from a list that includes Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Eavann Boland, Medbh McGuckian, Seamus Heaney, Derek Mahon, Michael Longley, Paul Muldoon, Tom Paulin, Eamon Grennan. *Four credit hours.* L. MR. ARCHIBALD

327 **The Development of Dramatic Art I** Listed as Performing Arts 327 (q.v.). *Four credit hours.* L. MR. SEWELL

328 **The Development of Dramatic Art II** Listed as Performing Arts 328 (q.v.). *Four credit hours.* L. MS. WING

†[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.

†[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.

†[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.

*334d1 **Contemporary American Drama** Beginning with the experimental theater groups and texts of the mid-'60s, the course features a careful consideration of the range of perspectives currently available in the American theater. Close analysis is given to the theatrical as well as

to the dramatic techniques of playwrights such as Maria Irene Fornes, David Mamet, Tina Howe, Sam Shepard, David Henry Hwang, and Suzan-Lori Parks. *Four credit hours.* L. MS. WING

***338 The American Renaissance I** A historical, intertextually located exploration of 19th-century American literature, culture, and identity from diverse ideological points of view, including what Walt Whitman called “Democratic Vistas”; transcendentalism; Afrocentrism; and regionalism. Particular emphasis will be given to “folding” the voices of women—Charlotte Forten Grimké, Sojourner Truth, Margaret Fuller, and Frances E.W. Harper, for example—into the traditionally male and canonical dialogue about nation and nationality, slavery, free speech, and literary production between 1850 and 1880. *Four credit hours.* L. MR. BRYANT

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 '60s 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 native voice. The course examines contemporary writers (Silko, McNickles, Erdrich, Seals, Wright, Ortiz, and others) who continue and renew native values and imaginative forms, as well as the tribal mythologies in which their work is grounded. *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

[344] **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.

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

347d2 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. MR. SADOFF

[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.

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

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. Enrollment limited; preference will be given to American studies majors. *Four credit hours.* L. MR. HOAGLAND AND MS. ONION

362d1 **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 Anzúdua, 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. *Four credit hours.* L, D. 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.* MR. BOYLAN

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. HARRIS

*397 **Poets, Workers, and Artists in Victorian England** Belief in art for art's sake and socialism were parallel and intersecting responses to the power of capital in England in the second half of the 19th century. The class will explore the construction of individual

consciousness and analyses of social and economic relationships from the Pre-Raphaelites to the Fabians. Works will be chosen from such writers as Karl Marx, John Ruskin, Christina Rossetti, Dante Gabriel Rossetti, William Morris, Algernon Swinburne, Walter Pater, James Whistler, Oscar Wilde, Beatrice Webb, and George Bernard Shaw. *Four credit hours*. L. MR. YASINSKI

398 Poetry of the English Renaissance Reading closely lyric and narrative poems by Wyatt, Spenser, Mary Sidney, Philip Sidney, Daniel, Shakespeare, Donne, Jonson, Herbert, and the young Milton, the course will examine the forms and uses of the early modern poem in English. Renaissance verse offers powerful and deeply ambivalent representations of pleasure, art, ambition, national identity, and mortality; to study these representations is to begin (or continue) a serious inquiry into the nature of poetic language and the role poetry played, and plays, in intellectual history and in the private lives of individuals. L. MS. SAGASER

***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. Perspectives of race, gender, and class. Open to students in any major, whether or not they are pursuing the education minor. Nongraded. *Four credit hours*. MS. SANBORN

411 Staging the Other: Issues of Race and Gender in Shakespeare This course will explore how Shakespeare creates and uses sexual and racial difference in a range of genres. The aim will be to situate the plays' production of difference in a Renaissance context and to discuss how those differences continue to function throughout the evolution of Shakespearean productions, including current versions and revisions of Shakespeare's works. Requirements include attending on-campus productions. *Four credit hours*. L. MS. OSBORNE

412 Shakespeare as Material Boy: Physical Texts and the "Immortal" Bard An exploration of not only the early editions of Shakespeare's plays and their place in the Renaissance textual production but also of contemporary versions, looking at folios and quartos and also comic book versions, films, crib sheets, electronically retrieved texts, hypertext versions, etc., in order to analyze the material forms of Shakespeare's works and explore how those forms affect our readings of the plays. No computer experience required. *Four credit hours*. L. MS. OSBORNE

413, 413j, 413d2 Authors Courses A course focusing on the works of one author. Fall 1994: Toni Morrison. An intensive exploration of Toni Morrison's life, fiction, and nonfiction—six novels, collected essays/lectures, and short fiction—in terms of diverse modern and postmodern cultural issues. These concerns include race, class, and gender, as well as the debate about canonicity, literary tradition(s), and the politics of literary production. January 1995: Beckett. Spring 1995: Hemingway and Fitzgerald. A consideration of the major works of two significant American writers of the 1920s. Cultural context and biographical interaction will complement critical analysis of the work of these two groundbreaking American modernists. *Four credit hours, three credit hours in January*. L. MR. BRYANT, MR. MIZNER, AND MR. BASSETT

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

†[417] **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.*

†[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, the course also includes works by Dostoevsky, Tolstoy, Melville, Conrad, Beckett, Ionesco, Genet, Durrenmatt, and Abe. Students are encouraged to participate in the production of a play. *Four credit hours.* L. MR. MIZNER

†[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. *Four credit hours.* L, D.

†[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.

†[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.

429d2 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 countercultures 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. MS. MANNOCCI

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.* MS. KENNEY

479d2 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 An independent, substantial project approved by the department. The student will work in close consultation with a faculty member. Students are responsible for selecting their faculty tutor and submitting their proposal by May of their junior year. *Prerequisite:* 3.25 grade point average in the major and approval from a faculty tutor. *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 1994-95 include The 17th-Century Erotic Lyric, Politics and Poetics of the Vernacular, Modern Jewish Writing, The Culture Wars, Werther to Winnie: Romantic Heroes and Anti-Heroes from Goethe to Beckett. *Four credit hours; three credit hours in January.* L. MS. SAGASER, MR. POTTER, MR. SUCHOFF, MR. ARCHIBALD, AND MR. MIZNER

497 Crossdressing in Literature and Film: Transgressing Cultural Codes of Gender The course will range widely from early modern texts that use crossdressing to 19th-century novels to 20th-century films like *Tootsie*, *Victor/Victoria*, and *The Crying Game*, exploring the way crossdressing and disguise function within culture and literature to challenge or even to reinforce gender boundaries. Readings will range from Middleton's *The Roaring Girl* to Henry Fielding's *The Female Husband* to Isaac Bashevis Singer's “Yentl.” The course can count for pre-1800 requirement, but only with the professor's permission. *Four credit hours.* L. MS. OSBORNE

Environmental Studies

Director, PROFESSOR DAVID FIRMAGE

ADVISORY COMMITTEE: Professors F. Russell Cole and Firmage (Biology), James Fleming (Science and 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 256.
- (3) Either Biology 161 and 271 or Geology 141 and 142 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; Geology 352, 353, 494; History 275, 276, 364; Philosophy 211; Science and 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 and 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 Academic Affairs 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

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.

Chair, ASSOCIATE PROFESSOR SUELLEN DIACONOFF

Professors Guy Filosof, Jonathan Weiss¹, Jane Moss, and Arthur Greenspan; Associate Professors Charles Ferguson and Diaconoff; Assistant Professor Adrianna Paliyenko; Instructor Dace Weiss²

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. A minimum grade point average of 2.7 is required for admission to study abroad. All study-abroad plans must be approved in advance by the Department of French.

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.

Honors in French

Students majoring in French may apply during the junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in French."

¹Director of off-campus study and academic affairs.

²Part time.

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

125d, 126d French I, II 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.* FACULTY

127d, 127j French III An intermediate course including a structured grammar review, emphasizing writing and reading while promoting conversational skills both through work in the classroom and group sessions with students from Caen. *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

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. FILOSOF

135d Introduction to French Literature Introduction to the critical reading of French literature using selected prose, poetry, and theater. Emphasis on reading, discussion, and composition. *Prerequisite:* French 128 or appropriate College Board score. *Three credit hours.* L. MR. FILOSOF AND MS. 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 AND MS. PALIYENKO

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 sociopolitical 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

297j A la Recherche de Philippe: French Language and Culture Through the use of an interactive computerized video program called “A la recherche de Philippe,” students will get an idea of what real life is like for a young man in today’s Paris. The object of this January program is to improve comprehension of spoken French and to learn, through situational contexts, about various aspects of contemporary French culture. The course is of particular interest to students who will be studying abroad in a French-speaking country in the spring but is open to any student who has completed French 127 or its equivalent. *Three credit hours.* MR. WEISS

298 French Film and Literature in Translation Experiments in 20th-century narrative form: an examination of the ways in which novelists and filmmakers have undermined the concepts of space, time, character, and narrative voice to convey their experience and understanding of human existence and art. Works by Nathalie Sarraute, Samuel Beckett, Claude Simon, André Gide, Michel Butor, Alain Resnais, and Jean-Luc Godard. *Four credit hours.* MR. GREENSPAN

311d2 Literature of the Ancien Régime: Women’s Narratives Literary, historical, and feminist analysis of women’s writing from the 12th century to the eve of the French Revolution, dealing with subjects as modern as relations between the sexes, rape, domestic violence, and divorce, in conjunction with social roles, notions of beauty, virtue, and empowerment. Writers will include Marie de France, Christine de Pisan, Marguerite de Navarre, Mme. de Lafayette, Isabelle de Charrière and others whose story-telling techniques range from the romance to the fairy tale, to the *récit réaliste*, to the gothic novel. *Four credit hours.* L, D. 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.

[335] 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.

[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.

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

358 **19th-Century Literature: Embodying the Self: Real and Fantastic Visions** An examination of the evolving *culte du moi* in Romantic, Realist, Naturalist, and Symbolist short stories and novels. Readings from Chateaubriand, Sand, Balzac, Flaubert, Maupassant, Zola, and Huysmans will trace in particular a discourse of desire where *les effets des passions* bear upon the construction of individual and collective identity. Along with textual analysis, visual representations, i.e. art and film, will serve to illustrate how these narratives embody the relation between self and world. Non-French majors may write papers and examinations in English. *Four credit hours.* L. MS. PALIYENKO

[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.

412d1 **Stylistics** Exercise in the translation, both from English to French and from French to English, of literary texts of varying styles. The course will include stylistic analysis of some

of the more marked prose styles in French literature, which students will reproduce in compositions of their own. *Four credit hours.* MR. GREENSPAN

483, 483j, 484 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, which will be written in French, is to be a substantial study of a carefully defined literary topic supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *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: Le Monde Sensible de Boris Vian Engineer, jazz trumpet-player, poet, songwriter, playwright, novelist, and dramatist describe the now legendary Boris Vian, who died in 1959 at the age of 39. To study Vian is to meet the man whose creative work is wholly autobiographical. The seminar provides a travel through his world, discovering him and his fascinating vision of man and woman through novels, plays, poems, and music. *Four credit hours.* MR. FILOSOF

Geology

Chair: ASSOCIATE PROFESSOR ROBERT E. NELSON

Professors Donald Allen and Harold Pestana; Associate Professor Nelson; Assistant Professor Paul Doss¹; Visiting Assistant Professor Edwin Romanowicz; 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 life originated and what supports us on the planet, the physical and hydrologic framework for the environment, and our resources and their use—geology is a central area of study.

The Department of Geology possesses extensive 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.

Fieldwork 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, the Mohawk Valley of New York, or Campobello Island in New Brunswick.

The department offers four major programs and a minor for students with different interests. The point scale for retention of the major applies to all courses taken in the major; no requirement may be taken satisfactory/unsatisfactory.

Students should know that for most professional geological careers, graduate school training will be necessary. Those anticipating entering graduate school immediately upon graduation should strongly consider completing as many major course requirements as possible by the end of their junior year, so as to be prepared to take the Graduate Record Exam in Geology in the fall of their senior year; geology-biology and geology-environmental science majors may be underprepared for some parts of the exam.

Requirements for the Major in Geology

Geology 141, 142, 225, 226, 251, 331, 332, 352 or 353, 376, and 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, and at least three hours of 491 or 492; Chemistry 141; Science and Technology 215 (or Geology 292j). (Students who elect this major option and then decide to enter graduate school in geology will need to complete the remainder of the courses required for the basic geology major to be prepared adequately.)

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, 353, and 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 131, 171, 177, 331, 352; 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), 371, and at least three hours of 491 or 492; 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.

Requirements for a Minor in Geology

A minor in geology is available to students majoring in other disciplines who also desire an introductory 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.

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.

¹On leave full year.

131 Introduction to Environmental Geology An examination of both the controls of human activities by geology and the impact of humans on natural geologic processes; a survey of fundamental geologic processes and associated hazards (earthquakes, volcanic eruptions, floods, etc.); the exploitation of geologic resources (energy, minerals, water, soils); and topics such as pollution, waste disposal, and land-use planning. An opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources. Not open to students who have already completed Geology 141. *Three credit hours.* N. MR. ROMANOWICZ

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. MR. NELSON (FALL); MR. ROMANOWICZ (SPRING)

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.

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. Enrollment limited. *Prerequisite:* One or more of the following: Biology 161, Chemistry 112 or 141, Geology 131 or 141. *Two credit hours.*

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

252d 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; offered on demand. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.* FACULTY

254d 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; offered on demand. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.* FACULTY

[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 area 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. ROMANOWICZ

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; laboratory focus is on aerial photograph and topographic map interpretation, ability to recognize geologic significance of particular landforms. At least one all-day field trip required. *Prerequisite:* Geology 142 or 331 or permission of the instructor; students without stated prerequisites should consult with instructor prior to registration. *Four credit hours.* MR. NELSON

353d2 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. ROMANOWICZ

***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 required all-day Saturday trips). Normally offered in even-numbered years. *Prerequisite:* Geology 142. *Four credit hours.* MR. NELSON

[356j] Dating Techniques in Geology The use of radioactive isotopes and their decay as a means of determining the ages of rocks and sediments. Nonradiometric techniques will also be examined, with particular attention to their applicability and reliability. 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.*

374d1 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. Some Saturday field trips may be required. *Prerequisite:* Geology 225 and Chemistry 141. *Three credit hours.* MR. ALLEN

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 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.*

German

In the Department of German and Russian.

Unless otherwise specified, all courses are conducted in German.

Associate Professors Hubert Kueter and James McIntyre; Assistant Professor Ursula Reidel-Schrewe; Language Assistant Jan Krucker

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 intermediate-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 234, 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 234, 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 223, 224, 318, 320, 321, 322, 323, 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 Off-Campus Study Office 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.

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

125, 126 Elementary German 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 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:* German 119 and 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.*

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. MS. REIDEL

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.*

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. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.* MR. KUETER

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.* MS. REIDEL

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

351 **Early German Literature** An introduction to the history, culture, literature, and language of medieval Germany; study of major works of the period; reading of New High German translations with sample readings of Middle High German texts. *Three or four credit hours.* L. MR. KUETER

[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.

[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 Cotter¹, L. Sandy Maisel, and Mackenzie; Visiting Professor Morton Brody²; Associate Professors Kenneth Rodman³, Jane Curry, and Anthony Corrado; Assistant Professors Guilain Denoeux, Deborah Norden, Suisheng Zhao, and Paul Ellenbogen

The Department of Government offers a wide range of courses in American government and politics, comparative government and politics, international politics, political theory, and research methods and quantitative analysis. The departmental goals include exposing students to a variety of forms of governments and 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.

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. No requirement for the government major may be waived, for completion of an Advanced Placement course or exam or any other reason, without written permission of the department chair.

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, 237, 251, 253, 254, 258*, 259, 272, 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.

Honors in Government

Students majoring in government may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of this program and of the major will result in the degree being awarded "With Honors in Government."

Attention is called to the interdisciplinary major in international studies.

¹President of the College.

²Part time second semester only.

³On leave full year.

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

131j January in Poland Students will be looking at how the transition out of communism is working. They will be part of a daily seminar with students from the Institute of Political Science and Sociology of the University of Warsaw that will include both general lectures and guest speakers from Poland's past and present political, economic, and academic elite. In addition, each student will intern in the afternoon with either a new private business under the Polish-American enterprise foundation, the Foundation for Democratic Government, or one of the other new organizations such as one of the English-language weekly newspapers or the new welfare organizations. Students will be housed in University of Warsaw facilities and will take side trips to Cracow, Poznan, and one area suffering high unemployment. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. CURRY

[135j] **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. The 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.*

151j Aristophanes's *Clouds* and Related Work Socrates is perhaps the most famous and the most criticized political philosopher in the Western tradition. Aristophanes's *Clouds* is one of the first major challenges to the philosophic way of life endorsed by Socrates. Examination of the defenses of the Socratic way of life presented by Plato and Xenophon and consideration of the validity of Aristophanes's comic portrayal of Socrates. There will be a major paper evaluating Socratic political philosophy. MR. ELLENBOGEN

175j 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. Formerly listed as Government 275. *Prerequisite:* Government 111. *Three credit hours.* MR. MAISEL

[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.

215j 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. Enrollment limited to government and international studies majors who need the course for a major requirement. *Three 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 among schools of thought, and an enhanced understanding of contemporary political life, problems, and possibilities. Enrollment limited. *Four credit hours.* S. MR. ELLENBOGEN

[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 selected 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 Introduction to the Politics and Government of West Europe An examination of the development of West European forms of democratic governance as well as the economic and social policies that have developed in postwar Western Europe. Particular emphasis will be placed on France, Germany, Italy, Great Britain, and Scandinavia. Consideration will also be given to how politics is managed in multi-ethnic states and in the reconstruction of democracy in Spain. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MS. CURRY

234 Foreign Policy: Communism Through The Transition An examination of the relations between the United States, Western Europe, and the Soviet Union and between the Soviet Union and its allies from the heyday of Soviet power to the collapse of communism and the attempt to create a new system. In doing this, we will focus on the Cold War, the era of détente, and the attempts of Russia to re-emerge as a power. A look at how foreign policy was

made in the past and how it is now being made in terms of the general process and in terms of specific decisions. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* MS. CURRY

237d2 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. Formerly listed as Government 297. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D. MR. ZHAO

[238] 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. Formerly listed as Government 298. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D.

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.

[253] 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 communist heritage, the dynamics of the transformation, and the systems that are emerging will be studied; not only the changes in the system of politics but also the experiences of leaders and individuals. *Four credit hours.* S.

[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 and 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 Israelis and Palestinians: Conflict and Accommodation The roots and the evolution of the conflict between Israelis and Palestinians. Themes include: the origins of Zionism and Arab nationalism; the British mandate over Palestine; the creation of Israel and the birth of the Palestinian refugee problem; the Arab-Israeli wars; stereotyping and prejudices; and the intifada and its impact on the conflict. The course then turns to an examination of the origins, content, and significance of the September 1993 agreement between PLO leader Yasir Arafat and Israeli Prime Minister Yitzhak Rabin and examines efforts to implement this historic compromise. The course relies not only on scholarly analyses but also on first-hand accounts, essays, and documentaries that depict the attitudes and emotions that have sustained the conflict between Arabs and Jews in the Palestine/Israel region throughout the 20th century. Enrollment limited. *Three credit hours.* S, D. MR. DENOEUX

259 Politics of the Middle East This course provides an introduction to the internal politics of Middle Eastern countries. It centers on the two main forces that currently play themselves out in this region: the intertwining of religion and politics and the growing tension between the authoritarian nature of Arab regimes and increasing popular pressures for democratization. Other themes studied include the origins of modern Arab states, the challenges of modernization and political development, leadership styles, strategies of political control, and the politics of economic liberalization. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* S, D. MR. DENOEUX

265j The Pacific Challenge Combining lectures, discussions, and a 10-hour film series, "Pacific Century," to examine the various challenges—economic, political, and cultural—that Asia-Pacific, the most dynamic region in the world, poses for the United States. Formerly listed as Government 297. *Three credit hours.* S. MR. ZHAO

269 East Asian International Political Economy A broad introduction to the evolution of regional power-structure and security concerns, political diversity, and unique economic development patterns of East Asia (China, Japan, Korea, Taiwan, Hong Kong, and Singapore) as well as the economic, political, and strategic interests of the United States in East Asia. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* S, D. MR. ZHAO

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

273d2 The American Congress The organization, powers, and actions of the legislative branch of the American government examined in historical and contemporary perspective. Formerly listed as Government 373. *Prerequisite:* Government 111 or permission of the instructor. *Three or four credit hours.* MR. MACKENZIE AND MR. MAISEL

[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.

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 and will design 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

313 American Constitutional Law I An examination of basic themes of American constitutional law, including judicial review, the role of an independent judiciary in a system of checks and balances, the relationship between the federal courts and the executive branch, the House of Representatives, the Senate, the bureaucracy, and the state courts, and the constitutional sources and limits of government power. Readings will consist of major U.S. Supreme Court decisions and related documents. *Four credit hours.* S. MR. ELLENBOGEN

314 American Constitutional Law II (Continues, but does not require, Government 313.) Political controversies involving the Bill of Rights, in particular, First Amendment cases involving free speech, freedom of the press, freedom of assembly, and religious freedom; Fourth, Fifth, and Sixth Amendment cases about searches and seizures, property, and the rights of the accused; and the Fourteenth Amendment definition of civil rights and equality under the law. Readings will consist of major U.S. Supreme Court cases and related documents. *Four credit hours.* S. MR. ELLENBOGEN

[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.*

316d1 Foundations of American Constitutionalism An examination of the philosophical foundations of the Constitution and American political thought at the time of the founding through an analysis of the writings of Hobbes, Locke, Montesquieu, and selected Federalist and anti-Federalist essays. Enrollment limited. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. CORRADO

317 The Policymaking Process An examination of the policymaking process, including such topics as agenda setting, program formulation, consensus building, implementation, and the use and misuse of policy analysis. Special attention to methods and techniques of policy evaluation. Primary focus on policymaking at the national level in the United States government. Enrollment limited. *Prerequisite:* Government 111 or 112. *Four credit hours.* MR. MACKENZIE

319 Law and Social Change: Women and Minorities The legal “case method” will be used to focus on the judicial process—particularly the United States Supreme Court—as it has dealt with problems of slavery, racial equality, and discrimination against women in the United States

and, to a lesser extent, in England. The course investigates affirmative action, school segregation, abortion, rights of privacy, sex discrimination, and discrimination against homosexuals. The Socratic method of teaching is used, and regular class participation is required of all students. Enrollment limited. Seniors, regardless of major, are given preference. *Four 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.

333d2 **The Comparative Politics of North Africa** A comparative examination of the internal politics of Algeria, Morocco, Tunisia, and Libya. The course begins with a review of the political history of each country and then moves on to provide cross-country analyses of the following themes: how regimes attempt to legitimize themselves; development strategies; modes of political control; the role of the military; the politics of economic restructuring; the politics of the Islamic resurgence; prospects for democratization. The course is designed to develop comparative skills as students seek to separate what is specific about each of these political systems from the challenges that they all face. Enrollment limited. *Prerequisite:* Government 259 or permission of the instructor. *Four credit hours.* S, D. MR. DENOEUX

[334] **North/South Relations** The schism between north and south has ramifications for all of the issues studied in international relations. A critical examination of the most important theoretical approaches to north/south relations, contrasting 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.*

341 **United States Policy toward the Middle East** An overview of the Middle East policy of successive American administrations from Harry Truman to Bill Clinton. The emphasis will be on the motivations and world views that have guided U.S. policymakers toward the region. Topics include American interests in the Middle East; the origins of U.S. involvement in the region; American policy toward the Arab-Israeli conflict and toward Arab and Iranian nationalism; the "special relationship" between Israel and the United States; the American debacle in Iran; the United States response to the Iraqi invasion of Kuwait; and the challenges of U.S. Middle East policy in the post-Cold War era. Enrollment limited. *Prerequisite:* Government 259 or permission of the instructor. *Four credit hours.* S. MR. DENOEUX

[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.*

[346] **International Relations in East Asia** Regional conflicts and security issues in East Asia, one of the most dynamic regions in the world toward the end of the 20th century. The course will analyze the evolution of power structure and changing perceptions of national security in this region. The main focus is on the evolving roles and foreign relations of China and Japan. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.*

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

355d2 **Presidential Election 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. Formerly listed as Government 398. *Four credit hours.* MR. CORRADO

356d1 **Parties and the Electoral Process** An analysis of partisan politics and elections in the United States, emphasizing the role of parties and dealing with candidates, their staffs, the electorate, and the media. *Prerequisite:* Government 111. *Four credit hours.* MR. MAISEL

[357] **Transforming the Communist Political System** This course will look at 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 level, and why it has not been easy. Students will delve deeply into the process in one formerly communist country and do 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.*

[359] **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(s). *Four credit hours.*

375d2 **Race, Religion, and Gender in Latin America** An analysis of the politics of diversity in Latin America, considering such issues as the relationship between native and immigrant populations, the respective roles of the Catholic Church and minority religions, and the role of women in politics. *Prerequisite:* Government 112 or permission of the instructor. *Four credit hours.* D. MS. NORDEN

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

[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 West and East 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.

437d2 Political Violence, Revolutions, and Ethnic Conflict A seminar designed to enable students to familiarize themselves with the vast literature on revolutions, political violence, and ethnic conflict. Participants are exposed to a variety of theoretical perspectives and case studies. In the process, students learn how to draw on theoretical approaches to make sense of specific instances of political turmoil and, conversely, how to use case studies to assess the validity of different theories. Enrollment limited. *Prerequisite:* Government 112. *Four credit hours.* MR. DENOEUX

438 Seminar in Policy Advocacy Intensive study of selected public policy issues and the techniques of policy advocacy; emphasis on oral presentations of policy positions. Enrollment limited. *Prerequisite:* Government 317 and permission of the instructor. *Four credit hours.* MR. MACKENZIE

[439] Public Policy Seminar Students will design and conduct an original research project on a local, state, or national policy issue. *Four credit hours.*

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

453d2 Seminar on Plato and Bacon Is modern science beneficial? A comparison of ancient and modern views of the purposes of science, first considering the ancient understanding, presented by Plato and Aristotle, and then studying the rejection of ancient science by Bacon's *New Organon* and *New Atlantis*. Specific concerns include the political justification for scientific endeavor and the effects of scientific investigation on citizenship and public obligation. Readings may also include Rousseau's *Discourse on the Sciences and Arts* and selections from Swift's *Gulliver's Travels*. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. ELLENBOGEN

455 Capitalism and Democracy: Traumas of Transition Using novels, memoirs, public opinion research, studies of individual transitions from communism, and analytical discussions of the democratization process and building of capitalism in many regions, the course will explore why individuals have challenged authoritarian systems, why others have given up power, and why it has been so particularly hard for postcommunist systems to become "democratic" and "capitalist." *Four credit hours.* MS. CURRY

456d1 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.*

[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.*

459d2 Ethics in Politics A discussion of critical ethical issues faced by American and other national leaders. The course will be conducted through case studies of actual 20th-century decisions. Four credits. *Prerequisite:* Government 111 and permission of the instructor. *Four credit hours.* MR. MAISEL

477 Chinese Foreign Policy An analytic overview of China's foreign policy issues, examining 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. The course will also analyze China's relations with the U.S., 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 the 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

History

Chair, PROFESSOR ROBERT WEISBROT

Professors K. Frederick Gillum¹, Lee Feigon², Richard Moss, Weisbrot, and Joseph Roisman³; Assistant Professors James Webb, Elizabeth Leonard, Julie Kay Mueller, Larissa Taylor, and Raffael Scheck

History provides the opportunity to understand the human experience through the study of one's own and other cultures and societies as they have evolved over 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 200. 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.

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

Honors in History

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."

¹Reduced time.

²Joint appointment in East Asian studies; on leave full year.

³Joint appointment in history and classics.

[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.]

103j Athens, Rome, and Jerusalem Listed as Classics 139j (q.v.). *Two credit hours.* MR. ROISMAN

104d1 Roman History Listed as Ancient History 154 (q.v.). *Three credit hours.* MR. ROISMAN

106 Topics in Ancient History: Greek History Listed as Ancient History 158 (q.v.). *Three credit hours.* MR. ROISMAN

111 Europe from Late Antiquity to 1715 A survey of European history from the end of the ancient world through the age of Louis XIV. Coverage of historical events interweaves with gender issues, interactions between Christians, Jews, and Moslems, absolutism, the scientific revolution, and other social, political, and cultural currents. *Four credit hours* MS. TAYLOR

112 A Survey of Modern Europe An introduction to the great structural, political, and cultural changes in Europe from 1715 to the peaceful revolutions of 1989. Focuses on the evolution of modern states and societies, the emergence of a secular culture, and the transformation of everyday life and mentalities. *Four credit hours.* MR. SCHECK

131 Survey of United States History United States history from the age of discovery to the Civil War. 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

132 Survey of United States History: 1865 to the Present The rise of national power and its implications for American democratic values. *Four credit hours.* MR. WEISBROT

133 A Survey of Modern Europe, 1715-1991 An introduction to the major events and trends of European history from the death of Louis XIV to the dissolution of the Soviet Empire, with special attention to the divergent developmental patterns of Western and Eastern Europe. *Four credit hours.* MS. MUELLER

151, 152 Self, State, and Society in East Asian History Listed as East Asian Studies 151, 152 (q.v.). *Four credit hours.* D. MR. LAFLEUR

200 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

[208] Romans and Jews: History, Religion, Archaeology Listed as Ancient History 258 (q.v.). *Three credit hours.*

211j Medieval Civilization, 1000-1500 The culture of the High and Late Middle Ages, with attention to literary genres (Arthurian legends, fabliaux, troubadour literature); Gothic art and architecture; music, court life, high and low culture; scholasticism and the 12th-century Renaissance; Christians, Jews, and Moslems; science and medicine in the universities and in practice; astrology, magic, alchemy, and prophecy; gender roles. *Three credit hours.* MS. TAYLOR

[212] Medieval England An examination of English history from Roman times until the fall of the Yorkist house in 1485. Topics will include the early English church and gathering together of the kingdoms; Anglo-Saxon and Viking invasions; the Anarchy; the crusades; the barons and Magna Carta; development of parliamentary institution; plague and socioeconomic crises; the Hundred Years War; Richard II and "absolutism"; the Wars of the Roses; Jews in society; family and gender; culture, art, and literature. *Four credit hours.*

[213j] Women in Medieval and Early Modern Europe The history of women and gender from the early Middle Ages to the French Revolution, with attention to women of all classes and categories of society; virgins, wives, and widows; saints, nuns, and mothers; queens, intellectuals, physicians, and brewers; prostitutes, magicians, and witches. Changes in legal, family, and economic status over time; working opportunities and restrictions; attitudes to sexuality; the *querelle des femmes*; male views of women; writings by women; church attitudes. *Three credit hours.* D.

214 Italian Renaissance An interdisciplinary look at the history and culture of the Renaissance in Italy, with special attention to Florence and Venice. Topics include politics and city-states; court life and patronage; honor and clientage; art and architecture; academic and civic humanism; books, writers, and literature (including Dante, Boccaccio, and Machiavelli); women and family life; popular culture. *Four credit hours.* MS. TAYLOR

[215j] Heresy, Humanism, and Reform The wide range of medieval heresies, including the appeal to women and the poor; popular culture on the eve of the Reformation; northern humanism; Luther, Zwingli, and Calvin; the Radical Reformation; Counter-Reformation; Inquisition; the effects of reform on women and the family; the religious wars and the growth of toleration; the witch crazes. *Three credit hours.*

[217] Tudor/Stuart England A focus on English history in the 16th and 17th centuries including the Tudor revolution in government; constitutional changes and court life; marital politics and diplomacy; the English Reformation; the Elizabethan settlement; Gloriana and 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

[255] America and Asia: Attitudes and Relationships A history of United States attitudes to 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.

[256] **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. *Two credit hours.* D.

257j **The Chinese Almanac and Popular Religion** Offered during the month leading up to the Chinese New Year, the course offers an intensive examination, in translation, of a Chinese folk classic—the Chinese Almanac—and the popular Taoist, Buddhist, and Confucian religious traditions that are central to an understanding of Chinese social life during the past millennium. *Three credit hours.* D. MR. LAFLEUR

258 **Modern Japan** An intensive examination of Japanese history and culture from the 18th century to the present. Particular attention to Tokugawa society and culture, the Meiji restoration, and Japan's role in world politics during the past century. *Four credit hours.* D. MR. LAFLEUR

275 **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

276 **Comparative World History, 1800-1960** A sequel to History 275. 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

285 **Christianity: An Introduction** Listed as Religious Studies 215 (q.v.). *Four credit hours.* MS. CAMPBELL

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

[302] **Athens in the Fifth Century** Listed as Ancient History 352 (q.v.). *Three or four credit hours.*

306d1 **Alexander the Great** Listed as Ancient History 356 (q.v.). *Four credit hours.* MR. ROISMAN

[317] **The French Revolution in European Context, 1789-1815** What caused the French Revolution, what did it achieve, and why is it still so relevant for contemporary Europe? An analysis of a dramatic period, focusing both on the events in France and the reactions of Europeans outside France. *Four credit hours.*

[318] **Berlin: A Capital in the Crucible of History** A survey of Berlin and the Berliners since the early 19th century. The city as a cultural metropolis, a theater for war enthusiasm and revolution, the object of Hitler's plans for a world capital, a target of Allied bombing, a center

of Cold War confrontation, and the stage of the breakdown of the infamous wall in 1989. Will feature a film series. *Four credit hours.*

320 The Crisis of European Civilization, 1900-1925 An analysis of the immensely creative and destructive European crisis in the period of World War I. Examines the breakthrough of "modernity" in the arts and society, the devastating experience of the first total war of societies, and the effects of the struggle both in culture and politics. *Four credit hours.* MR. SCHECK

321 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

322 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

[323] "Totalitarian" States: Myth and Reality A historical comparison of Fascist Italy, Stalinist Russia, and Nazi Germany. Were these states really "totalitarian"? Topics include the conquest and consolidation of power, ideology, state administration, international agenda, armed forces, police, propaganda, and culture. *Prerequisite:* Permission of the instructor. *Four credit hours.*

[324] Soviet Russia during NEP, 1921-1928 A seminar on early Soviet state and society from the Bolshevik victory in the civil war to Stalin's consolidation of political power. Topics include the ideology of Leninism, Soviet foreign policy, the NEP economy, the formation of the Soviet Party/state, literature and art, propaganda, class identity and social mobility, the struggle for power, and alternatives to Stalinism. *Prerequisite:* History 228 or permission of the instructor. *Four credit hours.*

[325] The Russian Radical Tradition, 1790-1921 An exploration of the radical theories and movements—anarchist, populist, and Marxist, among others—which flourished in late Tsarist and early Soviet Russia, studied in the context of the developing socioeconomic and political conditions of the times. *Four credit hours.*

326 The Social History of Early Soviet Russia, 1917-1938 A seminar devoted to exploring the lives of ordinary men and women during two decades of extraordinary political and economic transformation. To what extent and how did revolution, civil war, and radical dictatorship affect rural and urban family life, sexuality, gender relations, youth culture, religion, and social mobility? *Prerequisite:* History 228 or permission of instructor. *Four credit hours.* MS. MUELLER

[328] History of Russian Communism A seminar on the theory and reality of Russian communism from the first Russian revision of Marxist theory through the collapse of the Soviet Union: ideology, politics, economics, society, and culture, with an emphasis on the Russian Republic. Attention to analyzing and evaluating rival historiographic interpretations of Soviet history. *Prerequisite:* History 228 or permission of instructor. *Four credit hours.*

[332] **Turning Points in the History of Science and Technology** Listed as Science and Technology Studies 332. *Three or four credit hours.*

333 **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

[334] **United States Cultural History, 1860-1974** This course will trace the growth of the United States as a mass culture. Special focus on the development of popular culture, leisure, and the consumer society while also introducing such traditional themes as Darwinism, Pragmatism, and Existentialism. *Four credit hours.*

[335] **Religion in America** Listed as Religious Studies 319 (q.v.). *Four credit hours.*

336 **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

[338] **Struggling from Revolution to Civil War: U.S. History, 1775-1860** A junior-level seminar exploring 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.*

340 **Seminar: Biographies and Autobiographies of Great American Women** A junior-level seminar exploring critical issues in American women's history, issues in the discipline of biographical/autobiographical historical writing, and issues related to the whole concept of historical "greatness," through the reading of biographies and autobiographies of individual American women such as Harriet Tubman, Amelia Earhart, Eleanor Roosevelt, and others. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MS. LEONARD

342 **Crisis and Reform: American Society and Politics in 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.* MR. WEISBROT

[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 132. *Four credit hours.*

[347] **America in Vietnam** The course traces the roots of conflict in Vietnam, American involvement, the course of the war, and its legacy for both Americans and Vietnamese. *Four credit hours.*

[357] **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.

[358] **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.

[361j] **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.

363 **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

364 **Economic Change in 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

[382] **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.*

[383] **War and Society: Classical and Modern Perspectives** Listed as Ancient History 393 (q.v.). *Four credit hours.*

412 **Seminar: Body and Soul: Conceptions, Sexuality, and Disease in Medieval/Early Modern Europe** A focus on attitudes of church, state, and ordinary people to sexuality: what constituted normal versus deviant sexuality; preaching and confessional interchanges; prostitution and criminal prosecutions; courtesans. Disease; medical and university theories about the body and sexuality; medical/surgical practices; gynecology and obstetrics; midwifery and female physicians. Conceptions of body, psyche, and soul. *Four credit hours.* D. MS. TAYLOR

[414] **Seminar: Deviance in Medieval/Early Modern Europe** A focus on all aspects of deviance in European history from the 12th to the 18th century, including criminality, prostitution, and punishment; "normal" and "abnormal" sexuality; medieval heresies; the Radical Reformation and sects in the English Civil War; witchcraft, sorcery, magic, and prophecy. *Four credit hours.*

[416] **Seminar: France in the Renaissance** A focus on life and culture in France from the Italian Wars to the assassination of Henri IV, with special attention to printing, book culture, art, architecture, music, literature, forms of devotion, court life. *Prerequisite:* reading knowledge of French. *Four credit hours.*

[418] Seminar: Art of Biography: Tudor England Using film, biography and the plentiful primary sources from Tudor England, students will learn how to critique a biography and film and conduct research using primary sources. The goal will be to write the biography of a minor figure from English history in this period. Films will include *A Man for All Seasons*, *Lady Jane*, *The Six Wives of Henry VIII*, *Anne of the Thousand Days*, *Richard III*, *Mary Queen of Scots*, *Elizabeth R*. *Four credit hours*.

423 Seminar on European Socialism An examination of socialist theories and movements—both reformist and revolutionary—in the context of the changing political, socio-economic, and international environment of 19th- and 20th-century Europe (including Russia). Students will write a major research paper on a thinker, movement, or issue of their choice. Enrollment limited. *Four credit hours*. MS. MUELLER

433 Seminar on Culture in America Also listed as American Studies 493. *Four credit hours*. MR. MOSS AND MR. BASSETT

[435] 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.

442 Seminar: African-American 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. Du Bois, Marcus Garvey, Martin Luther King, and Malcolm X, among others. *Prerequisite*: Permission of the instructor. *Four credit hours*. D. MR. WEISBROT

447 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 into the realm of history. *Four credit hours*. MR. WEISBROT

455 Reading Asian Histories (in Translation) An examination of some of the major works of Chinese and Japanese history and the individuals who wrote them. Particular attention to the rhetoric of these works, many of which were significant contributions to each society's literature and philosophy as well as history. *Four credit hours*. D. MR. LAFLEUR

[458] Seminar in Modern Chinese History Listed as East Asian Studies 458 (q.v.). *Prerequisite*: Permission of the instructor. *Four credit hours*. D.

481 Ecological Change in World History A seminar that explores the changing relationship between human agency and the environment over the course of world history, examining broad themes such as the agricultural and industrial revolutions, the integration of world ecozones, historical epidemiology, and the impact of technological change on the environment. *Prerequisite*: History 275 or 276 or permission of the instructor. *Four credit hours*. MR. WEBB

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 3.3 grade point average in the history major at the end of the junior year. *Four credit hours.* FACULTY

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

International Studies

Director, ASSOCIATE PROFESSOR PATRICE FRANKO

ADVISORY COMMITTEE: Professors *Guilain Denoeux (Government), Franko (Economics and International Studies), Mary Beth Mills (Anthropology), Julie Kay Mueller (History), Deborah Norden (Government), David Nugent (Anthropology), Tamae Prindle (East Asian Studies), Kenneth Rodman (Government), Betty Sasaki (Spanish), and James Webb (History)*

Requirements for the Major in International Studies

A total of 13 courses (14 beginning with the Class of 1998), 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 for students through the Class of 1997 and two courses beyond the 127 level beginning with the Class of 1998. To the extent to which it is practicable, students are encouraged to develop language skills relevant to their regional specialization. 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. Beginning with the Class of 1998, a student must receive a grade of C- or better for the course to count toward the major.

Note: Students must have at least a 2.7 grade point average by the end of the sophomore year to be eligible for foreign study. Students who have not studied abroad and who do not meet this minimum requirement must either enroll in a summer foreign study program for at least nine credits or change majors.

Note to junior transfer students: The College requires all students to spend at least four semesters in residence at Colby College. Therefore, to satisfy the semester abroad requirement for the major, junior transfer students must either stay for a fifth semester or enroll in a summer study-abroad program for at least nine credits if the study abroad requirement has not been met in some other way.

Courses Composing the Core Curriculum:

Economics 133 and 134, Anthropology 112, Government 215, and either History 275 or 276.

Courses Approved to Fulfill the Area Studies Component:

Note that (a) at least 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.

Biology: 297j Ecuador: Environmental Issues, Solutions.

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

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

Spanish: 232 Spanish-American Culture; 261, 262 Spanish-American Literature I & II; 332 Contemporary Spanish-American Fiction

Western Europe:

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

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

French: 221, 222 History of French Literature and Culture I & II; 232 Introduction to French Culture; 331 Images of French Women in French Literature; 335 17th-Century French Theater; 353 Francophone Women Authors; 358 19th-Century Representations of Self and Society; 374 World War II in French Novels and Film; 375 The French Novel in the 20th Century; 376 The French Theater, 1945-1970.

German: 232 Survey of German Culture; 233 Introduction to Contemporary German Culture; 331 Business German; 353 18th-Century German Literature; 355 19th-Century German Literature; 358 20th-Century German Literature.

Government: 233 Introduction to Politics and Government in Western Europe; 359 Comparative Political Parties and Party Systems.

History: 112 Survey of Modern Europe; 219 France in the Ancient Regime and Revolution; 221 Europe in Conflict 1914-1945; 222 Western Europe Since 1945; 223 European Politics, Culture, and Thought, 1789-1914; 225j The History of Childhood in Europe; 317 The French Revolution in European Context, 1789-1815; 318 Berlin: A Capital in the Crucible of History; 320 The Crisis of European Civilization, 1900-1925; 321 The Era of the First World War; 322 The Era of the Second World War; 323 Totalitarian States: Myth and Reality; 382 The Atlantic Revolutions.

Spanish: 255 19th-Century Spanish Literature; 256 The Generation of 1898; 334 Women in Hispanic Poetry and Fiction; 337 Medieval Spanish Literature; 351 El Siglo de Oro; 352 Don Quixote; 358 The Contemporary Spanish Novel; 397 The Conquest of America; 493 Seminar: Spanish and Latin American Literature.

Russia and Eastern Europe:

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

Government: 131j January in Poland; 253 The Politics of Post-Communist States; 234 Foreign Policy: Communism Through the Transition; 357 Transforming the Communist Political System; 359 Comparative Political Parties and Party Systems.

History: 226j A Millennium of Russian History; 227 History of Russia, 862-1861; 228 History of Russia, 1861-present; 323 Totalitarian States: Myth and Reality; 324 Soviet Russia during the NEP, 1921-1928; 325 The Russian Radical Tradition, 1790-1921; 326 The Social History of Early Soviet Russia; 328 History of Russian Communism.

Russian: 237, 238 Russian Literature; 297 Russian Women Writers.

Africa:

Anthropology: 237 Ethnographies of Africa.

English: 419 African Prose.

History: 361j African Voices/African History; 363 Debating the African Past; 364 Economic Change in 20th-Century Africa.

The Middle East:

Government: 258j Israelis and Palestinians; 259 Politics of the Middle East; 342 International Relations of the Middle East; 333 Comparative Politics of North Africa.

Religious Studies: 254 Islam and the Middle East.

Asia:

Anthropology: 233 Anthropology of a Region: China; 239 Southeast Asian Society and Culture.

East Asian Studies: 151, 152 Self, State, and Society in East Asia; 231 The Chinese Novel; 232 Literatures of Japan; 238 Japanese Language and Culture; 239 Language and Gender; 251 Imaging Chinese Women: Ideas and Ideals in China; 252j Hell on Earth: Chinese Writers and Modern Chinese Society; 271j Japanese Women in Film and Literature; 278 History of Tibet; 332 Money and Society in Japanese Literature; 457 Language and Culture Seminar; 458

Chinese Reform Movement.

Government: 135j January in China; 237 Introduction to Chinese Politics; 238 Introduction to Japanese Politics; 265j The Pacific Challenge; 269 East Asian International Political Economy; 358 Contemporary Japanese Politics; 477 Chinese Foreign Policy.

History: 255 America and Asia, Attitudes and Relationships; 256 The Chinese Revolution; 258 Modern Japan; 357 The Introduction of Marxism into China; 358 The People's Republic of China; 455 Reading Asian Histories

Philosophy: 255, 256 Indian Thought.

Religious Studies: 117 Passage to India; 211 Religions of India; 212 Religions of China and Japan; 213 Contemporary Asian Ideas and Values; 218 Buddhist Literature; 312 South Asian Women at the Crossroads: Tradition and Modernity; 314 Religion in Modern Asia; 315 Zen Buddhism; 317 Sikhism.

Courses Approved to Fulfill the Policy Studies Component:

Courses must be drawn from two different disciplines.

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

Economics: 214 Economic Policy and Performance in Contemporary Latin America; 239 Seminar in Economic History: 20th-Century Western Europe; 272 European Economic History; 277 International Finance; 278 International Trade; 293 Economic Development of the Third World; 373 Open-Economy Macroeconomics.

Environmental Studies: 118 Environment and Society.

Government: 234 Foreign Policy: Communism Through the Transition; 252 United States Foreign Policy; 257 The United States and the Third World; 269 East Asian International Political Economy; 274j Model United Nations; 297 Sustainable Development; 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: 221 Europe in Conflict, 1914-1945; 229j Shaping Minds: Persuasion and Propaganda in the 20th Century; 255 America and Asia: Attitudes and Relationships; 275, 276 Comparative World History (if not used to satisfy the core curriculum); 321 The Era of the First World War; 322 The Era of the Second World War; 347 America in Vietnam; 364 Economic Change in 20th-Century Africa; 447 The Cold War; 481 Ecological Change in World History.

Psychology: 171j Psychology of Fascism.

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

Courses Approved to Fulfill the Seminar Requirement:

East Asian Studies: 457 Language and Culture Seminar; 458 Seminar in Modern Chinese History.

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

Environmental Studies: 493 Environmental Colloquium (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; 455 Capitalism and Democracy: Traumas of Transition; 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: 423 Seminar on European Socialism; 447 The Cold War; 458 Seminar in Modern Chinese History; 481 Ecological Change in World 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.

Honors Program

An honors program is available in which the student can pursue a year-long independent research project that also fulfills the seminar requirement; successful completion of this project may entitle the student to graduate "With Honors in International Studies." To be eligible, a student must have a grade point average of 3.25 or better and must petition the program for permission to pursue honors before the beginning of the senior year.

Requirements for Concentrations

Students who wish to develop a greater degree of specialization in their elective courses may choose a concentration with either a regional or a policy focus. Students electing to do a concentration should work out a proposed curriculum plan with a relevant adviser in the International Studies program. Forms can be obtained from the director of the program.

Regional Concentrations: A regional concentration requires that the students complete the following:

- four courses dealing with a specific region. Courses appropriate to each region are listed above under the area studies concentrations. At least two of those courses should be taken at Colby College.
- a coordination of area specialization with study abroad.
- a coordination of the language requirement with foreign study where Colby offers an appropriate program.
- a seminar project or independent study in the senior year that addresses issues in the chosen area.

Policy or Functional Concentrations: The requirements for the policy or functional concentrations are listed below. Five tracks have been established for policy concentrations:

- Foreign Policy/National Security Studies
- International Economic Policy
- Development Studies
- Environment and Technology Policy
- Social and Cultural Diversity

Each track requires at least four courses designated as relevant to the respective field plus a seminar or an independent senior project relevant to the chosen specialization. Note that some of the courses appropriate for these concentrations are not designated as International Studies courses. While they are relevant to their respective specializations, they do not count toward the requirements for the major or the grade point average in the major. These courses are designated by an asterisk (*).

Foreign Policy/National Security Studies: Students must take four courses listed below, two of which should be taken from the Government Department:

Economics 277, 278

Government 234, 252, 257, 274j, 336, 337, 341, 342, 457, 458, 477

History 221, 255, 321, 322, 347, 447

Science and Technology Studies 393

International Economic Policy: Students must take four courses listed below, two of which are drawn from a core of Economics 277, 278, 293, or 373

Anthropology 252, 256

Economics 214, 239, 272, 275, 277, 278, 293, 373

Government 265, 269, 334, 336, 337

History 364

Development Studies: Students must take four courses listed below, two of which are drawn from a core of Anthropology 252, 256, Economics 293:

Anthropology 252, 256, 316

Economics 213, 214, 277, 278, 293

Government 251, 257, 259, 265, 269, 332, 333, 334, 437, 456

History 275, 276, 364, 481

Environment and Technology Policy: Students are required to take Economics 231* (Environment and Natural Resource Economics) and Environmental Studies 118 (Environment and Society) as well as two other courses listed below:

Anthropology 256

Biology 297

Economics 213j, 293, 493

Environmental Studies 493 (Environmental Economics Seminar only)

Government 265, 336

History 481

Science and Technology Studies 215*, 297*

Social and Cultural Diversity: Students are required to take four courses from those listed below, two of which are drawn from the following core: Anthropology 217, 253, 256, Religion 116*

Anthropology 216j*, 217j*, 233, 235, 237, 239, 252, 253, 256, 316

Art 273*, 274*, 352*, 353*

East Asian Studies 238, 239, 251, 271

English 423

French 331, 353

German 333

Government 375, 437

History 213j*, 225j, 361j, 412*, 414*

Music 252

Sociology 252*

Religious Studies 117, 211, 212, 215*, 254, 259j*, 312, 315, 317

Russian 297

Spanish 493

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 credits.* FACULTY

Italian

Associate Professor Charles 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 is published 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

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 Studies.

Associate Professor Tamae Prindle; Visiting Assistant Professor Hideko Abe-Nornes; Language Assistant Ako Fukushima

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. ABE-NORNES

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. PRINDLE

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. ABE-NORNES

421, 422 Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 322 or permission of the instructor; Japanese 421 is prerequisite for 422. *Four credit hours.* MS. PRINDLE

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

Latin

In the Department of Classics.

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

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

Literature in Translation

Offered by the departments of Classics, East Asian Studies, French, German and Russian, and Spanish.

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; 136 Roman Legends and Literature; 177, 178 Topics in Classics; 232 Greek Tragedy.

In East Asian Studies:

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; 332 Money and Society in Japanese Literature.

In French:

298 French Film and Literature in Translation; 331 Images of Women in French Literature; 353 Francophone Women Authors in Translation.

In Russian:

231, 232 Topics in Russian Literature; 237 19th-Century Russian Literature; 238 20th-Century Russian Literature; 297j 20th-Century Women's Voices.

Mathematics

In the Department of Mathematics and Computer Science.

Chair, ASSOCIATE PROFESSOR DALE SKRIEN

Professor Homer Hayslett¹; Associate Professors Skrien² and Fernando Gouvêa³; Assistant Professors Dexter Whittinghill, Benjamin Mathes, Barya Friedman², and Krishna Kumar²; Visiting Professor William Berlinghoff⁴; Visiting Assistant Professors Amy Boyd⁴ 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-mathematical sciences, a minor in mathematics, and a minor in computer science. An independent major in computer science is possible. Details concerning the minor in computer science are listed under "Computer Science." It is not possible to take the mathematics-mathematical sciences major and a minor in computer science. Both the mathematics major and the mathematics-mathematical sciences major 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-Mathematical Sciences

Completion of one year of calculus, Mathematics 253, 274, Computer Science 115, 231, plus

five additional mathematics or computer science courses from the following list: Mathematics 262, 272, 311, 332, 333, 336, 338, 352, 372, 373, 381, 382, 491/492 (for at least three credits), Computer Science 352, 371, 491/492 (for at least three credits).

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-mathematical sciences 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 "With Honors in Mathematics-Mathematical Sciences."

¹On leave second semester.

²Joint appointment in mathematics and computer science.

³On leave first semester.

⁴Part time.

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. BERLINGHOFF

112d Non-Calculus Statistics Description of data, confidence intervals, tests of hypotheses, non-parametric statistics, correlation and regression (including multiple regression), use of computer statistical packages. Credit is not given for both Mathematics 112 and 231. *Four credit hours.* Q. MR. HAYSLETT, MR. WHITTINGHILL, AND MS. BOYD

[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. 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. SKRIEN, MR. WELCH, AND MR. HAYSLETT

123 Honors Calculus I Differential calculus of one and several variables: functions, limits, continuity, differentiation. May not be taken for credit if the student has earned credit for Mathematics 121. 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 Honors Calculus 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. MATHES

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. MATHES

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. 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. KUMAR AND MR. WELCH

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 instructor. *Four credit hours.* MR. SKRIEN

311d2 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.* MR. GOUVÊA

[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.*

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.* FACULTY

[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. *Four 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. HAYSLETT

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.*

[372] Discrete Mathematics Selected topics in modern mathematics and operations research that have applications in current societal problems. The content will vary from year to year, but topics such as graph theory, combinatorics, game theory, linear programming, optimization techniques, and Markov chains may be considered. *Prerequisite:* Mathematics 122 or 124, and 274. *Four credit hours.*

[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 instructor. *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.* MR. KUMAR

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. GOUVÊA

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 Hallstrom¹ and Eva Linfield; Assistant Professors Steven Saunders¹ and Richard Argosh; Visiting Assistant Professor 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.

¹On leave full year.

[*Note:* All three- or four-credit hour courses offered by the Music Department, except 213, 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

111 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.* FACULTY

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. *Three credit hours.* FACULTY

133 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.* FACULTY

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. ARGOSH

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. ARGOSH

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 composed of students, local amateurs, and professionals perform four concerts per year of work 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 Swingera to current rock tunes and Funk for various college functions. Open to all interested brass, wind, and percussion players without audition. MR. WHITE

213d2 Introduction to Computer Music An introduction to computer music materials and synthesis options with emphasis on their use in composition; the basics of MIDI (the Musical Instrument Digital Interface), frequency modulation and additive synthesis techniques, sampling, operation of studio hardware and software, etc. Students will create small composition etudes; the course will culminate in the creation of a larger, fully executed work. Enrollment limited. *Prerequisite:* Music 181 or 153 and permission of the instructor. *Three credit hours.* Q. MR. GOLDEN

†[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.* D.

†[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.* D.

†[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.*

236 American Musical Theater in the 20th Century Listed as American Studies 236 (q.v.). A history of American musical theater in the 20th century, focusing on African-American shows of the pre-Broadway era and the jazz age; cabarets and revues; Broadway's golden years—the works of Berlin, Gershwin, Kern, and Porter; modernist trends, revivals, classics of the second golden age, and postmodernism on Broadway (Sondheim). *Prerequisite:* Music 111, 133, or 153. MR. MACHLIN

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. ARGOSH

255 Music, Sexuality, Gender A focus on Monteverdi, his late operas and his *madrigali guerrieri et amorosi*. Contemporary theoretical issues for a study of homoeroticism, construction of gender, and history of the *castrati*. *Prerequisite:* Some musical experience. *Three or four credit hours.* D. MS. LINFIELD

*[278] **Opera as Theater** A historical study of principles of opera production, with laboratory experience in staging scenes from several periods. *Prerequisite:* Permission of the instructor. *Four credit hours.*

281 Music Theory III Form and structure, harmony, and an introduction to chromatic harmony. Primarily for music majors. *Prerequisite:* Music 182. *Four credit hours.* MR. ARGOSH

282 Music Theory IV Post-Romantic harmony and contemporary techniques, focusing on representative works of 20th-century composers. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* MR. 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. ARGOSH

[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 Seminar in Music Topics will change each year; 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.* INSTRUCTOR

Performing Arts

Chair, ADJUNCT PROFESSOR CHRISTINE WENTZEL

*Adjunct Professor Wentzel*¹; *Adjunct Associate Professor Richard Sewell*; *Associate Professor Joylynn Wing*; *Adjunct Assistant Professor James Thurston*¹; *Technical Director John Ervin*; *Artists in Residence Claire De Coster and Henri Ewaskio*²

The primary mission of the Performing Arts Program at Colby is to promote the historical, theoretical, and experiential study of performing arts as a viable and important area of inquiry for all liberal arts students. It is an interdisciplinary program that offers a major and minor in theater 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. It also seeks to educate the larger community through its rigorous production schedule of plays, concerts, touring artists, and residency workshops with guest artists.

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 131, 171, 327, 328, and four additional courses in art, music, and/or dramatic literature chosen with the approval of the major adviser.
- (2) Seven additional courses in performing arts chosen with the approval of the major adviser, including one course in acting, one course in dance, one course in design (231, 232, 233), one course in directing or choreography, and one culminating experience.
- (3) 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 131, 171, either 327 or 328, and four elective courses chosen among three possible emphases: acting and directing; design and technical theater; dance; and significant participation in one faculty-directed performance (design, directing, acting, dance). Specific course elections must be made in consultation with a designated adviser in performing arts.

¹On leave second semester.

²Second semester only.

091j London Theater See the *January Program Course List*. *Noncredit*. FACULTY

093j Applied Performance Significant participation in a production during January. Enrollment limited to members of the cast and crew. *Prerequisite*: Permission of the performing arts committee. *Noncredit*. FACULTY

116 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.* **A.** FACULTY

131d 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, props, and sound. Laboratory section is required, as work on actual productions is fundamental to an understanding of the performing arts. Attendance at Powder and Wig and Performing Arts Department productions is also a requirement. Enrollment limited. *Four credit hours.* **A.** MR. ERVIN

[133j] Stagecraft Methods, materials, and machinery used in the scene shop and theater as they relate to a realized Performing Arts production. Enrollment limited. *Three credit hours.* **A.** FACULTY

†[155] Studio I, Foundations of 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 movement study, dance training, and placement by the instructor or audition. *Three credit hours.* **A.**

†[156] Foundations of Voice and Movement A foundations course that explores the physiological process of vocalization and its relationship to breathing and movement. The basic structures and functions of the vocal mechanism and the use of breath as support for vocalization and physical movement. Major focus will be 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.* **A.**

171 Introduction to Performing Arts A team-taught overview of the techniques of stage performance, with 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.* **A.** MS. WENTZEL AND MS. WING

175 Techniques of Performing in the British Theater I Offered in Colby in London. *Three credit hours.* **A.** FACULTY

191j London Theater See the *January Program Course List*. *Three credit hours.* **A.** FACULTY

212 Fundamentals of Direction and Stage Management The basic techniques of staging dramatic scripts. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Four credit hours.* **A.** MR. SEWELL

216 Modes of Interpretation and Creativity in the British Theater II See Performing Arts 116. Offered in Colby in London. *Four credit hours.* **A.** FACULTY

218d1 Play Wrighting Basic challenges of writing for the stage. Students write brief exercises in dramatic form to deal with compression, stage (as different from narrative) impact, and delineation of character, and then compose a dramatization, short original play, or sequence of scenes. Enrollment limited. *Prerequisite:* One course in the literature of the performing arts, any performing arts course, or permission of the instructor. *Four credit hours.* **A.** MR. SEWELL

†[231] **Scene Design** Exploration of stage space dynamics as they relate to the dramatic event with a concentration on the historical, theoretical, and practical aspects of scene design through lectures, discussions, and projects. Particular emphasis on viable conceptual solutions and the collaborative nature of theater and dance. Enrollment limited. *Prerequisite:* Performing Arts 131 or permission of the instructor. *Four credit hours.* A.

232d1 **Stage Lighting** The role of light in the dramatic event is explored through lectures, discussions, and projects concentrating on the artistic and scientific aspects of the medium. Particular emphasis on viable conceptual solutions and the collaborative nature of theater and dance. *Prerequisite:* Performing Arts 131 or permission of the instructor. *Four credit hours.* A.
MR. THURSTON

†[233] **Stage Costume Design** Line, form, movement, color, characterization, and rendering in stage costume design, in conjunction with appropriate scenographic theory. Students will be involved in practical theatrical costuming. *Three credit hours.* A.

255 **Studio II, Intermediate/Advanced Dance: Moving Through Human Anatomy** An overview of the major systems of the body (skeletal, organ, fluids, nervous, etc.) to show how the systems support and move the body in and through space. Personal awareness of these systems fosters understanding of their interrelationships in self and others and helps to refine personal, technical clarity with regard to movement expressivity in performance. Course content will change each semester and may be repeated for credit. *Prerequisite:* Performing Arts 155 and/or permission of the instructor. *Three credit hours.* A. MS. WENTZEL

256 **Voice and Movement in Acting** Offered in Colby in London. *Three credit hours.* A. FACULTY

259 **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 and choreographic studies will be the vehicles of exploring the student's creative voice. Final projects will be considered for concert format for the spring. *Prerequisite:* Participation in movement class and permission of the instructor. *Four credit hours.* A. MS. WENTZEL

274d **Drama in Performance** An intensive study that culminates in the production of a play. The play 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. In the fall of 1994 there will be two productions: David Mamet's *American Buffalo* and Eugene O'Neill's *Anna Christie*. In the spring of 1995, the production will be Bertolt Brecht's *Mother Courage*. Topics will change each semester and may be repeated for credit. Enrollment limited according to the needs of each production. *Prerequisite:* Audition or permission of instructor. *Four credit hours.* A. MR. SEWELL AND MS. WING

274j **"Dreamcatcher"** Working title of a faculty-directed performance piece originally inspired by Native American myths; an exploration of the stories that unfold in dreamscapes. *Prerequisite:* Permission of the instructors. *Three credit hours.* A. FACULTY

275 **Techniques of Performing in the British Theater II** Offered in Colby in London. *Three credit hours.* A. FACULTY

293d **Applied Performance** Optional credit for significant participation in productions, applied workshops, or performances staged in conjunction with classes in directing or choreography. May be repeated for additional credit. Enrollment limited. *Prerequisite:* For actors, an

acting course numbered 171 or higher (may be taken concurrently); for dancers, 255 (may be taken concurrently); for technicians, 131 (may be taken concurrently); all students must obtain permission of the Performing Arts Department chair. *One credit hour.* FACULTY

298 Movement for the Performer Description of course to be announced at a later date. *Three credit hours.* A. MS. DE COSTER

†[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.* A. MS. WING

***327 The Development of Dramatic Art I** An examination of plays and theatrical traditions from Ancient Greece through the Restoration. Representative dramas. Formerly listed as English 327. *Four credit hours.* L. MR. SEWELL

328 The Development of Dramatic Art II A survey course of dramatic literature from the Romantic period through contemporary drama. Emphasis on historical context and staging techniques, as well as on the dramatic text. Formerly listed as English 328. *Four credit hours.* L. MS. WING

†[331] **Topics in Design and Technical Production** Advanced studies in design and technical production. Topics of study might include design theory, production design, technical theater, the production process, and theater architecture. *Prerequisite:* Performing Arts 131 and permission of the instructor. *Three credit hours.* A.

353 Dance Repertory Advanced applied dance theory. Study and performance of faculty works, commissioned choreography, or period pieces reconstructed from labanotation. Topics will change each semester. Fall 1994, a faculty-directed performance piece created by both students and faculty based on an exploration of dreams and dream theory, working title "Dreamcatcher." Course may be repeated for credit. *Prerequisite:* Performing Arts 259 (may be taken concurrently), participation in a movement class, and permission of the instructor. *Three credit hours.* A. MS. WENTZEL

356 Advanced Voice and Movement in Acting Offered in Colby in London. *Three credit hours.* A. FACULTY

359 Advanced Dance Theory and Composition Formal compositional fundamentals of dance and their application to group choreography; the relationship of dance to other arts disciplines. *Prerequisite:* Performing Arts 259 and permission of the instructor. *Four credit hours.* A. MS. WENTZEL

374 Scene Work (Acting) Two- and three-person scenes from the modern repertory form the basis for acting study, principally in the Stanislavskian techniques of quest for objective, analysis of beats, sensememory, and development of character biography. 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.* A. MR. SEWELL

***[394] 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. *Four credit hours.* A.

398A Touring Topics Course with Visiting Guest Artist A student acting ensemble will be developed to restage and tour to area schools "What I'm Not," a mask piece with live music, written by Kaleidoscope Children's Theatre in Chicago. The theme, which developed from a discussion on the origins of racism, is about not taking on "labels" assigned by family, peers, or society, but staying in contact with true self, which is ever changing and potent. A post-show discussion with role plays developed by the ensemble will accompany the play. *Prerequisite:* Permission of the instructor. *Three credit hours.* A. MS. DE COSTER

398B Topics Course with Visiting Guest Artist: 3-D Design in Costume and Puppetry An introduction to basic concepts of three-dimensional design and construction in puppetry and costuming, and an exploration of the process of researching, conceptualizing, and rendering a character, considering the impact of color, silhouette, and cartoon on a design. A hands-on course enabling each student to create an original three-dimensional object from conception through construction to completion. *Prerequisite:* Permission of the instructor. *Three credit hours.* A. MS. EWASKIO

472 Topics in Acting The special challenges and demands of acting in particular kinds of plays and/or plays from particular periods or cultures. Brief repertoires may be presented, but emphasis is on process rather than production. For 1994-1995 the topic is Advanced Improvisation, with a focus on exploring new improvisational skills and techniques, as well as on further development of those already acquired. Theatersports training will be expanded to include creation of sustained improvisations on serious as well as satirical subjects. May be repeated for additional credit. Enrollment limited. *Prerequisite:* Performing Arts 171 and permission of the instructor. *Three credit hours.* A. MS. WING

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 McArthur¹; Associate Professors Cohen and Cheshire Calhoun; Assistant Professor Jill Gordon²; 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.

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 141, 142 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.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Honors in Philosophy

Students majoring in philosophy, philosophy-religious studies, or philosophy-mathematics may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors program and of the major will enable the student to graduate “With Honors in Philosophy,” “With Honors in Philosophy-Religious Studies,” or “With Honors in Philosophy-Mathematics.”

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.

¹Dean of faculty.

²On 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. MR. STANOVSKY

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. MR. MCARTHUR

[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.

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

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. MS. CALHOUN

174 **Philosophical Anthropology: The Philosophy of Human Nature** An introduction to philosophy through a comparative study of theories about human nature and destiny. Readings from great philosophers, scientists, and literary figures such as Plato, Rousseau, Skinner, Freud, the Sociobiologists, Sartre, Camus, and Tillich. Also listed as Anthropology 174. *Four credit hours.* S, D. MR. HUDSON

211 **Moral Philosophy** An introduction to the three major philosophical approaches to ethics—utilitarianism, Kantian ethics, and virtue ethics. Lesser attention to special issues such as snobbery and moral luck. *Three or four credit hours.* S. MS. CALHOUN

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 Skeptics, and the Stoics. *Four credit hours.* H. MR. STANOVSKY

232 **History of Early Modern Philosophy** European philosophy of the 17th and 18th centuries, focusing on the contrast between rationalist and empiricist approaches to knowledge as developed in the works of Descartes, Locke, Berkeley, Hume, and Kant. *Four credit hours.* H. MS. CALHOUN

[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 credit hours.* S. MR. STANOVSKY

[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.*

252 **American Philosophy** A study of some of the major thinkers and movements in the American intellectual and philosophical tradition, with emphasis on the American Enlighten-

ment, Transcendentalism, Pragmatism, and Social Darwinism, and on the contributions of black and women thinkers. Readings from such thinkers as Thomas Paine, Emerson, Thoreau, Margaret Fuller, William James, W.E.B. DuBois, and John Dewey. *Three credit hours.* H. MR. HUDSON

256d1 Indian Thought The development of Indian philosophy and intellectual history from the beginning of the Indian Renaissance in the late 18th century to the present. Readings from such thinkers as Gandhi, Tagore, Ramakrishna, Vivekananda, and Radhakrishnan. *Three credit hours.* L, D. MR. HUDSON

[258] Intermediate Logic The formal semantics of symbolic logic and its extensions, metatheoretic results such as soundness and completeness, the nature and limits of the axiomatic method, and philosophical problems concerning the nature of logical truth. *Prerequisite:* Philosophy 152 or permission of the instructor. *Three credit hours.*

[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.

311 Contemporary Currents in Ethical Theory An examination of contemporary theoretical controversies over the liberal conception of justice. Beginning with an examination of Kantian and Rawlsian constructivist approaches to justice, the course examines communitarian, discourse ethics, and feminist alternatives to Rawlsian liberalism. *Prerequisite:* Philosophy 211 or permission of the instructor. *Four credit hours.* MS. CALHOUN

312 Philosophical Topics in Feminist Theory An in-depth investigation of feminist ethics and feminist political theory, with special attention to the moral dimension of personal relationships, the distinction between public and private spheres, and the politics of difference. *Prerequisite:* Six credit hours in philosophy and/or women's studies. *Four credit hours.* MS. CALHOUN

[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. *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.* MR. COHEN

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 philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Two courses in philosophy, including Philosophy 152, or permission of the instructor. *Three credit hours.* MR. COHEN

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.* MR. STANOVSKY

372 Philosophy of Religion Some of the principal philosophical problems concerning the nature and justification of religious belief and experience, problems such as the nature of God, arguments for the existence of God, the problem of evil, mysticism, and the relation of faith and reason. *Prerequisite:* One course in philosophy or religious studies, or permission of the instructor. *Four credit hours.* S. MR. HUDSON

[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.*

†[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.*

[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 Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A 3.25 major average at the end of the senior year is a condition of successful completion of this program. *Prerequisite:* Senior standing, a 3.0 major average at the end of the junior year, and permission of the department. *Three credit hours.* FACULTY

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

Physical Education

Chair, ADJUNCT PROFESSOR RICHARD WHITMORE

Professor Richard McGee; Adjunct 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, Raymond Gee, and Heidi Salin; Staff Coaches Jefferson Goethals, John Illig, Donald Angus, and David Zazzaro

The Department of Physical Education and Athletics offers physical education classes, intramural sports, intercollegiate athletics (varsity and junior varsity), informal recreational activities, and club sports. These programs, along with wellness seminars, may be used toward fulfilling the new wellness requirement for the Colby degree.

Physical Education Activities

A program of instruction in a variety of activities is offered on a coeducational basis; registration is made with the Physical Education Department. Activities currently in the program are *aquatics:* swimming, scuba, lifeguard training; *leisure-time sports:* tennis, 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. Most activities last one season (one-half semester). Activity units may be taken toward fulfillment of the physical education requirement (pertinent for the Classes of 1995, '96, and '97) or for the Wellness Program (required for graduation beginning with the Class of 1998) or as noncredit electives.

Wellness Program

The objective of the new Wellness Program is to assist in and encourage the development of self-responsibility for one's lifestyle, emphasizing mental, emotional, social, physical, and spiritual fitness. The Wellness Program is a requirement for the Colby College degree, beginning with the Class of 1998; however, continuing students in earlier classes may choose to earn units in this program. Four units are required and may be earned in any of the following ways:

Wellness Seminar Series—A series of 10 one-hour wellness lectures are offered each fall semester; topics may include alcohol, drugs, and sex; sexual victimization; time-/stress-management; nutrition, eating disorders and body image; spirituality and student life; and risks of student living. One unit may be earned by attending four lectures. A maximum of two units may be applied toward the Wellness Program requirement.

Fitness Classes—Classes will promote aerobic, strength, and flexibility activities to improve fitness and provide educational tools to establish a lifetime fitness program. Five seven-week classes are offered twice each semester. Two units toward the Wellness Program may be earned for completion of each class.

Varsity Athletics—Beginning with the Class of 1998, a maximum of two units may be earned by participating in one varsity athletic season; only one varsity sport may be counted toward the Wellness Program requirement.

Activities Classes—A single unit may be earned for participation in one activity (see list above); a maximum of two units may be counted toward the Wellness Program requirement.

Club Sports—A maximum of one unit may be earned for participation in a club sport.

Physical Education Requirement (Classes prior to the Class of 1998)

Students in classes prior to the Class of 1998 may continue to fulfill the graduation requirement of four units of physical education by participation in varsity athletics, activities classes, and/or club sports. Other options such as proficiency examinations, proficiency certifications, hikes, coaching and teaching in youth programs, and independent programs have been discontinued.

097j Basic Care and Prevention of Athletic Injuries Modern principles and practices in prevention and care of common injuries associated with the athletic, school, or recreational setting. Use of proper personal and field equipment support methods, practical/functional examinations, and therapeutic aids. *Noncredit*.

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 social institutions. 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, on group behavior and interaction patterns within sport settings at all levels of involvement, and on cultural, sociostructural, and situational factors affecting the nature or dynamics of sport and sport experience. *Prerequisite*: Permission of the instructor. *Two credit hours*. MR. MCGEE

Physics

In the Department of Physics and Astronomy.

Chair,

Professor Murray Campbell¹; Assistant Professors James Fleming², Charles Conover¹, Robert Bluhm, Duncan Tate, and Shelby Nelson; Visiting Assistant Professor Rhodri Evans

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 3.15 average in physics and mathematics courses is normally required. In addition to the major requirements, the honors program requires completion of Physics 311, 321, 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.

¹On leave full year.

²Joint appointment in science and technology studies.

111d2 From Galileo to Einstein What is the structure of the universe? How has our understanding of the physical universe evolved over the ages? These questions form the central theme of a physics course intended for nonscience majors. The physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe, are examined. The focus is on the concepts of motion, space, time, matter, and energy. 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.* **N.** MR. BLUHM

[112] 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.**

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.** MS. NELSON AND MR. TATE

[193] **Physics and Astronomy Seminar** Discussion of topics of current interest in physics and/or astronomy. Nongraded. *One credit hour.*

231d2 **Introduction to Astrophysics** Listed as Astronomy 231 (q.v.). *Prerequisite:* High school chemistry. *Three credit hours.* N. MR. EVANS

241 **Modern Physics I** Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schroedinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 124. *Four credit hours.* MR. BLUHM

242 **Modern Physics II** An intermediate treatment of the quantum physics, including the hydrogen atom, atomic models, Schroedinger theory, atomic spectra, and electron spin. Lecture and laboratory. *Prerequisite:* Physics 241 and Mathematics 262 (may be taken concurrently). *Four credit hours.* MR. BLUHM

254 **Essential Electronics** An introduction to modern scientific electronics, emphasizing laboratory work and including theory, problem solving, and circuit design. From simple, direct-current devices to digital integrated circuits, microcomputer instrumentation, and analog signal processing. Enrollment limited. *Prerequisite:* Physics 142. *Four credit hours.* MR. EVANS

291j **Research and Seminar in Physics and Astronomy** Individual or small-group work in one of several areas: atomic spectroscopy, development of laboratory apparatus, development of laboratory astronomical equipment, analysis of infrared astronomical data, or literature review of topics in physics or astronomy. Each student will present a written report and seminar midway through January and at the conclusion of the work. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* FACULTY

†[311] **Classical Mechanics** Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. *Prerequisite:* Physics 141 and Mathematics 262 or permission of the instructor. *Four credit hours.*

321 **Electricity and Magnetism I** A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 142 and Mathematics 262 or permission of the instructor. *Four credit hours.* MR. TATE

[322] **Electricity and Magnetism II** An advanced treatment of electromagnetism, including electromagnetic waves, the special theory of relativity, and electrodynamics. *Prerequisite:* Physics 321. *Four credit hours.*

[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.*

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.* MS. NELSON

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.* MS. NELSON

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

[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. *Prerequisite:* Computer Science 232 or Physics 254 or permission of the instructor. *Three credit hours.*

431 Quantum Physics Nonrelativistic quantum mechanics, including Schrodinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Lecture and discussion. *Prerequisite:* Physics 242 and Mathematics 311 or permission of the instructor. *Four credit hours.* MR. BLUHM

[432] **Advanced Quantum Physics** Quantum mechanics of atoms in external fields, including time-independent and time-dependent perturbation theory, treatment of identical particles, angular momentum addition, and a quantum description of light. Lecture and discussion. *Prerequisite:* Physics 322 and 431 or permission of the instructor. *Four credit hours.*

483, 483j, 484 Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *One to three credit hours.* FACULTY

491, 492 Independent Study Individual topics or research 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

493d2 Physics and Astronomy Seminar Discussion of topics of current interest in physics and/or astronomy. *One credit hour.* FACULTY

Psychology

Chair, PROFESSOR EDWARD YETERIAN

Professors Nicholas Rohrman, Diane Winn, and Yeterian; Visiting Professor Peter Hampson; Associate Professor Dorin Zohner; Assistant Professors William Klein¹ and Bill Henry; Visiting Assistant Professor Michele Grossman; Research Associate John Baird; 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 strong background in human behavior and its determinants. Third, to provide 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 microcomputers 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 229, 231, 239, 257, 274, 276, 297, 298; 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, 355, 356, 358, 361, 372, 374, 378, 398.

One year of laboratory science is recommended.

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.

Honors in Psychology

Students seeking to participate in the honors program must make formal application to the department during the junior year. In addition to fulfilling the basic requirements for the psychology major, students must take one additional course in psychology numbered above 300 and complete the honors research sequence (Psychology 483, 484). 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 229, 231, 232, 234, 237, 239, 257, 274, 276, 297, 298; at least one course from 331, 352, 354, 355, 356, 358, 361, 372, 374, 378, 398.

¹On leave full year.

[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.

[117] Altruism and Aggression Beginning with an overview of various approaches to understanding the causes of altruistic and aggressive behavior, consideration will be given to topics such as genetic determinants of criminal behavior, effects of televised aggression (e.g., cartoons), beliefs about fairness, and circumstances in which people are most likely to help others in distress.

Later discussion will focus on love and hate and the determinants of these emotions. Enrollment limited. Cannot be counted toward the psychology major or minor. *Two credit hours.*

121 Introduction to Psychology 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.* MS. GROSSMAN 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. Enrollment limited. Cannot be counted toward the psychology major or minor. *Prerequisite:* Psychology 121. *Two credit hours.*

171j Psychology of Fascism With a focus on Nazi Germany this course will examine the historical, social, and psychological conditions that have led to the establishment of totalitarian governments. It will include introductory coverage of the Holocaust and the conditions that made it possible. Will include an optional field trip to the Holocaust museum in Washington, D.C. Enrollment limited. Cannot be counted toward the psychology major or minor. *Prerequisite:* Psychology 121 or permission of the instructor. *Two credit hours.* MR. ROHRMAN

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

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. Normally taken in the semester subsequent to Psychology 214. *Two credit hours.* MS. WINN

229 Antisocial Behavior A survey of psychological research on antisocial behavior from childhood to adulthood. Topics will likely include the definition and measurement of antisocial behavior; epidemiology and etiology; as well as family, peer, and individual difference characteristics related to antisocial behavior. Special issues, such as the stability of antisocial behavior and the diagnostic category of Antisocial Personality Disorder, will be emphasized. *Prerequisite:* Psychology 122. *Four credit hours.* MR. HENRY

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

[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.*

236 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. Formerly listed as Psychology 231. *Prerequisite:* Psychology 121. *Four credit hours.* 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. *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.* MS. GROSSMAN

254 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. Formerly listed as Psychology 354. *Prerequisite:* Psychology 122. *Four credit hours.* MR. HENRY

[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.*

[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.*

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, and 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.*

297 Psychology of Gender An examination of gender similarities and differences in social behavior, personality, physical and cognitive functioning, biological processes, and psychological health. Emphasis is placed on stereotypes of femininity and masculinity, gender roles, gender identity, and the personal, social, and political implications of the male-female distinction. Current research and psychological theories will be applied to understanding various viewpoints that exist in the psychology of gender. *Prerequisite:* Psychology 122. *Four credit hours.* MS. GROSSMAN

298 Cognition in Context The human mind depends for its existence and functioning on a biological organ, the brain. It also interacts with a rich environment within which it has evolved. The first aim of this course is to provide a brief orientation to the study of human cognition in relation to its major biological, evolutionary, and ecological contexts, and to offer an overview of the methods used to study it. The second aim is to focus in more detail on the benefits and problems associated with studying cognition in the real world as opposed to laboratory settings. These problems and benefits will be illustrated with studies of a variety of

cognitive functions, including memory, attention, language, and skills, and by pertinent examples of cognition in action on complex tasks, such as reading, driving, and holding a conversation. *Prerequisite:* Psychology 121. *Four credit hours.* MR. HAMPSON

[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.*

355 Psychopathology Seminar: Schizophrenia and Related Disorders An examination of primary literature pertaining to schizophrenia and related disorders (e.g., schizoaffective disorder, schizotypal personality disorder, delusional disorder). Conceptual, empirical, and methodological issues will be explored. Topics may include the following: assessment and diagnosis of psychotic disorders; social, neurological, and genetic factors contributing to the disorders; associated patterns of cognitive and neuropsychological deficits; and approaches to management and treatment. Enrollment limited. *Prerequisite:* Psychology 254. *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.* MS. GROSSMAN

358 Personality Seminar: Current Issues in Personality An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of personality psychology. Issues addressed will likely include the following: the validity and usefulness of current structural models of personality; the role of behavior genetics in the study of personality; the study of temperament and its relationship to personality; and the biological bases of personality. Emphasis will be placed not only on current issues facing the field but also on the modern personality theorists whose ideas and research are most influential in shaping the field. Enrollment limited. *Prerequisite:* Psychology 251. *Four credit hours.* MR. HENRY

[361] 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. Formerly listed as Psychology 397. *Prerequisite:* Psychology 214 or permission of the instructor. *Four 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

[378] Seminar on Trance States A survey of states of consciousness characterized by dissociation from external stimulation. Hypnotic trance will be a focus of the course; additional topics will depend on the interests of the participants but are likely to include meditative states, the shamanic journey, and mediumistic trance (or channeling). Other possible topics are daydreaming, hypnagogic states, automatic writing, near-death experiences, out-of-body experiences, and religious ecstasy. Formerly listed as Psychology 398A. Enrollment limited. *Prerequisite:* Psychology 239 and permission of the instructor. *Four credit hours.*

398 Seminar on Imagery and Consciousness An exploration of the structure and function of imagery and its relationship to cognition and consciousness. Emphasis will be placed on converging evidence from a variety of sources, including neuropsychology, to elucidate the structure and function of visual and auditory mental imagery, and on the recent progress that has been made in our understanding of consciousness. Topics pertaining to imagery to be selected from: the history of imagery research; early work on individual differences; experimental and other ways of studying imagery; visual imagery and the imagery debate; the relationship between imagery and memory; imagery and problem-solving; and imagery and psychotherapy. Topics relating to consciousness to be selected from: perception of external entities and internal activity; experimental and other methods for studying consciousness; models of consciousness; neuropsychological evidence; consciousness in other species, and the possibility of artificial consciousness. Enrollment limited. *Prerequisite:* Psychology 232 or 239. *Four credit hours.* MR. HAMPSON

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. *Three 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. *One credit hour.* MR. ROHRMAN

483, 484 Honors Research Individual and group meetings of students and faculty participating in the psychology honors program. Under faculty supervision, students will prepare a

proposal and will carry out an independent, empirical project. The research will culminate in the preparation of a paper of publishable quality and a formal presentation. A 3.25 major average at the end of the senior year is a condition of successful completion of this program. *Prerequisite:* A 3.0 major average at the end of the junior year, and permission of the department. *Three credit hours.* FACULTY

491, 492 Independent Study Individual projects, under faculty supervision, in areas in which the student has demonstrated the interest and competence necessary for independent work. Cannot be counted toward the psychology major or minor. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

Religious Studies

Chair, PROFESSOR THOMAS LONGSTAFF

Professor Longstaff; Associate Professors Debra Campbell and Nikky Singh¹; Visiting Assistant Professor Deborah Soifer

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 215; Religious Studies 316 (or alternate course in contemporary religion approved by the department); and a culminating seminar, which must be taken in the second semester of the senior year in conjunction with (a) a course of independent study leading to a major essay, (b) an honors program in religious studies, or (c) a Senior Scholars Program in religious studies. The elective courses should be chosen in consultation with faculty advisers to achieve a broad cross-cultural survey of religion or a study of religion with a particular concentration or focus.

Requirements for the Major in Philosophy-Religious Studies

Religious Studies 211, 212, 233, 234, 316, Philosophy 152, 211, 331, 332, 372, 373, either Philosophy 491 or 492 or Religious Studies 491 or 492.

The point scale for retention of each of the above majors applies to all courses that count toward the major.

Honors Program

Students majoring in religious studies or philosophy-religious studies, who have a grade point average of 3.0 or higher in the major, may apply during the junior year for admission to the honors program. On successful completion of the work for the honors program, including a thesis, their graduation from the College will be noted as being "With Honors in Religious Studies" or "With Honors in Philosophy-Religious Studies."

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.

¹Resident director, Colby in Cork Program.

†[117] **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*, *Wind-World*, *Siddhartha*, *The Razor's Edge*, *Heat and Dust*, *Baumgartner's Bombay*, *Mississippi Masala*, and *Four Quartets*. *Four credit hours.* L, D.

†[118] **Introduction to Archaeology** A first course in the principles and practice of field archaeology, examining both the theories and methods of modern, scientific excavation. Attention will be given to the importance of proper recording techniques as well as to 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.*

*151 **Reflections on Evil: A Study of the Book of Job** Beginning with Archibald MacLeish's well-known play *J.B.* and Rabbi Kushner's *When Bad Things Happen to Good People*, the course will move on to a close reading of the book of Job as a vehicle for raising the question of whether "personal religion"—the view that human beings are the objects of divine creation, nurture, guidance, and protection—survives the challenge of the experience of persistent evils in the world. This central question in the 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. *Four credit hours.* MR. LONGSTAFF

198 **Building the World: Mythologies and Societies** How do myths give meaning, value, and structure to a culture's vision of human nature, society, and the cosmos? The question is explored, drawing on mythologies from Native American, Amazonian, Melanesian, Asian, and African cultures. Readings in fieldwork recorded by anthropologists and historians of religion as well as examinations of the meaning and nature of myth inform the study. *Four credit hours.* MS. SOIFER

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** An exploration of Hinduism and other Indian religious systems with a focus on their religious texts, rituals, and the cultural context within which they developed. An examination of the relationship these traditions have to one another, their understandings of physical and metaphysical reality, their theories of the self and society. *Four credit hours.* S, D. MS. SOIFER

212 **Religions of China and Japan** A study of both the indigenous and adopted religious traditions of China and Japan through primary and secondary source materials. An exploration of the beliefs and practices associated with Confucianism, Taoism, folk religion, and Shinto; the

interaction of Buddhism and the indigenous traditions with a focus on the development of Zen. *Four credit hours.* S, D. MS. SOIFER

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

[219j] **The Bible and Social Inequality** Listed as Sociology 219j (q.v.). *Prerequisite:* Permission of the instructor. *Three credit hours.*

233 Biblical Literature I An introduction to the Hebrew Bible and Old Testament in terms of their historical context, original meaning, and significance in the contemporary world. The narratives, prophecies, and other literary forms are studied against the background of the history of Israel in order to understand broadly the culture of the people for whom this literature became normative scripture. *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. *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 encountered aesthetically. *Three credit hours.* A.

***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. *Four credit hours.* S, D. MR. LONGSTAFF

***257d2 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. *Four credit hours.*
H, D. MS. CAMPBELL

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

***259 The Catholic Church in the Modern World** An examination of the Roman Catholic Church during the past century with special emphasis upon the ferment of the past quarter century; the documents of Vatican II, the emergence of Third World liberation theologies, and the evolution of Catholic teachings on sexuality, nuclear weapons, economic affairs, and the role of women in the church. *Four credit hours.* MS. CAMPBELL

[277, 278] Religious Perspectives Interdisciplinary considerations of various topics.
Three credit hours.

297 Hindu Myth and Epic An exploration of the myths and epics of classical Hinduism. Reading of original myths from the *Puranas* with attention to themes of cosmology, conflict, divine manifestation, and soteriology, as well as the concepts of evil and sexuality. Study of the epics *Mahabharata* and *Ramayana* with emphasis on religious themes. Some readings in and discussion of methodology in the study of mythology. *Four credit hours.* MS. SOIFER

[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, focusing 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.

[315] Zen Buddhism This Japanese school of Mahayana Buddhism is studied through the historical roots of Indian mysticism and Chinese naturalism, the establishment of Rinzai and Soto schools, the philosophical and psychological idea of "no-mindedness," and the relationship of Zen with visual and aural arts. *Three credit hours.* S, D.

†**[316] Seminar: Contemporary Western Theology** Following a brief recapitulation of early 20th-century theology, the course provides an intensive study of the significant theological developments (Protestant, Catholic, Jewish, and neo-pagan) since midcentury, including the "death of God," evangelical, process, black, womanist, and feminist theologies, and a variety of liberation theologies from Africa, Asia, Latin America, and North America. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.*

†**[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. *Prerequisite:* Religious Studies 211 or 212 or permission of the instructor. *Four 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*.

†[319] **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. *Prerequisite*: Religious Studies 215 or permission of the instructor. *Four credit hours*. S.

*332 **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. *Prerequisite*: Religious Studies 215 or permission of the instructor. *Four credit hours*. H. MS. CAMPBELL

†[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. *Four 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. *Four credit hours*.

†[355] **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? *Prerequisite*: Religious Studies 211 or 212 or permission of the instructor. *Four credit hours*. S, D.

[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*.

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

[391,] 392 **Seminar: Illness, Death, and the Human Pilgrimage** This seminar examines the process of coping with illness and death in the West, as it is depicted in religious and secular works. The seminar will examine the ways in which Western attitudes toward illness and death have evolved over the centuries as well as look at representative contemporary works. *Prerequisite*: Religious Studies 215 or 232 or permission of instructor. *Four credit hours.* MS. CAMPBELL

*393 **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. *Four credit hours.* MR. LONGSTAFF

†[398] **Biblical Images in American Literature** A team-taught examination of selected works of American literature, including short stories, novels, poetry, and drama. Emphasis on the manner in which the authors studied made use of biblical characters, themes, and narratives, as well as their purposes for including such material. The place of myth, symbol, and imagery in American thought and culture. *Three credit hours.*

483, 484 **Religious Studies Honors Program** Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite*: a 3.0 average in the major at the end of the junior year, and permission of the department. *Four 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

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.

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 227 and 228.
 (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 Culture

- (1) Four introductory Russian language 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 112, 133, 227, 228, 323, 324, 325, 326, 328, 447, 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 audiovisual 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 the Soviet Union A three-week study tour of Russia. Topics, which vary from year to year, may include political and social affairs, Russian culture, art, and architecture. *Three credit hours.* 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. DE SHERBININ

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, Zamiatin, 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. DE SHERBININ

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. DE SHERBININ

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 and 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), H. A. Gemery (Economics), Thomas Longstaff (Religious Studies), Robert McArthur (Philosophy); Associate Professors Frank Fekete (Biology), Jonathan Hallstrom (Music), Leonard Reich (Administrative Science), Robin Roberts (American Studies and Women's Studies), Dale Skrien (Mathematics and Computer Science); Assistant Professors James Fleming (Science and Technology Studies), Batya Friedman (Mathematics and Computer Science), and Jean Haley (Biology)*

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 in the Science and Technology Studies Program are introduced to 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 and technology studies. Students may also design an independent major in this field.

Requirements for the Minor in Science and Technology Studies

The minor comprises six courses. Two of them—Science, Technology, and Society 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 study 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: 131 Introduction to Environmental 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 and 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 Industry, Technology, and Society.

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

Ancient History: 393 War and Society: Classical and Modern Perspectives.

Economics: 493 Senior Seminar (when appropriate).

Philosophy: 234 History of Science, 317 Philosophy of Science.

Psychology: 477 History and Systems of Psychology; 478 Historical Research in Psychology.

Science and Technology Studies: 129 Sailing: History, Dynamics, and Design; 213 Science and Technology in the Federal Government; 216 Aeronautics in America; 217 The Automobile in America; 218 The American Home, 1794-1994; 271 History of Science in America; 297 Global Change: History and Science; 332 Turning Points in the History of Science and Technology; 393 War and Society: Classical and Modern Perspectives.

Sociology: 297 Sociology of Mass Communications.

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 Science, Technology, and Society 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

129j Sailing: History, Seamanship, Dynamics, and Design A history of sail, from the ancient world to the 1995 America's Cup races; practical and theoretical aspects of boat handling; the physics of sailing; and the tradeoffs in racing and cruising design. Field trips to Maine boatbuilders. Each student will design a boat. *Three credit hours.* MR. REICH

[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.

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. *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.*

[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.*

[271] **History of Science in America** A survey of the social, political, and institutional development of science in America from colonial times to the present. Topics include: scientists' roles in government, education, and industry; science in war; science, technology, and social issues; the evolution of environmental thought; and the emergence of America as a leading scientific nation. *Three or four credit hours.* **H.**

297 **Global Change: History and Science** Historical perspectives on the environmental sciences and geo-sciences that today we call "global change" science. Examination of social and scientific responses to past environmental changes and discussion of current global change science and policy. Emphasis is on interdisciplinary approaches in defense of the environment. Enrollment limited. *Four credit hours.* **H.** MR. FLEMING

[332] **Turning Points in the History of Science and Technology** International perspectives on the development of science and technology from the scientific revolution to the early 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.**

[393] **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 and technology studies majors and minors. Also listed as Ancient History 393. *Four credit hours.* **H.**

483, 484 **Senior Research Project** Students will design and complete a final integrative project in Science and Technology Studies. Required of minors and open to other seniors. *Two credit hours each semester.* 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 the current catalogue. When such a course is offered, it will be listed on the curriculum 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 are determined by the department or interdisciplinary major offering the course; information will be available at registration.

Sociology

In the Department of Sociology and Anthropology.

Chair, ASSOCIATE PROFESSOR TERRY ARENDELL

Professor Thomas Morrione; Associate Professors Cheryl Townsend Gilkes and Arendell; Assistant

Professors Adam Weisberger and Christine Bowditch¹; Instructor Sarah Willie

The curriculum in sociology introduces students to the discipline, especially to the interplay of sociological theory and sociological research. Courses in the department foster appreciation of such sociological concerns as social inequality, social change, social control, deviance, conflict, and the formation of identity. By conducting research for course projects, students learn that sociology is an empirically based social science; they learn to do sociology as well as to read about how it is done. The major helps prepare students to deal with the world by providing them with a critical and humanistic perspective. For those considering graduate school, it offers a comprehensive background in theory and methods and their application in a variety of subject areas of the discipline. After developing their own sociological perspective, students complete an independent research project that integrates their course work, 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.

Honors in Sociology

Seniors majoring in sociology may apply for the honors program during the first two weeks of the fall semester. In addition to department approval, students must have a 3.25 overall grade point average. The program involves independent research conducted prior to and in conjunction with The Sociology Department Honors Project (Sociology 483j) and Senior Project Colloquium (Sociology 494).

Requirements for the Minor in Sociology

Sociology 131, 215, 271, and at least three electives in sociology, with two of the three at the 200 level or above and one of the three at the 300 level or above.

Sociology courses above the 100 level have limited enrollments.

¹On leave full year.

[*Note:* All three- or four-credit hour courses offered by the Sociology Department fulfill the area requirement in social sciences (S). Those that also fulfill the diversity requirement include the D designation.]

[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.*

[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.* 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.* MR. MORRIONE AND MR. WEISBERGER

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.* D. MS. WILLIE

[214j] 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.* D.

215 History of Sociological Theory The history of sociology, and a critical survey of the systems of thought about society, centered on major schools of sociological theory and their representatives. The place of theory in social research as presented in works of major social theorists. *Prerequisite:* Sociology 131. *Three credit hours.* MR. WEISBERGER

[219j] The Bible and Social Inequality The course explores the importance of gender, political organization, nationality, and economic position within the Bible and the biblical world and then examines the social and cultural importance of the Bible in issues of gender, race-ethnicity, class, and power in the United States. *Prerequisite:* Permission of the instructor. *Three credit hours.* 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 The course explores the nature, causes, and solutions to crime in American society. Topics include 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.*

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.* MS. GILKES

[238] The School in American Society An examination of the structure, organization, and practices of schools in American society. Topics include 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.*

252d1 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

254 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. Formerly listed as Sociology 298. *Four credit hours.* D. 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.*

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. ARENDELL

[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.* MS. ARENDELL

274 Social Inequality and Power Using a historical and sociological orientation, the course examines how structured inequalities are socially created, and the social consequences of inequality. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* D. MR. WEISBERGER

276d1 Women and Men in Society The behaviors expected of people because of their sex and differences in the status of men and women in society will be examined using a sociohistorical perspective. Theories accounting for gender differences will be analyzed, and the consequences of gender inequality in contemporary society will be explored. *Prerequisite:* Sociology 131. *Four credit hours.* MS. ARENDELL

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.*

[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.

356d1 **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. MS. GILKES

[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.

375d2 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.* MR. MORRIONE

391d2 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.* MS. ARENDELL

392 Freud Focus on Freud and his sociological interpreters: a review of Freud's most important works and a survey of contemporary interpretations of psychoanalysis. Critical theory, Parsonian functionalism, and the feminist reconstructions of Nancy Chodorow and Jessica Benjamin. Enrollment limited. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* MR. WEISBERGER

[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.*

483j Honors Project *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *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:* 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.* FACULTY

Spanish

*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.*

Chair, PROFESSOR JORGE OLIVARES

Professors Priscilla Doel¹ and Olivares; Assistant Professors Betty Sasaki² and Alison Maginn; Instructors Barbara Nelson³ and Ivette Hernández; Visiting Instructors John O'Neill⁴ and Clara Giménez

The Department of Spanish offers Spanish language and Spanish and Spanish-American literature courses in all periods, genres, and major authors, as well as seminars in particular topics. The major in Spanish builds upon a close reading and detailed analysis of literary texts, taking into account ideological, cultural, and aesthetic issues. Students have the opportunity to participate in Colby's language semester program in Cuernavaca, Mexico, and to spend their junior year abroad at Colby's program in Salamanca, Spain, 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 areas such as anthropology, history, government, economics, sociology, or the natural sciences, career possibilities in law, medicine, business, and government are enhanced.

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. A minimum grade point average of 2.7 is required for admission to study abroad. All study-abroad plans for students majoring in Spanish must be approved in advance by the Department of Spanish.

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.

Honors in Spanish

Students majoring in Spanish may apply during the junior year for admission to the honors program. Permission is required; guidelines are established by the department. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in Spanish."

¹On leave first semester.

²On leave full year.

³Part time.

⁴Resident 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. HERNÁNDEZ

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. GIMÉNEZ

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. GIMÉNEZ

231d Advanced Spanish A review of Spanish grammar at the advanced level. 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. MS. MAGINN

[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.
- [262] **Spanish-American Literature II** Spanish-American literature from 1888 to the present. *Four credit hours.* L.
- 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. MR. OLIVARES
- [332] **Contemporary Spanish-American Fiction** Close readings of contemporary Spanish-American narrative texts by representative authors such as Borges, Cabrera Infante, Carpentier, Cortázar, Fuentes, García Márquez, Puig, Valenzuela, and Vargas Llosa. Topics for discussion include texts and contexts, narrative perspective, the role of the reader, and the carnivalesque. *Four credit hours.* L.
- [334] **Women in Hispanic Poetry and Fiction** Works by both male and female Hispanic authors are included in this study of the portrayal of women in Hispanic poetry and fiction. Selections from the Middle Ages through modern times will reflect both traditional and nontraditional portrayals of women in what has been a particularly macho-oriented culture. *Four credit hours.* L, D.
- [351] **El Siglo de Oro** Prose, poetry, and theater of Spain in the 16th and 17th centuries, including authors such as Cervantes, Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Garcilaso, Fray Luis de León, and Quevedo. *Four credit hours.* L.
- 352 **Don Quijote** Analysis of Miguel de Cervantes's masterpiece. *Four credit hours.* L. MS. DOEL
- [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.
- 397 **The Conquest and Colonization of America** An introduction to the rich textual production of the Spanish-American period, focusing in particular on the multiple discursive reactions elicited by the encounter with the New World. Readings will include representative texts by authors such as Colón, Cortés, Fernández de Oviedo, Pané, Las Casas, and Cabeza de Vaca. *Four credit hours.* MS. HERNANDEZ
- 483, 483j, 484 **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, which will be written in Spanish, is to be a substantial study of a carefully defined literary topic supported by critical sources. *Prerequisite:* a 3.5 or higher major average at the end of the junior year and permission of the department. *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 Senior Seminar: El Posfranquismo y la posmodernidad: la narrativa de la democracia An investigation of some of the narrative production of the postfrancoist years in relation to issues raised by postmodernism: genre, "high" culture/"low" culture, feminism, canon, and fragmentation. How writers such as Cristina Fernández Cubas, Juan Goytisolo, Eduardo Mendoza, Rosa Montero, Carmen Rico-Godoy, Ana Rosetti, and filmmaker Pedro Almodóvar, rather than attempting to produce the "masterpieces" so long awaited by the Spanish readership, indulge instead in wilfully subversive and fragmentary discourses. How this literature of dispersion and transgression is symptomatic of the postfrancoist climate in Spain, and the postmodern condition at large. *Four credit hours.* L. MS. SASAKI

493d2 Senior Seminar: Engendering America This seminar will focus on the writing of the feminine, both by women and men, in Colonial Spanish-American texts, namely, pictographical representations, travel logs, diaries, chronicles, poetry, autobiographies, and dramatic pieces. Among the topics of discussion are the first encounter, the native other, and demonic disorder. Readings will include representative texts by authors such as Colón, Cortés, Pané, Las Casas, Rodríguez Freile, Sor Juana, and Catalina de Erauso. *Four credit hours.* L. MS. HERNÁNDEZ

Women's Studies

Director, ASSOCIATE PROFESSOR CHESHIRE CALHOUN

APPOINTMENTS IN WOMEN'S STUDIES: *Associate Professor Robin Roberts*¹; *Visiting Assistant Professor Pamela Blake*²; *Instructor Sarah Willie*; *Adjunct Instructors Marilyn Pukkila*³ and *Christine Merchant*³

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

Students may pursue a minor in women's studies or structure a major under the auspices of the independent major board with the guidance of the women's studies director.

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.

*The Women's Studies 111 requirement will be waived for students who have already taken Women's Studies 311 plus two additional courses above the 100 level.

¹On leave full year.

²Part time.

³January Program only.

Courses Offered in Women's Studies 1994-95

Anthropology: 253 Anthropology of Gender.

Art: 397 Women in Art.

Biology: 115j Biology of Women.

East Asian Studies: 253 Language and Gender; 251 Imaging Chinese Women: Ideas and Ideals in China; 271 Japanese Women Through Films and Literature.

English: 362 Art and Oppression; 413 Toni Morrison; 497 Crossdressing in Literature and Film.

French: 311 Literature of the Ancien Regime: Women's Narratives; 353 Francophone Women Authors (in Translation).

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

History: 232 American Women's History, 1870 to the Present; 340 Seminar: Biographies of Great American Women; 412 Seminar: Body and Soul: Conceptions, Sexuality, and Disease in Medieval and Early Modern Europe.

Music: 255 Music, Sexuality, and Gender.

Philosophy: 155 Feminist Philosophies; 312 Philosophical Topics in Feminist Theory.

Religious Studies: 257 Women in American Religion.

Sociology: 151 Beyond the Canon: Sociology of American Women's Writing; 254 Sociology Through African-American Women Writers: Indiscreet Variables; 273 The Family; 276 Women and Men in Society; 391 Gender and Public Policy.

Spanish: 493 Engendering America.

Women's Studies: 111 Introduction to Women's Studies; 198 Sexuality: Myth and Reality; 211 Women in Myths and Fairy Tale; 493 Seminar in Women's Studies.

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. BLAKE

198j Sexuality: Myth and Reality What shapes our sexual behavior? How are our sexual identities formed? What roles do biology and culture play in these processes? An interdisciplinary exploration of the connections between our individual sexuality issues and our social, cultural, and familial contexts. Topics include the physiology of sex, sexual dysfunction, and reproduction; sexual imagery, pornography, and erotica; gender issues and sexual preferences/identities; AIDS, STDs, and safe sex; and sexual violence from incest to date rape. *Three credit hours.* MS. MERCHANT

211j Women in Myth and Fairy Tale How are women portrayed in the myths and fairy tales of Western cultures? What is the impact of these images on our selves and our society? What are some alternatives to the images we are familiar with? Are there innate "women's ways of heroism" that have been denigrated or ignored by patriarchal systems, or is such a gender distinction purely a social construct? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. Native American stories and feminist fairy tales will provide alternative images for discussion, as will various video versions of the stories. Students write a myth or fairy tale for class discussion. Enrollment limited. *Prerequisite*: English 115 or equivalent. *Three credit hours.* D. MS. PUKKILA

311d2 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. BLAKE

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 Independent research projects done under the supervision of the seminar leader with weekly seminar discussions. Development of common themes with readings during the first third of the seminar, discussion of research projects during the second third, and presentations during the final third. *Four credit hours.* D. MS. WILLIE



Directories and Appendices

The Corporation 196

Faculty 204

Administration 226

Enrollment by States and Countries 230

Degrees Awarded at Commencement 231

Honors 236

Index 243

College Calendar 1994-95 248

College Calendar 1995-96 249

The Corporation 1994-95

Corporate Name

THE PRESIDENT AND TRUSTEES OF COLBY COLLEGE

Officers

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D., Waterville, Maine, *President*

LAWRENCE REYNOLDS PUGH '56, M.A. '82, Wyomissing, Pennsylvania, *Chair of the Board*

PAUL DONNELLY PAGANUCCI, M.A. '75, J.D., Hanover, New Hampshire, *Vice Chair*

ROBERT PAUL MCARTHUR, M.A. '83, Ph.D., Waterville, Maine, *Vice President for Academic Affairs and Dean of Faculty*

W. ARNOLD YASINSKI, M.A. '90, Ph.D., M.B.A., Waterville, Maine, *Administrative Vice President*

PEYTON RANDOLPH HELM, M.A. '88, Ph.D., Waterville, Maine, *Vice President for Development and Alumni Relations*

SIDNEY WEYMOUTH FARR '55, M.A., M.B.A., Waterville, Maine, *Secretary*

DOUGLAS EDWARD REINHARDT '71, M.B.A., Waterville, Maine, *Associate Vice President for Finance and Treasurer*

EARL HAROLD SMITH, B.A., Belgrade Lakes, Maine, *Dean of the College*

JANICE ARMO KASSMAN, M.A., Albion, Maine, *Dean of Students*

PARKER JOY BEVERAGE, M.A., Waterville, Maine, *Dean of Admissions and Financial Aid*

Board of Trustees

ROBERT NEWTON ANTHONY '38, M.A. '59, L.H.D. '63, M.B.A., D.C.S.^{1,2}, Hanover, New Hampshire, *Ross Graham Walker Professor of Management Control, Emeritus, Harvard Business School*

FRANK OLUSEGUN APANTAKU '71, M.A. '87, M.D., Chicago, Illinois, *Surgeon and Medical Director, Emergency Medical Services, Jackson Park Hospital (Al. 1997)*

JOSEPH F. BOULOS '68, M.A. '93, Cape Elizabeth, Maine, *President, The Boulos Companies (Al. 1996)*

H. RIDGELY BULLOCK '55, M.A. '77, LL.D. '91, J.D.¹, New York, New York, *President, Montchanin Management Corporation (1997)*

ALIDA MILLIKEN CAMP (MRS. FREDERIC E.), A.B., M.A. '64, L.H.D. '79², East Bluehill, Maine

LEVIN HICKS CAMPBELL, M.A. '82, LL.B., Cambridge, Massachusetts, *United States Circuit Judge, U.S. Circuit Court of Appeals-First Circuit (1995)*

E. MICHAEL CAULFIELD '68, M.A. '93, M.B.A., Madison, New Jersey, *President, Prudential Preferred Financial Services (Al. 1996)*

JANE WHIPPLE CODDINGTON '55, M.A. '94, M.L.S., Murray Hill, New Jersey (1998)

SUSAN COMEAU '63, M.A. '87, Wellesley, Massachusetts, *Senior Vice President, State Street Bank and Trust Company (Al. 1997)*

WILLIAM R. COTTER, M.A. '79, L.H.D., J.D., Waterville, Maine, *President*

JAMES BARTLETT CRAWFORD '64, M.A. '90, M.B.A., Richmond, Virginia, *Chairman and Chief Executive Officer, James River Coal Company* (1995)

ROBERT EDWARD DIAMOND, JR. '74, M.A. '93, M.A., M.B.A., New York, New York, *Vice Chairman, The First Boston Corporation, Chairman and Chief Executive Officer, CS First Boston (Japan) Ltd., Member of the Group Executive Board, CS First Boston Group* (1997)

ROBERT MICHAEL FUREK '64, M.A. '90, M.B.A., Farmington, Connecticut, *President and Chief Executive Officer, Heublein, Incorporated* (1995)

WILLIAM HOWE GOLDFARB '68, M.A. '85, J.D., Avon, Connecticut, *Principal, HRW Resources, Incorporated* (1998)

DEBORAH E. GRAY '85, M.A. '92, J.D., Boston, Massachusetts, *Counsel, Harcourt General Inc.* (Al. 1995)

PETER DAVID HART '64, M.A. '89, LL.D. '85¹, Washington, D.C., *President, Peter D. Hart Research Association, Incorporated* (1999)

GEORGE EDWARD HASKELL, JR. '55, M.A. '92, Boston, Massachusetts, *President and CEO, VERSYSS Incorporated* (Al. 1997)

ELLEN BROOKS HAWEELI '69, M.A. '93, New York, New York, *President, EBH Associates, Inc.* (Al. 1996)

GERALD JAY HOLTZ '52, M.A. '84, M.B.A., Brookline, Massachusetts, *Lecturer, Boston College; Retired Partner, Arthur Andersen & Co.* (1997)

ROBERT SPENCE LEE '51, M.A. '75, Beverly Farms, Massachusetts, *President, Hotwatt, Incorporated* (Al. 1995)

BEVERLY FAYE NALBANDIAN MADDEN '80, M.A. '86, M.A., Dover, Massachusetts (1998)

EDSON VAUGHN MITCHELL '75, M.A. '90, M.B.A., Basking Ridge, New Jersey, *Managing Director, Merrill Lynch World Financial Center* (1995)

JEAN PRATT MOODY '56, M.A. '94, M.Ed., Cape Elizabeth, Maine (1998)

PAUL DONNELLY PAGANUCCI, M.A. '75, J.D., Hanover, New Hampshire, *Retired Chairman, Executive Committee, W.R. Grace & Co.; Vice President and Treasurer, Emeritus, Dartmouth College; Chairman, Ledyard National Bank* (1995)

WILSON COLLINS PIPER '39, M.A. '59, LL.D. '75, LL.B.,² Hanover, New Hampshire, *Of Counsel, Ropes and Gray*

LAWRENCE REYNOLDS PUGH '56, M.A. '82, Wyomissing, Pennsylvania, *Chairman of the Board and Chief Executive Officer, VF Corporation* (1997)

DAVID PULVER '63, M.A. '83, M.B.A., Pine Brook, New Jersey, *President, DP Investments, Inc.* (1996)

DOUGLAS M. SCHAIR '67, M.A. '94, M.B.A., South Freeport, Maine, *Vice Chairman, Chief Investment Officer and Director, Life Re Corporation* (1998)

RICHARD ROBERT SCHMALTZ '62, M.A. '76, Darien, Connecticut, *Director of Research, Neuberger & Berman* (1995)

PAUL JACQUES SCHUPF, M.A. '91, Hamilton, New York, *President, Paul J. Schupf Associates* (1995)

ELAINE ZERVAS STAMAS '53, M.A. '92, Scarsdale, New York (1996)

ROBERT EDWARD LEE STRIDER II, M.A. '57, Litt.D '79, Ph.D.², Brookline, Massachusetts, *President Emeritus, Colby College*

BETH BROWN TURNER '63, M.A. '89, M.A., New York, New York, *Publisher/Editor, Black Masks Magazine; Assistant Professor of Undergraduate Drama, New York University* (Al. 1996)

JOHN R. ZACAMY, JR. '71, M.A. '92, M.B.A., Rye, New York, *Managing Director, BT Securities Corporation* (1996)

Faculty Representatives

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

THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D., Waterville, Maine, *Crawford Family Professor of Religious Studies* (1997)

Student Representatives

BRYAN A. RAFFETTO '95, Hingham, Massachusetts (1995)

JOSHUA C. WOODFORK '97, Swampscott, Massachusetts (1995)

¹Former chair of the board.

²Life member.

³On leave 1993-95.

Colby College Trustees Emeriti

RICHARD LLOYD ABEDON '56, M.A. '86, J.D., 1986-1994

HOWARD DALE ADAMS, B.A., M.A. '85, 1985-1994

CHARLES PUTNAM BARNES II '54, M.A. '73, LL.B., 1973-1981⁴

CLIFFORD ALLAN BEAN '51, M.A. '70, M.B.A., 1970-1976

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

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

WILLIAM LAURENTZ 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

JOHN GILRAY CHRISTY, M.A. '84, M.A., 1984-1992

JOHN WILLIAM DEERING '55, M.A. '78, 1978-1981

MIRA LOUISE DOLLEY '19, M.A. '37, M.A., 1937-1942

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

JEROME F. GOLDBERG '60, M.A. '89, J.D., 1991-1994

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 HAWHEELI '25, M.A. '52, 1952-1958

JEAN GANNETT HAWLEY, M.A. '60, L.H.D. '59, 1960-1972

NANCY SPOKES HAYDU '69, M.A. '86, M.C.R.P., 1986-1994
 PHILIP WILLIAM HUSSEY, JR. '53, M.A. '81, 1981-1987
 ROBERT ALLEN MARDEN '50, M.A. '68, LL.B. '51, 1968-1993
 DAVID MARVIN MARSON '48, M.A. '84, 1984-1993
 RITA ANN McCABE '45, M.A. '66, 1966-1972, 1973-1983
 LAWRENCE CARROLL McQUADE, M.A. '81, LL.B., 1981-1989
 C. DAVID O'BRIEN '58, M.A. '75, 1975-1985
 KERSHAW ELIAS POWELL '51, M.A. '82, D.M.D., 1982-1988
 PATRICIA RACHAL '74, M.A. '80, Ph.D., 1983-1986
 JOHN FRANKLIN REYNOLDS '36, M.A. '71, Sc.D. '78, M.D., 1971-1977
 ALICE LINSOTT ROBERTS '31, M.A. '54, 1954-1960
 HENRY WESTON ROLLINS '32, M.A. '62, 1962-1968
 ROBERT CONVERSE ROWELL '49, M.A. '61, 1961-1967
 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
 BARBARA HOWARD TRAISTER '65, M.A. '88, Ph.D., 1988-1994
 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, 1974-1977⁵
 RALPH SAMUEL WILLIAMS '35, M.A. '73, L.H.D. '72, M.B.A., 1973-1983
 ROBERT FREDERIC WOOLWORTH, M.A. '65, 1965-1977

⁴ Died May 8, 1994.

⁵ Died April 30, 1994.

Overseers

HAROLD ALFOND, L.H.D. '80, Waterville, Maine, *Chairman of the Board, Dexter Shoe Company*, Visiting Committee on Physical Education and Athletics (1997)

WILLIAM LEE ALFOND '72, Boston, Massachusetts, *Director and Vice President of Sales (Athletic Division), Dexter Shoe Company* (1995)

ELIZABETH J. ALLAN '74, Riverside, Connecticut, *Principal, Scudder, Stevens & Clark*, Visiting Committee on French (1998)

LEON R. ALLEN, London, England, *Retired Chairman and CEO, Del Monte Foods, International, Ltd., Private Investor*, Visiting Committees on History and on Off-Campus Study (1996)

CAROL M. BEAUMIER '72, Falls Church, Virginia, *Managing Director, The Secura Group*, Visiting Committees on American Studies and on French (1996)

PATRICIA DOWNS BERGER '62, M.D., Brookline, Massachusetts, *Internist, Reese Medical* (1997)

REGINALD GLENN BLAXTON '74, M.Div., Washington, D.C., *Project Manager, University of the District of Columbia*, Visiting Committees on Sociology and Anthropology, on Philosophy, and on African-American Studies (1998)

PAUL O. BOGHOSSIAN III '76, M.B.A., Newport, Rhode Island, *President, Concordia Co., President, StrategiComp. Inc.*, Visiting Committees on Psychology and on Development and Alumni Relations (1996)

NANCY CARTER CLOUGH '69, M.Ed., Contoocook, New Hampshire, *Psychoeducational Evaluator, Pembroke School*, Visiting Committees on Spanish and on Women's Studies (1997)

JAMES ROBERT COCHRANE '40, Juno Beach, Florida, *Board of Directors, Former President, The Seiler Corporation*, Visiting Committees on Admissions, on Career Services, and on Physical Education and Athletics (1998)

MARY MABON COLONNA '76, Pittsburgh, Pennsylvania, Visiting Committees on Administrative Science, on Education, and on the Libraries (1998)

JOHN R. CORNELL '65, J.D., LL.M., Lakewood, Ohio, *Partner, Jones, Day, Reavis & Pogue*, Visiting Committees on Health Services and on the Libraries (1996)

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)

JOHN B. DEVINE, JR. '78, Phoenix, Maryland, *Business Development Manager, Procter & Gamble* (1998)

GERALD DORROS, M.D., Fox Point, Wisconsin, *Cardiovascular Interventionist, Milwaukee Heart Vascular Clinic*, Visiting Committee on Classics (1998)

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)

EDWARD R. GOLDBERG '59, Newton, Massachusetts, *Stockbroker/Investment Advisor, Donaldson Lufkin & Jenrette*, Visiting Committee on Government (1998)

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 Studies 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 Libraries and on Health Services (1997)
- H. ALAN HUME, M.D., Oakland, Maine, *Staff Physician, Garrison-Foster Health Center*, Visiting Committees on Chemistry, on Biology, on Health Services, on Women's Studies, and on Psychology (1997)
- SOL HURWITZ, B.A., Rye, New York, *President, Committee for Economic Development*, Visiting Committees on Psychology, on Communications, on English, and on Music (1997)
- COLLEEN A. KHOURY '64, J.D., Portland, Maine, *Professor of Law, University of Maine School of Law*, Visiting Committees on Religion and on Government (1997)
- ANTHONY FERDINAND KRAMER '62, M.C.P., Burr Ridge, Illinois, *Executive Vice President, Treasurer, and Director, Draper and Kramer, Incorporated*, Visiting Committees on Performing Arts and on Russian Studies (1997)
- F. ROCCO LANDESMAN '69, D.F.A., Brooklyn, New York, *President, Jujamcyn Theatres*, Visiting Committee on Performing Arts (1995)
- JOHN J. LATTANZIO, New York, New York, *General Partner, Steinhardt Partners* (1997)
- 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)
- PETER HAROLD LUNDER '56, Waterville, Maine, *President, Assistant Treasurer, and Director, Dexter Shoe Company*, Visiting Committees on Physical Plant, on Art and the Museum of Art, and on Physical Education and Athletics (1994)
- 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*, Visiting Committee on Publications and Public Affairs (1996)
- ALAN BENNETT MIRKEN '51, New York, New York, *Executive Vice President & Associate Publisher, Abbeville Press*, Visiting Committees on American Studies, on Publications and Public Affairs, and on the Library (1996)
- LEON T. NELSON, JR. '60., A.M., Boston, Massachusetts, *President, Lolech Enterprises*, Visiting Committee on Government (1998)
- PAUL NUSSBAUM, Dallas, Texas, *Founder, President, and CEO, Patriot American Group* (1998)
- ALAN M. PARKER, Celigny, Switzerland, *Investor*, Investment Committee of the Board of Trustees and Visiting Committees on History and on Off-Campus Study (1996)
- JOHN WHITNEY PAYSON, Hobe Sound, Florida, *President, Midtown Payson Galleries*, Visiting Committee on Art and the Museum of Art (1996)
- C. RICHARD PETERSON '60, Bryn Mawr, Pennsylvania, *Executive Vice President, Sedgwick James & Co., Inc.*, Visiting Committees on Career Services, on History, on Physical Plant, on Communications, and on Education (1995)
- DAVID PRESTON, M.B.A., Old Lyme, Connecticut, *President, Scott & Daniells, Inc.*, Visiting Committees on Dining Services and on African-American Studies (1996)
- MILDRED PAFUNDI ROSEN, LL.B., New York, New York, *Attorney, N. Hilton Rosen, P.C.*, Visiting Committee on Dining Services (1996)
- PETER C. SCHWARTZ, LL.B., Glastonbury, Connecticut, *Partner, Gordon, Muir and Foley*, Visiting Committees on Spanish, 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 Mathematics (1997)

LAEL SWINNEY STEGALL '62, M.S., Washington, D.C., *President, Social Change International*, Visiting Committees on Russian Studies, on Women's Studies, and on American Studies (1996)

M. ANNE O'HANIAN SZOSTAK '72, M.A. '74, Providence, Rhode Island, *Senior Vice President, Fleet Financial Group*, Visiting Committees on African-American Studies, on Career Services, on Development and Alumni Relations, and on Women's Studies (1997)

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 Committees on English and on Development and Alumni Relations (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 Studies, and on Health Services (1997)

THOMAS JOHN WATSON III '69, M.A. '75, J.D., Wilton, Connecticut, *Attorney-at-Law*, Visiting Committee on Admissions and Financial Aid (1995)

ANDREW JAY WEILAND '64, M.D., New York, New York, *Hospital for Special Surgery*, Visiting Committee on Geology (1998)

Overseers Visiting Committees 1993-94

Libraries November 14-16, 1993 / John R. Cornell '65, chair; Mary Mabon Colonna '76; Janet Gay Hawkins '48; Margaret Otto, librarian, Dartmouth College, consultant.

Women's Studies February 20-22, 1994 / Judith de Luce '68, chair; Nancy Carter Clough '69; Barbara Howard Traister '65; Nancy Rabinowitz, Hamilton College, consultant.

African-American Studies March 6-8, 1994 / David Preston, chair; Reginald Blaxton '74; Randolph Stakeman, Bowdoin College, consultant.

Religious Studies April 21-23, 1994 / William H. Goldfarb '68, chair; Colleen A. Khoury '64; Amy Jill Levine, Swarthmore College, consultant.

Performing Arts April 28-30, 1994 / Anthony F. Kramer '62, chair; F. Rocco Landesman '69; Stephen Stettler, director, Weston Playhouse, consultant; Sherry Saterstrom, St. Olaf's College, consultant.

Off-Campus Study May 17-19, 1994 / Leon R. Allen, co-chair; Alan M. Parker, co-chair; Thomas Manley, Pitzer College, consultant.

Admissions and Financial Aid October 3-5, 1993 / H. Ridgely Bullock '55, chair; Peter G. Gordon '64; Thomas J. Watson III '67; Richard N. Stabell, Rice University, consultant; Tama R. Miller, Mt. Holyoke, consultant.

Development and Alumni Relations March 13-15, 1994 / M. Anne O'Hanian Szostak '72, chair; Douglas Schair '67; Allan van Gestel '57; Karen Osborne, Trinity College, consultant.

Physical Plant February 6-8, 1994 / Joseph F. Boulos '68, chair; Kenneth N. Hart '51; Cynthia Plank Orcutt, Orcutt/Simons, consultant; John Orcutt, Orcutt/Simons, consultant.

Museum of Art Board of Governors

Gabriella de Ferrari, chair, Edward H. Turner, vice chair, Alexandra Anderson-Spivy, Carol Beaumier '72, Joan C. Besse, W. Mark Brady '78, Lee Scrafton Bujold '64, H. Ridgely Bullock '55, Thomas Colville, William Cotter, David Driskell, Edmund Ervin '36, Hilary Ervin, Barnet Fain '53, Nancy Goetz, Hugh Gourley, Peyton Helm, Ada Katz, Alex Katz, Paula Lunder, Peter Lunder '55, Norma Marin, Michael Marlais, Lynn Marsden-Atlass, Robert McArthur, David Miller '51, Alan Mirken '51, Jean Pratt Moody '56, Heather Payson '88, Gerald Peters, Lawrence Pugh '56, Thomas Schulhof '69, Paul Schupf, John Shore '59, and David Simon.

Faculty 1993-95

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

CAROL HOFFER BASSETT, M.A., 1974-94
Associate Professor of Mathematics, Emerita

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

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

YVONNE RICHMOND KNIGHT '55, M.A. '79, M.B.A., 1958-94
Professor of Administrative Science, Emerita

HOWARD LEE KOONCE, M.A. '80, Ph.D., 1963-94
Professor of English and of Performing Arts, 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

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

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

HAROLD BRADFORD RAYMOND, M.A. '68, Ph.D., 1952-94
Professor of History, 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

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 SUSS¹, M.A. '73, Ph.D., 1957-80
Professor of English, Emeritus

JOHN HALE SUTHERLAND, M.A. '70, Ph.D., 1951-86
Professor of English, Emeritus

EDWARD HILL TURNER, A.B., M.A. '82, L.H.D. '73, 1953-78
Vice President for Development, Emeritus

GUENTER WEISSBERG, M.A. '70, J.D., Ph.D., 1965-1988
Professor of Government, Emeritus

RALPH SAMUEL WILLIAMS '35, M.A. '73, M.B.A., L.H.D. '72, 1947-73
Wadsworth Professor of Administrative Science, Emeritus; Administrative Vice President, Emeritus

WALTER HENRY ZUKOWSKI, M.A. '65, Ph.D., 1952-82
Wadsworth Professor of Administrative Science, Emeritus

¹Died November 17, 1993.

Faculty

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

HIDEKO ABE-NORNES, Ph.D. (Shikoku [Japan], Arizona State), 1993-
Visiting Assistant Professor of East Asian Studies and Ziskind Lecturer

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

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

DOUGLAS NELSON ARCHIBALD, M.A. '73, Ph.D. (Dartmouth, Michigan), 1973-
Roberts Professor of Literature; Vice President for Academic Affairs and Dean of Faculty, 1982-88; Editor of Colby Quarterly, 1986-; Curator of the Healy Collection, 1993-

TERRY J. ARENDELL, Ph.D. (United States International, California at Berkeley), 1994-
Associate Professor of Sociology

RICHARD STEVEN ARGOSH, Ph.D. (New England Conservatory of Music, Princeton), 1992-
Assistant Professor of Music

SAMUEL LEIGH ATMORE, M.S. (Pennsylvania State, Simmons), 1977-
Faculty Member without Rank: Audiovisual Librarian

TOM CRAGIN AUSTIN, B.S. (Maine), 1986-
Adjunct Associate Professor of Physical Education

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

CAROL HOFFER BASSETT, M.A.⁴ (South Dakota), 1974-94
Assistant Professor of Mathematics

CHARLES WALKER BASSETT, M.A. '80, Ph.D. (South Dakota, Kansas), 1969-
Lee Family Professor of American Studies and of English

CAROL ANNE BEACH '88, B.A. (Colby), 1991-
Adjunct Instructor in Physical Education and Athletics

WILLIAM P. BERLINGHOFF, Ph.D.⁴ (Holy Cross, Boston College, Wesleyan), 1988-91, 1993-
Visiting Professor of Mathematics

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. (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.⁴ (St. Lawrence, Cornell), 1985-93; 1994-
Visiting Assistant Professor of Women's Studies

ROBERT THEODORE BLUHM, JR., Ph.D. (New York University, Princeton, Columbia,
Rockefeller), 1990-
Assistant Professor of Physics

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

DAVID BRUCE BOURGAIZE, Ph.D. (Ohio Northern, Massachusetts at Amherst), 1988-
Associate Professor of Chemistry

CHRISTINE BOWDITCH, Ph.D.¹ (Bates, Pennsylvania), 1991-
Assistant Professor of Sociology

AMY HANCOCK BOYD, Ph.D.⁴ (Michigan, Stanford, Michigan), 1986-February 1990, 1991-
Visiting Assistant Professor of Mathematics

JAMES FINNEY BOYLAN, M.A.⁴ (Wesleyan, Johns Hopkins), 1988-
Associate Professor of English

PATRICK BRANCACCIO, M.A. '79, Ph.D. (Brooklyn, Ohio State, Rutgers), 1963-
*John and Caroline Zacamy Professor of English; Resident Director of Colby in London Program,
1993-95*

MORTON AARON BRODY, J.D.⁴ (Bates, Chicago), 1984-
Professor of Government

LYN MIKEL BROWN, Ed.D.^{1,8} (Ottawa, Harvard), 1991-
Assistant Professor of Education

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

MICHAEL DAVID BURKE, M.F.A.⁴ (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. (Northwestern, Texas at Austin), 1991-
Associate Professor of Philosophy

DEBRA CAMPBELL, Ph.D. (Mt. Holyoke, St. Michael's [Toronto], Boston University),
January-June 1983; 1986-
Associate Professor of Religion

MURRAY FRANCIS CAMPBELL, M.A. '92, Ph.D.¹ (Pennsylvania State, Cornell), 1980-
Merrill Professor of Physics

ARTHUR KINGSLEY CHAMPLIN, M.A. '87, Ph.D.⁶ (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. (Massachusetts, Illinois), 1977-
Oak Professor of Biological Sciences

SUSAN WESTERBERG COLE, M.S. (Knox, Illinois), 1978-
Faculty Member without Rank: Science Librarian

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

CHARLES W.S. CONOVER III, Ph.D.¹ (Middlebury, Virginia), 1990-
Assistant Professor of Physics

ANTHONY JOSEPH CORRADO, JR., Ph.D. (Catholic University, Boston College), February
1986-
Associate 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 CHRISTINE CUTBILL, Ph.D. (Georgetown, Virginia), 1993-94
Visiting Assistant Professor of Anthropology

GUILAIN PIERRE DENOEU, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Assistant Professor of Government

JULIE WELLWOOD DE SHERBININ, Ph.D. (Yale, Amherst, Cornell), 1993-
Assistant Professor of Russian

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

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

PRISCILLA ALLEN DOEL, M.A. '93, M.A.² (Colby Junior, New York University), 1965-
Professor of Portuguese and Spanish

MICHAEL REYNOLDS DONIHUE '79, Ph.D.¹ (Colby, Michigan), 1989-
Assistant Professor of Economics

HEIDI J. DOSS, B.A.⁴ (Northland), February-May 1994
Visiting Lecturer in Biology

PAUL KENNETH DOSS, Ph.D.¹ (Indiana, Northern Illinois), 1991-
Assistant Professor of Geology

PAUL D. ELLENBOGEN, Ph.D. (Chicago, Duke), 1994-
Assistant Professor of Government

RHODRI EVANS, Ph.D. (Imperial College [London], University of Wales), 1994-
Visiting Assistant Professor of Physics

BARRY MICHAEL FARBER, M.A.⁴ (Purdue, California at Los Angeles), February-May 1995
Visiting Assistant Professor of Administrative Science

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

LEE NATHAN FEIGON, M.A. '90, Ph.D.^{1.10} (California at Berkeley, Chicago, Wisconsin),
1976-
Professor of History and of East Asian Studies

FRANK ALEXANDER FEKETE, Ph.D. (Rhode Island at Kingston, Rutgers), 1983-
Associate Professor of Biology

CHARLES ANTHONY FERGUSON, Ph.D.³ (Oberlin, Ohio State), 1967-
Associate Professor of French and of Italian

GUY THEOPHILE FILOSOF, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-
Professor of French

DAVID WARREN FINDLAY, Ph.D. (Acadia [Canada], Purdue), 1985-
Associate Professor of Economics

DAVID HARVEY FIRIMAGE, M.A. '88, Ph.D. (Brigham Young, Montana), February 1975-
Clara C. Piper Professor of Environmental Studies

JAMES RODGER FLEMING, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-
Assistant Professor of Science and Technology Studies

STEPHANIE FOOTE, M.A. (Oberlin, SUNY at Buffalo), 1993-94
Visiting Instructor in English

BRUCE EDWARD FOWLES, Ph.D. (Brown, California at Berkeley), 1967-
Associate Professor of Biology

PATRICE FRANKO, Ph.D. (Bucknell, Notre Dame), 1986-
Associate Professor of Economics and of International Studies

BATYA FRIEDMAN, Ph.D. (California at Berkeley), 1991-
Clare Boothe Luce Assistant Professor of Mathematics and Computer Sciences

KENNETH STANLEY GANZA, Ph.D.¹ (Wabash, Indiana), 1989-
Chiang Ching-Kuo Foundation Assistant Professor of Art

RAYMOND A. GEE, M.S., (Northeastern, Norwich), 1993-
Adjunct Instructor in Physical Education and Athletics

HENRY ALBERT GEMERY, M.A. '77, Ph.D. (Southern Connecticut, Harvard, Pennsylvania),
1961-
Pugh Family Professor of Economics

CHERYL TOWNSEND GILKES, Ph.D. (Northeastern), 1987-
John D. MacArthur Associate Professor of Sociology and of African-American Studies

ROBERT A. GILLESPIE, Ph.D. (Cornell, Iowa), 1971-77, 1982-
Associate Professor of English; College Editor

KEMP FREDERICK GILLUM, M.A. '65, Ph.D.⁴ (Illinois, Wisconsin), 1948-
Professor of History

CLARA GIMÉNEZ FERNÁNDEZ, M.A. (Universidad Autonoma de Madrid [Spain]), 1994-95
Visiting Instructor in Spanish

NANCY HUNTER GOETZ, M.F.A. (Wisconsin at Madison, New Mexico), 1992-
Assistant Professor of Art

MICHAEL DAVID GOLDEN, Ph.D. (Oregon, Washington), 1993-
Visiting Assistant Professor of Music

JILL PAULETTE GORDON, Ph.D.¹ (Claremont McKenna, Brown, Texas at Austin), 1990-
Assistant Professor of Philosophy

HUGH JAMES GOURLEY III, A.B. (Brown), April 1966-
Faculty Member without Rank: Friends' Director of the Museum of Art

FERNANDO QUADROS GOUVÊA, Ph.D.² (Universidade de São Paulo [Brazil], Harvard), 1991-
Associate Professor of Mathematics

ARTHUR DAVID GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French

MICHELE MARIE GROSSMAN, Ph.D. (Texas A & M), 1994-95
Visiting Assistant Professor of Psychology

PAUL GENE GREENWOOD, Ph.D.¹ (Knox, Florida State), 1987-
Associate Professor of Biology

JEAN HALEY, Ph.D. (University of the Pacific, Brown, Wisconsin at Madison), 1992-
Clare Boothe Luce Assistant Professor of Biology

LAURA MARIE HALLDORSON, A.B. (Princeton), 1989-
Adjunct Assistant Professor of Physical Education

JONATHAN FRANCIS HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-
Associate Professor of Music

DAVID HANSON, Ph.D. (Harvard), 1990-
Assistant Professor of Russian; Director of Academic Computing

NATALIE BETH HARRIS, Ph.D.⁴ (Indiana), 1978-80, 1982-85, 1986-
Associate Professor of English

PETER BROMWELL HARRIS, M.A. '89, Ph.D.³ (Middlebury, Indiana), 1974-
Professor of English

ROBIN A.S. HAYNES, Ph.D.⁴ (Michigan, Eastern Michigan, Bowling Green), 1989-94
Visiting Assistant Professor of American Studies and of Art

HOMER T. HAYSLETT, JR., M.A. '88, Ph.D.³ (Bridgewater, Virginia Polytechnic, Dartmouth),
 1962-
Professor of Mathematics

PEYTON RANDOLPH HELM, M.A. '90, Ph.D. (Yale, Pennsylvania), 1988-
Professor of Classics; Vice President for Development and Alumni Relations

WILLIAM CONARD HENRY, Ph.D. (Maine, Wisconsin at Madison), 1993-
Assistant Professor of Psychology

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

ANTHONY PAUL HESS, M.S. (Oregon, Columbia), July 1986-
Faculty Member without Rank: Art and Music Librarian

ANTHONY HOAGLAND, M.F.A. (Iowa, Arizona), 1993-
Visiting Assistant Professor of English

JAN STAFFORD HOGENDORN, M.A. '76, Ph.D. (Wesleyan, London School of Economics),
 1963-64, 1966-
The Grossman Professor of Economics

ALFRED WILLIAM HOLLIDAY, M.S. (Salisbury State, Central Connecticut State), 1991-
Adjunct Instructor in Physical Education and Athletics

CONSTANTINE HRISKOS, M.A.⁴ (Lafayette, New School for Social Research), 1990-
Visiting Assistant Professor of Anthropology

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

IMI HWANGBO, M.F.A. (Dartmouth, Stanford), 1993-94
Visiting Assistant Professor of Art

PETER H. KAHN, JR., Ph.D.⁴ (California at Berkeley), 1991-
Assistant Professor of Education

ROBERT HURD KANY, Ph.D. (Michigan, Pennsylvania State), February 1970-93
Associate Professor of History; Associate Director of Corporate and Foundation Relations, 1991-93

JANICE ARMO KASSMAN, M.A. (New York at Stony Brook, Boston College), 1974-
Faculty Member without Rank: Dean of Students

TONI DINSMORE KATZ, M.S. (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Reference Librarian

STEPHEN KECSKEMETHY, D.Mus. '86, B.Mus., Artist's Diploma (Eastman), 1986-
Artist in Residence in Music

SUSAN MCILVAINE KENNEY, M.A. '86, Ph.D.⁴ (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

D. WHITNEY KING, Ph.D. (St. Lawrence, Rhode Island), 1989-
Assistant Professor of Chemistry

WILLIAM MARTIN KLEIN, Ph.D.¹ (Northwestern, Princeton), 1991-
Assistant Professor of Psychology

YVONNE RICHMOND KNIGHT '55, M.A. '79, M.B.A. (Colby, Cornell), 1958-94
Professor of Administrative Science

HOWARD LEE KOONCE, M.A. '80, Ph.D.² (Dartmouth, Pennsylvania), 1963-94
Professor of English and of Performing Arts

HUBERT CHRISTIAN KUETER, Ph.D. (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.⁴ (Colby, Lesley), 1990-
Instructor in Education

JAY BRIAN LABOV, Ph.D.¹ (Miami [Florida], Rhode Island). 1979-
Associate Professor of Biology

ROBERT ANDRÉ LAFLEUR, Ph.D. (Carleton, Chicago), 1994-95
Visiting Assistant Professor of History

CHARLES RICHARD LAKIN, M.L.S.⁴ (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.⁴ (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

LEO LIVSHITS, Ph.D. (Waterloo, Toronto [Canada]), 1994-95
Visiting Assistant Professor of Mathematics

THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D. (Maine, Bangor Theological,
Columbia), 1969-
Crawford Family Professor of Religious Studies

DAVID MARTIN LUBIN, M.A. '94, Ph.D. (Ohio State, Yale), 1983-
James M. Gillespie Professor of Art and of American Studies

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*

SUSAN HILL MACKENZIE '80, Ph.D.⁴ (Colby, Michigan), September-December 1992, 1993-94
Visiting Assistant Professor of Environmental Science

ALISON MAUREEN MAGINN, M.A. (University of Ulster [Northern Ireland], Wisconsin at
Madison), 1992-
Assistant Professor of Spanish

L. SANDY MAISEL, M.A. '83, Ph.D. (Harvard, Columbia), 1971-
*William R. Kenan, Jr., Professor of Government; Director of Colby in Washington Program,
1987-94*

PHYLLIS FRANCES MANNOCCHI, Ph.D. (Pennsylvania, Columbia), 1977-
Associate Professor of English

MICHAEL ANDREW MARLAIS, Ph.D. (St. Mary's of California, California at Hayward,
Michigan), 1983-
Associate Professor of Art

D. BENJAMIN MATHES, Ph.D. (Middlebury, New Hampshire), 1990-
Assistant Professor of Mathematics

HARRIETT MATTHEWS, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-
Professor of Art

MARILYN SWEENEY MAVRINAC, Ph.D.⁴ (Wellesley, Columbia, Harvard), 1963-64, 1967-68,
1969-
Associate Professor of Education

ROBERT PAUL MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-
*Professor of Philosophy; Dean of Admissions and Financial Aid, 1982-85; Vice President for
Academic Affairs and Dean of Faculty, 1988-*

SHEILA M. MCCARTHY, Ph.D.¹ (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. (Michigan State), 1976-
Associate Professor of German; Director of Career Services, 1988-91

JANE MEAD, M.F.A. (Syracuse, Vassar, Iowa), 1993-94
Visiting Assistant Professor of English

CHARLES ABBOTT MEADER, M.F.A.⁴ (Dartmouth, Colorado), 1961-1974, 1983-
Associate Professor of Art

JAMES WILLIAM MEEHAN, JR., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Herbert E. Wadsworth Professor of Economics

MARGARET PACKARD MENCHEN, M.L.S. (Southampton, Maine), 1989-
Faculty Member without Rank: Reference Librarian

EDWARD JAMES MESTIERI, M.Ed. (Springfield, Norwich), 1989-
Adjunct Assistant Professor of Physical Education

GEORGE MIAOULIS, JR., Ph.D.⁴ (New York University), February-May 1995
Visiting Assistant Professor of Administrative Science

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-
Dana Professor of English

THOMAS JACK MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young),
1971-
Professor of Sociology

JANE MERYL MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Robert E. Diamond 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.³ (California at Berkeley, Simmons, Northeast-
ern), 1981-
Faculty Member without Rank: Director of the Colby Libraries

JULIE KAY MUELLER, Ph.D. (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

BARBARA KUCZUN NELSON '68, M.A.⁴ (Colby, Middlebury), 1978-
Instructor in Spanish

RANDY ALAN NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Douglas Professor of Economics and Finance

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

RONALD N. NORTON, Ph.D.⁴ (Maine at Portland, Iowa, Boston College), February-May 1994
Visiting Associate Professor of Economics

DAVID LESLIE NUGENT, Ph.D. (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-

KERILL NEIL O'NEILL, Ph.D. (Trinity College [Dublin], Cornell), 1992-
Taylor Assistant Professor of Classics

PATRICIA ARNOLD UNION, Ph.D.⁴ (Connecticut College, Harvard), 1974-
Associate Professor of English

JON OPLINGER, Ph.D.⁴ (Kent State), February-May 1994
Visiting Associate Professor of Sociology and Anthropology

Laurie Ennis Osborne, Ph.D. (Yale, Syracuse), 1990-
Assistant Professor of English

ADRIANNA MARIA PALIYENKO, Ph.D. (North Carolina at Chapel Hill, Boston University,
North Carolina at Chapel Hill), 1989-
Assistant Professor of French

FRANCES M. PARKER, M.L.S.² (Harpur, Columbia), August 1974-
Faculty Member without Rank: Assistant Director for Public Services, Library

HAROLD RICHARD PESTANA, M.A. '85, Ph.D. (California, Iowa), 1959-
Professor of Geology

CHRISTOPHER A. PFAFF, Ph.D. (Ohio Wesleyan, Minnesota, New York), 1994-95
Visiting Assistant Professor of Art

RAYMOND B. PHILLIPS, Ph.D. (Pomona, California at Berkeley), 1984-
Assistant Professor of Biology; Director of Computer Services

LINDA C. PINKOW, M.A. (Brandeis, Johns Hopkins), 1993-94
Visiting Instructor in Sociology and Anthropology

VERÓNICA BRÍGIDA PLESCH, M.A. (Swiss Maturité fédérale, University of Geneva [Switzer-
land]), 1994-95
Visiting Instructor in Art

KAREN L. POTTER, Ph.D.⁴ (Evergreen State, Rhode Island), 1992-
Visiting Assistant Professor of English

RUSSELL A. POTTER, Ph.D. (Evergreen State, Syracuse, Brown), 1991-
Assistant Professor of English

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

MARILYN RUTH PUKKILA, M.A., M.S.L.S. (Michigan at Ann Arbor, Aberystwyth [Wales],
Columbia), March 1984-
Faculty Member without Rank: Reference Librarian

HAROLD BRADFORD RAYMOND, M.A. '68, Ph.D.⁵ (Black Mountain, Harvard), 1952-94
Professor of History

SCOTT HALL REED III, M.F.A. (Rhode Island School of Design), February 1987-
Visiting Assistant Professor of Art

LEONARD S. REICH, Ph.D. (Bucknell, Johns Hopkins), February 1986-
Associate Professor of Administrative Science

CLIFFORD REID, M.A. '89, Ph.D. (George Washington, Princeton), 1987-
Professor of Economics

URSULA REIDEL-SCHREWE, Ph.D. (Harvard), 1989-
Assistant Professor of German

DOUGLAS EDWARD REINHARDT '71, M.B.A. (Colby, Babson), 1972-
Faculty Member without Rank: Associate Vice President for Finance and Treasurer

NANCY S. REINHARDT, Ph.D. (Mount Holyoke, Oxford [England], Cornell, Simmons College), 1994-
Faculty Member without Rank: Special Collections Librarian

ROBIN ANN ROBERTS, Ph.D.¹ (Mount Holyoke, Pennsylvania), 1993-
Associate Professor of American Studies and of Women's Studies

KENNETH AARON RODMAN, Ph.D.² (Brandeis, Massachusetts Institute of Technology), 1989-
Associate Professor of Government and of International Studies; Director of Colby in Washington Program, 1994-95

KAREN M. ROGERS, Ph.D. (California Institute of Technology, Columbia), 1993-94
Visiting Assistant Professor of Mathematics

PHYLLIS ROGERS, Ph.D. (Temple, Colorado, Princeton, California at Los Angeles), 1989-94
Assistant Professor of American Studies and of Anthropology

NICHOLAS LEROY ROHRMAN, M.A. '77, Ph.D. (Butler, Miami [Ohio], Indiana), 1977-
Professor of Psychology

HANNA M. ROISMAN, M.A. '94, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-
Professor of Classics

JOSEPH ROISMAN, M.A. '94, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-
Professor of Classics and of History

EDWIN A. ROMANOWICZ, Ph.D. (Syracuse, California at Santa Cruz), 1994-95
Visiting Assistant Professor of Geology

WILLIAM LEONARD ROMEY, Ph.D. (Indiana, Rhode Island, Binghamton), 1993-
Visiting Assistant Professor of Biology

PAUL ROSS, D.Mus. '86, Artist's Diploma (Toronto Conservatory, Juilliard), 1986-
Artist in Residence in Music

JAMES RICHARD RUSSO, M.A. '91, Ph.D.⁴ (Arizona), 1991-
Professor of English

DIANNE FALLON SADOFF, M.A. '88, Ph.D.^{1,7} (Oregon, Rochester), 1980-81, 1982-
Professor of English

IRA SADOFF, M.A. '88, M.F.A.^{4,7} (Cornell, Oregon), 1977-
Dana Professor of Poetry

ELIZABETH HARRIS SAGASER, M.A. (Brown, Brandeis), 1994-
Instructor in English

HEIDI MERRIN SALIN, M.A. (William and Mary, Trinity College), 1993-
Adjunct Instructor in Physical Education

JEAN MARIE SANBORN, Ph.D. (Mount Holyoke, Harvard, Union for Experimenting Colleges and Universities), 1976-
Associate Professor of English; Director of the Writers' Center, 1984-

BETTY GAIL SASAKI, Ph.D.¹ (California at Santa Barbara, California at Berkeley), 1990-
Assistant Professor of Spanish

STEVEN EARL SAUNDERS, Ph.D.¹ (Carnegie-Mellon, Pittsburgh), 1990-
Dana Faculty Fellow Assistant Professor of Music

RAFFAEL MARCUS SCHECK, Ph.D. (Kantonsschule Wettingen [Switzerland], Universität Zurich [Switzerland], Brandeis), 1994-
Assistant Professor of History

RICHARD CRITTENDEN SEWELL, M.A., 1974-
Adjunct Associate Professor of Performing Arts; Director of Powder and Wig

THOMAS WAYNE SHATTUCK, Ph.D. (Lake Forest, California at Berkeley), 1976-
Associate Professor of Chemistry

ROBIN ELIZABETH SHERLOCK, M.A. (Bucknell, Rochester), 1991-94
Visiting Instructor in English

LOUIS T. SIGEL, Ph.D. (Yale, Harvard), February-May 1994
Visiting Assistant Professor of East Asian History

DAVID LAWRENCE SIMON, M.A. '88, Ph.D.¹ (Boston University, London), 1981-
Jetté Professor of Art

SONIA CHALIF SIMON, Ph.D.^{1,4} (Boston University), 1982-
Associate Professor of Art

NIKKY-GUNINDER KAUR SINGH, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Associate Professor of Religion; Resident Director of Colby in Cork Program, 1994-95

DALE JOHN SKRIEN, Ph.D. (Saint Olaf, Washington), 1980-
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

RUDOLPH PAUL SNOWADZKY, Ph.D.⁴ (Toledo, Case Western Reserve), September-December 1994
Visiting Assistant Professor of Administrative Science

DEBRA ALISON SPARK, M.F.A.⁴ (Yale, Iowa), February-May 1995
Visiting Assistant Professor of Creative Writing

DEREK JOSEPH STANOVSKY, Ph.D. (Texas at Austin), 1993-
Visiting Assistant Professor of Philosophy

SUSAN BLAIR STERLING, Ph.D.⁴ (Wellesley, California at Berkeley), 1988-89, 1992-
Visiting Assistant Professor of English

ANDREI VLADIMIROVICH STRUKOV, B.S. (Komi State Pedagogical Institute [Russia]), 1992-
Visiting Instructor in Russian

DAVID BRUCE SUCHOFF, Ph.D. (California at Berkeley), 1993-
Assistant Professor of English

JOHN ROBERT SWENEY, M.A. '82, Ph.D.³ (Colorado College, Claremont, Wisconsin), 1967-
Class of '40 Distinguished Teaching Professor of Humanities

MARK BENNETT TAPPAN, Ed.D.^{1.8} (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.⁴ (Cornell), 1982-
Associate Professor of English

LARISSA JULIET TAYLOR, Ph.D. (Harvard, Brown), 1994-
Assistant Professor of History

MARGRIT LICHTERFELD THOMAS, M.A.⁴ (Harvard), 1985-93, 1994-
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.³ (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.⁴ (Wheaton, Colorado, Case Western Reserve), 1990-
Visiting Assistant Professor of Administrative Science

DIANE CECELIA VATNE, Ph.D. (Smith, Indiana), 1986-87, September-December 1993
Visiting Assistant Professor of Art

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

ADAM MURRAY WEISBERGER, Ph.D. (Haverford, Pennsylvania), 1989-
Assistant Professor of Sociology

ROBERT STEPHEN WEISBROT, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-
Christian A. Johnson Distinguished Teaching Professor of History

DACE WEISS, M.A.⁴ (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-
Visiting Assistant Professor of Mathematics and Computer Sciences

CHRISTINE M. WENTZEL, M.A. '94, M.A.³ (Massachusetts, Michigan), 1973-
Adjunct 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.¹² (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. (Middlebury, Wisconsin at Milwaukee, Purdue),
1989-
Assistant Professor of Mathematics

SARAH SUSANNAH WILLIE, M.A. (Haverford, Northwestern), 1990-
Instructor in Sociology and in African American Studies and in Women's Studies

WILLIAM HERBERT WILSON, JR., Ph.D. (North Carolina, Johns Hopkins), 1990-
Assistant Professor of Biology

JOYLYNN WING, Ph.D. (San Francisco State, Stanford), 1988-
Associate 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. (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

¹On leave full year 1994-95.

²On leave first semester 1994-95.

³On leave second semester 1994-95.

⁴Part time.

⁵Reduced time.

⁶On leave calendar year 1994.

⁷Professors Dianne Sadoff and Ira Sadoff share a joint appointment.

⁸Professors Lyn Brown and Mark Tappan share a joint appointment.

⁹On medical leave.

¹⁰Unreported leave previous year.

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

MICHELLE VIGNEAU, M.Perf. (Oberlin College Conservatory of Music, New England
Conservatory of Music) 1993-
Oboe

CHRISTOPHER KELLY WHITE, M.Mus. (California State, Southwestern Louisiana) 1990-
Director of Band Activities

Marshals

JANE MERYL MOSS, M.A. '90, Ph.D.

THOMAS R.W. LONGSTAFF, M.A. '84, Ph.D.
College Marshals

HOMER T. HAYSLETT, JR., M.A. '88, Ph.D.
 YEAGER HUDSON, M.A. '77, Ph.D.
 TAMAE KOBAYASHI PRINDLE, 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

JACK BAIRD, Ph.D., 1994-95
Research Associate in Psychology

HENRY WALKER, Ph.D., 1993-
Research Associate in Religious Studies

SHARON CONOVER, A.B., 1991-
Research Technical Associate in Biology

Associates, Assistants, and Interns

HOLLY ELIZABETH CARMICHAEL, M.P.S., 1993-
Teaching Assistant in Biology

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

WILLIAM P. GIRARD, M.S., 1993-94
Teaching Assistant in Chemistry

JEAN MCINTYRE, B.A., 1976-
Senior Teaching Associate in Chemistry

ROSEMARY D. FOWLES, M.A., 1990-
Teaching Assistant in Chemistry

ZHANG JIANPING, B.A., 1994-95
Language Assistant, Chinese

BRUCE RUEGER, M.S., 1984-
Teaching Associate in Geology

JAN M. KRUCKER, 1994-95
Language Assistant, German

AKO FUKUSHIMA, B.A., 1994-95
Language Assistant, Japanese

JOHN DOUGLAS ERVIN, M.A., 1989-
Technical Director, Performing Arts

COLLEEN BURNHAM, 1992-
Teaching Assistant in Psychology

ANTON VOZNESENSKII, 1994-95
Language Assistant, Russian

PAUL CHUNKO, 1984-94
Scientific Instrument Maintenance Technician

MARGARITA RODRIGUEZ-HERNANDEZ, 1994-95
Language Assistant, Spanish

MARGARET RUSSELL '92, B.A., 1992-94
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.

Academic Affairs

 Course Approval

 Off-Campus Study

Administrative

Admissions and Financial Aid

 Bunche Scholars

 International Student Admissions

Athletic Advisory

College Affairs

Committee on Committees

Cultural Events

 Lipman Lecture

Financial Priorities

Healthcare Advisory

Independent Study

Information Technology

Library

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
Appeals Board
Campus Community Committee
Fellowship Advisory Board
Harassment Advisory
Humanities Grants Committee
Institutional Animal Care and Use Committee
Institutional Biohazards Safety
Institutional Review Board: Human Subjects
Interdisciplinary Grants Committee
Judicial Board
Natural Sciences Grants Committee
Professional Preparation, Business and Law
Professional Preparation, Health Professions
Radiation Safety Committee
Science Planning
Social Sciences Grants Committee

Administration 1994-95

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, STAMOS METZIDAKIS, Ph.D., 1994-
Director of Colby in Cork, NIKKY-GUNINDER K. SINGH, Ph.D., 1986-
Director of Colby in Cuernavaca, JOHN O'NEILL, M.A., 1992-
Director of Colby in Dijon, NANCY MEADER, B.A., 1994-
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-

Video Services Coordinator, PAUL A. GREGOIRE '71, 1985-

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-

Special Collections Librarian, NANCY S. REINHARDT, Ph.D., 1994-

Science Librarian, SUSAN W. COLE, M.S., 1978-

Art and Music Librarian, ANTHONY P. HESS, M.S., 1986-

Friends' Director of the Museum of Art, HUGH J. GOURLEY III, A.B., 1966-

Registrar/Assistant Director, LYNN DEAN MARSDEN-ATLASS, M.A., 1989-

Museum Preparator, GREGORY J. WILLIAMS, 1990-

Administrative Vice President, W. ARNOLD YASINSKI, 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-

Assistant Director of Personnel Services, RICHARD C. NALE, J.D., 1994-

Director of Safety, BRUCE A. MCDUGAL, B.B.A., 1993-

Director of Security, JOHN K. FRECHETTE, B.A., 1989-

Assistant Director of Security, DANIEL L. BENNER, B.S., 1993-

Associate Vice President for Finance and Treasurer, DOUGLAS E. REINHARDT '71, M.B.A., 1972-

Assistant to the Treasurer, PAMELA LEO, 1981-
Controller,

- Associate Controller, CYNTHIA W. WELLS '83, 1983-
 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-
 Book Division Manager, BARBARA C. SHUTT, A.B., 1994-
 Director of Computer Services, RAYMOND B. PHILLIPS, Ph.D., 1984-
 Associate Director for Academic Computing, DAVID HANSON, Ph.D., 1990-
 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,
 Food Service Managers:
 Johnson/Chaplin Commons, WAYNE L. DUBAY, 1989-
 Johnson/Chaplin Commons, ROBERT FARRELL, A.A.S., 1993-
 Lovejoy Commons, WILLIAM BAYLE, A.A.S., 1989-
 Lovejoy Commons, DANIEL ROY, 1992-
 Mary Low Commons, JOSEPH MCCLAIN, 1988-
 Spa, SCOTT MUNGEON, B.A., B.S., 1993-
 Catering Manager, JEFFREY H. BRIDGES, A.A.S., 1993-
 Director of Special Programs, JOAN SANZENBACHER, M.S.Ed., 1978-
 Assistant Director of Special Programs, KRISTIN C. DURKEE, B.A., 1990-
 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, Mechanical Services, PAUL E. LIBBY, B.S., 1982-
 Supervisor, Grounds and Moving, KEITH STOCKFORD, A.A.S., 1982-
 Supervisor of Special Projects, PATRICK MULLEN, 1980-
 Supervisor, Electrical Services, JEFFREY B. SUGDEN, 1989-
 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-
 Natural Systems Administrator, 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, LYNN MAGOVERN '90, 1993-
 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, CAROLE J. FULLER, M.A., 1993-
Director of Major Gifts, ANNE JONES-WEINSTOCK, M.S., 1990
Major Gifts Officer, PETER L. BENSEN, Ph.D., 1993-
Major Gifts Officer, KIM KRUEGER, B.A., 1991-
Research Specialist, BARBARA GUNVALDSEN, M.B.A., 1988-
Research Specialist, JULIE MACKSOUD, B.A., 1993-
Director of Planned Giving, STEVEN C. GREAVES, B.A., 1993-
Director of Corporate and Foundation Relations, LINDA L. GOLDSTEIN, Ph.D., 1990-
Associate Director of Corporate and Foundation Relations, BETSY BROWN, Ph.D., 1993-
- 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 Dean of Admissions, SHERMAN A. ROSSER, JR., M.Ed., 1994-
Associate Director of Admissions, DAVID S. JONES, B.A., 1987-
Associate Director of Admissions, NANCY MORRIONE '65, M.Ed., 1982-
Assistant Director of Admissions, MATTHEW R. ISHAM '93, 1993-
Admissions Counselor, ALISON J. MEYER '94, 1994-
Director of Financial Aid, LUCIA W. WHITTELSEY '73, 1986-
Associate Director of Financial Aid, LUDGER H. DUPLESSIS, B.A., 1990-
Financial Aid Assistant, THERESA HUNNEWELL, A.S., 1976-
- Dean of the College*, EARL H. SMITH, B.A., 1962-
Administrative Assistant to the Dean of the College for Scheduling and Facilities,
 KAREN R.L. BOURASSA, B.S., 1981-
Project Director and Technical Advisor for Colby Tolerance Program, CALEB Q.
 COOKS '93, 1993-
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-
Administrative Assistant to the Director, PENNY A. SPEAR, A.S., 1978-
Associate Director of Career Services, CATE T. ASHTON '80, M.A., 1987-
Assistant Director of Career Services, PATRICIA HELM, M.A., 1988-
Dean of Students, JANICE A. KASSMAN, M.A., 1974-
Acting Director of Student Activities, BENJAMIN D.S. JORGENSEN '92, 1992-
Assistant Director of Student Activities, JOSHUA A. ECKEL '94, 1994-
Associate Dean of Residential Life, JAN L. ARMINIO, Ph.D., 1994-
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 Affairs, GERALDINE FRAIME ROSEBORO,
 M.A., 1994-
Assistant Dean of Students, JUDY CARL-HENDRICK, M.A., 1992-
Director of Communications, SALLY A. BAKER, B.A., 1989-
Graphic Designer, KAREN S. OH '93, 1994-
College Editor, ROBERT A. GILLESPIE, Ph.D., 1971-77, 1982-
Managing Editor/Associate Director of Communications, J. KEVIN COOL, B.A., 1994-

- Associate Director of Communications*, STEPHEN B. COLLINS '74, 1993-
Associate Director of Communications, BRIAN D. SPEER, B.F.A., 1993-
Assistant Director of Communications, ANESTES G. FOTIADES '89, M.L.S., 1993-
Assistant Director of Communications, LYNN K. SULLIVAN '89, 1993-
Medical Director, MELANIE M. THOMPSON, M.D., 1993-
College Physician, H. ALAN HUME, M.D., 1990-
Physician Assistant, ALDEN R. KENT, PA-C/L.C.S.W., 1991-
Physician Assistant, JIMMIE J. WOODLEE, B.S., 1988-
Nurse Practitioner, LYDIA BOLDOC-MARDEN, R.N., B.S., 1992-
Head Nurse, HELEN BALGOOYEN, R.N., 1984-
Head Trainer, TIMOTHY J. ADAMS, R.P.T., A.T.C., B.S., 1980-
Assistant Athletic Trainer/Physical Therapist,
Assistant Athletic Trainer, TIMOTHY S. WESTON, B.S., 1992-
Director of Counseling Services, PATRICIA N. HOPPERSTEAD, M.A., 1987-
Clinical Psychologist, DANIEL A. HUGHES, Ph.D., 1985-
Psychological Counselor, JUNE THORNTON-MARSH, M.S.W., L.C.S.W., 1992-
Psychological Counselor, JAN MUNROE, Ph.D., 1994-

Enrollment by States and Countries

Classified according to geographical locations of students' homes 1993-94.

	Men	Women	Total		Men	Women	Total
All Areas	810	910	1720	Tennessee	5	4	9
Alabama	1	1	2	Texas	3	6	9
Alaska	2	1	3	Utah	1	2	3
Arizona	1	2	3	Vermont	14	11	25
California	21	54	75	Virgin Islands	-	1	1
Colorado	6	12	18	Virginia	13	7	20
Connecticut	77	84	161	Washington	9	18	27
Delaware	1	-	1	West Virginia	1	-	1
District of Columbia	6	5	11	Wisconsin	5	5	10
Florida	4	7	11				
Georgia	6	1	7				
Hawaii	-	1	1	Foreign Countries	22	21	43
Illinois	14	15	29	Bermuda	-	1	1
Indiana	-	4	4	Botswana	-	1	1
Iowa	1	1	2	Brazil	-	1	1
Kansas	-	1	1	Bulgaria	1	1	2
Kentucky	-	5	5	Canada	*9	3	12
Louisiana	2	-	2	China	1	-	1
Maine	89	117	206	France	*2	*5	7
Maryland	15	13	28	Germany	1	-	1
Massachusetts	257	248	505	Greece	1	-	1
Michigan	4	5	9	India	-	1	1
Minnesota	10	11	21	Japan	2	4	6
Missouri	7	2	9	Kirghiz Republic	-	1	1
Montana	1	3	4	Mexico	-	*1	1
Nebraska	1	-	1	Russia	1	-	1
Nevada	-	1	1	Saudi Arabia	1	-	1
New Hampshire	40	54	94	Spain	1	-	1
New Jersey	30	45	75	Switzerland	1	-	1
New Mexico	2	1	3	Uganda	1	-	1
New York	83	68	151	United Arab Emirates	-	1	1
North Carolina	2	4	6	Venezuela	-	1	1
North Dakota	-	1	1				
Ohio	14	19	33				
Oklahoma	2	-	2				
Oregon	3	4	7				
Pennsylvania	19	21	40				
Puerto Rico	-	1	1				
Rhode Island	16	20	36				
South Carolina	-	3	3				

(each * denotes one American citizen)

Degrees Awarded at Commencement Sunday, May 22, 1994

Bachelor of Arts

As of the Class of 1989

Guy Ronald Prescott, *Malden, Mass.*

As of the Class of 1990

David Ira Weissman, *Amherst, N.Y.*

As of the Class of 1991

Andrew Isaac Grossman, *Brookfield Center, Conn.*

As of the Class of 1992

William Buckley Foster, *Glen Ridge, N.J.*

As of the Class of 1993

Gail Elizabeth Jewett Huard, *Oakland, Maine*

Connie Lynn Palmer, *Ashland, Maine*

The Class of 1994

Christopher Clinton Abbott, *Lutherville, Md.*

Julie Ann Ackerman, *Rumson, N.J.*

Sarah Katherine Adams, *Lake Forest, Ill.*

Amy Louisa Alderson, *Arlington, Mass.*

Robb Arthur Aldrich, *Essex, Mass.*

Jay Edmond Allard, *Watertown, Conn.*

Allison Lynn Alsip, *Bainbridge Island, Wash.*

Deborah Marie Andrews, *Milford, N.H.*

Michael Jacob Antoniello, *Swampscott, Mass.*

Daniella Maria Araujo, *Stockton Springs, Maine*

Lauren Hope Arnold, *Chestnut Hill, Mass.*

Richard Frank Avila, *Hingham, Mass.*

Lee Bowie Awbrey, *Westfield, N.J.*

Donna Jean Bacchiocchi, *East Longmeadow, Mass.*

Anthony John Baldasaro, *Bedford, N.H.*

Elizabeth Limbert Bancroft, *Rutland, Vt.*

Sara Elizabeth Barker, *Novelty, Ohio*

Elliott Edward Barry, *Newton, Mass.*

Erik L. Belenky, *Greensboro, N.C.*

Susan Elizabeth Belknap, *Wenham, Mass.*

Matthew Jeremy Belson, *Brooklyn, N.Y.*

Sandra Elizabeth Benson, *Concord, N.H.*

Susan Dagny Benson, *Concord, N.H.*

Gary Richard Bergeron, *Derry, N.H.*

Alexander George Bici, *Garden City, N.Y.*

Laura Ann Bierbrauer, *San Mateo, Calif.*

Katherine Margaret Bishop, *Woodside, Calif.*

Peter James Blackwell, *Wilmette, Ill.*

Amy Christine Blasdale, *Matapoisett, Mass.*

Jonathan Scott Blau, *Brookline, Mass.*

Jonathan Samuel Blumberg, *Evanston, Ill.*

Jason Patrick Bologna, *Hingham, Mass.*

John Allen Bond, Jr., *Medfield, Mass.*

Andrew Kent Bonham, *Omaha, Nebraska*

Rachel Helen Bonnell, *Winchester, Mass.*

Katherine Elizabeth Bordwell, *Olympia, Wash.,
and Cincinnati, Ohio*

Kelly Ann Boudreau, *Dedham, Mass.*

Pierson Bourquin, *South Lake Tahoe, Calif.*

Jennifer Lynne Bowen, *Penobscot, Maine*

Andrea Karin Bowman, *Amherst, N.H.*

Colleen Ann Brennan, *Queensbury, N.Y.*

Timothy Hartwell Brooks, *Katonah, N.Y.*

Kimberly Avice Brophy, *Stony Point, N.Y.*

Justin Lee Brown, *Carlisle, Mass.*

Molly MacFarlane Brown, *Seattle, Wash.*

David Williams Bryan, *Stamford, Conn.*

Hung N. Bui, *Bartlesville, Oklahoma*

Eric Benjamin Burger, *Haverhill, Mass.*

Mark Frederick Burns, *N.Y., N.Y.*

Karlene Ann Patrice Burrell, *Queens Village, N.Y.*

William Hall Bush, *N.Y., N.Y.*

Devri Suzanne Byrom, *Northfield, Mass.*

Stephanie Anne Cain, *Atlanta, Ga.*

Betsy Paterson Campbell, *Summit, N.J.*

Matthew Bowden Campbell, *Holliston, Mass.*

Megan Anne Campbell, *Los Angeles, Calif.*

Andrew Albert Carlson, *Cheshire, Conn.*

Brian David Carlson, *Jericho, Vt.*

Karen Jill Carlson, *Millis, Mass.*

Jeffrey Edward Carter, *Avon, Conn.*

Emily Ashton Chapman, *Riverside, Pa.*

Jennifer Alison Chasin, *Sherman Oaks, Calif.*

Jon H. Chenard, *Biddeford, Maine*

Gregory Thomas Christopher, *Albuquerque, N.M.*

Amy Eaton Clapp, *Shelburne, Vt.*

- Erinne Ann Clark, *Spokane, Wash.*
 Vaughn Gilbert Clark, Jr., *Bangor, Maine*
 Anne Michelle Clougherty, *Rolling Hills Estates, Calif.*
 Melissa Anne Cochran, *Boxford, Mass.*
 Jeffrey Evan Cohen, *West Hartford, Conn.*
 Lori Jill Cohen, *Swampscott, Mass.*
 Peter Westwood Colby, *Dennis, Mass.*
 Andrew Thomas Colligan, *Bedford, N.H.*
 John Patrick Conaty, *Riverside, R.I.*
 Lisa Marie Conley, *Lewiston, Maine*
 Nicholas J. Conlin, *Wellesley, Mass.*
 Rebecca Heath Cooper, *Lexington, Ky.*
 Timothy Joseph Corbett, *North Andover, Mass.*
 Jessica Ann Cornwell, *Norwell, Mass.*
 Jeffrey Howard Cotter, *Milton, Mass.*
 Barbara Anne Coulon, *Hanover, Mass.*
 Catherine Camilla Coyne, *Suresnes, France*
 John Andrew Coyne, *Wellesley, Mass.*
 Melissa Ware Crawley, *Salt Lake City, Utah*
 Erin Theresa Crossland, *Cumberland, R.I.*
 Todd Andrew Curtis, *Townsend, Mass.*
 Julie Ann Cyr, *Old Town, Maine*
 Cathryn Alyson Czernicki, *Wethersfield, Conn.*
 Mark Paul Dantos, *Hanover, N.H.*
 Christine Elaine Dash, *Pittsfield, Mass.*
 Emily Groves Davis, *Portland, Ore.*
 Gavin Stewart Davis, *New Canaan, Conn.*
 Jennifer Lynette Davis, *Allendale, N.J.*
 Peter John DelGreco, *Reading, Mass.*
 Kristine Anne Demaso, *Bucksport, Maine*
 Daniel Clayton Demeritt, *North Bridgton, Maine*
 Darren Frank DeMonsi, *Cherry Hill, N.J.*
 Maria Vincenza DeSimone, *Newton, Mass.*
 Dawn Marie Devine, *Waterville, Maine*
 Jessica Lynn Devine, *West Hartford, Conn.*
 Sean Bernard Devine, *Waterford, Conn.*
 Kate Baldwin Diana, *Mendham, N.J.*
 Julie Elizabeth DiMilla, *Framingham, Mass.*
 Jennafer Erin Dinn, *Boxford, Mass.*
 Gerald James DiPietro, *Osterville, Mass.*
 Stephen Arnold Doherty, *Salem, N.H.*
 Benjamin Charles Doyle, *Troy, N.H.*
 Jessica Anne Drislane, *Beverly, Mass.*
 Christian Joseph Drucker, *Wallingford, Conn.*
 Lori Ann DuBois, *Standish, Maine*
 John B. Barratt Dudek, *Wellesley, Mass.*
 James Matthew Duerr, *Groton, Conn.*
 Kenneth Victor Dupuis, *Lynn, Mass.*
 Jan Frederik Dutton, *State College, Pa.*
 Laura Katherine Eanes, *Washington, Conn.*
 George Mitchell Eckel IV, *Concord, Mass.*
 Joshua August Eckel, *Evanston, Ill.*
 Ramsey Ann Ellis, *Milwaukee, Wisconsin*
 Kerry Anne Enright, *Peabody, Mass.*
 Constanza Andrea Escudero, *Miami, Fla.*
 Heather White Eskey, *Las Vegas, Nev.*
 Victoria Esser, *Falmouth, Maine*
 Tara Elizabeth Estra, *N.Y., N.Y.*
 Christy Heath Everett, *Watertown, Conn.*
 Ryan Gerald Feeley, *Coventry, R.I.*
 Sara Elizabeth Ferry, *Amherst, Mass.*
 Cicely Yvonne Finley, *Chicago, Ill.*
 Deborah Rose Fitzpatrick, *Coventry, R.I.*
 Megan Ann Fitzpatrick, *Glastonbury, Conn.*
 Kelly Robert Flynn, *Lynn, Mass.*
 Dana Lyn Foster, *Glastonbury, Conn.*
 Melissa Ann Fraser, *Walpole, Mass.*
 Rebekah Amy Freeman, *Framingham, Mass.*
 Karen Fried, *Wayne, Pa.*
 Adam Chittenden Furber, *Eden Prairie, Minn.*
 David Andrews Gabriel, *Bridgewater, Mass.*
 Dickinson C. Gagnon, *Newburyport, Mass.*
 Matthew Patton Gaines, *Seattle, Wash.*
 Mark Christopher Gallagher, *Waltham, Mass.*
 Adam J. Galvin, *Winchester, Mass.*
 Benjamin Levon Garrison, *Cleveland Heights, Ohio*
 Zachary Ferenc Geisz, *Berwyn, Pa.*
 Erik Michael Georges, *Marshfield, Mass.*
 Thomas Michael Gerencer, *Waterville, Maine*
 Sean Marshall Gibbons, *Alexandria, Va.*
 Kara Helene Gilligan, *Randolph, N.H.*
 Keith Eric Gleason, *Augusta, Maine*
 Stephanie Victoria Goff, *Bangor, Maine*
 Aram Gabriel Goudsouzian, *Winchester, Mass.*
 Jody Rebecca Gould, *Waban, Mass.*
 Caroline Grab, *Hollidaysburg, Pa.*
 John Kyle Grady, *Hyde Park, Mass.*
 Marina Netto Pinheiro Grande, *Brasilia, Brazil*
 Jonathan Baghdassarian Granoff, *St. Louis, Mo.*
 Andre Hardin Gray, *Bronxville, N.Y.*
 Carolyn Kelly Greene, *Granville, Ohio*
 Elizabeth Tousey Greene, *Granville, Ohio*
 Meredith Storm Gregory, *St. Louis, Mo.*
 Anne Megargee Griffin, *Dalton, Pa.*
 Thomas Edward Gulley III, *Wayland, Mass.*
 Allison Hope Guth, *Pound Ridge, N.Y.*
 David F. Hall III, *Wenham, Mass.*
 Kevin Harry Halloran, *Rosemont, Pa.*
 Jason Matthew Hardy, *Jay, Maine*
 Megan Elise Harris, *Bethesda, Md.*
 Carolyn Elizabeth Hart, *Salem, Mass.*

- Geoffrey Warner Harvey, *Pipersville, Pa.*
 Jessica Suzanne Haskell, *Jamestown, R.I.*
 Erik Anders Hassing, *Flagstaff, Ariz.*
 Sean Christopher Hayes, *Boston, Mass.*
 Marile Haylon, *West Hartford, Conn.*
 Jason Gooch Hearst, *Union, Maine*
 Rachel Ann Herf, *Carver, Mass.*
 Alicia Suzanne Hidalgo, *North Reading, Mass.*
 Douglas Latta Hill, *Washington, D.C.*
 Jessica Diane Hill, *North Andover, Mass.*
 Jocelyn Rose Hiller, *Bridgeport, Conn.*
 Luther Hamilton Holton III, *Lambertville, N.J.*
 David Harry Holtzman, *Bedford, Mass.*
 Daniel C. Howe, *Scarsdale, N.Y.*
 Tiffany Heather Hoyt, *Des Moines, Iowa*
 Constance Fullerton Huffine, *Stamford, Conn.*
 Roger Adam Hughes, *North Conway, N.H.*
 Jacob Andrew Humbert, *East Nassau, N.Y.*
 Josette Caroline Huntress, *Limestone, Maine*
 Jennifer Lynne Hurd, *Amherst, N.H.*
 Deanna Huston, *Merrimack, N.H.*
 Marsha Ann Ilmonen, *Needham, Mass.*
 Joseph Michael Jabar, Jr., *Waterville, Maine*
 Danielle Lynn Jamison, *Gardiner, Maine*
 Steven Scott Jarosz, *Benton, Maine*
 Bonnie Kay-Lee Johnson, *Wilbraham, Mass.*
 Erik Timothy Johnson, *Wayzata, Minn.*
 Heather Beth Johnson, *Freedom, N.H.*
 Paul Dennis Jondro, *Stoughton, Mass.*
 John Gray Jordan, *Gambier, Ohio*
 Scott Andrew Kadish, *Marblehead, Mass.*
 James K. Kaleigh, *Andover, Mass.*
 Matthew Carl Kales, *Arlington, Mass.*
 Dawn Renee Kalloch, *West Boylston, Mass.*
 Jonathan Eden Kaplan, *Joliet, Ill.*
 Tracy Lynne Karsch, *Garden City, N.Y.*
 Daniel Lawrence Katz, *Newton, Mass.*
 Alexander Penniston Kavanagh, *South Norwalk,
 Conn.*
 Laura Hathaway Keally, *Dedham, Mass.*
 Trezlene DeQuette Kearney, *Macon, N.C.*
 Shawn Michael Keeler, *Shrewsbury, Mass.*
 Amy Maureen Keim, *East Granby, Conn.*
 Eric David Kemp, *Harvard, Mass.*
 Kimberly Anne Kessler, *New Canaan, Conn.*
 Paul Jonghoon Kim, *Westfield, Mass.*
 Carie Anne King, *Portland, Maine, and Fort
 Lauderdale, Fla.*
 Kendra A. King, *Providence, R.I.*
 Kristin Mary King, *Coventry, R.I.*
 Michael Laurence King, *Lawrenceville, N.J.*
 Junko Kito, *Shizuoka, Japan*
 Lorin Steven Knell, *Altadena, Calif.*
 Michael Edward Koester, *Westford, Mass.*
 Ingrid Esther Kristan, *Paris, Maine*
 Elizabeth Anne Kubik, *Westport, Mass.*
 Andrew Kulmatiski, *Scotia, N.Y.*
 Holly Ann Labbe, *Augusta, Maine*
 Elizabeth Ann Labovitz, *Lexington, Mass.*
 David Frederick Lane, *Contoocook, N.H.*
 Matthew I. Lapidés, *Hamden, Conn.*
 Robert Allen Laplante, *Derry, N.H.*
 Tracy Kim Larsen, *La Cañada, Calif.*
 Seven Starr Lathrop, *Hartland, Maine*
 Kenneth Koosung Lee, *San Marino, Calif.*
 Kristen Elizabeth Lehan, *Norfolk, Mass.*
 Jenna Deanna Lemerise, *Charlton, Mass.*
 Wallie Howa Leung, *N.Y., N.Y.*
 Max David Levinson, *New Canaan, Conn.*
 James M. Lindstrom, *Buffalo, N.Y.*
 Jennifer Beth Lock, *Paxton, Mass.*
 Heather Louise Logan, *Eugene, Ore.*
 Heather Ann Lounsbury, *Framingham, Mass.*
 Joshua Scott Lutton, *Mequon, Wis.*
 Christina Lynch, *Concord, Mass.*
 Gregory Thomas Lynch, *Enfield, Conn.*
 Jennifer Ann Lynnes, *Winnetka, Ill.*
 Megan Karen MacDonald, *Milton, Mass.*
 Elizabeth Virginia Esther Maclean, *Delaware, Ohio*
 Michael Wingfield Maloney, *South Russell, Ohio*
 Amy Elizabeth Marchildon, *Augusta, Maine*
 Paulo Jorge Marnoto, *Gloucester, Mass.*
 Kimberly Anne Marshall, *Lancaster, Mass.*
 Patricia Ann Marshall, *Bradford, Maine*
 Marinel Serafin Mateo, *Chicago, Ill.*
 Sarah Michelle Mathai, *Greenwich, Conn.*
 Paul Francis Matthews, *Worcester, Mass.*
 Jessica Lynn Matzkin, *Woodbury, Conn.*
 Michael Luke McCabe, *Buffalo, N.Y.*
 Kamin Oline McClelland, *Los Angeles, Calif.*
 David Braydon McCormick, *Dunwoody, Ga.*
 Irina Flemming McCreery, *N.Y., N.Y.*
 Glenn Potter McCrum, *Portland, Maine*
 Gregory Edward McDonald, *Hudson, Ohio*
 David Michael McDonough, *Weymouth, Mass.*
 Matthew Bryan McGowan, *Ann Arbor, Mich.*
 Jonathan Rybier Medwed, *Cambridge, Mass.*
 Terrence Fitzgerald Meehan, *Bradford, Mass.*
 Alison Jane Meyer, *Newton, Mass.*
 Matthew William Michaelis, *Amherst, N.H.*
 Laura Scott Miller, *Worthington, Ohio*
 Lynette Irene Millett, *Norway, Maine*

- Jonathan Carl Mitchell, *West Redding, Conn.*
 Myriam Montrat, *Abidjan, Ivory Coast*
 Alexander G. Moody, *Peabody, Mass.*
 Elizabeth Jane Moody, *Woodbury, Conn.*
 Jared Wilson Morgan, *Suffield, Conn.*
 Kathleen Elise Morrison, *Pasadena, Calif.*
 Jennifer Morrow, *Harvard, Mass.*
 Benjamin McIntire Morse, *Bath, Maine*
 John Crawford Morse, *Concord, Mass.*
 Erik Kristian Mortenson, *East Harwich, Mass.*
 David Edward Mostoller, *Bolton, Mass.*
 Kelly Marie Moynihan, *Andover, Mass.*
 Maggie Shanahan Mudd, *Louisville, Ky.*
 Michael Edward Mullin, *Scituate, Mass.*
 Andrea Leonora Natta, *N.Y., N.Y.*
 Carie Ann Nelson, *Buffalo, N.Y.*
 John Joseph Nestor, *Cleveland, Ohio*
 Jessica Anne Newman, *Stow, Mass.*
 Kurt Karl Niebuhr, *North Pole, Alaska*
 Krista Nordgren, *Hanover, N.H.*
 Mildred Chloe Noyes, *Plainfield, Vt.*
 Ross Trevor Nussbaum, *N.Y., N.Y.*
 Darrell Lee Oakley, *Carmel, N.Y.*
 Jason Churchill Oberfest, *Vineyard Haven, Mass.*
 Kevin Michael O'Grady, *Winchester, Mass.*
 Kelly A. O'Rourke, *Billerica, Mass.*
 Jonathan Robbins Ostrom, *Hingham, Mass.*
 Brian James O'Sullivan, *Marlboro, Mass.*
 Siri Bordeaux Oswald, *Seattle, Wash.*
 Bruce John Panilaitis, *Morris, Conn.*
 Kristian Kenneth Parker, *Celigny, Switzerland*
 Lees Ashley Patriacca, *Hopkinton, N.H.*
 Bradford Alan Pattershall, *Cape Elizabeth, Maine*
 Laura Anna Pavlenko, *Moscow, Russia*
 Jennifer Lynn Payne, *Warwick, R.I.*
 John Patrick Pepe, *Lyndhurst, N.J.*
 John Andrew Phipps, *Malibu, Calif.*
 Kathryn Todd Pierce, *Exeter, N.H.*
 Ariana Pitchon, *Palo Alto, Calif.*
 Eduardo Soliman Plantilla, *Rockaway Beach, N.Y.*
 Sarah Lori Pohl, *Dayton, Ohio*
 Philip David Polsky, *Portland, Ore.*
 Kathie Leigh Pooler, *Fort Kent, Maine*
 Louann E. Pope, *Waterville, Maine*
 Brooke Ellen Porteous, *Westford, Mass.*
 Heather Elizabeth Post, *Plymouth, Mass.*
 Janet Mary Powers, *Gloucester, Mass.*
 Rebecca Lynn Proulx, *Orange, N.H.*
 Francis E. Pullaro, *Southington, Conn.*
 Mala Rafik, *Dubai, United Arab Emirates*
 Eduardo Alberto Ramirez, *Wellesley, Mass.*
 Carolyn Anne Read, *Stonington, Conn.*
 Adam Patrick Regan, *Boxford, Mass.*
 James Henry Reichert, *Acton, Mass.*
 Sally Wessell Reis, *Wellesley, Mass.*
 Hollis Andrea Rendleman, *Edina, Minn.*
 Cameron Kincaid Richardson, *Englewood, Colo.*
 Samantha Stow Rissel, *Lafayette, Calif.*
 Christopher James Rogers, *Fitzwilliam, N.H.*
 Christopher Havemeyer Roosevelt, *Armonk, N.Y.*
 Cheyenne S.G. Rothman, *Hyde Park, Mass.*
 Kevin Michael Rothstein, *West Rockhill, Pa.*
 Glendon C. Roy, *Bristol, Conn.*
 Zachary Daniel Rubin, *Newton, Mass.*
 Lawrence Mott Rulison II, *Fayetteville, N.Y.*
 Richard J. V. Rygalski, *Bangor, Maine*
 Matthew Joseph Salah, *Ipswich, Mass.*
 Sarri Salah Salman, *Beirut, Lebanon*
 Matthew David Sanderson, *Ellsworth, Maine*
 Scott Sanel, *Contoocook, N.H.*
 Michelle Suzanne Satterlee, *Southwick, Mass.*
 Jonathan Bradford Scammon, *Bow, N.H.*
 Kristin Jennifer Scheible, *Portland, Ore.*
 Robert William Schneider, *Dedham, Mass.*
 Sigmund David Schutz, *Pittsford, N.Y.*
 Marci Gail Schwartz, *Andover, Mass.*
 Marika Jane Schwartzman, *Sudbury, Mass.*
 Alyssa Mary Schwenk, *Southampton, N.Y.*
 Kerry Alison Scott, *Rye, N.H.*
 Elizabeth Dionne Scoville, *Chelmsford, Mass.*
 Thomas John Seery, *Iowa City, Iowa*
 Brian Levi Seidman, *Bedford, Mass.*
 John Andrew Serbin, *Cape Elizabeth, Maine*
 Michelle Lee Severance, *Topsfield, Maine*
 Christopher Douglas Sharpe, *Shrewsbury, Mass.*
 Rebecca Blackwood Shaw, *Manchester, Mass.*
 Kerry Lee Sheehy, *Danvers, Mass.*
 Thomas Michael Shields, *Needham, Mass.*
 Ashley Elizabeth Short, *Manchester, Mass.*
 Heidi Dawn Silver, *Washburn, Maine*
 Laura Christine Silverman, *Potomac, Md.*
 Jennifer Lynn Sirois, *Fryeburg, Maine*
 Patrick William Skulley, *Wakefield, Mass.*
 Anika Elisabeth Smith, *Southport, Conn.*
 Heather Elisabeth Smith, *Mexico City, Mexico*
 John Thomas Smith III, *Arlington, Mass.*
 Patrick Michael Smith, *Old Saybrook, Conn.*
 Michael Elliott Smoot, *Boulder, Colo.*
 Eric Chisholm Sokol, *Easton, Conn.*
 Ethan Samuel Spencer, *Marshfield, Mass.*
 Kristin Lis Spiller, *Westford, Mass.*
 Matthew Phillip Spitzer, *Rhinebeck, N.Y.*

Andrea Jo Stairs, *Hampden, Maine*
 Kara Stearns, *Beverly Farms, Mass.*
 Kimberly Anne Stern, *Cincinnati, Ohio*
 Elizabeth Cecilia Stewart, *Bangor, Maine*
 Heather Skye Stewart, *North Reading, Mass.*
 Jennifer J. Stokes, *Saratoga Springs, N.Y.*
 Gretchen Elizabeth Stone, *Northfield, Vt.*
 Elizabeth Hope Strafacci, *Portsmouth, N.H.*
 Benjamin Brewster Strong, *Setauket, N.Y.*
 Jason Paul Sudano, *Brookhaven, N.Y.*
 Eliza Jane Sugden, *North Vassalboro, Maine*
 Adriana Marya Sulak, *Cleveland Heights, Ohio*
 Jennifer Jo Sullivan, *Skowhegan, Maine*
 John Andrew Sutherland, *Duxbury, Mass.*
 Kathryn Hanks Swaggart, *Darien, Conn.*
 Elizabeth Jenison Tabor, *Barrington, R.I.*
 Michelle Ann Tadros, *Winchester, Mass.*
 Michelle Leigh Taylor, *South Portland, Maine*
 Tiffany Marie Taylor, *Del Mar, Calif.*
 John Eliot Terborgh, *Atherton, Calif.*
 Jutta Margarethe Christel Thiele, *Cobourg, Ontario,*
 Canada
 Jonathan Layne Thomas, *Nashua, N.H.*
 Charles Hammond Thompson, *East Greenwich, R.I.*
 David Hamlen Thompson, *Duxbury, Mass.*
 Katherine Elise Tinney, *Abington, Mass.*
 Kebba Tolbert, *Bronx, N.Y.*
 Cecily Parsley Totten, *Washington, D.C.*
 Duc B. Trac, *Danvers, Mass.*
 Eric L. Tracy, *Ellsworth, Maine*
 Matthew Joseph Trainor, *Chelmsford, Mass.*
 Matthew John Trudeau, *Waltham, Mass.*
 Robert Frederick Underwood, *Kennebunk, Maine*
 John Emerson Utley, *Pound Ridge, N.Y.*
 Ana Maria Simões Vaal Da Silva Neto, *Luanda,*
 Angola
 Kimberly Phelan Valentine, *West Simsbury, Conn.*
 Frances Elisabeth van Huystee, *West Hartford,*
 Conn.
 Matthew K. Van Ledtje, *Wolfboro, N.H.*
 Heather Elizabeth Vincola, *Wenham, Mass.*
 Richard Robert Wagenknecht, *Ellsworth, Maine*
 Matthew Ryan Wagner, *Evanston, Ill.*
 Jennifer Isabel Walker, *Plymouth, N.H.*
 Elizabeth Holliday Wallman, *McLean, Va.*
 Simon Lyle Christian Walter, *Needham, Mass.*
 Stacey Millholland Warner, *Mount Vernon, N.Y.*
 Kathryn Downie Warrington, *West Paris, Maine*
 Stephen Eugene Warwick, *Blairstown, N.J.*
 Blair David Weatherbie, *Trenton, Nova Scotia,*
 Canada

Christina Rosalind Wertheim, *Newton Centre, Mass.*
 Karen Ann Whitcomb, *Hamden, Conn.*
 Jeffrey Lars White, *Edgartown, Mass.*
 Paul Henry White, *La Habra Heights, Calif.*
 Sarah Amy Whitely, *East Wakefield, N.H.*
 Melissa Quincy Wilcox, *West Simsbury, Conn.*
 Christopher Michael Wilde, *New Canaan, Conn.*
 Caleb Maxfield Winder, *Arlington, Mass.*
 Todd James Winick, *Marblehead, Mass.*
 Jennifer Gail Wolff, *Cedar Grove, N.J.*
 Amy Lynn Wrentmore, *Londonderry, N.H.*
 Shane Trent Wright, *Pittsfield, Maine*
 Kristen Ann Zier, *Amityville, N.Y.*
 Adam Nicholas Zois, *Wells Branch, Maine*
 Jennifer Louise Zwick, *Westport, Conn.*

Degrees Awarded in October
As of the Class of 1993

Mark David Driscoll, *Newton, Mass.*
 Sung Joon Park, *Bryn Mawr, Pa.*
 Reese Barton Rickards, *Marblehead, Mass.*

Honorary Degrees

George Herbert Walker Bush
Doctor of Laws

Lucille Clifton
Doctor of Letters

Chuck Close
Doctor of Fine Arts

Cornel West
Doctor of Letters

Honors

Senior Marshal

Danielle Lynn Jamison

Bachelor's Degree with Honors

Summa Cum Laude

Robb Arthur Aldrich
 Erik L. Belenky
 Brian David Carlson
 Kristine Anne Demaso
 Lori Ann DuBois
 John B. Barratt Dudek
 Jessica Diane Hill
 Danielle Lynn Jamison
 Robert Allen Laplante
 Patricia Ann Marshall
 Michael Luke McCabe
 Carie Ann Nelson
 Mildred Chloe Noyes
 Kathie Leigh Pooler
 Thomas John Seery
 Jennifer Lynn Sirois
 Eric L. Tracy

Magna Cum Laude

Allison Lynn Alsip
 Deborah Marie Andrews
 Michael Jacob Antoniello
 Lee Bowie Awbrey
 Susan Dagny Benson
 Timothy Hartwell Brooks
 Eric Benjamin Burger
 Matthew Bowden Campbell
 Andrew Albert Carlson
 Emily Ashton Chapman
 Jennifer Alison Chasin
 Jon H. Chenard
 Ramsey Ann Ellis
 Kerry Anne Enright
 Tara Elizabeth Estra
 Christy Heath Everett
 Deborah Rose Fitzpatrick
 Zachary Ferenc Geisz
 Thomas Michael Gerencer
 Aram Gabriel Goudsouzian
 Marina Netto Pinheiro Grande
 Jessica Suzanne Haskell
 Marile Haylon

Douglas Latta Hill
 Daniel C. Howe
 Roger Adam Hughes
 Paul Dennis Jondro
 Dawn Renee Kalloch
 Shawn Michael Keeler
 Amy Maureen Keim
 Michael Edward Koester
 Ingrid Esther Kristan
 Holly Ann Labbe
 Kristen Elizabeth Lehan
 Max David Levinson
 Joshua Scott Lutton
 Jonathan Rybier Medwed
 Alison Jane Meyer
 Lynette Irene Millett
 Kelly Marie Moynihan
 Laura Anna Pavlenko
 John Patrick Pepe
 Louann E. Pope
 Adam Patrick Regan
 Christopher Havemeyer Roosevelt
 Michelle Suzanne Satterlee
 Kristin Jennifer Scheible
 Elizabeth Dionne Scoville
 Rebecca Blackwood Shaw
 Kerry Lee Sheehy
 Michelle Leigh Taylor
 Matthew Ryan Wagner
 Karen Ann Whitcomb
 Sarah Amy Whitely
 Melissa Quincy Wilcox
 Christopher Michael Wilde

Cum Laude

Christopher Clinton Abbott
 Sarah Katherine Adams
 Amy Louisa Alderson
 Jay Edmond Allard
 Lauren Hope Arnold
 Donna Jean Bacchiocchi
 Anthony John Baldasaro
 Susan Elizabeth Belknap
 Sandra Elizabeth Benson
 Alexander George Bici
 Laura Ann Bierbrauer
 Peter James Blackwell
 Jason Patrick Bologna

Andrew Kent Bonham
 Karlene Ann Patrice Burrell
 Betsy Paterson Campbell
 Megan Anne Campbell
 Karen Jill Carlson
 Jeffrey Edward Carter
 Amy Eaton Clapp
 Timothy Joseph Corbett
 Jeffrey Howard Cotter
 Erin Theresa Crossland
 Todd Andrew Curtis
 Cathryn Alyson Czernicki
 Mark Paul Dantos
 Emily Groves Davis
 Julie Elizabeth DiMilla
 Jessica Anne Drislane
 James Matthew Duerr
 Victoria Esser
 Ryan Gerald Feeley
 Dana Lyn Foster
 Sean Marshall Gibbons
 Kara Helene Gilligan
 Elizabeth Tousey Greene
 Andrew Isaac Grossman '91
 Kevin Harry Halloran
 Carolyn Elizabeth Hart
 Tiffany Heather Hoyt
 Jacob Andrew Humbert
 Marsha Ann Ilmonen
 Erik Timothy Johnson
 Heather Beth Johnson
 Jonathan Eden Kaplan
 Laura Hathaway Keally
 Heather Louise Logan
 Jennifer Ann Lynnes
 Elizabeth Virginia Esther Maclean
 Paulo Jorge Marnoto
 Kathleen Elise Morrison
 Maggie Shanahan Mudd
 Kurt Karl Niebuhr
 Krista Nordgren
 Ross Trevor Nussbaum
 Jason Churchill Oberfest
 Siri Bordeaux Oswald
 Kristian Kenneth Parker
 Jennifer Lynn Payne
 Kathryn Todd Pierce
 Sarah Lori Pohl
 Philip David Polsky
 Brooke Ellen Porteous
 Rebecca Lynn Proulx

Mala Rafik
 Carolyn Anne Read
 Sally Wessell Reis
 Hollis Andrea Rendleman
 Samantha Stow Rissel
 Kevin Michael Rothstein
 Zachary David Rubin
 Matthew David Sanderson
 Sigmund David Schutz
 Marika Jane Schwartzman
 Heidi Dawn Silver
 Michael Elliott Smoot
 Eric Chisholm Sokol
 Matthew Phillip Spitzer
 Andrea Jo Stairs
 Heather Skye Stewart
 Elizabeth Hope Strafaci
 Benjamin Brewster Strong
 Jennifer Jo Sullivan
 Michelle Ann Tadros
 Tiffany Marie Taylor
 John Eliot Terborgh
 Charles Hammond Thompson
 Matthew K. Van Ledtje
 Jennifer Isabel Walker
 Kathryn Downie Warrington
 Stephen Eugene Warwick
 Paul Henry White
 Todd James Winick
 Amy Lynn Wrentmore
 Jennifer Louise Zwick

Honors Programs

Honors in American Studies
 Jason Patrick Bologna
 Aram Gabriel Goudsouzian

Honors in Chemistry
 Robb Arthur Aldrich
 John B. Barratt Dudek
 Heather Ann Lounsbury
 Gregory Thomas Lynch
 Kathie Leigh Pooler
 Sarri Salah Salman

Honors in Economics
 Michael Edward Koester
 Kerry Lee Sheehy
 Paul Henry White

Honors in English

Darren Frank DeMonisi
 Erik Kristian Mortenson
 Heidi Dawn Silver
 Heather Skye Stewart
 Cecily Parsley Totten

Honors in Government

Victoria Esser
 Mala Rafik
 Charles Hammond Thompson

Honors in History

Jason Matthew Hardy
 Karen Ann Whitcomb

Honors in International Studies

Mark Paul Dantos
 Michelle Ann Tadros
 Jennifer Louise Zwick

Honors in Mathematics

Danielle Lynn Jamison
 Lynette Irene Millett

Honors in Physics

Matthew Bowden Campbell
 Wallie Howa Leung

Honors in Religious Studies

Cathryn Alyson Czernicki
 Kristin Jennifer Scheible

Honors in Sociology

Heather Beth Johnson
 Dawn Renee Kalloch

Distinction in the Major*Administrative Science*

Kelly Marie Moynihan
 Ross Trevor Nussbaum

American Studies

Allison Lynn Alsip
 Jason Patrick Bologna
 Kate Baldwin Diana
 Christy Heath Everett
 Aram Gabriel Goudsouzian
 Kimberly Anne Kessler
 Jessica Lynn Matzkin

Honors in English

Kathleen Elise Morrison
 Mildred Chloe Noyes
 Lees Ashley Patriacca
 Melissa Quincy Wilcox

Anthropology

Sarah Katherine Adams
 Lee Bowie Awbrey
 Colleen Ann Brennan
 Karlene Ann Patrice Burrell
 Amy Eaton Clapp
 Karen Fried
 Alison Jane Meyer
 Mala Rafik
 Katherine Elise Tinney

Art

Anne Michelle Clougherty
 Marile Haylon
 Laura Hathaway Keally
 Amy Maureen Keim
 Heather Louise Logan
 Amy Elizabeth Marchildon
 Irina Flemming McCreery
 Jason Churchill Oberfest
 Kristin Jennifer Scheible
 Sigmund David Schutz
 Matthew Phillip Spitzer
 Kimberly Phelan Valentine

Biology

Amy Louisa Alderson
 Jay Edmond Allard
 Michael Jacob Antoniello
 Sandra Elizabeth Benson
 Brian David Carlson
 Jeffrey Edward Carter
 James Matthew Duerr
 Ramsey Ann Ellis
 Elizabeth Tousey Greene
 Jessica Diane Hill
 Paul Dennis Jondro
 Max David Levinson
 Kristian Kenneth Parker
 Jennifer Lynn Payne
 Kathryn Todd Pierce
 Matthew David Sanderson
 Adriana Marya Sulak
 Kathryn Downie Warrington
 Amy Lynn Wrentmore

Chemistry

Robb Arthur Aldrich
 John B. Barratt Dudek
 Paul Dennis Jondro
 Bruce John Panilaitis
 Kathie Leigh Pooler
 Matthew John Trudeau

Classics

Christopher Havemeyer Roosevelt

Computer Science (Independent)

Geoffrey Warner Harvey
 Lynette Irene Millett

East Asian Languages and Cultures

Luther Hamilton Holton III

Economics

Christopher Clinton Abbott
 Jon H. Chenard
 Jeffrey Howard Cotter
 Marina Netto Pinheiro Grande
 Shawn Michael Keeler
 Michael Edward Koester
 Joshua Scott Lutton
 Louann E. Pope
 Adam Patrick Regan
 Marika Jane Schwartzman
 Kerry Lee Sheehy
 Eric L. Tracy
 Matthew Ryan Wagner
 Paul Henry White
 Christopher Michael Wilde

Education and Human Development (Independent)

Anika Elisabeth Smith

English

Deborah Marie Andrews
 Lauren Hope Arnold
 Donna Jean Bacchiocchi
 Peter James Blackwell
 Timothy Hartwell Brooks
 Molly MacFarlane Brown
 Eric Benjamin Burger
 Emily Ashton Chapman
 Timothy Joseph Corbett
 Jessica Ann Cornwell
 Emily Groves Davis
 Jessica Lynn Devine

Kerry Anne Enright
 Ryan Gerald Feeley
 Deborah Rose Fitzpatrick
 Thomas Michael Gerencer
 Marile Haylon
 Jacob Andrew Humbert
 Alexander Penniston Kavanagh
 Laura Hathaway Keally
 Amy Maureen Keim
 Kristin Mary King
 Holly Ann Labbe
 Robert Allen Laplante
 Heather Louise Logan
 Jennifer Ann Lynnes
 Patricia Ann Marshall
 Matthew Bryan McGowan
 Erik Kristian Mortenson
 Carie Ann Nelson
 Krista Nordgren
 Jason Churchill Oberfest
 Brooke Ellen Porteous
 Samantha Stow Rissel
 Alyssa Mary Schwenk
 Heidi Dawn Silver
 Laura Christine Silverman
 Eric Chisholm Sokol
 Andrea Jo Stairs
 Heather Skye Stewart
 Michelle Leigh Taylor
 Tiffany Marie Taylor
 Cecily Parsley Totten
 Jennifer Isabel Walker
 Christina Rosalind Wertheim

French

Betsy Paterson Campbell
 Victoria Esser
 Jessica Suzanne Haskell
 Ingrid Esther Kristan
 Jennifer Lynn Sirois
 Karen Ann Whitcomb

Geology

David Edward Mostoller
 Kevin Michael O'Grady
 Christopher Havemeyer Roosevelt
 Benjamin Brewster Strong

German

Emily Groves Davis
 Deborah Rose Fitzpatrick

Carolyn Elizabeth Hart
 Carolyn Anne Read

Government

Erik L. Belenky
 Jason Patrick Bologna
 Andrew Kent Bonham
 Andrew Albert Carlson
 Victoria Esser
 Sean Marshall Gibbons
 Andrew Isaac Grossman '91
 Roger Adam Hughes
 Jonathan Eden Kaplan
 Paul Francis Matthews
 Laura Anna Pavlenko
 John Patrick Pepe
 Philip David Polsky
 Mala Rafik
 Kevin Michael Rothstein
 Sigmund David Schutz
 Thomas John Seery
 Laura Christine Silverman
 John Eliot Terborgh
 Charles Hammond Thompson
 Todd James Winick

History

Kelly Ann Boudreau
 Todd Andrew Curtis
 Aram Gabriel Goudsouzian
 Jason Matthew Hardy
 Carolyn Elizabeth Hart
 Matthew Carl Kales
 Michael Luke McCabe
 Jonathan Rybier Medwed
 Matthew K. Van Ledtje
 Karen Ann Whitcomb
 Jennifer Gail Wolff
 Shane Trent Wright

Human Development (Independent)

Allison Hope Guth
 Carie Anne King

International Studies

Megan Anne Campbell
 Mark Paul Dantos
 Marina Netto Pinheiro Grande
 Roger Adam Hughes
 Marsha Ann Ilmonen
 Paulo Jorge Marnoto
 Maggie Shanahan Mudd

Kurt Karl Niebuhr
 Laura Anna Pavlenko
 Philip David Polsky
 Michelle Suzanne Satterlee
 Elizabeth Dionne Scoville
 Michelle Ann Tadros
 Eric L. Tracy
 Jennifer Louise Zwick

Mathematics

Kevin Harry Halloran
 Danielle Lynn Jamison
 Kristen Elizabeth Lehan
 Lynette Irene Millett

Performing Arts

Deborah Marie Andrews
 Gerald James DiPietro
 Tara Elizabeth Estra
 Zachary Ferenc Geisz
 Holly Ann Labbe
 Samantha Stow Rissel

Philosophy

Erik Timothy Johnson
 Elizabeth Virginia Esther Maclean
 Sarah Lori Pohl
 Stephen Eugene Warwick

Physics

Matthew Bowden Campbell

Psychology

Susan Dagny Benson
 Jennifer Alison Chasin
 Kristine Anne Demaso
 Lori Ann DuBois
 Dana Lyn Foster
 Douglas Latta Hill
 Sarah Amy Whitely

Religious Studies

Cathryn Alyson Czernicki
 Kristin Jennifer Scheible

Russian Studies

Erin Theresa Crossland
 George Mitchell Eckel IV
 Anne Megargee Griffin
 Steven Scott Jarosz
 Siri Bordeaux Oswald

Science and Technology (Independent)

Jan Frederik Dutton

Sociology

Laura Ann Bierbrauer

Julie Ann Cyr

Kara Helene Gilligan

Heather Beth Johnson

Dawn Renee Kallach

Sally Wessell Reis

Rebecca Blackwood Shaw

Spanish

Kerry Anne Enright

Patricia Ann Marshall

Sustainable Development/Ecology (Independent)

Daniel C. Howe

Women's Studies (Independent)

Christine Elaine Dash

Carolyn Anne Read

Hollis Andrea Rendleman

Senior Scholars

Allison Lynn Alsip

"Slack Tide"

Erik L. Belenky

*Soft Money: Private Foundations of**Party Politics*

Andrew Albert Carlson

Democratic Civic Education: Preparing the Students
of Today for the Society of the Future

Gregory Thomas Christopher

A Sculptural Inquiry into Organic and
Geometric Form

Jennafer Erin Dinn

Biomolecules in Maine Bogs—Search for Unique
Bioactive Materials

Tara Elizabeth Estra

As You Like It—In Direction and Design

Thomas Michael Gerencer

Theater of the Mind: An Experiment in Modern
Radio Fiction

Heather Beth Johnson

Racism As Subtext: The Contemporary School
Desegregation Controversy

Elizabeth Virginia Esther Maclean

"A Theory in the Flesh": The Art-full Politics of
African-American Women's Autobiographies

Michael Luke McCabe

Correction of Misperception: The Rediscovery of the
Ends and Means of Liberal Reform in the Unemploy-
ment Compensation Title of the Social Security Act of
1935

Bruce John Panilaitis

Characterization of Mutations of the 4.5S RNA
Molecule in Escherichia coli

Francis E. Pullaro

St. Augustine's Theology of the Body in American
Catholicism

Elizabeth Hope Strafaci

Intent and Method: A Study of Female Characters in
Aeschylean and Euripidean Drama

Matthew John Trudeau

The Physiological, Enzymatic, and Genetic
Characterization of Staphylococcus sp. Chromium
*(VI) Reductase Function***Phi Beta Kappa**

Robb Arthur Aldrich

Michael Jacob Antoniello

Erik L. Belenky

Susan Dagny Benson

Timothy Hartwell Brooks

Eric Benjamin Burger

Matthew Bowden Campbell

Brian David Carlson

Jennifer Alison Chasin

Jon H. Chenard

Kristine Anne Demaso*

Lori Ann DuBois

John B. Barratt Dudek

Ramsey Ann Ellis

Kerry Anne Enright

Deborah Rose Fitzpatrick

Zachary Ferenc Geisz

Marina Netto Pinheiro Grande

Jessica Suzanne Haskell
Douglas Latta Hill
Jessica Diane Hill*
Daniel C. Howe
Danielle Lynn Jamison*
Dawn Renee Kalloch
Shawn Michael Keeler
Amy Maureen Keim
Michael Edward Koester
Ingrid Esther Kristan
Holly Ann Labbe
Robert Allen Laplante
Kristen Elizabeth Lehan
Patricia Ann Marshall
Michael Luke McCabe
Jonathan Rybier Medwed
Lynette Irene Millett
Carie Ann Nelson
Mildred Chloe Noyes
Kathie Leigh Pooler
Louann E. Pope
Adam Patrick Regan
Christopher Havemeyer Roosevelt
Thomas John Seery
Jennifer Lynn Sirois
Eric L. Tracy
Sarah Amy Whitely
Melissa Quincy Wilcox
Christopher Michael Wilde

*Elected in Junior Year

Thomas Michael Gerencer
Robert Allen Laplante
Patricia Ann Marshall
Carie Ann Nelson
Louann E. Pope
Eric L. Tracy
Christopher Michael Wilde

Ralph J. Bunche Scholars

Hung N. Bui
Karlene Ann Patrice Burrell
Cicely Yvonne Finley
Trezlene DeQuette Kearney
Kendra A. King
Wallie Howa Leung
Marinel Serafin Mateo
Carie Ann Nelson
Kebba Tolbert
Duc B. Trac
Ana Maria Simões Vaal Da Silva Neto

L.L. Bean Scholars

Daniel Clayton Demeritt
Josette Caroline Huntress
Danielle Lynn Jamison
Michelle Lee Severance

Julius Seelye Bixler Scholars

Robb Arthur Aldrich
Erik L. Belenky
Brian David Carlson
Kristine Anne Demaso
Lori Ann DuBois
Jessica Diane Hill
Danielle Lynn Jamison
Michael Luke McCabe
Mildred Chloe Noyes
Kathie Leigh Pooler
Jennifer Lynn Sirois

Charles A. Dana Scholars

John B. Barratt Dudek
Ramsey Ann Ellis
Deborah Rose Fitzpatrick

Index

- Absence, 33
- Absence from Exams, 44, 45
- Academic Counseling, 2
- Academic Honesty, 33
- Academic Honors, 34
- Academic Honors Programs, 35
- Academic Procedures, 42
- Academic Programs, 36
- Academic Requirements, 28
- Academic Review, 43
- Academic Standing, 42
- Access Policy, 8
- Accreditation, 2, 6
- ACS Chemistry Major, 73
- Activities, Student, 8
- ACT Tests, 15, 16
- Administration, 226
- Administrative Science, 47
- Administrative Science Minor, 47
- Admission, 2, 14
 - Advanced Standing, 15
 - Application Schedule, 14
 - Campus Visits, 14
 - Deposit, 14, 18
 - Early Admission, 15
 - Health Certificate, 16
 - International Students, 16
 - Interviews, 14
 - Midyear Admission, 15
 - Nonmatriculated Students, 16
 - Tests, 15
 - Transfer Students, 15
 - Veterans, 15
- Adult Education (See “Nonmatriculated Students” and “Special Programs”)
- Advanced Standing, 15
- Adviser, Faculty, 42
- African-American Studies, 49
- African-American Studies Minor, 50
- Alcoholic Beverages, Regulations, 23
- All-College Distribution Requirements, 28
- American Studies, 51
- Ancient History, 55
- Annual Basic Charges, 18
- Anthropology, 56
- Anthropology Minor, 56
- Application Schedule, 14
- Applied Music, 147
 - Applied Music Associates, 222
 - Applied Music Fee, 18, 147
 - Area Requirements, 29
 - Art, 8, 61
 - Art and Music Center, 8, 9
 - Art Collections and Exhibitions, 8
 - Art: Studio Art Concentration, 61
 - Assistants, Departmental, 223
 - Associated Kyoto Program, 37
 - Associates in Applied Music, 222
 - Astronomy, 66
 - Athletics, 8
 - Attendance, 33
 - Attendance Deposits, 18
 - Audiovisual Center, 12
 - Auditing Courses, 44
 - Augmented Credit, 46
- Band, 9
- Basic Charges, 18
- Bean Scholars, 242
- Behavior, 23
- Bermuda Semester, 110
- Bills, 18
- Biology, 66
- Bixler Scholars, 34, 242
- Board Fee, 18
- Board of Trustees, 196
- Bunche Scholars, 242
- Business Administration (See “Administrative Science”)
- Business Matters, 2
- Calendar, College, 248, 249
- Calendar of Payments, 18
- Campus Life, 8
- Campus Visits, 14
- Career Services, 13
- Center for Sustainable Development Studies, 67
- Changes of Course, 43
- Chaplin Commons, 7
- Charges (See “Fees”)
- Chemistry, 73
- Chemistry-ACS Major, 73
- Chemistry-Biochemistry Major, 74
- Chemistry: Environmental Sciences Concentration, 74
- Chemistry Minor, 74
- Chinese, 77

- Chinese Language Studies Away, 37
 Chorale, Colby, 9, 149
 Class Standing, 42
 Classical Civilization Minor, 78
 Classics, 77
 Classics-English Major, 78
 Colby College History, 5
Colby Echo, 10
 Colby Host Program, 14
 Colby in Caen Fee, 19
 Colby in Caen Program, 36
 Colby in Cork Fee, 19
 Colby in Cork Program, 37
 Colby in Cuernavaca Fee, 19
 Colby in Cuernavaca Program, 36
 Colby in Dijon Fee, 19
 Colby in Dijon Program, 36
 Colby in London Fee, 19
 Colby in London Program, 37
 Colby in Salamanca Fee, 19
 Colby in Salamanca Program, 36
 Colby in Washington Program, 38
 Colby Name, Use of, 24
 Colby Plan, 27
 Colby Values and the Commons Plan, 7
 College Board Tests, 15, 16, 17, 28
 Commencement, May 1994, 231
 Committees:
 College, 224
 Faculty, 225
 Overseers, 202
 Commons Plan, 7
 Comparative Literature (See "Literature in Translation")
 Computer Resources, 40
 Computer Science, 81
 Computer Science Programs (See "Mathematics")
 Computer Science Minor, 81
 Concerts, 9, 10
 Conduct (See "Behavior")
 Conflict of Exams, 44
 Corporation, College, 196
 Courses:
 Auditing, 44
 Changes of, 43
 Election of, 42
 Key to Numbering, 46
 Withdrawal from, 45
 Courses of Study, 46
 Creative Writing, 83
 Creative Writing Minor, English, 83, 95
 Credit Requirements, 28
 Credits:
 Augmented, 46
 By Examination, 15, 32
 Transferred, 32
 Critical Dates, 46

 Damage to or Loss of College Property,
 Liability for, 20
 Dana Scholars, 34, 242
 Dance (See "Performing Arts")
 Dean's List, 34
 Degree Conferred, 34
 Degree Requirements, 28
 Degrees and Honors, 34
 Degrees Awarded, May 1994:
 Bachelor of Arts, 231
 Honorary, 235
 Deposits Required, 18
 Dishonesty, 33
 Dismissal, 23, 43
 Distinction in the Major, 34, 238
 Distribution Requirement, 28
 Domestic Exchange, 38
 Domestic Programs, 38
 Drama (See "Performing Arts")
 Drugs, Regulations, 23

 Early Admission, 15
 Early Decision, 22
 Earth Science Option, Geology Major, 110
 East Asian Studies, 83
 Echo, Colby, 10
 Economics, 86
 Economics-Mathematics Major, 87
 Economics Minor, 87
 Education and Human Development, 91
 Education Minor, 91
 Election of Courses, 42
 Emeriti, Faculty, 204
 Emeriti, Trustees, 198
 Employment, Student, 2, 22
 Engineering, 39
 English, 94
 English As a Foreign Language, 16
 English Composition Requirement, 28
 Enrollment, 5, 230
 Environmental Science
 Chemistry: Environmental Sciences
 Concentration, 74
 Concentration, Biology Major, 67

- Option, Geology Major, 110
- Environmental Studies, 104
- Environmental Studies in Costa Rica, 37
- Environmental Studies Minor, 104
- Exams, 44, 248, 249
- Exchange Program Credits, 32
- Exchange Programs, 38
- Excused Absences, 45
- Exemption by Examination, 32
- Exhibitions, 8
- Extracurricular Activities, 8

- Faculty, 204
- Faculty Adviser, 42
- Faculty, Emeriti, 204
- Faculty Representatives, 198
- Family Educational Rights and Privacy Act, 24
- Fees, Student, 18
- Field Experience, 31, 39, 105
- Finances (See "Student Fees")
- Financial Aid, 2, 22
- Financial Aid, International Students, 16
- Financial Aid, Study Abroad, 18, 19, 37
- Fines, 20
- First-Year Student Orientation, 17
- First-Year Student Program, 42
- Foreign-Language Placement Tests, 15, 17, 28
- Foreign-Language Requirement, 28
- Foreign-Language Semesters Abroad, 36
- Foreign Study Credits, 32
- Foreign Study Programs (See "Foreign-Language Semesters Abroad" and "Colby Junior-Year- Abroad Programs")
- French, 105
- Full-Year Programs (Off Campus), 19

- General Fee, 18
- General Regulations, 23
- Geographical Distribution of Students, 230
- Geology, 109
- Geology-Biology Major, 110
- Geology: Earth Science Option, 110
- Geology: Environmental Science Option, 110
- Geology Minor, 110
- German, 114
- German and Russian, 116
- German Minor, 114
- Glee Club (See "Chorale")
- Government, 117
- Grades (See "Marks")
- Graduate Schools, Preparation for, 13
- Graduation Requirements, 28
- Grants and Loans, 2, 22
- Greek, 77, 80

- Health and Medical Care, 2, 18, 23
- Health Certificate for Admission, 16
- Health Policy, 23
- History, 127
- History, Ancient, 55
- History of Colby College, 5
- Honorary Degree Recipients, 235
- Honors:
 - Bachelor's Degree with Honors, 34, 236
- Hour Exams, 44
- Housing, 7, 19, 24

- Incomplete Work, 43
- Independent Majors, 31
- Independent Study, 31
- Inquiries, 2
- Intercollegiate Athletics, 8
- Interdisciplinary Studies, 36
- International Students, 16, 29
- International Studies, 135
- Internships, 13, 31, 40, 105
- Interviews for Admission, 14
- Intramurals/I-PLAY, 9
- Italian, 140

- January Program, 28, 31, 140
- January Program Fee, 19
- Japanese, 141
- Japanese Minor, 141
- Jobs, Student (See "Employment")
- Johnson Commons, 7
- Judicial Board, 23
- Junior Year Abroad, 36, 38

- Language Placement, 15, 16, 28
- Language Requirement, 28
- Late Payment Fee, 20
- Late Registration, 42
- Latin, 141
- Leave of Absence, 45
- Lectures, 9
- Library, 12
- Liquor, Regulations, 23
- Literary Collections, 12
- Literature in Translation, 141
- Loan and Payment Plans, 20
- Loans and Grants, 2, 22

- Lovejoy Commons, 7
 Major, 31
 Major/Minor Limits, 32
 Major, Requirements for (See subject, e.g.,
 "Electronics," "Geology," etc.)
 Majors Offered, 30
 Majors, Options within, 30
 Marks, 43
 Marshals, 222, 236
 Mary Low Commons, 7
 Mathematics, 142
 Mathematics Minor, 143
 Mathematics Placement, 17
 Medical Care, 2, 23
 Memberships, 6
 Minors, 30
 Miscellaneous Charges, 19
 Museum of Art, 8
 Museum of Art Board of Directors, 203
 Music, 9, 19, 146
 Musical Activities, 9

 Nondiscrimination Policy, 2, 23
 Nonmatriculated Students, 16, 44

 Off-Campus Study Charges, 19
 Officers of the College, 196
Oracle, 10
 Orchestra, 9
 Organizations, Student, 10
 Orientation for First-Year Students, 17
 Overseers of the College, 199
 Overseers Visiting Committees, 202

 Parent Loan Programs, 20, 22
 Payment of Bills and Fees, 18, 19, 20, 43
 Performing Arts, 9, 152
 Performing Arts Minor, 152
 Phi Beta Kappa, 34, 241
 Philosophy, 156
 Philosophy-Mathematics Major, 157
 Philosophy-Religious Studies Major, 156, 172
 Physical Education, 161
 Physical Education Requirement, 29, 161
 Physics, 162
 Physics Minor, 163
 Placement in Foreign Languages, 15, 16, 28
 Placement in Mathematics, 17
 Point Scale in the Major, 28
 Points, Quality, 28

 Points, Quantity, 28
 Presidents of Colby College, 5
 Probation, 43
 Professional Schools, Preparation for, 13, 39
 Psychology, 165
 Psychology Minor, 166
 Public Affairs, 2

 Quality Requirements, 28
 Quantity Requirements, 28
 Quizzes, 44

 Radio Colby, 10
 Readmission, 32
 Records, Student, 2, 24
 Refunds, 20
 Registration, 42
 Regulations, General, 23
 Religious Activities, 10, 11
 Religious Holidays, 45
 Religious Studies, 172
 Repeated Courses, 33
 Requirements for Graduation (See
 "Academic Requirements")
 Research Associates, 223
 Residence Halls, 7, 24
 Residence Halls Damage Fines, 20
 Residence Requirements, 28
 Residential Commons, 7, 24
 Returning Students, Requirement for, 32
 Room Fee, 18, 19
 Room Reservations, 19, 24
 ROTC, 39
 Russian, 116, 177
 Russian Language and Culture, 177
 Russian Language and Culture Minor, 178

 Satisfactory/Unsatisfactory, 44
 Scholastic Aptitude Test, 15, 16
 Science and Technology Studies, 179
 Science and Technology Studies Minor, 180
 Sea Semester, 39
 Secondary School Teacher Certificate, 91
 Selected Topics, 182
 Semester Exams, 44
 Semester Programs (Off Campus), 19
 Senior Marshal, 236
 Senior Scholars, 35, 234
 Social Rules, 23
 Sociology, 182
 Sociology Minor, 183

- Spanish, 188
- Special Programs, 2, 40
- Standing, Academic, 42
- Standing, Advanced, 15
- Statements of Accounts, 20
- Student Affairs, 2
- Student Association, 10
- Student Employment, 2, 22
- Student Exchange, 38
- Student Fees, 18
- Student Handbook*, 23
- Student Living, 24
- Student Organizations, 10
- Student Records, 2, 24, 45
- Student Representatives, 198
- Student Teaching, 91
- Student's Program, 42
- Student's Responsibility in Meeting Requirements, 23, 33
- Studio Art Concentration, Art, 61
- Study in Africa, 38
- Study in Asia, 38
- Study in Canada, 38
- Study in Latin America, 38
- Study in the British Isles, 38
- Study in Russia, 37
- Study on the Continent of Europe, 38
- Summer Programs (See "Special Programs")
- Summer School Credits, 32

- Teacher Certification, 91
- Teaching Associates, 222
- Tests, 15
- Transcripts, 2, 45
- Transfer Student Requirements, 15, 28, 32
- Transferred Credits, 32
- Trustees Emeriti of the College, 198
- Tuition Fee, 18
- Tuition Payment Plans, 20

- Vacations, 248, 249
- Veterans, 15

- Warnings, 45
- Washington Semester Programs, 38
- Wellness Program, 29, 161
- Williams College-Mystic Seaport Program in Maritime Studies, 38
- Withdrawal from the College, 45
- Withdrawal from Course, 43
- WMHB 90.5 FM, 10
- Women's Studies, 191
- Women's Studies Minor, 191
- Writers' Center, 39

College Calendar 1994-95

First Semester

Sunday, August 21

Wednesday, August 24

Thursday, August 25, *through*

Sunday, August 28

Monday, August 29, *through*

Wednesday, August 31

Wednesday, August 31

Thursday, September 1

Friday, September 30, *through*

Sunday, October 2

Friday, October 7, *through*

Sunday, October 9

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

Head residents arrive

First-year students arrive

COOT trips

Orientation

Registration

First classes

Fall Parents Weekend

Homecoming Weekend

Fall break (no classes)

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Make-up examinations (residence halls
close for winter recess)

January Term

Wednesday, January 4, *through*

Tuesday, January 31

January Program

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

Registration

First classes

Spring recess (residence halls closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Make-up examinations

Baccalaureate

Commencement

College Calendar 1995-96

First Semester

Tuesday, September 5	Registration
Tuesday, September 5	Seminars meet
Wednesday, September 6	First full day of classes
Monday and Tuesday, October 9, 10	Fall break (no classes)
Wednesday, November 22, <i>through</i>	Thanksgiving recess
Sunday, November 26	
Friday, December 8	Last classes of first semester
Saturday, December 9	Last day for scheduled events
Wednesday, December 13, <i>through</i>	Semester examinations
Monday, December 18	
Tuesday, December 19	Make-up examinations (residence halls close for winter recess)

January Term

Wednesday, January 3, <i>through</i>	January Program
Tuesday, January 30	

Second Semester

Sunday, February 4	Registration
Monday, February 5	First classes
Saturday, March 23, <i>through</i>	Spring recess (residence halls closed)
Sunday, March 31	
Friday, May 10	Last classes of second semester
Saturday, May 11	Last day for scheduled events
Wednesday, May 15, <i>through</i>	Semester examinations
Monday, May 20	
Tuesday, May 21	Make-up examinations
Saturday, May 25	Baccalaureate
Sunday, May 26	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

NOTES

NOTES

NOTES

Admissions Office
Colby College
Waterville, Maine 04901



WINTY

Nonprofit Organization
U.S. Postage Paid/Permit 39
Waterville, Maine